

# FY 2017

## Cologne Academy #4188



# [2016-17 ANNUAL REPORT & WORLD'S BEST WORKFORCE ANNUAL REPORT]

This report is written to fulfill Minnesota Statute, section 124D.10, subdivision 14. This state law requires specific data elements and recipients to whom the report distribution is expected. This law states, "A charter school must publish an annual report approved by the School Board of Directors." In addition, under Minnesota Statutes, section 120B.11, school districts are to develop a World's Best Workforce (WBWF) Annual Report and report summary for the 2016-2017 school year. Both documents are integrated into this single report.

*Proud of My Child, Proud of My Choice*

## **VISION STATEMENT**

*Create a content-rich learning environment that prepares K-8 children to achieve their best as students and as people of character who will contribute skill and knowledge to their communities.*

## **MISSION STATEMENT**

*To prepare students for academic success through excellence in literacy by integrating the Core Knowledge Sequence.*

## **ENDURING STATEMENT**

*Students at Cologne Academy will acquire foundational knowledge and skills empowering them to become leaders with exceptional character in an ever-changing global society.*

## **CORNERSTONES**

*Individual Student Achievement*

*Character Development*

*Enriched Curriculum*

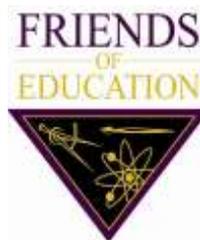
*Parental Involvement*

*Low Student to Teacher Ratio*

**Established 2008**

Cologne Academy #4188  
1221 South Village Parkway  
Cologne, MN 55322  
952-466-2276  
[www.cologneacademy.org](http://www.cologneacademy.org)

Lynn G. Peterson, Ed. S., Executive Director



Authorizer Information

Friends of Education  
Director: Beth Topoluk

EX0-01-A  
200 East Lake Street  
Wayzata, MN 55391-1693  
Telephone: (952) 745-2717

# Contents

1. Student Enrollment Data	page 5
2. Student Attrition Data	page 8
3. School Governance and Management	page 9
School Board Trainings	page 13
4. World's Best Work Force Components	
4a. Educational Approach and Curriculum	page 17
4b. Innovative Practices & Implementation	page 28
4c. Academic Performance	page 34
4d. Student and Parent Satisfaction	page 40
5. Staffing	page 42
Professional Development Plans for Instructional leaders	page 44
6. Finances	page 51
7. Operational Performance	page 56
8. Future Plans	page 58
Appendix A- current nonprofit status	page 61
Appendix B- Enrollment Policy	page 62
Appendix C- State Report Card	page 70
Appendix D- Continuous Improvement Plan	page 71
Appendix E- Fund Balance Policy	page 76
Appendix F- World's Best Workforce Summary	page 77

# INTRODUCTION



## Introduction

Cologne Academy is pleased to present our 2016-2017 World's Best Workforce (WBWF) Plan and Charter School Annual Report. I hope this publication will provide you, our stakeholder, with an overview of our educational programming, operations, and management. This report is written to fulfill Minnesota Statute, section 124D.10, subdivision 14 and section 120B.11. These state laws require specific data elements and recipients to whom the report distribution is expected. These summaries document student achievement goals that were established in 2016, the strategies and initiatives that Cologne Academy engaged in to meet these goals, and the subsequent progress made on those goals by the end of the school year. All Minnesota school districts will post their reports on the district website and submit the summary report to MDE each year.

Statute 124D.10 states, "A charter school must publish an annual report approved by the School Board of Directors." The annual report must at least include information on:

*School enrollment*

*Student attrition*

*Governance and management*

*Staffing*

*Finances*

*Academic performance*

*Operational performance*

*Innovative practices and implementation*

*Future plans*

*A charter school must distribute the annual report by publication, electronic means to the commissioner, sponsor, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official website."*

Cologne Academy's charter school annual report highlights the many accomplishments of our hard-working student body, the talent and commitment of Cologne Academy's entire staff, and the support and encouragement of our families. The 2016-2017 school year was successful in several areas. The successes are highlighted in this report—from student achievement to financial health and continued growth of Cologne Academy, I am pleased to recap this past year in the following pages.





# School Enrollment

## ENROLLMENT PROCESS

Cologne Academy is dedicated to a free-access, quality education to all learners. As a charter school, Cologne Academy provides an innovative and successful educational path for all students. Cologne Academy follows all Minnesota statutes as they relate to application and admission procedures for public elementary schools. Cologne does not discriminate in any way and all activities follow adopted policy #102 Equal Educational Opportunity. Enrollment is open to all students residing in any school district in Minnesota. Cologne will accept all applications without question, unless the child does not meet the minimum age requirement for Kindergarten as set by the school board prior to the application period (see policy #607.1 Early Admissions). See Appendix B for enrollment policy.

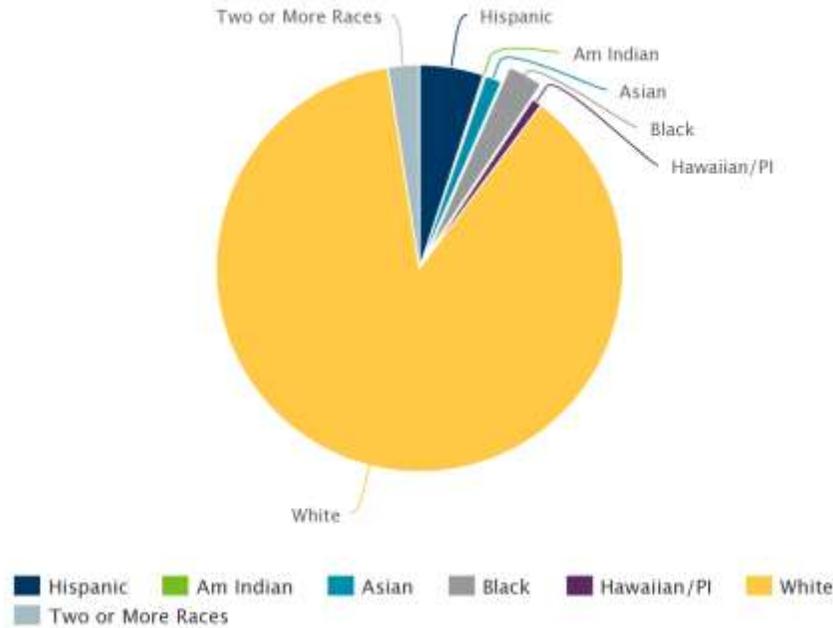
Each year Cologne Academy has an open application period; this period runs from the day after Labor Day to the third Friday in February. All procedures and timing in regards to its application period are posted on <http://www.cologneacademy.org/> by October 1, as well as, explained through several public open houses. All applications are date stamped upon receipt in the main office. If more applications are received for a grade level than space is available, Cologne Academy holds a public lottery. According to Minnesota Statutes, section 124D.10, Cologne offers preference to families with currently enrolled students and to children of staff. Preference is not given for any other reason. The lottery is randomized. Students are also randomly ranked for a waiting list if applicable.

Applications received after the open application period are considered on a first-come, first-serve basis. Cologne Academy serves students from Cologne, Norwood Young America, Waconia, Carver, Chaska, Belle Plaine and many surrounding rural and nearby communities. For the school year ending 2017, Cologne Academy had 601 enrolled students. Cologne Academy opened in 2008 with students in kindergarten through grade 5 and has increased by one grade each year until reaching grade 8 in 2012. This year, our kindergarten class that started with Cologne Academy in 2009 will be our graduating 8<sup>th</sup> graders this spring. It is with great accomplishment to see these scholars grow in wisdom over the last nine years.

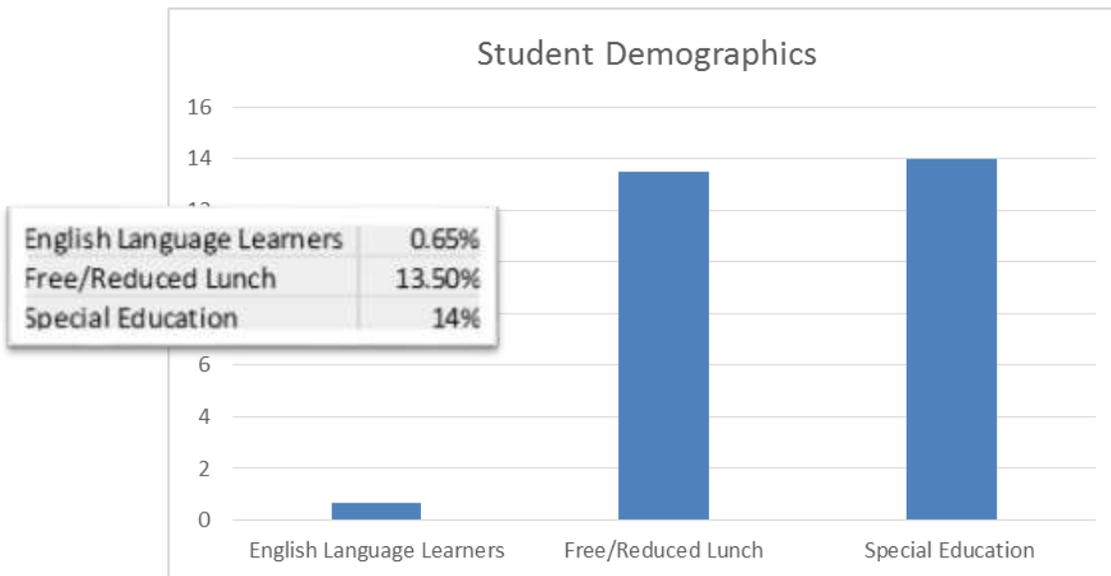


# School Enrollment

The school population is comprised of 87 percent White, 1 percent Asian, 5 percent Hispanic, 3 percent black, 3 percent two or more races, and 1 percent Pacific Islander.



The student body includes 14 percent special education students and less than 1 percent English language learners. The proportion of students eligible for free or reduced-price meals is 13.5 percent, which is well below the average for Minnesota.



Boys account for 47.0 percent of the students enrolled and girls account for 53.0 percent of the students enrolled. The average attendance rate for the school is 95.7 percent, which is above the Minnesota State average. Students attending Cologne Academy come from several local school districts. All students have the option of riding the bus to and from school.

# School Enrollment

## ENROLLMENT HISTORY

Cologne Academy (CA) is a K-8 public charter school, which opened in September 2008. When Cologne Academy opened in 2008, the school enrolled students in kindergarten through fifth grade in a 16,114 square foot building which was built specifically for CA by Partnership for a Better Education (PBE). In 2010, PBE built an 8,763 square foot addition to house the school's growing population of kindergarten through seventh grade students. In 2012, another 13,019 square feet were built to accommodate our kindergarten through eighth grade students. Again in 2013, 10,080 square feet were built to support CA's growing population. The 5<sup>th</sup> and final addition was completed in 2016 and houses seven specialty classrooms, a dual court gymnasium, and a theater stage.

	K	1	2	3	4	5	6	7	8	total	Square ft.	students /sq. ft.
<b>FY09</b>	36	19	21	19	19	14	N/A	N/A	N/A	<b>128</b>	16,114	126
<b>FY10</b>	39	40	20	23	20	23	14	N/A	N/A	<b>179</b>	16,114	90
<b>FY11</b>	52	50	47	25	25	23	21	15	N/A	<b>258</b>	24,877	96
<b>FY12</b>	51	50	50	49	22	23	23	20	12	<b>300</b>	24,877	83
<b>FY13</b>	78	63	50	53	50	22	27	25	18	<b>386</b>	37,896	98
<b>FY14</b>	98	78	59	54	51	46	24	27	26	<b>463</b>	47,976	104
<b>FY15</b>	75	86	77	57	64	49	51	19	27	<b>505</b>	47,976	95
<b>FY16</b>	78	76	90	77	60	57	49	47	17	<b>551</b>	81,094	147
<b>FY17</b>	78	79	77	108	78	61	58	46	46	<b>631</b>	81,094	129

Grade Enrollment by Year and Square Foot Space

Dissemination & Marketing Information. Minn. Stat. 124E.17 requires charter schools to “disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.” Federal charter school program guidelines discourage racial and socioeconomic isolation.

### *Ethnicity*

2010 Census statistics indicate the racial makeup of the city of Cologne was 94.9% White, 0.9% African American, 1.2% Asian, 1.4% from other races, and 1.6% from two or more races. Hispanic or Latino of any race were 3.2% of the population.

The ethnicity of Cologne Academy mirrors the demographics of the city. Cologne Academy for the 2016-2017 was 87% White, 3% African American, 1% Asian, and 5% Hispanic, 1% Pacific Islander, and 3% more than two races.

Cologne Academy did 3 mass mailings to all rural postal routes in Waconia, Cologne, and Norwood, Young America this past school year. The mailings went to all addresses in each route so there was no discrimination regarding the results of the enrollment, with the exception that we are more diverse than the census from 2010. The postcards were informing parents how to enroll and to join an upcoming informational meeting.

# School Attrition

## Number of Homerooms per Grade Level

	K	1	2	3	4	5	6	7	8	total
<b>FY09</b>	2	1	1	1	1	1	N/A	N/A	N/A	<b>7</b>
<b>FY10</b>	2	2	1	1	1	1	1	N/A	N/A	<b>9</b>
<b>FY11</b>	2	2	2	1	1	1	1	1	N/A	<b>11</b>
<b>FY12</b>	2	2	2	2	1	1	1	1	1	<b>13</b>
<b>FY13</b>	3	3	2	2	2	1	1	1	1	<b>16</b>
<b>FY14</b>	4	3	2	2	2	2	1	1	1	<b>18</b>
<b>FY15</b>	3	4	3	3	2	2	2	1	1	<b>21</b>
<b>FY16</b>	3	3	4	3	3	3	2	2	1	<b>24</b>
<b>FY17</b>	3	3	3	4	3	3	2	2	2	<b>25</b>

## STUDENT ATTRITION

Overall, attrition has been fairly stable, ranging from 10 to 15% each year Cologne Academy has been in operation, from the academic year ending 2009 to the academic year ending 2015. When analyzed by grade level, the attrition rate has been fairly consistent in grades 1-4. Our attrition from Kindergarten to 1<sup>st</sup> grade has been higher because Cologne Academy offered free full-day kindergarten and bussing is available to all students. Parents, in some cases, chose Cologne Academy in order to avoid kindergarten tuition for full day and/or daycare expense. Now that the state offers full day kindergarten to all MN students, we seen attrition rates stabilize as parent choose Cologne Academy because of our program and not because it's free.

The attrition rate between grades four and five is higher than average because this is a natural transition time for local districts moving from elementary to middle school. Cologne Academy has not experienced any true attrition in grades 4 to 5 because students transfer in at this point, too. Middle school attrition is attributed to the developmental phase of the middle school program and will begin to solidify in the coming years as more classrooms in the middle school emerge. Cologne Academy expects to have reduced attrition rates overall in future years, with projected averages of 10%.



# Governance and Management

## Governance and Management

### ELECTION OF COLOGNE ACADEMY BOARD MEMBERS

Cologne Academy is currently governed by a Board of Directors (the “Board”) that is comprised of a membership in accordance with Minnesota statutes. The Board currently consists of 5 parents or legal guardians of enrolled students, 1 licensed teacher who is employed by the Charter School at .5 FTE or above, and 1 interested community member who is not employed by the Charter School and does not have a child enrolled at the Charter School. The executive director/chief executive officer and the chief financial officer of the Charter School serve as ex-officio, non-voting members. According to the Charter School’s by-laws, an election is held each year on the 3<sup>rd</sup> Friday in April.

Approximately one-third of the Board is up for election annually, and newly elected members are seated at the first board meeting in July. Board meetings are held on the fourth Monday of each month. There are three standing committees [Finance, Policy, Personnel] that meet generally monthly. The Board routinely conducts workshops to address the larger issues affecting the Charter School, thereby giving the Charter School’s community a chance to participate with respect to all issues brought before the Board.

