



Annual Report

2022-2023

Achieve Language Academy
www.achievemn.org

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Appendix A Achieve Language Academy Organizational Chart 2022-2023

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SCHOOL INFORMATION

This report provides the Minnesota Department of Education, our authorizer (Novation Education Opportunities or NEO), parents of Achieve Language Academy (ALA), and the general public with information describing the progress of ALA and its students.

2169 Stillwater Ave E
St. Paul, MN 55119
Phone: 651-738-4875
Website: www.achievemn.org

Grades Served: PK-8

Year opened: 1996 (approved in 1995)

ALA is an urban charter school that offers a second language and serves students in pre-kindergarten through eighth grade. The 2020-2021 school year marked ALA's 25th year of operations. The school was granted its charter in 1996. In July of 2012, Novations Education Opportunities (NEO) became the authorizer. Achieve is located in the city limits of St. Paul, Minnesota. During the 2022-2023 school year, Achieve enrolled approximately 450 (PK-8) students.

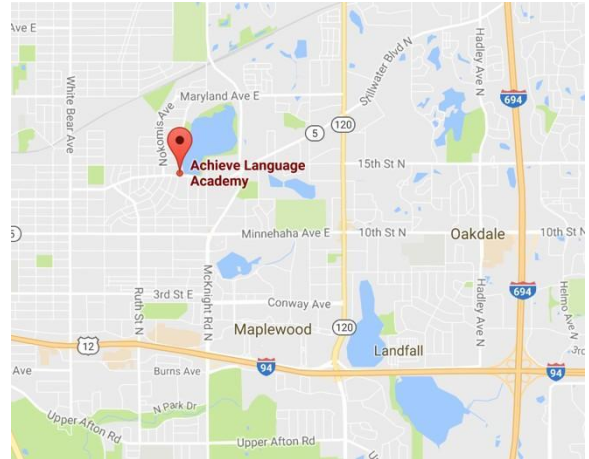
ALA is built on the beliefs that good schools transform communities; that community is created by shared values and common goals; that all children can learn and achieve; and that education is essential to a fulfilling life.

At ALA, students:

- WORK to achieve rigorous academic goals at school, and WORK to apply the skills and knowledge learned through academic growth, language and cultural education, and social development towards the improvement of the broader community.
- RESPECT all diverse members of the school community, including fellow students and staff at school, and show RESPECT by supporting and celebrating the diverse cultures and languages of the broader community.
- BELONG by embracing the uniqueness of all cultures represented within the school, and BELONG by making contributions to the social awareness of the broader community through diversity and inclusion efforts and the sharing of unique personal ideas and opinions.

Unique Characteristics

- Students have an opportunity to become literate in two languages: English and either Hmong or Spanish.
- Extended summer programming available for all students.
- 5-day a week preschool program (4-year-old).
- English is considered the second language for approximately half of the students.
- ALA has Smart Board Technology in every classroom.
- The ratio of computers to students is 1:1.
- Achieve students are exposed to a variety of in-school and out of school arts,



athletic, and academic enrichment activities.

Mission Statement

The mission of Achieve Language Academy is to provide students with a program of academic excellence that emphasizes Hmong and Spanish language and culture.

Philosophy

The underlying philosophy statements underscore the commitment that Achieve has for preparing students for success once they leave the school.

- Learner success is based on a partnership where:
 - Teachers facilitate;
 - Learners participate; and
 - Families engage.
- Proficiency in Hmong or Spanish will prepare our learners to thrive in a diverse society.
- Small learning communities create a welcoming, safe, and nurturing environment. Learning is centered in the classroom.
- Achieve focuses on the whole learner's:
 - Emotional health;
 - Social development; and
 - Academic achievement.
- A culturally diverse student population enriches each learner's experience
- Achieve continues to improve through the active participation of:
 - Learners;
 - Families;
 - Community;
 - Staff; and the
 - School Board.
- Teachers work in learning teams to ensure the success of all learners
- Achieve strives for academic success by:
 - Using standards-based curricula;
 - Making data driven decisions in planning for each student; and
 - Using research based instructional practices.

School Calendar/Hours of Operation

In 2022-2023, Achieve Language Academy had 168 instructional days scheduled. The entirety of the school year was held in-person for all students for the first time since the beginning of the COVID-19 pandemic. School was in session Monday through Friday, from 7:45 a.m. to 2:30 p.m. Summer programming was offered during the summer 2023, with an enrollment of 115.

Authorizer Information

Novation Education Opportunities (NEO)
3432 Denmark Avenue, Suite 130, Eagan, MN 55123
Wendy Swanson Choi, Executive Director
Phone – 612-889-2103
Email – executive.director.neo@gmail.com

KEY DEMOGRAPHIC TRENDS

Student Characteristics:

During the 2022-2023 school year a total of 450 students attended ALA in grades pre-kindergarten through eighth grade. The student body is very diverse and many qualify for free or reduced lunch. The table below outlines demographic characteristics of ALA students.

	2019-2020	2019-2020	2020-2021	2021-2022	2021-2022	2022-2023
Total Enrollment (Oct 1 count)	451	462	450	441	441	450
Special Education	9.3%	12.1%	11.1%	7.9%	7.9%	8%
LEP	40.4%	37.9%	35.3%	40.6%	40.6%	41.8%
Asian	31.9%	32.7%	32%	33.8%	33.8%	33.6%
Black	13.1%	10.2%	11.1%	8.8%	8.8%	11.8%
White	9.3%	9.5%	9.1%	7.2%	7.2%	4.9%
Hispanic	40.8%	43.5%	43.1%	45.4%	45.4%	44.4%
American Indian	0.2%	0.4%	0.4%	0.1%	0.1%	0.1%
F/R Lunch	82.3%	75.9%	42.3%	72.5%	72.5%	85.6%

**reported numbers are based on October 1 enrollment data

Student Enrollment

Over the past 6 years ALA has had a very stable population, averaging 453 students in grades pre-kindergarten through 8th grade each year.