Director Name	Position	Group Affiliation	Date Seated	Date Term Expires	Meeting Attendance Rate
Lisa Edgerly	Co-Chair	Parent	Apr-15	Jun-18	8/12
Jamie Degen	Board Member	Teacher	Jun-15	Jun-19	12/12
Amy Neitzel	Treasurer	Parent	Apr-15	Jun-18	11/12
Melissa Mase	Secretary	Teacher	Apr-11	Jun-17	8/12
Amanda Daniel	Board Member	Parent	Apr-16	Jun-18	9/12
Dan Perrel	Board Member	Community Member	Apr-16	Jun-17	5/12
Jeff Katherman	Co-Chair	Parent	Jun-16	Jun-17	12/12
Lynn G. Peterson	Ex-Officio	CEO	Apr-11	Jun-17	12/12
Traci LaFerriere	Ex-Officio	CFO	Apr-11	Jun-17	11/12

# #CologneAcademy

# Governance and Management

The Board of Directors is the elected governing body of Cologne Academy. The primary responsibilities of the Board are:

1. Support the vision and mission of the school
2. Promote a quality program to ensure academic rigor
3. Support and evaluate the executive director
4. Build and sustain an on-going strategic plan
5. Ensure effective board committee leadership and outcomes in the areas of finance, personnel, and policy and governance
6. Develop a sustainable board and governance model

The Board of Directors consists of up to nine members who are elected by the parents of the school. The Board consists of accomplished people who represent one or more of the following constituencies: Cologne Academy teacher; Cologne Academy parent; and community member. Cologne's bylaws require that the board have at least one person from each of these three groups on the Board at all times.

All board members must chair or serve on at least one committee. In accordance with school bylaws, committees do not have decision-making authority. Rather, these active working groups conduct research and make recommendations to the School Board at regular meetings of the Board. Committee chairs are encouraged to recruit members from the Cologne parent and teacher community and from time to time may also recruit from outside the Cologne community if special skills or expertise are needed. Committee meetings are open to the public in accordance with the Minnesota Open Meeting Law and as outlined in the Cologne Academy bylaws.

The Board of Directors currently meets at 7:30 PM on the fifth Monday of each month (unless there is not a 5<sup>th</sup> Monday, then the board meets on the 3<sup>rd</sup> Monday) at the school. Meetings are open to the public and a public comment period is offered at each Regular Meeting of the School Board. Those who wish to make a comment must sign up at the meeting. Regular Meetings of the School Board are listed on the school's master calendar. In the event of a Special Meeting, 72 hour notice will be posted on the door of the school (required by law) and, if possible, on the website as a courtesy to parents. There is typically no public comment period at a Special Meeting.

Parents, staff, and community members are encouraged to run for seats on the Board of Directors. Each member is elected to a 3 year term, and as such, only a few seats are up for election each year. This provides stability and continuity for the Board. Elections are held annually in April. A call for candidates is sent home each spring.

## ***Lisa Edgerly, Board Chair.***

Ms. Edgerly has worked in IT for 19 years in various technical positions primarily within Enterprise Analytics. Ms. Edgerly is currently the Manager of Information Technology for an Enterprise Data Warehouse team supporting analytics at C.H. Robinson Worldwide, Inc. Ms. Edgerly is a strong advocate for the Data Driven Instruction (DDI) approach used by the school and how it creates accountability and responsibility within the school. Ms. Edgerly has served four years serving on the Cologne Academy school board and three years as Vice Chair. Ms. Edgerly and her husband live in Waconia and will have two children attending Cologne Academy in 2017-2018 in fourth grade and sixth grade.

# Governance and Management

## ***Amy Neitzel, Treasurer.***

Ms. Neitzel is currently the Senior Director of Financial Planning and Analysis at Holiday Companies, where she has worked since 2005. In her role at Holiday, she leads the department responsible for providing financial analyses to various departments. Ms. Neitzel began her career in the public accounting industry auditing various non-profit organizations and employee benefit plans. After her public accounting career, she worked in the public business sector in various accounting/finance roles at Nextel International and Supervalu. Ms. Neitzel has a Bachelor of Science in Accounting from Southwest Minnesota State University and is a licensed (inactive) C.P.A in the State of Minnesota. Ms. Neitzel and her husband live in Waconia, Minnesota and have four boys, who all attend Cologne Academy.

## ***Dan Perrel, Board Member.***

Mr. Perrel is currently the Director of Enrollment on the administrative team at Mayer Lutheran High School in Mayer, Minnesota. Mr. Perrel has been an educator, coach, and administrator for over twenty-five years and is a passionate advocate for the vital role of reading in academic and career success. Mr. Perrel serves on the Cologne Academy board as a community member and brings years of education strategic and organizational planning experience. He lives with his wife in New Germany, Minnesota, and have four grown daughters.

## ***Melissa Mase, Board Secretary.***

Ms. Mase has been dedicated to teaching kindergarten students at Cologne Academy since the school was founded in 2008. Ms. Mase has served as the Board Secretary since 2011. Ms. Mase's service on the Board keeps her informed and involved in the school's future and has allowed her to be a strong voice for the Cologne Academy teacher community within the Board. Ms. Mase graduated from the University of Minnesota with majors in Spanish Language and Latin American Studies. Ms. Mase continued her college career at Hamline University studying to be an ESL Teacher and ultimately obtaining her teaching license in Elementary Education with a middle school focus in Communication Arts/Literature. Ms. Mase just completed her graduate thesis on building classroom community in elementary schools.

## ***Jeff Katherman, Board Member.***

Mr. Katherman is currently a Sr. Project Manager at United Healthcare where he has held various financial planning, analysis and capital governance roles over the past 11 years. He also holds an inactive CPA license and previously worked in public accounting and PricewaterhouseCoopers, LLP. Mr. Katherman has served on the Cologne Academy Board since 2011, holding previous roles as Treasurer and Chair. Mr. Katherman currently has two children attending Cologne Academy in kindergarten and fourth grade and resides in Waconia, Minnesota.

## ***Jamie Degen, Board Member.***

Ms. Degen is currently teaching 3rd grade at Cologne Academy, but has been teaching at Cologne Academy since the school was founded in 2008. Ms. Degen has served as a teacher representative to the CA Finance Committee since 2009, and has served as a CA board member since July of 2015. Ms. Degen's service on the

board keeps her informed and involved in the school beyond her typical teaching duties. Ms. Degen holds a BA from St. Olaf College with Majors in Norwegian and Education. Ms. Degen and her husband live in Waconia and have two children currently attending Cologne Academy.

***Amanda Daniel, Board Member.***

Mrs. Daniel has worked in the Human Resources Field for 17 years partnering with Sr Leaders in high tech companies to help grow their organizations. She graduated with an MA in Organizational Development from the University of St. Thomas in 2013. Mrs. Daniel is currently the VP of HR for Equus Computer Systems leading the HR team (benefits, compensation, HR systems, business partnership, and talent acquisition) and partnering with the Sr Leaders on performance management, employee engagement, organizational development, mergers and acquisitions, change management, employee relations, and talent management. This is her first year on the board and is “learning a lot about how CA acquires top talent, develops their teachers and retains them.” Mrs. Daniel will also sit on the Personnel Committee and provide insight on performance management, employee relations and other personnel topics. Mrs. Daniel and her husband live in Waconia and have two children attending Cologne Academy.

**Administration**

***Lynn G. Peterson, Executive Director/Chief Executive Officer.*** Mrs. Peterson has been employed at the Charter School since it opened in the fall of 2008 and has served as its Executive Director/Chief Executive Officer since July 2009. Prior to entering the education field, Ms. Peterson was a senior marketing analyst for the Target Corporation. Mrs. Peterson has the following academic resume:

- Bachelor of Arts in Business Administration, Western State College, Gunnison, Colorado,
- Teacher Licensures, Crown College, St Bonifacius, Minnesota,
- Masters of Arts in Special Education, University of St. Thomas, St Paul, Minnesota,
- Education Specialist in Leadership in Educational Administration, Capella, Minneapolis, Minnesota.
- Concordia University, St Paul- 2015 Superintendent Licensure.

MN Educator’s License #417270

- K-6 Elementary Educations
- K-12 Physical Education
- K-12 Learning Disabilities
- 5-8 Social Studies
- Age 3-K Preprimary
- K-12 Principal
- K-12 Superintendent

# Governance and Management

**Traci LaFerriere, Chief Financial Officer.** Ms. LaFerriere worked at the Minnesota Department of Education from 1995 – 2001 in various positions including Charter School Coordinator in the Office of School Choice Programs. From 2001 – 2006 Ms. LaFerriere was the Operations Director at Academia Cesar Chavez involved in the initial opening of the school and responsible for the school’s finances, human resources, student admissions, transportation, food service, and facilities. From 2006 to present, Ms. LaFerriere has been the contracted business manager for Southside Family Charter School, Tarek Ibn Ziyad Academy (2006 to 2011), Natural Science Academy (2008 to present), and Cologne Academy (2012 to present). Ms. LaFerriere graduated from the University of Minnesota with a degree in Psychology.

2016-2017 Board Training From 7/1/16 to 6/30/17, Board Members attended the following training sessions:

## *Initial Board Training*

All board member were returning for 2016-2017

## *Ongoing Board Training*

Edgerly, Mase, Neitzel, Degen, Katherman, Daniel, Perrell: January 2017- Finance Training by Dennis Hoogveen

Seven Hills – Edgerly, Katherman- May 2017 Recruitment, enrollment, marketing, extracurricular

Ongoing monthly working sessions on Strategic Plan, Marketing, and Middle School retention for all board members bimonthly.



# Governance and Management

Cologne Academy executed its charter school contract with Friends of Education (FOE) in September 2006. Cologne Academy's first year of operations closed on June 30, 2009. Friends of Education extended their contractual relationship with Cologne Academy by continuing to authorize the school until 2014 and during this fiscal year extended their contract for authorizing Cologne Academy for another 5 years, which is the maximum length allowed by law.

FOE has developed an oversight and accountability plan that articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. The monitoring program is outlined on the following pages. Commentaries on the specific goals are located in the corresponding sections within this report.

## *Testing*

Friends of Education requires regular testing to measure student performance. The student performance results must meet or exceed the results required by non-chartered public school students. The testing required by FOE is set forth in the charter school contract with Cologne Academy. Generally, however, testing data is reviewed each quarter to ensure that Cologne Academy's goals are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.

## *Site Visits*

Friends of Education engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with Cologne Academy's Executive Director, business manager, selected school teachers, students, available parents, and School Board of Director members. FOE's site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. FOE provides feedback following each site visit; feedback may be oral and/or written.

Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by FOE of Cologne Academy's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends of Education also asks that the Minnesota Department of Education (MDE) inform them if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. FOE adopts a similar procedure regarding compliance with local, state, and federal laws.

# Governance and Management

Friends of Education's oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

## *Financial Statements*

Prior to July 1<sup>st</sup> of each year, Cologne Academy must submit an annual budget to FOE, which has been adopted by the School Board of Directors. Cologne Academy must also submit monthly financial statements to FOE as well as cash flow projections when requested. The financial statements must contain budget and actual expenses in addition to explanations for all items exceeding budget and the manner in which the excess items will be resolved. Cologne Academy contracts with Traci LaFerriere to provide accounting services for the school.

## *Independent Audit*

By December 15<sup>th</sup> of each year, Cologne Academy must submit to Friends of Education its independent audit report with any school management response due to FOE on or before January 15<sup>th</sup>. Cologne Academy's annual independent audit report for 2013-2014 is currently under final review conducted by CliftonLarson Allen LLP, 220 South Sixth Street, Suite 300, Minneapolis, MN 55402 [Main 612-376-4500, Fax 612-376-4850, [www.larsonallen.com](http://www.larsonallen.com)].

As a secondary mechanism to monitor financial affairs, there are usually site visit interviews with the school business manager and the School Board of Directors.

## *Reporting and Legal Compliance*

Friends of Education's oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

## *Governance*

Cologne Academy must submit board meeting minutes to Friends of Education on a timely basis, generally prior to the next scheduled School Board of Directors meeting. FOE may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by Cologne Academy.

## Remediation

Should Cologne Academy fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends of Education engages in a range of possible interventions including:

FOE notifies the school leader or board chair of areas of concern.

FOE formally notifies the School Board of Directors of areas of concern and may ask that a performance improvement plan is developed.

FOE initiates a notice and action plan whereby they state its intention to revoke sponsorship.

Friends of Education comply with all state requirements regarding sponsorship withdrawal.

The 2010-2011 school year was Cologne Academy's first renewal year with FOE. Friends of Education granted Cologne Academy another 3 year contract beginning July 1, 2011 ending on June 30, 2014. On July 1, 2014 Cologne Academy entered another contract, this time a 5 year renewal, which is the longest term as dictated by statute.

*Friends of Education is pleased to offer Cologne Academy a five-year renewal, the maximum term allowed by law.*

*Friends of Education congratulates Cologne Academy for its strong academic performance. As reflected in the enclosed evaluation, Friends of Education notes:*

- Cologne Academy has significantly reduced the achievement gap in math, with Cologne Academy's economically-disadvantaged students performing at the same rate as the state average for all students (for the same grades as offered by the school). Moreover, the school's economically-disadvantaged students in reading perform at the same rate as the state's non-FRL students (for the same grades as offered by the school), effectively eliminating the achievement gap in reading.*
- Cologne Academy has consistently outperformed its resident district in both reading and math.*

*In addition, the Minnesota Department of Education identified Cologne Academy as a 2012, 2013, and 2014 Celebration Eligible School, a Rewards school 2015 & 2016 and a 2013, 2014, 2015 and, 2016 High Quality charter school, recognizing strong academic performance.*

*Friends of Education congratulates the School's board, leadership, and staff in providing a remarkable learning environment for its students.*

*From the City of Cologne to our previous landlord Partnership for a Better Education (PBE), Cologne Academy strives at continuing to partner with the community for all to benefit in the educational value that Cologne Academy has to offer.*

# WORLD'S BEST WORKFORCE COMPONENTS

## EDUCATIONAL APPROACH AND CURRICULUM

### Curriculum

Cologne Academy, a Minnesota state public school, implements the Minnesota State academic standards, which is the minimum requirement by law. Cologne Academy is a Core Knowledge school and embeds the Core Knowledge sequence into each content area across all grades Kindergarten through 8<sup>th</sup> grade, thus establishing an enriched curriculum. When the Minnesota Department of Education adopts new standards in a subject area, that subject area will be given a two year review to align curricular resources to the new standards. Subject areas will be granted a one year review when standards have not changed. A one year curriculum review will be used to evaluate alignment of standards and curriculum, review common assessments, and complete curriculum mapping.

School Year	Evaluate present curriculum; curriculum mapping; research & recommend improvements; plan and pilot; spring board report
2014-2015	Physical Education / Health MS Science
2015-2016	K-5 Science World Languages
2016-2017	Language Arts & ELL Art Music
2017-2018	Math Gifted and Talented
2018-2019	Social Studies Science (Year 1)
2019-2020	Science (Year 2) Physical Education / Health Language Arts (Year 1) Art Media World Languages
2020-2021	Language Arts (Year 2) & ELL
	Music
	Math Gifted and Talented
2021-2022	Social Studies Physical Education / Health

The Core Knowledge Sequence is a systematic model of education in which each successive year of education is built on what children have learned in prior years. The Core Knowledge Sequence is based on the notion that, although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong K-8 curriculum.

# EDUCATIONAL APPROACH & CURRICULUM

## ACADEMIC STANDARDS

The *Minnesota K-12 Academic Standards* define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

### Academic Standards

The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed. Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Resources are provided to help districts in this effort.

### Arts Standards Review Launched

As required by state law, MDE will convene a Standards Committee during the 2017-2018 school year to review the current (2008) K-12 arts standards. Applications are now being accepted for individuals interested in serving on the Arts Standards Review Committee. For more information, visit the Arts webpage.

### Physical Education Standards Review Process

The formal rulemaking process for the physical education standards has begun. Draft four of the newly revised Minnesota K-12 physical education standards (dated 8-10-2017) is available for review on the Health and Physical Education page. The K-12 Physical Education Academic Standards Rulemaking page will include updated rule drafts during the process and has information on the rulemaking process itself.

### Minnesota Kindergarten Academic Standards

The Minnesota Kindergarten Academic Standards contain all of the state academic standards for kindergarten in the following content areas: Arts (2008), English Language Arts (2010), Mathematics (2007), Science (2009) and Social Studies (2011). A short overview is provided in each content area as well as information about how the standards are organized. The standards in this document are a reference to the official versions of the Minnesota K-12 Academic Standards by districts for health, world languages, and career and technical education.

# EDUCATIONAL APPROACH & CURRICULUM

Visit the K-12 Academic Standards page to view the academic standards and resources by subject area. [Arts](#)

In addition, Cologne Academy is a Core Knowledge school. Our curriculum is enriched as we take the MN state standards (which are the minimum requirement) and layer the Core Knowledge Sequence on top of the MN standards to enrich our learners. Please visit [coreknowledge.org](http://coreknowledge.org) to download K-8 standards.

## **Content**

The *Sequence* details specific content, including recommended works of literature, art, music and historical texts to be addressed.

## **Math**

Cologne Academy uses Singapore (Math in Focus) Math in grades K - 4, an internationally-recognized, and highly successful, applied mathematics curriculum. Singapore Math is best known for its ability to help students understand the “why” behind math concepts, by teaching mathematical concepts from concrete through pictorial to abstract, developing key critical thinking skills. Singapore Math employs systematic use of word problems as the way of building the semantics of mathematical operations, which teaches students to conceptually understand a problem. In addition, pre-algebra is embedded throughout the K-8 scope and sequence. Cologne Academy used Holt McDougal Mathematics, in grades 5 – 8, which includes all NCTM recommended curriculum focal points to be taught in each grade. The Holt resources feature online access, hundreds of tutorial videos and interactive practice with feedback. An emphasis is also placed on vocabulary development, writing and discussion within the math classroom.

## **Language Arts**

English Language Arts (“ELA”) curriculum aligns with the most current Minnesota State Standards for ELA. In grades 4<sup>th</sup>-8<sup>th</sup> Cologne Academy has instituted the Common Core Coach and novel studies to develop a more cohesive spiral of standards based knowledge. In addition to the poetry and literature titles recommended in the *Sequence*, nonfiction read-alouds and readings which draw from grade-appropriate history and science topics of the *Sequence* should be integrated during the language arts block. Finally, the school has introduced Columbia Universities “Units of Study” in writing. This research based writing program takes writers K-8 through the writing process in fiction and nonfiction writing. Aligned to state standards, students will work to brainstorm, draft and revise their writing.

## **American and World History**

In World and American History, students learn stories of major events and figures from prehistory to modern times. The Core Knowledge content builds year upon year to help children gain a greater understanding of the development of human civilizations, world cultures, the formation of the United States, and principles of American democracy.

## **Science**

In Science, students learn about living things and their environments, the human body, cycles in nature, ecology, geology, meteorology, magnetism, simple machines, light and optics, sound, matter, electricity, chemistry, and physics. Biographies of individuals who have made important contributions in the field of science are also included at each grade level and embedded in respective domains of study. Cologne Academy’s science curriculum is aligned to the current Minnesota State Science Standards and core knowledge standards from the Core Knowledge foundation.

# EDUCATIONAL APPROACH & CURRICULUM

## **Visual Arts**

In Visual Arts, students learn about the elements of art, and explore kinds of art like sculpture, portraits, still life's, landscapes, photography, and architecture. They are exposed to art from ancient times, the Renaissance, Impressionism, Post Impressionism, and Art of the 20th century. Students view world art and the characteristics of Islamic art and architecture, African art, Chinese art, Japanese art, and American art (including Native American art, nineteenth-century art, and modern American painting). They are also introduced to artist lives in their historical context.

## **Music**

In Music, students are exposed to a wide array of music from jazz to orchestral music, as well as vocal music that includes spirituals and songs from the Baroque, Classical, and Romantic periods. They learn about composers and their music, the elements of music, and vocal ranges.

## **Physical Education**

Physical Education at Cologne Academy aligns with the National Association for Sport and Physical Education (NASPE) standards. Participation, good sportsmanship and safety are emphasized, and activities are designed to include the five components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardio/respiratory endurance.

## **Spanish**

Starting in kindergarten students learn the Spanish Language. Classical Education holds that early elementary education is the best time to introduce the study of language structures. Language structures in turn serve as the foundation for understanding the complex vocabulary, concepts, and paradigms of more advanced studies.

## **Technology**

Technology is incorporated, where developmentally appropriate, through the use of classroom Smart Boards, Classroom Response Systems, Chromebook labs, hardwired computer lab, iPads, iPods, Kindles, Galaxy tablets, and Microsoft Surface Tablets.

Cologne Academy has three Academic Specialists, Jen Gordon, Melissa Mase, and Aloma Rohman. Together, they lead reading and math curriculum development, ensure that content covers all Minnesota State Standards and the Core Knowledge Sequence.

The school has implemented Professional Learning Communities for all instructional staff, and staff are trained in Differentiated Instruction to meet every student's needs and challenge every learner. Cologne Academy has established a data-driven instruction protocol to closely monitor students' progress with formal and informal assessments, and uses student assessment data to improve and inform instruction at all levels in an iterative way throughout the year. Cologne Academy uses a variety of assessments to measure student achievement, including standardized tests, student academic performance-based assessments, portfolios of student work, teacher observation, and classroom-based assessment. Rigorous academic programming is a critical part of all curriculum design and implementation across subject areas.

# EDUCATIONAL APPROACH & CURRICULUM

## BEST PRACTICES AND RESOURCES

<http://www.improvek-12education.org/>



### Why Content Rich?

Friends of Education supports only those schools which provide students a content-rich curriculum such as the core knowledge sequence or the classical trivium. Why? Because foundational knowledge is critical to life success.

A primary academic difference between the advantaged and disadvantaged child is vocabulary size. Advantaged high school graduates generally know eighty-thousand words, whereas disadvantaged students know half that. Does it matter? Absolutely.

Knowledge builds on knowledge, and obtaining that knowledge requires more than phonemic skill; it requires having a wide vocabulary in order to *understand* what you're reading. How do you obtain a wide vocabulary? It necessarily results from exposure to a correspondingly wide knowledge.

Bill Gates frequently addresses school students, telling them that wide reading and general knowledge are critical to competence. Why does he believe that? Bill Gates, after all, is indisputably a critical thinker engaging in creative competencies which some say are more important than knowing facts. But Bill Gates, and others like him, know a lot of facts. If he didn't, he couldn't be such a critical, creative thinker. In fact, psychologists tell us that knowing more makes a person better able to learn new things and to think critically — that critical thinking comes only *after* factual knowledge.

Moreover, independent studies repeatedly demonstrate that, where schools emphasize broad factual knowledge, students become more curious and engaged. They're being set-up for success.

Adapted from *Why Core Knowledge Promotes Social Justice, You Can Always Look It Up — Or Can You*, and *Why General Knowledge Should be a Goal of Education in a Democracy*, all by E.D. Hirsch, Jr.

### **Common Ground, Clear Expectations**

The Core Knowledge [philosophy](#), whether employed in home or school, provides a carefully sequenced set of skills and content with an emphasis on the [knowledge](#) that is most useful and productive for children living in American society today.

For parents, Core Knowledge enhances accountability and parental engagement by providing a clear [outline](#) of what children are expected to learn in school. This outline also provides a common ground for communication between parents and educators.

# EDUCATIONAL APPROACH & CURRICULUM

The Core Knowledge [What Your—Grader Needs to Know](#) series was created specifically for parents. In one convenient volume per grade, from *What Your Preschooler Needs to Know* through *What Your Sixth Grader Needs to Know*, this eight-volume series provides parents, teachers, and children with an engaging, illustrated introduction to the important knowledge outlined in the [Core Knowledge Sequence](#).

## STUDENT PROGRESS and GROWTH MONITORING

### Student Progress & Growth Monitoring

Cologne Academy uses a variety of tools to measure and determine students' academic growth and proficiency of grade level and our enriched Core Knowledge Sequence standards. These tools include informal, formal, and summative assessments, observable engagement of students during classroom activities and instruction, and other data sources. Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth through appropriate instruction.

To monitor the progress students are making academically, teachers at Cologne Academy collaborate in vertical and horizontal grade level teams to collect, connect, create and confirm student and instructional data. Within professional learning communities (PLCs), instructional coaching, peer mentoring, and collaboration with department leads, teachers are able to address these fundamental questions (*Richard DuFour; Learning by Doing*):

- 1) What do we want students to learn?
- 2) How will we know they have learned it?
- 3) What will we do for students who struggle?
- 4) What will we do for students who know the content?

Cologne Academy uses best-practices evidenced by top performing national schools under the direction of the following resources:

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass, 2012.

Fountas, I. & Pinnell, G. *Teaching for Comprehension and Fluency*. Portsmouth, NH: Heinemann, 2006.

Lemov, Doug. *Teach Like a Champion*. San Francisco, CA: Jossey-Bass, 2010. Print.

Love, N., Stiles, K., Mundry, S., and DiRanna, K. *The Data Coach's Guide to Improving Learning for All Students*. Thousand Oaks, CA: Corwin Press, 2008. P

Teachers at Cologne Academy are entrusted, charged, and trained to be able to;

- 1) Work productively in PLCs,
- 2) apply principles of cultural proficiency to data use and school improvement,
- 3) understand and draw sound inferences from a variety of different kinds of data,

# EDUCATIONAL APPROACH & CURRICULUM

Students are able to articulate their goals and their commitment towards attaining these goals. Teachers and students review each lesson's objective before beginning instruction so that there is focus and relatively to the lesson. Teachers give exit tickets to assess their effectiveness of each lesson by analyzing the student responses.

## ASSESSMENT PLANS

There is no shortage of data in schools today, but the types of data used, the skill set of the team analyzing the data, and the conclusions drawn from school's own data analysis varies from site to site. In building a school climate and culture that is ready to use data to drive decision making, there needs to be some competencies instilled in the school system to foster success in data processing. While no school has mastered all of its practices, the school has learned a lot from their system of taking calculated risks in processing data and making decisions guided from the data information. Currently, Cologne Academy is creating a better school system in its quest to build leadership and capacity and continue to close the achievement gap and ensure all learners are college or career ready.

The school recognizes the need for teachers and administrators with the knowledge and skills to use multiple data sources effectively and collaboratively to improve teaching and learning. The assumption that underlies the essential shift in leadership and capacity is that in a high performing school, all members of the school community, and especially teachers, act as leaders, impacting the quality of relationships, the school culture, and student learning (Love, Stiles, Mundry, and DiRanna, 2008). When such leadership is widespread and institutionalized, with built-in mechanisms to sustain it, the result is organizational capacity. Michael Fullan (2005) describes capacity building as "developing the collective ability-dispositions, skills, knowledge, motivation, and resources-to act together to bring about positive change" (p. 4).

The next growth set Cologne Academy is emphasizing in its data analysis is cultural proficiency and equity. All schools are challenged to close the achievement gap and while desire is surely necessary, the *how* is the complicated part. Examining data, (especially demographic, achievement, and disaggregated data) frequently surfaces negative assumptions about what children of color, students with exceptional needs, or students living in poverty are capable of learning and achieving, (Love, et al., 2010). The effects of this have been destructive in the past so the school has focused on building not only a positive data culture but at the same time working on collaborative working relationships that are centered on student achievement and growth.

If examining data and implementing change and instructional modifications were so easy and always gave positive results for minimal effort, then schools, administrators, and teachers would struggle less with the use of data. Data can be a tool to take teachers from better to best. Cologne Academy's focus is ensuring each child learns and from their own, individual launching point; after all, this is what we are here to do- help children learn. We put in place as many interventions during the school day as we possibly can. We are now spending time looking at what and how we are teaching. Thomas (2011) confirms that for accelerated progress, we need to center faculty members on strengthening the alignment of their curricula, instruction, and assessment around the standards.

Our school changed its focus from the long range hopes for stellar accountability testing, to short term planning every six weeks. We made action plans where we can change direction mid-course if needed. We started performing quarterly physicals about our work and student achievement verses a yearly autopsy on state accountability testing that

# EDUCATIONAL APPROACH & CURRICULUM

did not allow for mid-course correction. My instructional coaches in literacy and mathematics are able to look at data from quarterly interim assessment with each classroom teacher and grade level teams and find student learning deficiencies (and successes) and generate possible solutions to implement the next day. Teachers' status continually with their partner teachers, their classroom fellows, and instructional coaches to share evidence of student learning from collected data and to brain-storm effective techniques and strategies for students not showing intended growth. Picciano (2006, p. 124) confirms that one of the most important functions of school district personnel with regard to improving teaching and learning is to provide testing data at the school building level.

Five years ago, Cologne Academy started to create our own interim quarterly assessments. Every teacher receives their assessments in August of the upcoming school year so they know exactly what level of rigor they will teach. We found that with the MCAs, we are not able to do item analysis. This is a significant problem. How can schools alter their direction if they don't have a bar to tangibly work with? To produce change in our teacher effectiveness, we take expired MCA test questions, look at the rigor of college entrance exams and create assessments that match the rigor we are expecting. Here is an example taken from Babrick-Santoyo (2010) – This is a state math standard, *Understand and use ratios, proportions and percents in a variety of situations*. The following six questions are all aligned to the standard.

1. *Identify 50% of 20*
2. *Identify 67% of 81*
3. *Shawn got 7 correct answers out of 10 possible answers on his science test. What percent of questions did he get correct?*
4. *J.J. Redick was on pace to set an NCAA record in career free throw percentage. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. What percentage of free throws did he make?*
5. *J.J. Redick was on pace to set an NCAA record in career free throw percentage. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. In the first tournament game, Redick missed his first five free throws. How far did his percentage drop from before the tournament game to right after missing those free throws?*
6. *J.J. Redick and Chris Paul were competing for the best free-throw shooting percentage. Redick made 94% of his first 103 shots, while Paul made 47 out of 51 shots.*
  1. *Which one had a better shooting percentage?*
  2. *In the next game, Redick made only 2 of 10 shots while Paul made 7 of 10 shots. What are their new overall shooting percentages?*
  3. *Who is the better shooter? Jason argued that if Paul and J.J. each made the next ten shots, their shooting percentages would go up the same amount. Is that true? Why or why not?*

---

*Cologne Academy was a 2013, 2014 & 2015 Recipient of  
Minnesota Department of Education's High Quality Charter  
School based of Academic success.*

---

# EDUCATIONAL APPROACH & CURRICULUM

If one teacher was teaching rigor of question 1 or 2 and another teacher was expecting her students to be proficient in a question like number five, we would have vast differences in results even though all teachers are teaching the standards. It was a big shift for us to look at each standard and break it apart by what level of rigor do we need the students to be proficient. This took the guess work out of teaching. We made teachers accountable by being as transparent with our expectations as possible.

As Thomas (2011) relates, “In a school setting, knowledge emerges through a collaborative process as teachers and administrators engage in conversation. When knowledge is used sensitively and humanly to enable the school to continually improve then schools become true learning communities”. Our purpose of looking at data is purely to improve instruction not in isolation, but with other team members whom share the same grade level, the same standards, and the same assessments.

Data is collected school wide at Cologne Academy using the school’s interim assessments. Internally, we set the academic higher than what is required by the state. The essence of giving common assessments is crucial in comparing future and value-added growth measures. By setting goals at student, student group, classroom, grade level, and school wide we are able to create a system of accountability via data analysis that ensures learning is acquired by all students and gives teachers the support to ensure their success, as well.

## References

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass, 2012.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.

Love, N, Stiles, K. E., Mundry, S., DiRanna, K. (2008). *The data coach’s guide to improving learning for all students*. Thousand Oaks: Corwin Press.

Picciano, A. G. (2006). *Data-Driven Decision Making for Effective School Leaders*. Boston: Allyn & Bacon/Merrill.