	2017-2018	2019-2020	2019-2020	2020-2021	2021-2022	2022-2023
Pre-Kindergarten	35	34	39	37	35	24
Kindergarten	49	45	49	46	48	48
1st Grade	48	45	48	50	49	50
2nd Grade	46	46	48	45	42	48
3rd Grade	50	51	43	42	43	49
4th Grade	48	48	47	45	48	45
5th Grade	45	48	49	46	46	49
6th Grade	49	47	44	47	44	46
7th Grade	50	48	49	46	44	43
8th Grade	44	39	46	46	42	48
Total	466	451	462	450	441	450

**reported numbers are based on October 1 enrollment data

Student Attendance, Attrition & Mobility

Achieve Language Academy, like many schools, struggled with attendance during distance learning due to the COVID-19 pandemic. Attendance continued to improve from the pandemic years during the 22-23 school year, though some students and families did struggle with consistent attendance. The attendance rate for 2022-2023 was 90.94%. ALA

will continue to support families and monitor attendance closely during the 2023-2024 school year.

ALA has traditionally had very low attrition and mobility, leading to a stable student body. In 2022-2023, the mobility rate was 6.67%.

Admissions

Even though Achieve Language Academy is a public school, an application must be filled out and submitted before starting school. Admission is limited by grade level. The deadline for application (for the upcoming school year) was March 1 for the 2022-2023 school year. If there was space available, new students were enrolled by the date of application prior to the March 1 deadline. If there were more students than the number of spaces available on March 1, a lottery (by grade level) was held, which included all students with current applications. Families who submitted applications after the March 1 application deadline were placed on the bottom of the waiting list in the order received unless they have sibling or staff preference. If openings became available, and there was no waiting list, students were enrolled on a first come, first serve basis.

Enrollment Priorities

Once enrolled, a student retains their enrollment spot until they unenroll at Achieve or enroll in another school/district.

- Requests for admission shall give priority for attendance to siblings and foster children in the household of children currently enrolled.
- Employees of the school shall receive priority admission after all above enrollment requests.
- Transportation: It shall be at the discretion of the school to provide transportation outside the normal transportation radius.

Once a student is accepted, staff will review the application in order to determine the best placement. No placement will be considered finalized or may be held up until all necessary information has been received. Due to the Minnesota State law regarding immunizations, a student is not current with his/her immunizations, the family may be asked to complete this process before the child starts at Achieve Language Academy.

WORLD'S BEST WORKFORCE COMPONENTS

ALA created and approved a new strategic plan during the 2021-2022 school year. Board committees began work on the different goal and program areas during the 2022-2023 school year, including the creation of new mission and vision statements, and beginning the exploration of building and programmatic needs.

School Improvement Plan (SIP) Goals NEO Performance Framework

I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	NWEA MAP for Primary Math Targets (Grade K)			Point Value	Points Earned
Exemplary	More than 75 percent of kindergarten students will meet their individualized growth targets.			2	
Satisfactory	60-75 percent of kindergarten students will meet their individualized growth targets AND/OR the school improves from the baseline by at least 10 percentage points.			1	
Not Satisfactory	Less than 60 percent of kindergarten students will meet their individualized growth targets AND/OR the school does not improve from the baseline year by at least 10 percentage points.			0	
Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Percent of Students Meeting Growth Targets	
	Baseline 2021-2022	18	43	41.86%	
	2020-2021	N/A	N/A	N/A	
	2021-2022	18	43	41.86%	
	2022-2023	21	41	51.22%	
	2023-2024				
	2020-2024	39	84	46.43%	
Analysis	The 2020-2024 combined percent of students meeting their individualized growth targets is 46.43%.				
Performance Rating	NWEA MAP for Primary Reading Targets (Grade K)			Point Value	Points Earned
Exemplary	More than 75 percent of kindergarten students will meet their individualized growth targets.			2	1
Satisfactory	60-75 percent of kindergarten students will meet their individualized growth targets AND/OR the school improves from the baseline by at least 10 percentage points.			1	
Not Satisfactory	Less than 60 percent of kindergarten students will meet their individualized growth targets AND/OR the school does not improve from the baseline year by at least 10 percentage points.			0	

Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Percent of Students Meeting Growth Targets	
	Baseline 2021-2022	15	45	33.33%	
	2020-2021	N/A	N/A	N/A	
	2021-2022	15	45	33.33%	
	2022-2023	21	41	51.22%	
	2023-2024				
	2020-2024	36	86	41.86%	
Analysis	The 2020-2024 combined percent of students meeting their individualized growth targets is 41.86%.				
II. All Students are Ready for Career and College					
II.A Attain Grade-level Proficiency- All Students State Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	0
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2020-2021	8	147	5.44%	44.20%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	8	147	5.44%	44.20%
	2021-2022	38	272	13.97%	46.49%
	2022-2023	39	273	14.29%	47.27%
	2023-2024				
	2019-2024	77	545	14.13%	46.88%
Analysis	The school's combined proficiency rate of 14.13% is 32.75 percentage points lower than the state's proficiency rate of 46.88%.				
	From the baseline year rate of 5.44% the school's proficiency increased to 14.29%, an increase of 8.84 percentage points.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	

Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2020-2021	38	145	26.21%	52.50%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	38	145	26.21%	52.50%
	2021-2022	71	271	26.20%	51.14%
	2022-2023	57	273	20.88%	50.17%
	2023-2024				
	2019-2024	128	544	23.53%	50.65%
Analysis	The school's combined proficiency rate of 23.53% is 27.13 percentage points lower than the state's proficiency rate of 50.65%.				
	From the baseline year rate of 26.21% the school's proficiency decreased to 20.88%, a decrease of 5.33 percentage points.				