Thomas, Ronald, S. (2011). My nine truths of data analysis. *Education Week*.

## COMMUNITY AND ROLES

Cologne Academy has several committees made up of staff, board members, and community members that work together to support Cologne Academy learners. For more information about the committee please email the team facilitator.

# EDUCATIONAL APPROACH & CURRICULUM

## Curriculum Advisory Committee

The Curriculum Advisory Committee is governed by Minnesota Statute Section 120B.11 Subd. 3. The new 2013 Education Law made some revisions to the District Curriculum Advisory Committee.

(<https://www.revisor.mn.gov/statutes/?id=120B.11>)

- Every school district is required to have a Curriculum Advisory Committee.
- The Curriculum Advisory Committee must have representatives that include teachers, parents, support staff, students, and other community residents. The membership must reflect the diversity of the school district. If possible, parents and community members should comprise at least 2/3 of the advisory committee members.
- The legislature has mandated that school districts form Curriculum Advisory Committees to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- The Curriculum Advisory Committee will make recommendations to a district administrator regarding student achievement goals, instruction, curriculum and assessment. The district administrator will report these recommendations to the School Board.
- The roles of the school board and the Curriculum Advisory Committee are purely advisory; the school board serves in an overall policy-making role.

Team Facilitator: Melissa Mase

Jen Gordon- Academic Specialist

Leann Carnell- English Language Arts

Jackie Nordick- Programs Coordinator

Jana Moeller- Community Member

Jamie Degen-Community Member

Beth Tischleder-Academic Specialist

Aloma Rohman- Academic Specialist

Lynn G. Peterson- Executive Director

Laura Oman- Teacher

Dan Perrel, Community Member

## Leadership Team

The Leadership Team is Cologne Academy's administrator and a team of teacher leaders. The team's charge is to adopt Friends of Education's school goals and select appropriate strategies to achieve them. The team uses data related to student performance in order to understand the school needs and transfers this information into goals teachers will be working on. Throughout the year the team will monitor implementation of the school action plans and progress toward achieving the goals. Members of the team address specific issues across grade levels in reading, math or other areas of focus. This team recommends priorities for the school and PLC leaders and works closely with the staff development team to align professional development practices to support goals.

*Team Facilitator:* Lynn G. Peterson

Beth Tischleder

Jennifer Gordon

Aloma Rohman

Amy Rodelius

Leann Carnell

Tamra Kielty

Helen Suhr

Melissa Mase

Laura Oman

Kim Friedrich

# EDUCATIONAL APPROACH & CURRICULUM

## **Special Education Parent Advisory Council**

The Special Education Parent Advisory Council meets 3 times a year at Cologne Academy. For PACs to be most effective in improving special education, there must be true collaboration between the PAC and the school district leadership. The meetings offer families support through the special education process, providing knowledge and guidance.

*Team Facilitator:* Jami Reinitz

Amy Rodelius

Mary Thurman

Judy McClellan

Lee-Ann Sanborn

Katelyn O'Neil

Dan Armstrong

Spring Peden

Stacy Brakefield

Jenny Peters

Whitney Trelstad

## **Title I Parent Advisory Group**

The Title I Parent Advisory Group is instrumental in the development of the plan for the Title services each spring. As part of a school-parent partnership, they help facilitate the annual meeting for parents of potential participants in the fall and review communications that are sent home to be sure they are understandable.

*Team Facilitator:* Lynn Peterson

Lisa Edgerly

Jeff Katherman

Amanda Daniel

Jennifer Gordon

Traci LaFerriere

Melissa Mase

Amy Neitzel

Jamie Degen

Lynn Gluck Peterson

Leann Carnell

Aloma Rohman

## **Core Knowledge Sequence**

The Core Knowledge Sequence, aligned with the Minnesota State standards and implemented through classical instructional strategies, supports each student's ability to meet the highest of academic standards. Inspired to produce extraordinary levels of achievement, teachers work with students, from a very young age, to master basic and foundational skills and engage in in-depth studies of high-interest level concepts.

The Core Knowledge Sequence holds that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education by:

- Mapping out a complete program that provides each student with a broad-based education, free of significant gaps;
- Clearly defining the knowledge and skills that each student must master at each grade level to create high levels of academic expectations; and
- Eliminating many of the gaps and repetition characterized in standard curriculums.

Science and social studies at Cologne Academy follows in close alignment with the sequence of units as delineated in the Core Knowledge Scope and Sequence. Relying generally on the Pearson Social Studies texts and the FOSS/DSM Science kits, teachers are able to present the most meaningful learning opportunities possible, understanding each child's learning styles, interests, and ability levels.

# INNOVATIVE PRACTICES

Differences in student ability and variances in their readiness are accommodated with all of the curricular programs. Through frequent work sampling and ongoing assessments embedded within the Core Knowledge Sequence and the reading and math programs, teachers will be able to identify any student who is struggling with any part of the curriculum.

## **Individualized Student Learning Plans**

Cologne Academy has put in place a philosophy and system by which we offer individualized learning for all our students while still adhering to the Core Knowledge curriculum. The heart of our educational philosophy is to meet each learner at their level of understanding. Cologne Academy partners with families to determine and document each fall where the student is academically and socially/emotionally and monitors the students' growth over the course of the year. Each child is expected to make at least one year's academic growth.

## **Singapore, Holt, and MUM (Mixed Up Math)**

Singapore Math is a unique approach to teaching math that focuses on building students' problem-solving, mental math, and high-level thinking skills. By starting with the concrete then moving to the pictorial, and finishing with the abstract, Singapore Math adds greater depth to math instruction and improves students' mastery of basic math concepts.

Cologne Academy will provide flexible grouping across grade levels as mentioned in the academic performance section. In addition, starting in 5<sup>th</sup> - 8<sup>th</sup> grade, Cologne Academy transitions to Holt Mathematics to further build and stretch the academic success that the students have accomplished through the Singapore program.

With the goal of better preparing our students for the challenge they'll encounter during their educational career, the mathematics curriculum has been reviewed and updated from grades K to 8. The new curriculum incorporates more use of different technologies to solve math problems and has the Core Knowledge Sequence embedded within. Additions also include the section: "Student Will Know That..." This section is used to assist in the facilitation of a more student-centered classroom with an emphasis on creating problem solvers through deeper study and discussion. The math curriculum is completely aligned to Minnesota Mathematics Academic Standards and is closely aligned to the Core Knowledge Sequence. K-8 Interim assessments have also been reviewed and updated. With the new increase in rigor, students are being well-prepared for their future mathematics courses.

---

*Cologne Academy prides itself on their high level of parental engagement and involvement.*

---

To better meet the needs and continue to challenge high level learners, two new mathematics courses were created. Pre-Algebra, a course typically introduced in grade 7 will be offered to 6<sup>th</sup> graders who would benefit from a greater challenge. Pre-Algebra will build upon the concepts acquired in previous grades and offer the opportunity for students to practice with the prerequisites needed for their continued math study in Algebra 1 and beyond. Grade 8 mathematics was split into two sections. Algebra 1A: Grade level students will work with grade 8 standards which includes Algebra 1 up to linear functions and an introduction to 2<sup>nd</sup>-degree functions. Algebra 1B: As a part of this course, advanced level students will complete a mandatory, review and deeper study of essential grade 8 standards then progress to an

# INNOVATIVE PRACTICES

introduction of some Algebra 2 and Geometry concepts. All grade 8 students will be exposed to and practice with topics that will allow them the opportunity to test out of Algebra 1 in grade 9 and set them on a path to complete AP classes during their high school career. To meet the need of exceptional students, a section of Geometry was created using the Holt Geometry textbooks. Students used their mastery of Algebra and critical thinking skills to prove conjectures in mathematics. This section will be offered to students meeting similar criteria.

Math Corps was brought to Cologne Academy beginning the 2015 – 2016 school year. Volunteer tutors are placed within school sites to work with 4<sup>th</sup> – 8<sup>th</sup> grade students who are on the border of meeting the expectation of performance on the MCAs. Their goal is to aid in ensuring their students are proficient in Algebra by the end of the student's 8<sup>th</sup> grade year. This year, Cologne Academy has one part-time tutor who will service a minimum of 15 borderline students. Students who have exhibited mastery in their identified, weak areas of understanding, have the opportunity to graduate out of the Math Corps program, allowing new students to be serviced.

## **Great Habits, Great Readers- Reading and MUR (Mixed Up Reading)**

Reading is closely aligned with Minnesota state reading standards, as well as, the Core Knowledge Sequence. With a focus of incorporating phonics, grammar, word structure, fluency, and reading comprehension into every lesson, the school's literacy block gives each student a thorough understanding of every aspect of language arts while incorporating themes taught in the Core Knowledge Sequence. Cologne Academy teaches its language arts block in flexible reading groups as mentioned previously in the academic performance section.

Students in K-3 at Cologne Academy have the benefit of participating in the University of Chicago's STEP assessment. This one-on-one reading assessment gives teachers the data they need to provide individualized reading instruction to each student, allowing all to reach their full potential.

Habits of discussion is an important component in the new language arts standards as well as life. Beginning in Kindergarten students are given the foundational skills to communicating with others. Ranging from strong voice and complete sentences to the art of argument, students at Cologne academy are given the tools to converse with adults and peers.

## **Lucy Calkins "Units of Study" and Writing Assessment**

Lucy Calkins "Units of Study" focus on the teaching of opinion/argument, informational and narrative writing. Lessons are formulated to foster higher level thinking including regular opportunities to synthesize, analyze and critique. Instruction within the units develop and refine writing across curriculum in addition to creating independent writers; while strategic assessments help to monitor mastery and differentiate instruction.

## **Classical Literature**

The school's mission and vision statement contemplates in-depth studies, as appropriate at each grade level, of the volumes of classical literature comprising a state-of-the-art Core Knowledge Sequence library including original texts such as the Declaration of Independence. Teachers read texts from the Core Knowledge Sequence library aloud to ensure all students have an equal opportunity to hear and comprehend literature that is essential to understanding the foundations on which our contemporary culture is built.

# INNOVATIVE PRACTICES

## Music and Visual Arts

Music and the arts are essential complements to both our greater vision and the Core Knowledge Sequence. An early introduction to the arts provides Cologne Academy's students with opportunities to sing, dance, listen, and act in an atmosphere that encourages greater participation. Cologne Academy's music and visual arts programs impact the academic achievement, high level thinking, and well-rounded nature of Cologne Academy's students.

## Physical Education

The physical education program at Cologne Academy is designed to reflect National Standards for growth and development in the areas of physical fitness and nutrition, social and emotional health, motor skill acquisition, and intellectual skill and concept development. Additionally, to align with the school goals, each grade level has units and activities designed to integrate with the Core Knowledge curriculum. Lastly, Cologne Academy's character development is witnessed through discussion and actions of fair play and good sportsmanship.

## Spanish Instruction

Core Knowledge holds that early elementary education is the best time to introduce the study of language structures. Language structures in turn serve as the foundation for understanding the complex vocabulary, concepts, and paradigms of more advanced studies. A Spanish program is presented to the children in all grades.

## Character Development

Cologne Academy is not only committed to academic excellence, but we are also dedicated to the student's character development. Cologne Academy utilizes both Core Virtues program and Quest character program. The Core Virtues program of: respect, compassion, courage, diligence, patience, responsibility and perseverance, closely aligns with the Core Knowledge Sequence. Coupling these two programs together, the students receive a well-rounded character development experience.



## Flexible Groupings

Students are grouped according to their cognition in flexible math and reading groups. These are fluid groups and allows students to be mobile between groups. Parent, teacher, and student input, as well as, test results are used to appropriately place students.

## Curriculum

Cologne Academy will continue to work on the alignment of the Core Knowledge Sequence curriculum and the Minnesota State Standards. Cologne Academy will supplement the Core Knowledge Sequence curriculum and learning programs, as necessary, to ensure the curriculum aligns with State standards. The desired outcome regarding curriculum alignment is complete alignment along subject areas and all grade levels.

# INNOVATIVE PRACTICES

## **Cologne Academy Fellow Program**

At Cologne Academy, our goal is to create excellence in teaching. Our fellowship program offers those interested in taking their practice to the next level the opportunity to be fully trained in the latest math, reading, assessment and behavioral techniques. Increased hours of professional development, intense observation and reflection, as well as guidance from master teachers, afford our fellows on the job training like no other.

## **Eklund Consulting**

Cologne Academy engaged in the work of Eklund Consulting to ensure that the school is a great place to work and learn. Creating positive school culture is not an easy task in any school, but Cologne Academy deems it highly important to have a committed, engaged, positive school culture for students and staff. Nathan Eklund, from his book, *How Was Your*

*Day at School?* states: "In my work with educators and school districts across the country, I often ask these three questions:

1. What makes a good day at work for you?
2. What makes a bad day at work?
3. What can save a bad day? "

The answers, while varied, share a remarkable similarity across grade levels, geography, and district profile. Good days are composed of laughter, collegiality, freedom to innovate, recognition of good work, thank-yous, self-directed use of time, minimal meetings, and, above all, a general ability to actually do the job of *teaching*. Bad days are marked by conflict with colleagues, chaos, loss of time, lack of support, and a whole host of factors contributing to feeling separated from the very reasons individuals chose to become educators. So, what saves a bad day? Encouraging words, humor, exercise, family and friends, collegial and administrative support, and positive interactions with students. These responses aren't simply ruminations to be tossed aside lightly. Instead, they offer schools and individuals an unbelievably powerful and practical road map to creating healthy workplaces filled with healthy adults.

Cologne Academy is committed to making the school and its staff and students a part of a vibrant, healthy, family and student centered workplace.

## Animal-Assisted Intervention

Animal Assisted Intervention at Cologne Academy will be defined as any therapeutic intervention that intentionally includes or incorporates animals as part of the therapeutic process.

There are many benefits of Animal-Assisted Intervention (AAI). A therapy dog can serve as a social facilitator, as a focus of attention, an agent of de-arousal, attachment, and social support. Potential benefits include: anxiety reduction, improved communication, compliance, retention and behavior. Animals tend to serve as catalyst for learning, sources of comfort, outlet for nurturance, models of positive social behavior, and a bolster for staff morale.

LULU is CA's Facility Dog.

# INNOVATIVE PRACTICES

## School Counseling

The School Counseling department is continuing their goal of servicing all students. We do this through our Character Education program. The program focuses on educating students to be global and ethical students. Building a student's character goes above and beyond just talking about it. Teachers and staff model and show students what it means to be a person of character. We focus on one 'virtue' monthly and encourage students to find unique and creative ways to display these qualities. September's core virtues are Respect and Responsibility. Students are learning to work together and learn from one another these first few weeks of school. Respect goes beyond being nice, it's about honoring that everyone deserves to be heard. Being a responsible student means to take care of one another and their school.

K-5<sup>th</sup> grade students receive a monthly lesson on the core virtue in their classroom led by one of the counselors. The counselors engage students through stories and creating art work. They leave the students with ideas and ways in which they can practice these important virtues.

6<sup>th</sup>-8<sup>th</sup> grade students participate in villages; a multi grade level community that infuses life skills into their developmental character curriculum. Each year students attend "The Village Games" which determines what students will be in each village. The concept is embedded in the idea that in order to grow we must learn from one another. Mixing up students allows for new friendships to blossom, and collaboration to happen. Students meet with their villages daily and cover various topics pertinent to Middle School. Counselors meet with students weekly in their villages; it gives an opportunity for students to see the counselors in a classroom role and allows them to bring new and diverse topics to the table.

The role of an effective school counselor is to be highly visible. Students at Cologne Academy know that they can seek out their counselor if they are having issues that need to be discussed one on one. They also know that they can trust that their counselor will advocate for the personal and educational growth. The counseling department continues to set a yearly goal to be effective in and out of the classroom and to be present for any student that comes their way.