II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison

Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	0
Satisfactory	The school's combined proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2020-2021	8	147	5.44%	21.40%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	8	147	5.44%	21.40%
	2021-2022	38	272	13.97%	26.26%
	2022-2023	39	273	14.29%	26.80%
	2023-2024				
	2019-2024	77	545	14.13%	26.53%

Analysis	The school's combined proficiency rate of 14.13% is 12.40 percentage points lower than the resident district's proficiency rate of 26.53%.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's combined proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2020-2021	38	145	26.21%	33.30%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	38	145	26.21%	33.30%
	2021-2022	71	271	26.20%	34.22%
	2022-2023	57	273	20.88%	34.14%
	2023-2024				
	2019-2024	128	544	23.53%	34.18%
Analysis	The school's combined proficiency rate of 23.53% is 10.65 percentage points lower than the resident district's proficiency rate of 34.18%.				

III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)

III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison

Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2020-2021	6	88	6.82%	22.70%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	6	88	6.82%	22.70%

	2021-2022	24	206	11.65%	24.41%
	2022-2023	27	242	11.16%	28.23%
	2023-2024				
	2019-2024	51	448	11.38%	26.32%
Analysis	The school's combined proficiency rate of 11.38% is 14.94 percentage points lower than the state's proficiency rate of 26.32%.				
	From the baseline year rate of 6.82% the school's proficiency increased to 11.16%, an increase of 4.34 percentage points.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2020-2021	22	86	25.58%	32.40%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	22	86	25.58%	32.40%
	2021-2022	48	207	23.19%	31.27%
	2022-2023	40	242	16.53%	33.40%
	2023-2024				
	2019-2024	88	449	19.60%	32.34%
Analysis	The school's combined proficiency rate of 19.60% is 12.74 percentage points lower than the state's proficiency rate of 32.34%.				
	From the baseline year rate of 25.58% the school's proficiency decreased to 16.53%, a decrease of 9.05 percentage points.				
III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's combined proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	

Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2020-2021	6	88	6.82%	9.70%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	6	88	6.82%	9.70%
	2021-2022	24	206	11.65%	14.62%
	2022-2023	27	242	11.16%	15.92%
	2023-2024				
	2019-2024	51	448	11.38%	15.27%
Analysis	The school's combined proficiency rate of 11.38% is 3.89 percentage points lower than the resident district's proficiency rate of 15.27%.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's combined proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2020-2021	22	86	25.58%	20.30%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	22	86	25.58%	20.30%
	2021-2022	48	207	23.19%	21.50%
	2022-2023	40	242	16.53%	21.92%
	2023-2024				
	2019-2024	88	449	19.60%	21.71%
Analysis	The school's combined proficiency rate of 19.60% is 2.11 percentage points lower than the resident district's proficiency rate of 21.71%.				
III.C Attain Grade-level Proficiency- EL Focus Group State Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			1	

Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2020-2021	3	51	5.88%	9.20%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	3	51	5.88%	9.20%
	2021-2022	11	101	10.89%	13.19%
	2022-2023	8	107	7.48%	14.21%
	2023-2024				
	2019-2024	19	208	9.13%	13.70%
Analysis	The school's combined proficiency rate of 9.13% is 4.57 percentage points lower than the state's proficiency rate of 13.70%.				
	From the baseline year rate of 5.88% the school's proficiency increased to 7.48%, an increase of 1.59 percentage points.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2020-2021	1	51	1.96%	9.10%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	1	51	1.96%	9.10%
	2021-2022	10	100	10.00%	12.17%
	2022-2023	2	107	1.87%	11.98%
	2023-2024				
	2019-2024	12	207	5.80%	12.07%
Analysis	The school's combined proficiency rate of 5.80% is 6.28 percentage points lower than the state's proficiency rate of 12.07%.				
	From the baseline year rate of 1.96% the school's proficiency decreased to 1.87%, a decrease of 0.09 percentage points.				
III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison					

Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	0
Satisfactory	The school's combined proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2020-2021	3	51	5.88%	5.90%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	3	51	5.88%	5.90%
	2021-2022	11	101	10.89%	11.15%
	2022-2023	8	107	7.48%	11.53%
	2023-2024				
	2019-2024	19	208	9.13%	11.34%
Analysis	The school's combined proficiency rate of 9.13% is 2.21 percentage points lower than the resident district's proficiency rate of 11.34%.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	0
Satisfactory	The school's combined proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2020-2021	1	51	1.96%	7.20%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	1	51	1.96%	7.20%
	2021-2022	10	100	10.00%	9.78%
	2022-2023	2	107	1.87%	9.89%
	2023-2024				
	2019-2024	12	207	5.80%	9.83%

Analysis	The school's combined proficiency rate of 5.80% is 4.04 percentage points lower than the resident district's proficiency rate of 9.83%.				
IV. All Students are Ready for Career and College (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth					
Performance Rating	NWEA MAP Fall-Spring Growth- Math Targets (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of more than 129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			2	
Satisfactory	Students will achieve a combined growth of 110-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 110 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	1
Results		Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	318	969	32.82%	
	2021-2022	1946	1667	116.74%	
	2022-2023	2070	1841	112.44%	
	2020-2024	4016	3508	114.48%	
Analysis	The school's 2020-2024 combined average NWEA MAP for math projected growth is 114.48%.				
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of more than 129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			2	
Satisfactory	Students will achieve a combined growth of 110-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 110 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	0
Results		Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	Year				