Links to other Cologne Academy services can be accessed here:

[Title I](#)

[Special Education](#)

[Read Well by 3<sup>rd</sup> Grade](#)

[Gifted and Talented](#)

[English Language Learners](#)



# STUDENT LEARNING PLANS

## K-3 (STEP)

### STUDENT LEARNING PLANS (SLP)

STUDENT NAME:			Homeroom Teacher		
SCHOOL YEAR:					

Subject	Pretest %	Interim 1 %/ STEP level	Interim 2 %/ STEP level	Interim 3 %/ STEP level	Interim 4 %/ STEP level	Student Growth Goal	Results
STEP testing	X						
Steps being taken to make sure student is making progress							
Math							
Steps being taken to make sure student is making progress							
Behavioral Goal made by homeroom teacher							
Parent/Home Involvement: list of strategies parents can work on at home to help with child's academic success							

Results Indicator: I=Insufficient Progress      S= Some Progress      M= Mastery

Teacher Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

# INNOVATIVE PRACTICES

3-8 (non-STEP)

### STUDENT LEARNING PLANS (SLP)

STUDENT NAME:		MUR teacher:	
SCHOOL YEAR:		MUM teacher:	
		Homeroom teacher:	

Subject	Pretest %	Interim 1 %	Interim 2 %	Interim 3 %	Interim 4 %	Student Growth Goal	Results
Reading (MUR)							
Steps being taken to make sure student is making progress							
Math (MUM)							
Steps being taken to make sure student is making progress							
Behavioral Goal made by homeroom teacher							
Parent/Home Involvement: list of strategies parents can work on at home to help with child's academic success							

Results indicator: I=Insufficient Progress      S= Some Progress      M= Mastery

Teacher Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

## Academic Performance

### FOE CONTRACT FULFILLMENT: ACADEMIC PERFORMANCE

**AYP Status:** Cologne has made AYP (Annual Yearly Progress) each year since AYP has been calculated with the exception of this year. NCLB was reauthorized as of December 2015 as Every Student Succeeds Act. The goal of NCLB was to be 100% proficient in reading and math by 2017. Even though our test scores increased over previous years, most schools did not reach close to 100% this year, which was NCLB's goal. AYP will be calculated under measures that are more realistic in the upcoming years.

	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Math</b>	AYP	no	N/A						
<b>Reading</b>	AYP	no	N/A						
<b>Attendance</b>	-	95.8	95.3	95.2	95.6	95.3	95.8	96.3	95.7

# ACADEMIC PERFORMANCE

## **GOAL # 1 STATE ASSESSMENT TESTS (MCAs)**

**Academic Measures:** Friends of Education evaluates three academic measures in both math (subgoal 1) and reading (subgoal 2).

- **Absolute Proficiency.** The difference between the state average, for the same grades offered by Cologne Academy, of students who score proficient and who do not qualify for free and reduced lunch and Cologne Academy's average of students who score proficient and who do qualify for free or reduced lunch will decrease each year.
- **Comparative Proficiency.** Friends measures the school's proficiency against the proficiency of a local traditional district school that the charter school students would likely otherwise attend.
- **Growth.** Expecting growth for all students attending its charter schools, Friends measures the growth students achieve each school year.

### **Academic Performance – Absolute Proficiency**

As documented in the following graphs, the State has not been able to close the achievement gap. The achievement gap is the lagging academic performance of one group of students compared to another. Usually it refers to the lower scores of blacks and Hispanics compared to whites, and the lower scores of low-income students compared to upper or middle class students on standardized tests and other measures of educational achievement. Some may assume achievement gaps are a problem only for those in the public schools or for the families whose children are enrolled there. But the fact is that these gaps affect all of us. Our system of public schools is a fundamental institution of American society. For generations, public schools have educated the vast majority of our people and prepared them for the workforce. Schools have helped create a sense of community and enabled us to participate in a democratic society. As education advocate Tom Luce (1995) has pointed out, our future is "inextricably tied" to the future of our public schools. Anyone concerned about crime, jobs, and taxes, he says, should be concerned about our schools.

Charter schools are uniquely positioned to contribute to closing the gap. Charter schools are public, but they operate with greater autonomy than many non-charter public schools. States vary in their charter school laws but, in general, these schools are exempted from many state regulations in exchange for explicit accountability for results, spelled out in the terms of their charter or contract with a state-approved authorizing (i.e., oversight) agency. Under these conditions of increased autonomy, school communities can mobilize to work together in new ways to achieve success. Compared to regular public schools, they often have greater control of their budgets, greater discretion over hiring and staffing decisions, and greater opportunity to create innovative programs (ed.gov).

In February, 2016 Cologne Academy received notification from Dr. Brenda Cassellius, Commissioner that CA was on track to meet the 2017 goal of reducing the achievement gap by 50 percent.

While Cologne Academy's demographics represent the area in which the school physically resides (see student enrollment) ALL of our students outperform the state's performance for our entire school population.

# ACADEMIC PERFORMANCE

## Goal 1: State Assessment Test (MCAs)

### Sub Goal #1.1 & 2.1 Absolute Proficiency

<b>Math</b>	<i>School FRL Proficiency</i>	<i>School All Proficiency</i>	<i>Difference</i>	<i>State FRL Proficiency</i>
2015	83.5	86.1	30	53.5
2016	76.1	83.8	23.8	52.3
2017	71.6	81.2	20.6	51

<b>Reading</b>	<i>School FRL Proficiency</i>	<i>School All Proficiency</i>	<i>Difference</i>	<i>State FRL Proficiency</i>
2015	66.5	79.5	14.85	51.65
2016	72.95	81.65	20.7	52.25
2017	73.6	82.35	21.25	52.35

The above charts for math and reading show that the school's free and reduced lunch student population continues to trend about 20 percentage points higher than the state's proficiency.

Science- Cologne Academy has a small free and reduced lunch population. The free and reduced lunch population for Cologne Academy in FY16 was again too small to calculate. CA will continue to see test scores in the science content increase as our student body increases their time spent at Cologne Academy and exposure to the Core Knowledge curriculum strengthens their knowledge and skill base. CA's all school proficiency increased significantly.

<b>Science</b>	<i>School FRL Proficiency</i>	<i>School All Proficiency</i>	<i>Difference</i>	<i>State FRL Proficiency</i>
2015	68.4	61.8	25.5	32.9
2016	CTSTR	66.2		39.7
2017	72.3	74.3	24.9	47.4

# ACADEMIC PERFORMANCE

## Sub Goal #1.2 & 2.2 Comparative Proficiency- District

Cologne Academy's results were higher than the local resident district's scores. Cologne Academy outperformed the State on all metrics and outperformed the resident district scores at most grade levels

		STATE	COLOGNE ACADEMY	CENTRAL	Points Higher than Resident District
MATH	3rd	76.35	85	70.9	14.1
	4th	74.4	90.35	77.75	12.6
	5th	68.35	73.8	79	-5.2
	6th	66.3	72.35	70.15	2.2
	7th	67.6	81.2	75.05	6.15
	8th	68.8	80.05	72.1	7.95

		STATE	COLOGNE ACADEMY	CENTRAL	Points Higher than Resident District
READING	3rd	65.1	80.05	61.7	18.35
	4th	67.3	88.8	72.3	16.5
	5th	76.1	81.95	82.1	-.15
	6th	72.1	83.35	80.5	2.85
	7th	67.45	81.6	72.9	8.7
	8th	68.35	76.7	66.85	9.85

## Sub Goal #3 Science

		STATE	COLOGNE ACADEMY	CENTRAL	Points Higher than Resident District
SCI	5TH	69.9	82.8	80.3	2.5
	8TH	60.6	62.45	55.65	6.8

In Science measures, Cologne Academy outperformed the State on all metrics and outperformed the resident district in 5<sup>th</sup> grade.

# ACADEMIC PERFORMANCE

**Sub Goal 1.3 & 2.3 Academic Performance** –The Multiple Measurement Rating (MMR) is a measurement of school performance used for holding schools accountable under Minnesota's approved No Child Left Behind waiver. The MMR considers the proficiency, growth, achievement gap reduction, and graduation rates of schools. Points are assigned in each of the four domains based on a school's percentile rank among schools with the same grade range, and the total MMR is the percentage of possible points that the school earned. For the year ending 2017, MMR was not calculated.

	Proficiency	Growth	Achievement Gap Reduction	Total Points	Points Available	MMR
Initial year	49.97	18.66	13.67	82.3	150	54.87%
2012	24.99	12.93	5.96	43.87	75	58.49%
2013	24.99	11.4	10.67	47.06	75	62.75%
2014**	50	31.86	28.78	110.64	150	73.76%
2015	25	17.6	19.5	62.1	75	82.80%
2016	21.2	17.51	15.8	54.51	75	72.68%

\*\*2014 MDE returned to 150 points total

The Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student subgroups that exhibit a statistical achievement gap in Minnesota.

	Achievement Gap Reduction	Proficiency	Total Points	Points Available	FR
Initial year	13.67	49.97	63.64	100	63.64%
2012	5.96	24.99	30.95	50	61.88%
2013	10.67	24.99	35.66	50	71.31%
2014**	28.78	50	78.78	100	78.78%
2015	19.5	25	44.5	50	89.00%
2016	15.8	12.15	27.95	50	55.9%

\*\*2014 MDE returned to 100 points total

## Student Progress

The Minnesota Growth Model was designed with input from parents and educators to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

For each student in the state, scores from last year are compared to the current year. Expectations are set based on average improvements from year to year on statewide assessments. Students considered "on track" include proficient students who made medium or high growth and non-proficient students who made high growth.

# ACADEMIC PERFORMANCE

## Student Growth Math 2017

(All students 4-8, 262 total)

Level of Growth	# of students	Percent of total
Low	51	19.5%
Medium	117	44.7%
High	94	35.9%

## Student Growth Reading 2017

(All students 4-8, 259 total)

Level of Growth	# of students	Percent of total
Low	58	22.4%
Medium	97	37.5%
High	104	40.2%

## Growth by last year's proficiency status (all students 4-8) – Math 2017 (262 total)

Level of Growth	Proficient Students (162)		Not proficient Students (39)	
	# of students	Percent of total	# of students	Percent of total
Low	35	13.4%	16	6.1%
Medium	89	34%	28	10.7%
High	79	30.2%	15	5.7%

## Growth by last year's proficiency status (all students 4-8) – Reading 2017 (259 total)

Level of Growth	Proficient Students (148)		Not proficient Students (53)	
	# of students	Percent of total	# of students	Percent of total
Low	43	16.65%	15	5.85%
Medium	74	28.6%	23	8.9%
High	83	32%	21	8.1%

### Goal #2: Nationally-Normed Assessment

Cologne Academy will administer a nationally-normed assessment, approved by the Board in at least grade 8. Cologne Academy administered the ACT Aspire to all 4<sup>th</sup> and 8<sup>th</sup> grade students last fall. The results shown below indicate that the school performed close to the national average in all content domains. The ACT Aspire test will be administered this fall. At least 80% of all school students taking the assessment will exceed national median. Since the ACT Explore is no longer available, Cologne Academy will see progress of growth year over year for future years. This past testing period established a base line.

# ACADEMIC PERFORMANCE

ACT Aspire	English	Reading	Math	Science	Writing
Grade 4	82%	57%	63%	57%	3%
National	70%	42%	55%	41%	21%

ACT Aspire	English	Reading	Math	Science	Writing
Grade 8	87%	76%	67%	47%	31%
National	74%	50%	37%	40%	29%

**Goal 3.1: Math DDI.** The School will create and implement DDI summative assessments on a quarterly basis in all grades. The staff will review results with the director or their DDI leader within 48 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

*Academic Specialists, Q Comp leadership team and/or the school's director meet to discuss quarterly interim results and created an action plan for reteach. The school's calendar calls for an early release following five of the eight interim assessments days; this allows time to ensure meetings occur.*

**Goal 3.2: Reading DDI.** The School will create and implement DDI summative assessments on a quarterly basis in all grades. The staff will review results with the director or their DDI leader within 48 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

*Academic Specialists, Q Comp leadership team and/or the school's director meet to discuss quarterly interim results and created an action plan for reteach. The school's calendar calls for an early release following five of the eight interim assessments days; this allows time to ensure meetings occur.*

## School Leadership/School Culture

### 1.1: Attendance

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Attendance	-	95.8	95.3	95.2	95.6	95.3	95.8	96.3	95.7

**1.2: Satisfaction.** At least 80% each of all parents and of all staff returning the annual survey will indicate overall satisfaction with the School.

	Parent Satisfaction
FY17	> 85%

	Returning Staff Satisfaction
FY17	> 90%

# ACADEMIC PERFORMANCE

**1.3: Professional Development.** At least 80% of all teaching/para staff shall receive professional development each year, as demonstrated by School records.

	Staff Professional Development
FY17	100%

## Finance Accountability-Internal Goal

- Cologne Academy has achieved the Minnesota Department of Education’s Finance Award for all years since 2010 that the department has offered this designation.
- Increase fund balance while also making significant capital improvements, retaining teachers, and increasing academic achievement while navigating continued state holdbacks.
- \*FY13 involved many one-time expenses related to the 3rd phase building expansion \*\*FY16 involved many one-time expenses related to the 5th and largest building expansion

Policy 730 Fund Policy Growth Policy			
Fiscal Year	Growth % by Year	Total Fund balance percentage	<b>ACTUAL Audited Fund Balance</b>
2010	3%	3.0%	10.74%
2011	14%	17.0%	17.50%
2012	4%	21.0%	24.20%
2013*	-1%	20.0%	29.50%
2014	3%	23.0%	31.30%
2015	3%	26.0%	31.25%
2016**	1%	27.0%	29.6%
2017	0%	27.0%	
2018	0%	27.0%	



# STAFFING

## Faculty

	FY 11	FY12	FY13	FY14	FY15	FY16	FY17
Teachers	14	25	31	35	46	53	58
Administrators	1	1	1	1	1	1	1
Professional Support	9	12	8	21	21	34	39
Total Employees	24	38	40	57	68	88	98
Average Student: Teacher Ratio	12:01	12:01	12:01	12:01	11:01	10:01	10:01

In FY16, Cologne Academy employed 96 full-time employees and 2 part-time employees, including 58 full-time teachers. All teachers hold a Minnesota state teaching license. As the following table shows in FY16 (current year), 31 teachers have more than five (5) years of teaching experience. All students enrolled at Cologne Academy have equitable access to excellent teachers in all grades. Kindergarten through 8<sup>th</sup> grade. Cologne Academy analyses school-wide data drilled down to the classroom level to ensure all children have equal access to quality teachers. As a charter school, all staff are at will employees and are evaluated on their performance teaching which is based off of an assortment of measures.

## Teaching Experience

	2016-2017
Beginning Teachers	3
2-5 Year's Experience	11
6-10 Years' Experience	10
Over 10 Years' Experience	34

## Teacher Retention

The table below shows the teacher retention rate for the 2011-2012 through 2016-2017, or the percentage of teachers employed by the Charter School in September as compared to those who were employed in June of the prior year.

### Teacher Retention Rate from the 2011-2012 to 2016-2017 School Years

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent of Teachers Retained From Prior School Year	95%	100%	83%	85%	94.00%	92.45%	93%

# STAFFING

Cologne Academy has maintained a high retention rate of their employees. Cologne Academy's Board of Directors has developed the following *Teacher Retention Plan*.

## *New teacher support programs-*

New teachers report to work two days earlier than the returning staff. Cologne Academy had four academic leadership positions in FY17- (1) Math Specialist and (2) Reading Specialist and (1) Core Knowledge Domain Specialist. Q Comp leaders have more presence in leadership activities and have the capacity to mentor teachers in their respective discipline.

## *Restructuring schools to make them smaller-*

As Cologne Academy grows, we will continue to sub-divide the K-8 school into: Lower Elementary, Upper Elementary, and Middle School when creating professional development and PLC groupings.

## *Recruiting from, and training in, the community-*

When adding additional staff members, it will sometimes be in our best interest to hire locally or within the organization if the candidate meets the high expectations and is believed to be able to handle the rigor, demands, and expectations of the school. A job posting and rigorous interview process is in place to identify the best candidate for the needs of the school.