	2020-2021	388	782	49.62%	
	2021-2022	1581	1419	111.42%	
	2022-2023	1393	1627	85.62%	
	2023-2024				
	2020-2024	2974	3046	97.64%	
Analysis	The school's 2020-2024 combined average NWEA MAP for reading projected growth is 97.64%.				
IV.B Meet or Exceed National Growth Norms- Students At or Above Grade Level Making Medium or High Growth					
Performance Rating	NWEA MAP Fall-Spring Growth- Math Targets (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of more than 109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			2	2
Satisfactory	Students will achieve a combined growth of 100-109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			0	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	-30	741	-4.05%	
	2021-2022	539	549	98.18%	
	2022-2023	3326	2808	118.45%	
	2023-2024				
	2020-2024	3865	3357	115.13%	
Analysis	The school's 2020-2024 combined average NWEA MAP for math projected growth is 115.13%.				
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of more than 109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			2	1
Satisfactory	Students will achieve a combined growth of 100-109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			1	

Not Satisfactory	Students achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			0	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	-94	533	-17.64%	
	2021-2022	301	449	67.04%	
	2022-2023	354	400	88.50%	
	2023-2024				
	2020-2024	655	849	77.15%	
Analysis	The school's 2020-2024 combined average NWEA MAP for reading projected growth is 77.15%.				

These are the Climate Performance Indicators. They are 9.38% of the points possible.

V. The School Conditions Promote a Climate of Engagement

V.A Attendance Rates

Performance Rating	Attendance Rate Goals (Grades K-8)	Point Value	Points Earned	
Exemplary	More than 95 percent attendance rate.	2	1	
Satisfactory	90-95 percent attendance rate.	1		
Not Satisfactory	Below 90 percent attendance rate.	0		
Results	Year	Attendance Rate		
	Baseline 2014-2018	92.41%		
	2019-2020	93.18%		
	2020-2021	89.95%		
	2021-2022	91.78%		
	2022-2023	90.94%		
	2023-2024			
	2019-2024	91.46%		
Analysis	The combined attendance rate over 2018-2024 is 91.46%.			

V.B Parent Satisfaction

Performance Rating	5-Point Parent Satisfaction Survey Goals (Grades K-8)	Point Value	Points Earned
Exemplary	More than 90 percent or more of parents agree (4) or strongly agree (5) that they are satisfied with the school.	2	2
Satisfactory	75-90 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.	1	
Not Satisfactory	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the	0	

	school.				
Results		Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	Baseline 2015-2019	222	238	93.28%	23.97%
	2019-2020	95	97	97.94%	32.33%
	2020-2021	167	189	88.36%	58.51%
	2021-2022	140	143	97.90%	41.57%
	2022-2023	156	161	96.89%	52.44%
	2023-2024				
	2019-2024	558	590	94.58%	46.31%
Analysis	The combined 2019-2024 parent satisfaction rate is 94.58%.				
V.C Mobility					
Performance Rating	Mobility Goals (Grades K-8)			Point Value	Points Earned
Exemplary	Fewer than 10 percent of students transfer out of school after October 1.			2	
Satisfactory	10 - 15 percent of students transfer out of school after October 1.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	2
Results		Students Transferring After October 1	Total Students Enrolled October 1	Mobility Percent	
	Baseline 2014-2017	85	1294	6.57%	
	2019-2020	12	465	2.58%	
	2020-2021	19	450	4.22%	
	2021-2022	22	441	4.99%	
	2022-2023	30	450	6.67%	
	2023-2024				
	2019-2024	83	1806	4.60%	
Analysis	The mobility rate from 2019-2024 was 4.60%.				

School Assessments & Identified Student Needs

Achieve uses several forms of assessment data to determine the needs of students in the learning community. The Northwest Education Association (NWEA) Measurement of Academic Progress (MAP) assessment is a nationally normed test that all students at

Achieve take three times annually in the areas of reading and math.

During the 2022-2023 school year, all students completed the NWEA in math and reading in fall, winter, and spring. NWEA results in 2021-2022 demonstrated more traditional results and growth patterns than the 2020-2021 school year. Results in 2022-2023 were similar, with continued growth on NWEA scores for most students. Reading continues to be a more challenging area for our students than mathematics. Students are doing well meeting their goals, but achievement remains below what it was before the COVID-19 pandemic. ALA is confident that scores will continue to improve to previous levels over the next few years as the mental and emotional effects of the pandemic continue to lessen, and students continue to adjust to the school environment and high academic expectations.

There is a core group of students for whom the pandemic was particularly impactful. Students in upper elementary and middle school have struggled more with the return to school over the last two years, both academically and socially. ALA continues to work to meet these students' needs to the best of our abilities, providing RTI services, and sharing resources with families with students who may be struggling with mental health concerns.

ALA uses a comprehensive process to determine student progress and growth toward career and college readiness. The system incorporates an assessment system that begins in the classroom and expands to state and national assessments. This system provides a profile of achievement by individual students, subgroups, and the school. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

For 2023-2024, grade level teams will meet with the Compliance, Data, & Policy Director and Academic Director on a weekly basis to provide dedicated time for analyzing student data and getting continuous professional development on how to utilize information from assessments to tailor and improve instruction to student needs. Kindergarten will also begin utilizing the Fastbridge earlyReading and earlyMath assessments instead of NWEA. The Fastbridge assessments are administered individually and do not rely on students' technology skills in a large group setting to measure their achievement. We are confident this change will give us a better understanding of Kindergarten learning and growth.