## *Two approaches designed to treat teachers as professionals:*

*Implementing common planning time*

*Involving teachers in decision making*

The role of the Executive Director in today's charter schools demand transparency, accountability, and engagement. Today, we know that in the most successful schools, leadership is not a one-person responsibility. So, as Cologne Academy gets better at what we do as a school, we have to be open to what leadership looks like in our academic community of learners and educators.

When leaders define a common vision for student learning, commit with the board to common goals, and dispense the united mission to teachers, staff, students, and to our stakeholders, then a shared responsibility for projecting student growth and academic attainment can be reached (Michael Fullan, *Turnaround Leadership*, 2006).

What does distributed leadership look like here?

- Identify with FOE, school board, staff, and community a clear common vision and goals for the school.
- Make problem solving a group activity and use the expertise of those closest to the work to find the best solutions.

# STAFFING

- Focus on building leadership capacity in others so leadership within the organization is enriched, extended, and sustained.
- Professional learning communities; our afterschool professional development time.
- Curriculum development role
- Q comp leaders
- Teacher representative on the school board
- Teacher and staff on Ad Hoc committees.

In this type of leadership model, leaders from all levels within the school are mobilized and recognized for their expertise rather than their rank and class. This in and of itself empowers the teachers and promotes a high level of internal motivation to continue to set the stage and the bar higher for themselves and others.

**Special Consideration-** Jen Gordon, Melissa Mase, and Aloma Rohman are instructional leaders holding a teaching license, but are not licensed administrators. This trio coach teachers in curriculum mapping, pacing, and implementation, they observe classrooms for posted objectives, Teach Like a Champion techniques, and lead the school in our Data Driven Instruction. The instructional leaders are not summative reviewers. It is their role to coach, not evaluate.

Each of these instructional leaders are supervised by the director who holds both a K-12 Principal and K-12 Superintendent license. The school's leadership team meets biweekly with the director who leads the team through leadership development. In addition, all leaders are trained and have attended professional development in *Data Driven Instruction*, *Teach Like a Champion*, *Great Habits*, *Great Readers*, and *Practice Perfect*. Literacy leaders also work closely with University of Chicago and STEP, Columbia University and Lucy Caulkins. All leaders have attended extended training in the Core Knowledge Sequence as well.

In 2008 Cologne Academy employed 12 staff. Fall 2017, Cologne Academy will enter its 10<sup>th</sup> year with close to 100 employees!



# STAFFING

Name	File Folder #	Assignment	Years Employed by the School	Not Returning 17/18
Lynn G. Peterson	417270	Executive Director	9	
Kelly Farrell	x	Executive Assistant	9	
Jana Moeller	x	Admin Assistant	6	
Jackie Nordick	x	Programs	2	
Mary Suggs	x	Health Associate	2	
Jessica Bronk	440783	Kindergarten	3	
Carrie Pogatshnik	416337	Kindergarten	4	
Sarah Mateen	468894	Kindergarten	4	
CJ White	496284	1st grade	2	
Jennifer Niebuhr	302120	1st grade	4	
Jodi Jungwirth	367501	1st grade	1	
Megan Sahlstrom	487576	2nd grade	2	
Karrie Maetzold	383987	2nd grade	9	
Jen Laaksonen	481449	2nd grade	3	
Leilani Embrey	489588	3rd grade	2	
Jamie Degen	401903	3rd Grade	9	
Laura Oman	397551	3rd grade	6	
Megan Long	494415	3rd grade	1	X
Anna Gesinger	477476	4th grade	4	
Beth Muehlenhardt	420559	4th grade	7	
Melissa Miller	378347	4th grade	3	
Kim Friedrich	378596	5th Grade	7	
Lisa Klehr	436679	5th Grade	7	
Kay Letson	440419	5th Grade	8	
Deb Ries	420876	6th grade	2	
Leann Carnell	409344	6th grade	3	
Carly Boehm	474498	7th Grade	4	
Peter Wang	417127	7th Grade	2	
Erin Slavik	463459	8th grade	5	
Colleen Crisera	484312	8th Grade ELA	1	
Melissa Mase	427588	Academic Specialist	9	
Jennifer Neubarth	454743	Accountability Analyst	7	
Sarah Chellan	333994	Accountability Analyst	4	
Molly Blotz	450646	Art	9	
Whitney Gohman	467183	Art	4	
Traci LaFerriere	x	Business Manager	1	
Patty Bullock	x	Clubhouse	2	

Carol Pintelon	x	Clubhouse	2	
Cathy Kerber	x	Clubhouse/Lunch	6	
Carrie Wittenberg	363234	DAPE	2	
Jayne Enamorado	478244	ELL	4	X
Chris Loss	479412	Fellow	2	
Jacqueline Abts	393465	Fellow	1	X
Heather Anonby	x	Gen Ed Para	3	
Alyssa Benson	480329	History	4	
Laurie Nilsson	264536	Interventionist	5	
Hanna Wabbe	498506	Interventionist	1	
Jennifer Gordon	450976	Literacy Specialist	8	
Terry Bullock	x	Maintenance	1	
Aloma Rohman	473072	Math Specialist	4	
Kelly Peterson	462688	Mindset Coach	4	
Helen Suhr	340768	Music	4	
Missy Isles	453639	Music	4	
Rodelius, Amy	104625	OT	3	
Jane Debner	x	para	2	
Laurel Williams	x	para	5	
Jami Reinitz	x	para	8	
Kim Anguiano	x	para	7	X
Sue Prater	x	para	7	
Fran Oprosko	x	para	4	
Ruth Gregoire	x	para	5	
Jen Dolan	x	para	5	
Katelyn O'Neil	x	para	4	
Katie Clements	x	para	2	
Brittany Herrmann	x	para	3	
Emma Gruenhagen	x	para	2	
Justine Ernst	450560	para	2	
Sam Lendzyk	x	para	2	
Mike Shelly	x	para	2	
Melissa Russell	x	para	2	
Traci Salomon	x	para	2	
Leah Rehmann	x	para	2	
Tina Rue	x	para	2	
Jennifer Buck	x	para	1	
Kim Diepenbrock	x	para	1	
Sarie Maas	x	para	1	
Paige Fortwengler	x	para	1	
Kari Gorrie	x	para	1	
Deb Harmon	x	para	1	
Stacy Henning	x	para	1	

Amelia Meger	x	para	1	
Anastasia Zabel	x	para	1	
Riemer, Carla	482229	Phy ed	2	
Kielty, Tamra	304119	Phy ed	2	
Beth Carlson	469010	Q Comp Leader	5	
Robin Carlson	332018	Reserve	1	
Nicole Pierce	464282	school counselor	5	
Anji Johnson	362490	school counselor	2	X
Mackenzie Welch	495033	School Psychologist	1	
Chandra Rothstein	403816	SLP	5	
Carmen Lopez-Marshall	997994	Spanish	6	
Alicia Valiant	460425	Special Education	1	
Dan Armstrong	455445	Special Education	2	
Mary Thurman	290128	Special Education	2	
Spring Peden	488048	Special Education	2	
Whitney Trelstad	484620	Special Education	2	
Kim Becker	315196	Special Education	1	



# STAFFING

## **Lynn Gluck Peterson**

Mrs Peterson is beginning her 9<sup>th</sup> year as the executive director at Cologne Academy. Mrs Peterson passion for education grows each year as Cologne Academy continues to implement best practices in education, use innovation to increase student achievement and growth, analyze student data to drive instruction, and build school leaders from within our community. Her drive for education fuels her own personal commitment to continuing education and professional development. She holds a Bachelor of Arts in Business Administration, a Bachelor of Science in Kinesiology, Masters Degree in Special Education, and an Education Specialist Degree in Education Leadership. She holds seven teaching licenses in the state of Minnesota including K-12 Principal and K-12 Superintendent licensures. She currently is pursuing her Doctorate in Education with a dissertation research study on mindset and student achievement. Mrs Peterson and her husband, Craig, reside in Dahlgren Township; she has four children- Alexanna 23, Dylan 18, Amanda 16, and Luke 7. She enjoys running, reading, and family.

## **Jennifer Gordon**

Literacy Specialist at Cologne Academy, Jennifer received her training and MA in elementary education from Simmons College in Boston, MA. As an undergraduate she studied political science, pre-law and art history at Oakland University in Rochester, MI. During this time, Jennifer opened a rhythmic gymnastics studio where she trained numerous state, regional and national champions. Her love for children set in motion a career in education.

Prior to moving to MN, Jennifer worked as a sixth grade homeroom teacher, 3 grade reading interventionist and 3-5 grade gifted and talented teacher. These experiences afforded her the opportunity to train in Reading Recovery® as well as gifted education through the College of William and Mary.

Eight short years ago Jennifer joined the Cologne Academy team working as an accountability specialist. Today, she enjoys working with 7<sup>th</sup> and 8<sup>th</sup> grade advanced Language Arts students as well as coaching teachers, delivering literacy training and curriculum development. After three months working in the school she quickly transferred her children to Cologne Academy knowing there is no better school to receive an education. The passion, dedication, and pursuit of excellence by every employee are awe-inspiring.

While reading and literacy are Jennifer's passions she believes that all subject matter creates a well- rounded individual. When she is not working at Cologne Academy, Jennifer enjoys walking in nature, playing with her two daughters and watching HGTV.



# STAFFING

## **Aloma Rohman**

When first enrolling in college, Aloma initially pursued a degree in Communications with a focus in Public Relations at Union College. Afterwards, she began working in finance as a personal banker before moving on to investment banking. Though she enjoyed the experience and relationships she gained working in finance,

Aloma knew that she would be unfulfilled until she fell back on her true passion:

teaching and mathematics. Aloma decided to return to school and earned her second degree in Secondary Education with a focus in Mathematics from Kean University. She taught at the middle school level, working with groups or inclusion, grade level, and honors students. In 2013, looking for a change of environment, Aloma decided to move to Minnesota, with her son, and happily accepted a position within Cologne Academy as the Mathematics Specialist.



Aloma views Cologne Academy as a school with a warm culture and desire for continued progress. She has enjoyed seeing the school grow year after year both academically and within the staff. At Cologne Academy, Aloma has been able to pursue her passion through leading the school's mathematics department. She loves the opportunity she has to share her knowledge and insights as well as learn from the many people she works with. Aloma values the emphasis the school places on finding and using the connections that exist between disciplines, specifically mathematics and literacy. Aloma is convinced that Cologne Academy will continue towards becoming the exemplar of and a leader in education, preparing students for their own educational career as well as their lives outside of school. To that end, Aloma has recently completed another degree program, earning her Master of Education in Curriculum & Instruction with an emphasis in Mathematics, desiring to be a better resource to student, teachers, and parents.

## **Melissa Mase**

Almost a decade ago, Melissa learned that Cologne was opening a Charter School with a mission grounded in E.D. Hirsch's work emphasizing the importance of building students' content knowledge and cultural literacy. She only hoped that this is where she could begin her teaching career. As a Kindergarten Teacher at Cologne Academy for seven years and now serving as Academic Specialist for the past year, this goal was realized. Her path to becoming an educator, as well as her interest in E.D. Hirsch's work, began at Hamline University where she attended graduate school and obtained a Master of Arts in Teaching.

# STAFFING

Melissa loves all aspects of teaching but her heart is in creating a supportive and caring learning environment where students feel safe to take academic risks. As Cologne Academy's Academic Specialist, everyday is an opportunity to carry this out through modeling positive interactions with students and staff. Beyond creating a supportive learning environment, students need to know that we believe in their potential to make academic progress. In her role as Academic Specialists, she is able to support teachers in helping struggling students meet their academic goals.

We are a passionate community of educators who take pride in being innovative, data driven and goal-oriented. Putting student achievement at the forefront of decision making has proven to be very successful for Cologne Academy and our students' achievement. Melissa looks forward to seeing this success foster a competitive atmosphere improving education for students beyond Cologne Academy. This passion to be leaders in education is what fuels her to start the work day.

Born and raised in Carver County, Melissa believes there is no better place to call home. Her home is a small hobby farm outside of Cologne where she spends her leisure time tending to the gardens and chickens with her Husband, and three children. She also enjoys camping, reading, cooking and researching innovative ways to provide an outstanding education for our CA learners.

## **Tamra Kielty**

Tamra is a Jordan, MN native and has lived in Carver County for a total of 16 years. She earned a B.S. degree in Physical Education & Coaching from the University Minnesota where she also played fast-pitch softball for the Golden Gophers. She attended the U of Wisconsin, LaCrosse earning licenses in Pre-K-Adolescent Health and DAPE as well as a Master of Science in Exercise & Sport Science. Having relocated several times in the Midwest, she has compiled K-12 teaching experiences ranging from small private schools to larger public districts. Kielty brings a wealth of coaching experiences including youth recreation, club sports, traveling teams, junior high, high school varsity athletics, and Junior Olympics. Kielty has served as President and VP on numerous athletic boards and sports evaluation committees. Kielty enters her 3<sup>rd</sup> year at Cologne Academy as Athletic Director and PE/Health Instructor. She coordinates all of CA's activities. She loves her role and is energized by student excitement, enjoyment, and growth through athletics and activities participation. CA's athletic program focuses on skill development and player growth through character and rewards that accompany a sense of belonging to a team. CA also has a brand new state of the art gymnasium! Tamra and her husband

enjoy living on their hobby farm where they raise/sell organic chicken eggs. They have three children and two grandchildren that keep them smiling and appreciating life's opportunities.

## **Amy Rodelius**

My name is Amy Rodelius, I am the special education coordinator as well as the occupational therapist at Cologne Academy. This is the start of my third year at Cologne Academy, previous to this I worked for nine years in California as an occupational therapist both in the school districts, as well as in a clinic setting. How did I end up in Minnesota? Both my husband and I have family in the area, as well as in North Dakota. We also both had very fond memories of spending summers at the lake and wanted that for our own family. We look forward to making memories with our own son as he grows. My heart has always been working with children, so when I moved to Minnesota I was overjoyed to be offered a position at Cologne Academy. Cologne Academy has offered me a place to continue my work with children, as well as a place for professional growth. I consider myself a lucky person to be able to get up every morning and be excited about the work I do, not everyone can say that. Since first starting with Cologne Academy I have had the pleasure of watching the school complete their final addition, add new staff and many more students. The thing that stands out for me about Cologne Academy is that even with all these wonderful changes it continues to have a culture of family. This sense of belonging and teamwork is what keeps me energized.

TOGETHER  
EVERYONE  
**ACHIEVES MORE**  

---

**@CologneAcademy**

# FINANCES

## **Fiscal Management**

As a charter school, Cologne Academy is responsible for both the education of children and for having a clear knowledge of business and fiscal responsibilities. The school partners with Traci LaFerriere, Cologne Academy's CFO, to provide guidance and support in executing solid financial marks and transactions. The School Board of Directors continues to guide the school by making sound fiscal decisions. Payroll is completed by ERDC.

The following audit information is from the 2015-2016 school year and the 2016-2017 audit will not be finalized until after this annual report is published.

## **COLOGNEACADEMY- YEARENDED JUNE 30, 2016 AUDIT FINDINGS AND RESULTS**

CliftonLarsonAllen (CLA) prepared this Executive Audit Summary and Management Report in conjunction with their audit of the School's financial records for the year ended June 30, 2016.

**Audit Opinion** – The financial statements are fairly stated. CLA issued what is known as a "clean" or unmodified audit report.

**Yellow Book Opinion** – No compliance issues were noted in their review of laws, regulations, contracts and grants that could have significant financial implications to the School.

**Internal Controls** – There were no material weaknesses noted in the current year related to internal controls.

**Legal Compliance** – No significant compliance issues were reported with respect to Minnesota Statutes related to charter schools and UFARS accounting.

**Enrollment** – For fiscal 2015-2016, Cologne Academy served a net average daily membership of 550.9. For fiscal 2014-2015, the School served a net average daily membership of 503.1.

**Fund Balance** – The School's General Fund experienced an increase in fund balance during fiscal 2015-16 of \$273,869 ending at \$1,912,445 as of June 30, 2016. CLA recommends that a charter school develop a long-range plan which develops and maintains a target fund balance that is at least 20% to 25% of annual expenditures. The ending fund balance at June 30, 2016, for Cologne Academy represents 29.6% of expenditures incurred for the year and is an important aspect in the School's financial well being since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.

**Budget** – Total General Fund revenues on a net basis were \$78,981 (1.2%) more than the final amended budget amount while total expenditures were \$175,509 (2.6%) lower than had been budgeted. As part of any budget update initiated for fiscal 2016-17, the Board will want to take these variances into consideration in order to limit budget differences to every extent possible. CLA recommends that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero once the School's program has matured and stabilized. The School has done a great job budgeting to keep within the recommended variances.

# FINANCES

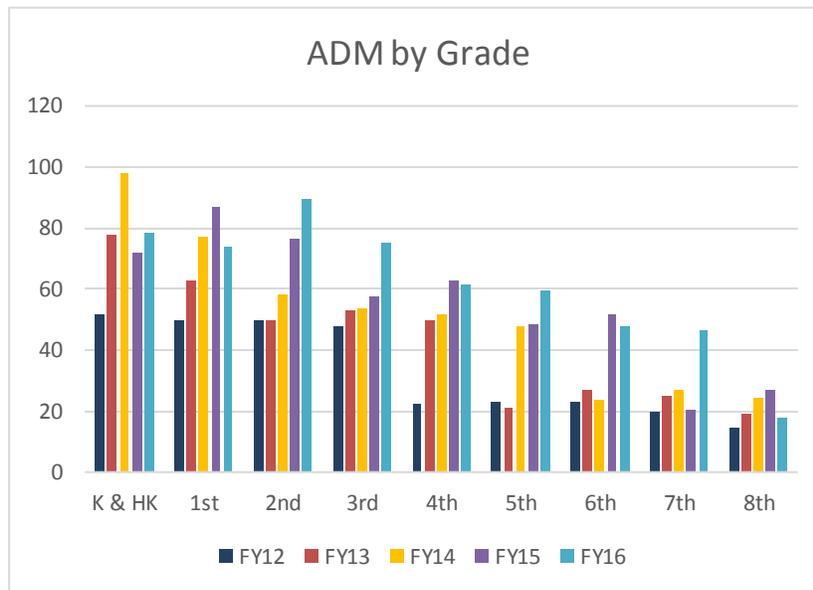
**Food Service Fund** – The School’s food service program operated at a surplus of \$2,632 for fiscal year 2016. The School’s Food Service Fund ended fiscal year 2016 with a fund balance of \$62,860.

**Community Service Fund** – The School’s Community Service Fund operated at a surplus of \$7,053 for fiscal year 2016, and ended fiscal year 2016 with a fund balance of \$46,439.

**Building Company** – The Cologne Academy Building Company’s expenditures exceeded its revenues during its first active year of operation by \$1,942,185 and ended fiscal year 2016 with a fund balance of \$1,394,797.

The School’s financial statements include the activity of the Building Company as a component unit. No separate financial statements are issued for the Building Company; however, a separate Form 990 is filed.

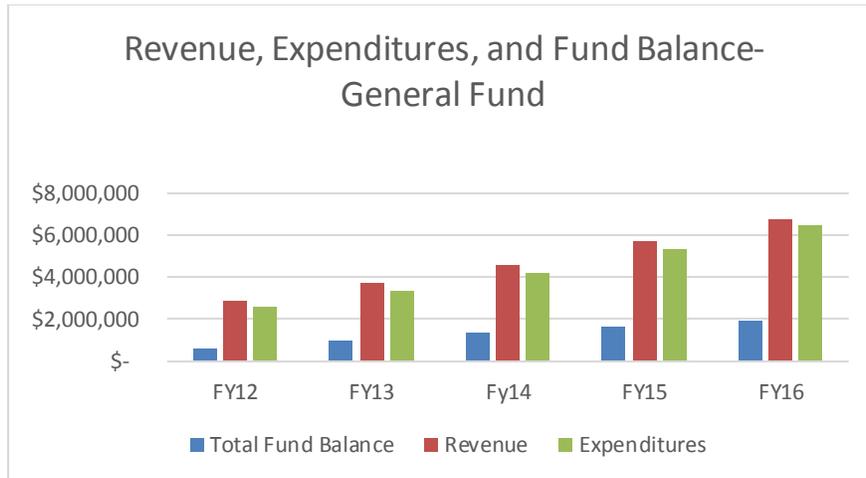
## Financial Trends



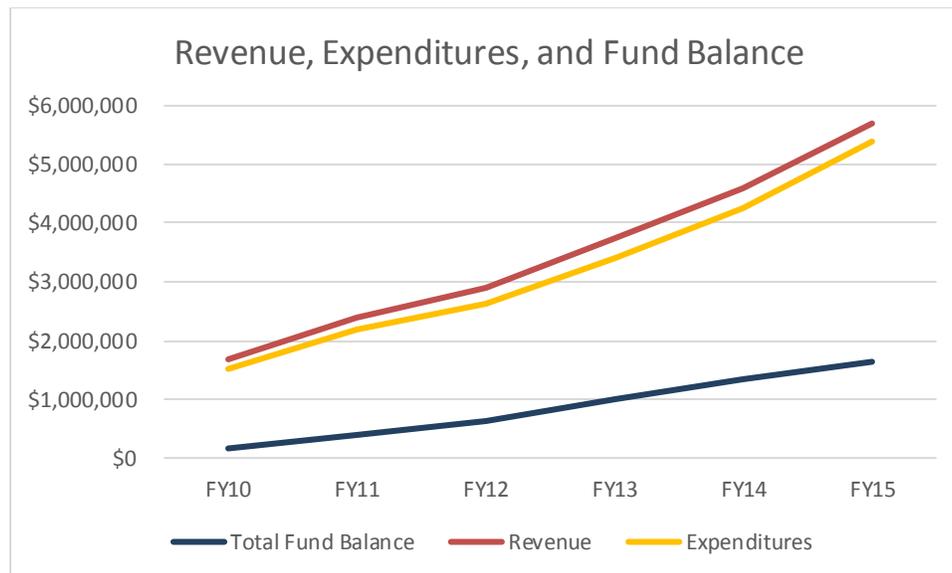
-	K & HK	1st	2nd	3rd	4th	5th	6th	7th	8th
<b>FY12</b>	51.9	50	50	47.6	22.5	23.2	23.1	20	14.3
<b>FY13</b>	78	62.8	49.8	52.8	50	21	26.8	25	19.2
<b>FY14</b>	97.9	77	58.2	53.9	52	47.5	24	27	24.4
<b>FY15</b>	71.7	87	76.3	57.6	62.9	48.8	51.6	20.2	27
<b>FY16</b>	78.4	74.2	89.8	75.1	61.5	59.4	47.9	46.5	18.1

# FINANCES

## Financial Trends Continued



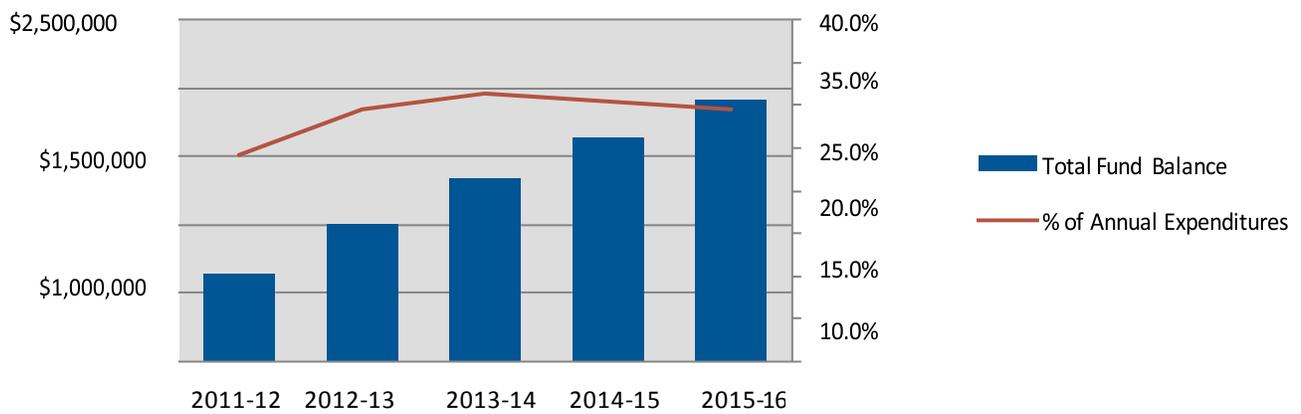
	FY12	FY13	FY14	FY15	FY16
Total Fund Balance	\$ 637,212	\$ 1,001,305	\$ 1,330,840	\$ 1,638,576	\$ 1,912,445
Revenue	\$ 2,894,763	\$ 3,755,395	\$ 4,576,351	\$ 5,698,717	\$ 6,731,478
Expenditures	\$ 2,637,873	\$ 3,391,302	\$ 4,246,816	\$ 5,390,981	\$ 6,457,609



	FY10	FY11	FY12	FY13	FY14	FY15
<b>Total Fund</b>	\$162,892	\$380,322	\$637,212	\$1,001,305	\$1,330,840	\$1,638,576
<b>Revenue</b>	\$1,680,319	\$2,392,295	\$2,894,763	\$3,755,395	\$4,576,351	\$5,698,717
<b>Expenditures</b>	\$1,517,011	\$2,174,865	\$2,637,873	\$3,391,302	\$4,246,816	\$5,390,981

# FINANCES

## Total Fund Balance - General Fund



# OPERATIONAL PERFORMANCE

## Authorizer Relations and Communication

Cologne Academy's charter authorizer is Friends of Education. The charter authorizer provides strict financial and academic controls and ensures school adherence to national standards for charter school oversight and quality. Friends of Education monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance, by monitoring student testing, conducting site visits, reviewing annual reports and communicating with MDE. Friends can be contacted at: Friends of Education, 200 East Lake Street, Wayzata, MN 55391 or [info@improveK-12education.org](mailto:info@improveK-12education.org). Contact information for Cologne Academy's Authorizer Liaison is Beth Topoluk, Executive Director of Friends of Education, Phone 952.745.2717, Fax 952.745.2739, Email: [topoluk@tcfbank.com](mailto:topoluk@tcfbank.com)

Cologne Academy's current contract with Friends of Education was renewed at the end of this report's fiscal year. Cologne Academy received a five year contract running from July 1, 2014 through June 30, 2019.

## Compliance with Applicable Laws and MDE Reporting Requirement

Cologne Academy complies with all applicable laws, with the School Board at times seeking legal counsel to ensure compliance. In 2015-2016 the School Board continued substantive policy review and improved overall compliance with legal requirements in drafting and reviewing policies and procedures. Processes implemented by the board, by administration, and by front office staff ensured overall timeliness regarding compliance with applicable laws and MDE reporting requirements. Cologne Academy strives to be completely compliant with MDE reporting and regulations, including submitting reports such as the annual report, Q - Comp, DIRS reporting, and MARSS data. Cologne Academy school representatives attended required MDE training. In addition, one hundred percent of Cologne Academy teachers Had permission to teach from the State Board of Teaching. Cologne Academy followed state and local health and safety requirements and is compliant with fire code, inspections, and other safety requirements; emergency drills have been conducted. With additional experience and a concerted effort to connect with MDE, administrators and the school board have improved knowledge of all reporting systems and requirements.

## Facility Acquisition and Expansion

Cologne Academy had explored the notion of creating an Affiliated Building Company for the sole purpose of facility ownership for several years. State law required schools to be in existence for 5 years prior to owning, but if a school were needing expansion, then this could happen (with ownership) after the close of year eight. Since Cologne Academy knew the facility still need expansion, waiting to own after the final phases were complete seemed the correct direction.

However, in 2014, legislation changed so that charters could own and expand after year six. With expediency, the School Board decided to go forth with pursuing ownership and construction of the 5<sup>th</sup> and final expansion. In the first weeks of July 2014, the school created the CABC (Cologne Academy Building Company) whose purpose is to lease the facility to Cologne Academy. The school's director completed the proper filing rules for the 1023 determination letter and submitted the required MDE Review and Comment document. The school received a positive review and comment from MDE on September 9, 2014.

# OPERATIONAL PERFORMANCE

The prior school year, the administration had spent considerable time consulting on the design and construction plans for the expansion and securing the bond funding for the development project. This had involved extensive involvement and collaboration with professional experts and partners including Friends of Education, the City of Cologne, Piper Jaffray, Architectural Consortium, Partnership for a Better Education, JB Realty, and Lindquist and Vennum.

Cologne Academy funded the purchase of the existing building and the expansion with approximately \$14 million in conduit revenue bonds that went to market in November of 2014. Cologne Academy received that best bond rates of any charter school ever in Minnesota history.



# FUTURE PLANS

Cologne Academy is continuously working to perfect instructional strategies and implementation of rigorous content and deep understanding in all students. To answer the areas of growth reflected on internal assessments, and state assessments, further professional development and instructional support will be implemented in the 2016-17 school year. Teachers will all commit to becoming an expert in an instructional strategy. The strategies include student goal setting, fostering critical thinking in students, and formative assessment. These concepts are imbedded in our PLCs that will focus on reading instruction. Teachers will meet in small groups weekly and study research in the selected area and monthly share with the entire staff what they have learned. After researching, teachers will try new innovative ways to apply the strategies in their classrooms, meet in small groups weekly to reflect on successes and further growth, and again report monthly to the rest of the staff. Once strategies have been piloted and made successful by a small group of teachers, teachers will add a strategy presented by another group into their classroom routine with support from the group who first piloted the new strategies.

The school's internal, interim assessments show evidence for further instruction in math and reading. For the 2016-2017 school year, Cologne Academy has hired two Literacy Strategist, one Math Strategist, one academic specialist, Q Comp coordinator, and one accountability analyst. These positions will allow for more in-depth analysis of data and teacher support in the areas of curriculum, assessment, and instruction. In addition, grade level teams will meet weekly with the academic specialists to hone their craft.

Another area of continued need is increased time for students to practice reading content at their individualized level while obtaining a thorough and deep understanding of what they have read. All classes grades Kindergarten through 3<sup>rd</sup> grade will have a sixty minute guided reading block each day. During this time additional teachers will come into each classroom in order to provide each student with fifteen- twenty minutes of explicit instruction at their individual ability level. In addition, students will receive fifteen minutes of practice on reading skills unique to their level of mastery. These groups will be determined by the STEP Assessment, the internal reading assessment selected in 2012-13 to measure spelling patterns, fluency, reading rate, accuracy, comprehension of factual, inferential, and critical thinking questions of grade level text. These results will direct the instruction during the guided reading time. In grades 4-8, all students will select, with teacher assistance, books to read in literature circles or independent reading. These groups will also meet for thirty minutes daily. Students will practice questioning, discussion, and comprehension strategies of a variety of genre at their individual reading level as determined by formative assessment and quarterly summative assessments.

## **The University of Chicago's IMPACT program at CA**

In an attempt to better understand student learning across cultures and economic impediments, The University of Chicago's IMPACT program has chosen Cologne Academy as a pilot school for the Intermediate STEP program. Researchers from the University perform a battery of assessments aimed at furthering student achievement at the intermediate level. This data will with then be used to guide and shape the new STEP assessment scheduled for release in early 2016. Cologne Academy has the benefit of using this data to prepare our students for the future while helping to form a reliable measurement of student learning.

## **Partnership with Crown College**

Cologne Academy continues to shape the future of teachers across the Twin Cities. Partnering with Crown College has presented the opportunity to combine a literacy practicum in the fall with a student teaching practicum in the spring.

# FUTURE PLANS

Crown students have the benefit of morning professional development with our literacy specialists and then participating in effective observation. While training in best literacy practices, Crown students are able to put these systems to work at the early stages of literacy training. This offers student teachers the know-how to enter into their spring practicum ready to teach and assist their cooperating teacher from day one.

## **Math Department**

Currently, Cologne Academy has one part-time Math Corps tutor. During the following school year, the goal is to have two part-time or one full-time tutor. This opens the opportunity for more students, grades 4 – 8 to be serviced.