Identified Teacher Needs

Teacher needs were identified through the use of staff surveys and input from the Achieve academic committee. It was identified that teachers would benefit from additional training in the areas of aligning curriculum to state standards, vertical alignment across the grades, and the creation and use of proficiency scales. Teachers also requested training on the new Minnesota state science standards. Newer teaching staff that have not completed the initial four-day training in the Responsive Classroom method were identified in order to increase consistency with the school-wide usage of this approach.

CURRENT EDUCATIONAL APPROACH AND CURRICULA

ALA is built on the beliefs that: good schools transform communities; community is created by shared values and common goals; all children can learn and achieve; and education is essential to a fulfilling life. Our mission is to facilitate dual language proficiency and the appreciation of diverse cultures for all learners.

ALA provides a core program of language arts, mathematics, science, and social studies, based on the Minnesota Academic and Common Core National Standards with an overall focus on literacy and math skills. A portion of every day is spent on each student acquiring the necessary literacy skills they will need for academic success in the world of work. The focus in all classrooms is on hands-on and concrete experiences in all subject areas to reinforce skills and concepts. At Achieve, teachers understand that each child learns in their own way and work with students to help them identify their learning styles, strengths and interests. Teachers plan and modify classroom experiences around the individual strengths, interests, cultural backgrounds, and needs of their students.

The middle level program is designed to build on each student's skills and interests in a holistic approach to subject areas. The program is committed to the unique needs of middle level learners, which include developmental, academic, and social needs, and personal attributes specific to their age. This is accomplished by providing for a variety of learning modalities, focusing on utilizing community-based learning resources outside the traditional classroom, and emphasizing transition.

Common Instructional Strategies

ALA continues to build a common set of instructional strategies that all teachers implement in their classrooms. This practice is reviewed and updated annually based on student needs by the Academic Committee.

Currently, practices include:

- Sheltered Instructional Observation Protocol (SIOP);
- Non-fiction writing
- Gradual Release
- Reciprocal Teaching
- Identified Learning Targets based on State Standards
- Guided Groups

Major Content Areas

The language arts program is based on the Fountas and Pinnell Classroom Curriculum. The common core standards are the basis for all instruction in the classrooms, with teachers developing grade level pacing guides and curriculum maps. During the 2019-2020 school year, a new English Language Arts curriculum was purchased. Grades K-5 use Fountas and Pinnell, and grades 6-8 use Savvas (fka Pearson) My Perspectives. Plans are adopted each year to best meet the needs of the students at each individual grade level.

A new math curriculum was purchased for the 2019-2020 school year. K-8 used Savvas Envisions, and K-5 also had access to Savvas Investigations.

The K-8 science program was reviewed during the 2022-2023 school year. The original curriculum materials (adopted in 2006 and updated in 2015) have been Foss kits and teacher generated materials. The science units are aligned to the Minnesota State Science Standards. The academic committee decided to purchase the Savvas Elevate curriculum for grades 6-8 for the 2023-2024 school year. The committee also decided that grades K-5 will continue using the Foss kits supplemented with online subscriptions such as Generation Genius and Mystery Science.

The K-8 social studies program was reviewed during the 2020-2021 school year. The myWorld social studies curriculum from Savvas was purchased for the 2021-2022 school year for kindergarten through fifth grade. The Northern Lights Curriculum was purchased during the 2020-2021 school year for sixth grade social studies which aligns to the Minnesota State Standards focusing on Minnesota history.

Curriculum Review Process

ALA has an identified cycle in place for the formal review and evaluation of language arts, math, social studies, and science curricula. ALA has also utilized a more informal process as needs arise or if there are changes in the MDE content standards, testing requirements, etc. In both cases, the ALA Academic Committee is involved in determining any changes.

Professional Development Model

- PLCs;
- Mentoring/coaching;
- Educator choice in Professional Development/ Workshop attendance; and
- In-house workshops throughout the school year.

Remediation and Acceleration Practices

- Response to Intervention (RTI) for all;
- Study Island
- Guided groups across all content areas.

Special Education Services

ALA special education services focus on collaboration between the special education staff and classroom teachers. Approximately 25% or more of all instructional time provided by the special education staff is completed in the mainstream classroom using a cooperative teaching model. During the 2022-2023 school year the identified special education population represented approximately 8% of the student population. There were four special education teachers, a social worker (Special Education Coordinator), contracted speech, occupational and physical therapists, autism teacher, Deaf/Hard of Hearing teacher, school psychologist and paraprofessionals (as needed) working with the students.

The Comprehensive Teaming to Assure Resilient Students (CTARS) team is the ALA version of a child-find team. This team is coordinated by the Special Education Coordinator who oversees the process of identifying students for academic, social, and emotional and behavior support beyond the classroom.

Academic Support Services

ALA has taken a broad view of academic services needed for our students to be successful in the classroom. English language programming is embedded in the mainstream

classroom. There is an English language (EL) teacher assigned to each grade level team. The EL teacher provides most service to the English language learners through a cooperative teaching model within those grade levels. The intervention teachers provide reading and math intervention support for identified K-4 students outside the mainstream classrooms. Educational assistants provide support within the classroom to general education students.

ALA Pre-Kindergarten Program

ALA opened its current prekindergarten program for students turning age four by September 1st of each year in 2004. The program has been a five-day a week, half-day program up until the 2013-14 school year. During 2013-14, the program grew to offer both a morning and afternoon section. The program is staffed with licensed teachers and funded with VPK funds. We received a four-star Parent Aware rating for our program in 2019. During the 20-21 school year, Achieve worked with NEO to apply for permission to conduct Early Childhood Screenings with Achieve students for the 21-22 school year. ALA has noted a challenge in enrollment for FY23 in this program. As birth rates continue to drop, and SPPS has expanded their full-day PreK program, enrollment has not met charter goals. As a result, ALA is moving to a full-day PreK program model with two sections starting in the 23-24 school year.

ALA Summer Program

ALA summer programming has been in place since 2001 and has utilized MDE learning year funding in the past. The program focus continues to be on the acceleration of academic skills in primarily reading and math. Due to the COVID-19 pandemic qualifying was open to everyone who showed learning loss. The final student count was 116 students with staffing at 1:20 teacher to student ratio.

INNOVATIVE PRACTICES & IMPLEMENTATION

Academic Program Best Practices

- PLCs and the use of the Continuous Improvement Cycle;
- Staff training around Culturally and Linguistically Responsive Teaching strategies, which includes academic use of language and expanding vocabulary.
- Reading and math intervention groups (Tier II RtI) in grades K-4 as an approach to ensure quality instruction in the classroom and timely, relevant interventions for students in need of help beyond classroom instruction;
- Visible learning targets based on state standards in all classrooms written using “I can” statements
- Online assessment programs including Study Island (3rd-4th grade), Freckle (5th-6th grade), and ALEKS Math (7th-8th grade) are used as a formative assessment for students. They are aligned to MN state standards in the areas of math, reading, science and social studies. Teachers are able to use this information to re-teach and/or recommend students for intervention;
- School-wide events are held several times throughout the year. Family involvement is consistent and reaches across all grade levels.
- Comprehension Strategies: SIOP, Fab 4, and Math Big 5 instructional strategies are used to enhance student learning and comprehension of material; and
- Triangulation of data to drive interventions and teach at all levels in the classroom and in tiered groups deliver concise knowledge of students’ learning.

- Comprehensive implementation of RtI process
- Use of the Responsive Classroom model throughout the building and maintaining a community within the school

Program Strengths

- Data is used in team meetings to drive student instruction. There are several forms of data available to staff, parents and students.
- Curriculum – All teaching is standards-based. It's about teaching the whole child in an individualized way. There is a large pool of resources available for staff for focused instruction.
- Intervention programming – Tier I strategies and planning within each classroom and a coordinator for the Tier 2 program. This program expanded during the 2021-2022 school year to include both math and reading interventions.
- Culture of Learners – The overall focus at Achieve is on learning for both students and staff. A high majority of students want to come to school daily, which is evident from the consistently high attendance. In addition to student learning, our staff has a high proportion of advanced degrees.
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 90% or higher. Teachers reach out to families through phone calls and/or flexible meeting scheduling to ensure communication.
- In-school professional development and support – Teachers are supported in a variety of ways, including peer coaching, model teaching, professional training, etc.
- After-school activities offered: various sports, concert band, clubs, volleyball, running, flag football
- Five-day a week, half-day preschool
- Well attended family events
- Work, Respect, and Belong are the Core Values of Achieve, and the Spring Awards are tied to this values system. An active ALA Student Council helps to foster the values among their fellow students.
- Achieve welcomes many Community Partnerships.
- Diverse support staff.

STAFFING

Staff Information: During the 2022-2023 school year there were 18 K-8 classrooms and 1 preschool classroom. The goal has been to keep class sizes at the ratio of 24:1 across all grade levels.

In 2022-2023, the specialists in Hmong, Spanish, Music, and Physical Education provided preparation time for the classroom teachers and specialists saw all K-8 students on a four-day rotation. The Special Services teaching staff including Special Education, English Language, and Academic Support provided a combination of co-teaching classroom support for identified students and pullout programming for students needing extended services.

Student/Classroom Teacher Ratio: Achieve employed 18 licensed K-8 classroom teachers, 1 licensed pre kindergarten teacher, 5 licensed specialists/cultural experts, 3 special education teachers, 10 licensed intervention staff, 1 executive director, 1 academic director, 1 social worker, 1 technology coordinator, and 13 paraprofessionals. The ratio of

students to licensed teachers in the building was 12:1.

Teaching Staff Demographics

	2022-2023
Number of Teachers	39
Experienced Teachers (3+ Years) %	84.62%
Teachers with Advanced Degrees	51.28%

2022-2023 Teaching Faculty

This table contains information for all instructional staff employed by the school or providing services contractually (e.g. special education teacher, reading specialist, speech therapist, etc.).

Name	File Folder Number	Assignment	Left During 22-23	Not Returning for 23-24
Tourville, Jill	428211	Prekindergarten		
Bradfield, Sara	442199	Kindergarten		
Ney (Hutchinson), Anna	424473	Kindergarten		
Gorman, Heather	514802	1st Grade		
McDonough, Jalen	1009173	1st Grade		
Vernstrom, Denise	496504	2 nd Grade		
Sonsalla, Brittny	1009301	2 nd Grade		
Videen, Cindy	366864	3 rd Grade		
Brandt, Beth	374188	3 rd Grade		
Hall, Lindsay	476396	4 th Grade		
Linne, David	418625	4 th Grade		
Joslin-Zirngible, Rachel	1007452	5th Grade		
Lund, Jackson	501702	5th Grade		x
Gueltzow, Kaylee	505978	6 th Grade		
Flanagan, Marissa	502402	6th Grade		
Lind, Audra	399001	7 th -8 th Grade Language Arts		
Vondriska, Emily	300513	7 th -8 th Grade Science		
Seegebarth, James	502737	7 th -8 th Grade Social Studies		
Woodington, Scott	518572	7th-8th Grade Math		
Wagers, Mary	443578	English Language Development		
Yang, Goly	517738	English Language Development	x	
Roling, Lisa	362241	English Language Development		
Regalado, Elizabeth	502105	English Language Development		
Lenhart, Sharon	280983	English Language Development		
Sorenson, Marlene	357680	Reading Intervention		x
Hanson, Kelly	465579	Reading Intervention	x	
Snavely, Katherine	418193	Reading Intervention		
Yang, Ka	431550	Reading/Math Intervention		
Mandt, Kristen	377219	Reading/Math Intervention		
Daley, Hannah	1012817	Reading/Math Intervention		x

Wagner, Laurie	334403	Special Education Teacher		
Glickman, Nicole	446982	Special Education Teacher		x
Petschauer, Amy	385053	Special Education Teacher		
Cullen, Theresa	502471	Speech Language Pathologist		
Chapdelaine, Allen	449355	Physical Education		
Schramke, Julie	397038	Music Teacher	x	
Reyes, Erlyn	1006733	Spanish Language/Culture		
Vandal, Noemi	374662	Spanish Language/Culture		
Yang, See	1019778	Hmong Language/Culture		
Hartman, Erin	441525	Building Substitute		
Anderson, Zach	438601	Building Substitute		

2022-2023 Non-Instructional Staff

Name	File Folder (if applicable)	Assignment	Left during 22-23	Not Returning for 23-24
Serres, Karolina		SPED Paraprofessional		x
Whitney, Dania		SPED Paraprofessional		x
Lara Tello, Gabriela		SPED Paraprofessional		
Carter, Perry		SPED Paraprofessional		
Wood, Geoffrey		SPED Paraprofessional		
Crowley, Deb	512451	SPED Paraprofessional		x
Moua, Pankou		SPED Paraprofessional		
Chavez Zacarias, Daniela		Preschool Educational Assistant		
Estrada, Tracey		Educational Assistant		
Nelson, Sydney		Educational Assistant	x	
Reyes, Tulio		Educational Assistant	x	
Yang, Kalia		Educational Assistant		
Vang, Lia		Educational Assistant		
Her, Mong		Educational Assistant		x
Davila, Daniel		Student Service Manager		
Rios, Carol		Food Service Assistant		x
Severson, Kalli		Food Service Assistant		
Vang, Yee		Food Service Manager		
Olson, Jamie		Maintenance Supervisor		
Prewedo, Donna		Operations Director		
Beaumont, Richard		Custodian	x	
Vega, Daniel		School Office/Family Liaison		
Lee, Mai		Office Generalist		
Vang, MyChee		Health Assistant		
Windham, Curtis	483311	Executive Director		
McGovern, Taryn	471626	Academic Director		
Hegna-Oezle, Kathy	363833	Social Worker		
Giebink, Erin		Compliance, Data, and Policy Director		
Schley, Renee	442556	Technology Integration Specialist		x

Licensed Teacher Turnover

Approximately 10.26% of the teaching staff does not plan to return for 2023-2024.

GOVERNANCE AND MANAGEMENT

Board of Directors

- School Board elections are currently held in late May/early June of each year.
- The Board membership can include 3 teachers, 3 community members, and 3 parents.
- Terms can be one, two or three-year positions. Terms are staggered to ensure board continuity.
- 2022-2023 Board meetings were held at the school on the fourth Tuesday for most of the year. Board meetings have been moved to the second Tuesday.
- Board meeting schedule and meeting minutes are posted on the www.achievemn.org web site.
- Board meetings are conducted with Robert’s Rules of Order and comply with Minnesota Open Meeting Law.
- Board policies go through an adoption cycle that includes a first-read and second read process before the actual adoption at a later meeting.
- The school board is developing a 3-year strategic plan with goals aligned to the charter contract.

School Board Members

Member Name	Board Position	Relation to School	Term	Met Training Goals G/E/F*
Dave Linne	Director	Teacher	7/2022-1/2023	yes/yes/yes
Angelica Perez-Garcia	Treasurer	Parent	7/2021-11/2024	yes/yes/yes
Elizabeth Brandt	Chair	Teacher	11/2021-6/2024	yes/yes/yes
Julie Schramke	Secretary	Teacher	11/2021-6/2022	yes/yes/yes
Sandra Castro-Pearson	Director	Parent	11/2021-6/2023	yes/yes/yes
Ofir Germanic	Director	Community	11/2021-6/2023	yes/yes/yes
Sharon Oberg	Director	Community	11/22-6/24	yes/yes/yes

*G=Governance E=Employment practices and policies F=Financial management

MANAGEMENT

Management Structure

The current administrative structure of the school consists of the Executive Director, Social Worker/Special Education Coordinator, Operations Director, Academic Director and the Compliance, Data and Policy Director. This group is responsible for reviewing, developing, and implementing any annual school improvement plan, and advising on school issues. Five additional support staff work in the administrative areas.

The director of special education position is a contract position through Indigo Education. The day-to-day operations of the special education program are overseen by the school social worker/Special Education Coordinator.

Educational Administrative Team

Name	Title	Description	Status	File Folder #
Dr. Curtis Windham	Executive Director / Principal	Oversee all operations of the school	Continued employment	483311
Kathy Oelze	SpEd Coordinator	Coordinate special education services and social services, supervise students	Continued employment	363833
Taryn McGovern	Academic Director	Coordinates all academic programs, teacher licensures, professional development, and classroom support	Continued employment	471626
Kate Snavely	Reading/RTI Coordinator	Oversee language arts, reading, and intervention programs, serve as a mentor for teaching staff	Continued employment	418193

Currently, ALA utilizes a team approach to oversee the educational management of the school (see above). Each team member has clear and specific roles within the school structure. Each individual has built a professional development plan around the goals of the school and his/her individual duties.

OPERATIONS

Regulations

Achieve used Skyward, a state compliant software for student management through the end of the 2020-2021 school year. During the summer of 2021, the school transitioned to Infinite Campus after a thorough research and review process to determine how to best continue to serve and integrate technology into our student and program management and operations, as well as family access. Infinite Campus will provide a more robust management system for receiving and processing student applications, intake forms, grading, and other systems into the future.

All state finance reports were submitted on time. Lease aid was applied for and granted in the fall for the school year. All state and federal taxes, pensions, and insurance were paid as required. At the beginning of the 2022-2023 school year, payroll and accounts payable

were completed by ALA staff. The financial audit was completed on time and submitted to the state by the required deadline. The 2022 audit was filed on time and was presented to the board in January 2023 by our auditor from ABDO. The audit contained no findings.

Facility and Grounds

ALA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed well by the facilities manager with an eye to the long-term service of the building. Achieve is a positive feature on the east edge of St. Paul.

Health and Safety

Achieve had a contracted school nurse during the 2022-2023 school year. The nurse was responsible for state immunization reports, vision and hearing tests, as well as working with the special education department when needed on student evaluations. Achieve had an on-site health aid that assisted with daily medications and managing student health plans.

Achieve has a written Crisis Management Plan that is reviewed each year. Staff members and students routinely practice emergency procedures during the year to ensure safety measures are followed. Evacuation maps are reviewed, and displayed in every room, showing appropriate routes to safety.

Due Process and Privacy Rights

The Achieve Parent – Student Handbook outlined the disciplinary procedures for students. The handbook is updated yearly.

Employment

The procedures for hiring include defining staffing needs, reviewing or developing job descriptions of a new position, posting the openings, and interviewing. References are checked, and the candidate meets with the director to learn more about the employment terms and benefits. New employees meet with the Operations Director upon hiring to fill out all forms and review employment policies and procedures.

All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at Achieve. No problems were found in 2022-2023.

Food Service

For the 2022-2023 school year, Achieve provided its own food service program using a contracted caterer, Done Right Foods. This is the final contracted year of programming.

FINANCES

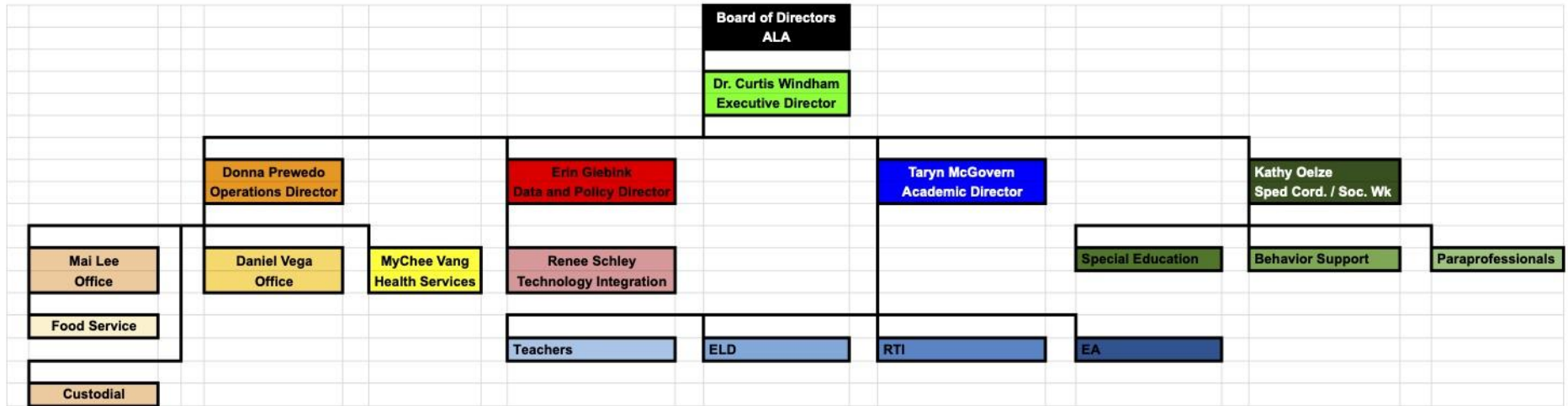
Questions regarding 2023 financial practices and records can be directed to the Executive Director and BerganKDV, the schools business management company (effective 11/1/22).

FUTURE PLANNING

Plans for the 2023-2024 school year include:

- The PreK program will be expanded to include two full-day classes of 20 students each. A second PreK teacher and an EA for the second PreK class will be hired.
- Professional development for teachers will focus on tier 1 supports for multilingual learners and cultural competency.
- The Heggerty Bridge to Reading curriculum will be trialed in the first grade classrooms in order to determine whether or not the school will purchase this program for use across multiple grades to meet the requirements of the READ Act.
- Weekly data meetings will be held with administration and classroom teachers in order to examine student assessment data and academic needs.
- Plans to begin a school expansion/renovation will begin in the fall of 2023. All approvals through St. Paul and Maplewood must be completed by 12/31/2023. Designs will continue through early spring of 2024 with work scheduled to begin in April of 2024.
- The final pillar of the school's strategic plan will begin. The focus will be on further integrating the mission of language and culture into each homeroom and expanding the specialists roles of stand-alone instruction into each homeroom. The academic department will highlight this effort.

Appendix A. Organizational Structure.



Appendix B. Financial Statement - June 30, 2023.

This information will be added once Achieve Language Academy receives the final audit report from the 2022-2023 school year.