The math department would like to slowly roll out Standards Based Grading to grades 5 – 8, moving away from traditional grading practices. Standards Based Grading places an emphasis on students learning the standards as opposed to earning points or a particular percent/letter grade.

In an ongoing effort, the mathematics department will continue to reach out and form a relationship with area high schools that Cologne Academy students may choose to attend. The goal being to incorporate as many appropriate high school mathematics concepts into the existing mathematics curriculum or to develop a separate course of study, aimed at grade 8 students and focused on preparing them to test out of Algebra I beyond, if applicable.

## **Academic and Behavior Supports**

Cologne Academy is in its second year of implementing ADSIS (Alternative Delivery of Specialized Instructional Services). ADSIS provides reading support to students in grades 3<sup>rd</sup> -8<sup>th</sup> and behavior support to students in grade K-8<sup>th</sup>. ADSIS is implemented with the support of Cologne Academy's Teacher Support Team (TST) and our full-time school psychologist. The Teacher Support Team is made up of staff members representing many areas of expertise: counselors, math and reading specialists, content area specialists, special education coordinator, and academic interventionists. Our school psychologist is integral to bringing together the behavior and academic aspects of student learning. All referrals for academic or behavior supports are brought to our school psychologist and then to our Teacher Support Team for further collaboration. Our TST considers the individual strengths, abilities, and needs of each student. This ensures that strategies are individualized and have a high probability of success. Teachers provide critical evidence, including:

- Student work samples
- Interim Results
- STEP Assessments
- Anecdotal notes
- Social/Emotional/Academic behavior information

Teacher Support Teams understand the challenges faced by classroom teachers. As a team we will use a collaborative process focused on teachers and solutions to:

- assess academic and/or behavioral needs and identify positive goals
- recommend instructional strategies that the teacher can implement across approximately a 6-week period
- develop an intervention plan and monitor results
- Focus on helping individual and/ or groups of students achieve in their general education classrooms
- Reduce inappropriate student referrals to special education

Students referred to receive academic interventions in reading will be matched with the appropriate intervention. Fountas and Pinnell Leveled Literacy Interventions (LLI) is one of the many options interventionists can implement to meet the needs of struggling readers. LLI is a researched based program with a diagnostic benchmark assessment system that can target specific reading needs and provide frequent progress monitoring to accelerate student progress.

Teacher Support Team

Mackenzie Welch, School Psychologist

Melissa Mase, Academic Specialist

Aloma Rohman, Math Specialist

Jennifer Gordon, Reading Specialist

Nicole Pierce, Counselor

Anji Johnson, Counselor

Laurie Nilsson, Interventionist

Heather Anonby, Interventionist

Lynn Gluck Peterson, Director

Amy Rodelius, Special Education  
Coordinator/OT



# APPENDIX A

Cologne Academy  
**Federal ID# 383767089**  
**For Fiscal Year Ending 6/30/2015**

## Income

Direct Public Support	\$56,134
Government Grants	\$5,595,786
Other Revenue	\$249,012
<b>Total Revenue</b>	<b>\$5,900,932</b>

## Expenses

Amount Spent for Program or Charitable Purposes	\$5,361,879
Management/General Expense	\$210,855
Fundraising Expense	\$0
<b>Total Expenses</b>	<b>\$5,572,734</b>

**Excess/Deficit**                      **\$328,198**

Total Assets	\$3,382,699
Total Liabilities	\$3,400,157

**End of Year Fund Bal/Net Worth**                      **-\$17,458**

<http://www.aq.state.mn.us/Charity/SearchResults2.asp?Fed=383767089&Yr=CURR&cmdSearch=Submit>

# APPENDIX B

*Adopted: 4/22/2010*

*Revised: 2/18/14*

*8/27/2014*

*12/18/2014*

*9/26/2016*

*1/23/2017*

*COLOGNE ACADEMY  
MANUAL OF SCHOOL POLICIES APPROVED BY THE BOARD*

---

## **POLICY 301: APPLICATION, ADMISSIONS, ENROLLMENT, AND LOTTERY POLICY**

### **I. PURPOSE**

The purpose of this policy is two-fold.

- 1) This policy was created to explain enrollment and admissions at Cologne Academy, so that families may make enrollment decisions in an informed and timely manner.
- 2) Admission to Cologne Academy is open to all students, without regard to ability, race, religion, or any other factors, other than the capacity of the program, class, grade level, or building.

### **II. GENERAL STATEMENT OF POLICY**

Cologne Academy is a public school and is required to enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. When that occurs, students will be placed on a waiting list. State statutes require that Cologne Academy give preference for enrollment to: (1) a sibling\* of an enrolled student and to a foster child of that student's parents before accepting other students by lot, (2) children of Cologne Academy staff before accepting other pupils by lot, and (3) remaining students will be selected by lottery.

Cologne Academy may not limit admission to pupils on the basis of gender, race, intellectual ability, measures of achievement or aptitude, or athletic ability.

*\*A sibling is one of two or more individuals having one or both step/parents in common.*

### **III. APPLICATION AND ENROLLMENT PROCEDURES**

The annual enrollment period shall be determined by the school administration and shall be published no later than November 1st of each school year. Currently, open enrollment is held from the Tuesday after Labor Day through the third Friday in February. By February 1st, each year, the school board will establish and publish the available enrollment by grade applicable to the following school year. All prospective students must complete and submit a timely application for admission in order to be considered for enrollment in the school term following the enrollment period. This requirement is applicable to both preferential and non-preferential applicants. An application is considered to be timely if it has been marked as "received" in the main office of the school before the end of the enrollment period. Each enrollment application received is date-stamped and

also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.

Admissions. All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently admitted students and children of staff employed in school have preference.

Siblings of Admitted Students: Siblings, who submit an application before the expiration of the open enrollment period, of currently admitted students are automatically admitted unless the number of sibling applications exceed the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in the order in which they are drawn in the lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list (preferential list), which has preference over both the staff-children waiting list and the general waiting list.

Children of Staff Employed at Cologne Academy: Children of staff employed at the school who submit an application before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who submitted a timely application are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of staff exceeds the available enrollment established by the Board for any grade (and after all siblings (of admitted students) who submitted a timely application are admitted), a staff children lottery is held. Children of staff are admitted to the school in the order in which they are drawn in the lottery. If all available enrollment in a grade is filled by children of staff, the staff-children lottery continues to establish the staff-children waiting list (preferential list) for each such grade.

General Lottery: State statutes require that Cologne Academy give preference for enrollment to: (1) a sibling of an enrolled student and to a foster child of that student's parents before accepting other students by lot and (2) children of Cologne Academy staff before accepting other pupils by lot (3) remaining students will be selected by lottery.

If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings (of admitted students) who submitted timely applications are already admitted or establish a sibling waiting list, and after all children of staff employed at the school who submitted a timely application are already admitted or establish a staff-children waiting list), the school conducts a general lottery. All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of staff employed at the school) received before the expiration of the open enrollment period are included in the general lottery. Students are admitted to the school in the order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).

(1) Applications received after the open enrollment period expires are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.

(2) The School conducts all lotteries through a method of random selection.

(3) If a family declines an available spot the next child on the waiting list will be offered the spot.

(4) Families who decline an available spot must re-apply to be considered for enrollment.

Once the enrollment period is closed, if there are more applicants than spots available, all timely applicants will be placed on one of two lists by grade: (a) a preference list of students given a preference by state law or this policy and (b) all other applicants. Additions to the preference list and all other applicants will be shuffled by lot, and offers of enrollment will be made to students in the order in which they are listed for each grade until classes are full, first exhausting the preference list, and then proceeding to the remaining non-preference applicants. Applicants previously on the non-preference list who submit a timely application for the upcoming school term will be reshuffled along with all new applicants on the non-preference list.

If a family declines an available spot the next child on the waiting list will be offered the spot. Families who decline an available spot must re-apply to be considered for enrollment.

All applicants still on the waiting list at the beginning of the next enrollment period must submit a new written application for enrollment and all applicants are subject to the enrollment process described above. The waiting list does not carry over from year to year.

#### **IV. OTHER CONDITIONS**

An applicant to Cologne Academy may apply only for one grade. Applicants who wish to be considered for early entrance to kindergarten or whole-grade acceleration must follow the procedures laid out in Cologne Academy's board policies (607.1). In all instances, however, Cologne Academy reserves the right to place an enrolled student in the most academically appropriate grade regardless of the student's age.

If two or more applicants move to the preferential status waiting list on the same day, they will maintain the ordinal ranking that they had before. An applicant who has been placed on the preferential status waiting list will continue to have preference for that school year as long as he or she maintains a valid application with the school.

An applicant is eligible to receive preference as the child of a current member of Cologne Academy's faculty after the faculty member has begun his or her term of employment at Cologne Academy. The applicant shall immediately be placed at the end of the existing preferential status waiting list. Again, if two or more applicants move to the preferential status waiting list on the same day, they will maintain the ordinal ranking that they had before. An applicant who has been placed on the preferential status waiting list will continue to have preference for that school year as long as he or she maintains a valid application with the school and his or her parent continues to be an employed member with the school. If the faculty member's term of employment is ended for any reason, the child moves to the end of the nonpreferential waiting list.

Siblings enrolling in the same grade will be considered individuals and each will have a separate entry in the lottery. If one of the multiples is drawn in the lottery, the other sibling(s) is/are enrolled. The siblings would be first on the waitlist if there are no more available seats.

The school administration must try to maintain full enrollment in grades 4-8 through the end of the second trimester of the school year. Applicants will be contacted from the waiting lists as spots become available. Open seats in grades K-3 can be filled at any time.

**General Admission Procedures:**

(1) **Order of Admission:** Siblings of Already Admitted Students, then Children of Staff Employed at the School, then General Admissions.

(2) **No waiting list carry over from year to year:** Each waiting list is subject to a lottery and redrawn during each admission process each year. All applicants still on the waiting list at the beginning of the next enrollment period must submit a new written application for enrollment and all applicants are subject to the enrollment process described above. The waiting list does not carry over from year to year.

(3) **Multiple births** (twins, triplets, etc): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery. Siblings enrolling in the same grade will be considered individuals and each will have a separate entry in the lottery. If one of the multiples is drawn in the lottery, the other sibling(s) is/are enrolled. The siblings would be first on the waitlist if there are no more available seats.

(4) **Lottery Grade Order:** Applicable lotteries occur from highest grade to lowest grade. For example, if a lottery is required in grades K and 3, the grade 3 lottery is conducted first, followed by the K lottery.

A. Standards that may be used for rejection of application In addition to the provisions of Paragraph II.A., the school may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application. The Director shall establish lottery and enrollment procedures consistent with Minnesota State Law 124D.10. The school may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's place of residence; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school from proceeding with exclusion as set out in Section D. of this policy.

#### C. Exclusion

1. Director's initial determination. If a school director knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school policy, the director recommends whether exclusion proceedings should be initiated.
2. Director's review. The Director may make further inquiries. If the Director determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the Director determines that the applicant should be excluded, the Director will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case by-case basis.

#### D. Termination of Enrollment

1. The school may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

**AVAILABLE ENROLLMENT BY GRADE  
FOR SCHOOL YEAR 2017-2018  
COLOGNE ACADEMY**

Upon consideration of the number of currently-enrolled students at Cologne Academy, who are each by law provided enrollment preference, the Board of Cologne Academy establishes the following available enrollment/seats in each grade:

<b>Grade</b>	<b>Available Seats/Enrollment</b>
K	78
1	78
2	78
3	81
4	81
5	81
6	81
7	81
8	54

These seats are available through the end of second trimester of the 2017-2018 school year; after this date, the current enrollment for grades 4-8 will be set at enrolled occupancy.

The Board reminds interested applicants of the Order of Admissions for Available Enrollment/Seats: Siblings of Already Admitted Students, then Children of Staff Employed at the School, and then General Admissions.

## COLOGNE ACADEMY LOTTERY PROCESS

### **Preparing for the lottery:**

1. Enrollment dates and procedures will be posted on the website, in the school office, and other places as the school deems necessary.
2. As applications are received during open enrollment, applications are stamped with the date received, but all applications are on equal footing during this period (i.e. it is not first-come, first-serve situation).
3. A spreadsheet will be set up for each grade level. For grades with full enrollment, the lottery is simply a placement on a waitlist. No spots can be officially offered to families until current families formally withdraw.
4. For incoming siblings, we will place them first (according to MN Law 124D.10 which allows for sibling preference) according to lottery day procedures noted below.
5. Before the lottery, all students' names will be filled out on separate slips of paper. Also on that slip of paper are the siblings' names and grade levels. This needs to be carefully cross-referenced to make sure there are no omissions or errors.

### **The day of the lottery:**

1. The slips of paper with each prospective student's name on it must be cut apart, sorted by grade level, and put in alphabetical order according to last name within grade levels.
2. The spreadsheet will be projected on the wall, if possible, so people can see as names are drawn and typed in.
3. The lottery is open to the public, seating should be arranged for any parents who may want to attend.
4. One person will be designated as the person who draws the names, one person will type in names, and one person will cross-reference all names drawn for siblings, etc. If possible, one person will be designated to keep track of all forms, name slips, etc., after they are drawn.
5. A sibling lottery will be held for one of two reasons. A) if there are more siblings than space available such as in Kindergarten, or B) to determine placement on the wait list for all other grades. This portion of the lottery will be done first and will start with the highest grade, going grade-by-grade down to Kindergarten.

6. As names are typed into the spread sheet, it is important to list all siblings and siblings' grade levels. There will be a significant amount of cross-referencing siblings among grade levels throughout the process.
7. Once all open slots are filled, we start placing names on the waitlist.

**After the lottery:**

1. All parents will be informed via U.S. postal service that they have been given a spot in next year's enrollment or a numbered spot on the wait-list. The office will keep a copy of all letters sent out.
2. Parents will have a finite period of time, to be determined by the office, in which they have to fill out a full enrollment packet or decline their spot. Parents declining their spot should do so in writing. Email notice is considered written notice of decline.
3. The office will devise a spread sheet to track the status of each student's enrollment.
4. If a parent declines a spot and we go to the next student on the wait-list, we need to check to see if that student has siblings and if enrolling that student moves the siblings up on the wait-list or provides them with an "in" spot. For this reason, we discourage parental calls to the office asking where they are on the wait-list. There are many variables that can affect a student's standing. Office policy is to inform families when they move into the top 3 on the wait-list and then again when we have an "in" spot for them, but not to keep giving updates on a regular basis.
5. When a Kindergarten space opens, the top family on the wait-list is contacted and may choose to accept or may chose to retain their place on the waitlist and allow the opening to go to the next family on the wait-list.
6. If families are notified of a cleared waitlist do not respond by the due date, the office will make three documented attempts to contact the family. On the third and final attempt, it shall be by mail, informing the family that if we don't hear back from them by the second designated date, we will assume they are no longer interested in Cologne Academy and will be giving their spot to the next family on the wait-list. This documentation must include the kind of contact made (e.g. phone call, email, letter), the date of the contact, the person making the contact, and the response.

# APPENDIX C

Minnesota Department of Education report card has moved. Please click [here](#) or find the report:

[http://rc.education.state.mn.us/#mySchool/orgId--74188010000\\_p--1](http://rc.education.state.mn.us/#mySchool/orgId--74188010000_p--1)

# APPENDIX D-Continuous Improvement Plan

☐ *Ensure all students are making growth in core academic subjects by 2017-2018*

- ☐ Ongoing individual monitoring using STEP reading protocol in grades K-3;
- ☐ Interim Assessments in grades k-8 quarterly in Reading and Math;
- ☐ Continuous response to students' results on interims within 48 hours.
- ☐ Flexible groupings of students in MUM and MUR class structures
- ☐ Big 5 Reading strategy
- ☐ Professional development tailored around effective teaching and data driven instruction

☐ *Establish annual measurable objectives for continuous and substantial progress to achieve proficiency*

## **Math and Reading State Assessment Tests (MCAs)**

**Absolute Proficiency – FRL Students.** The difference between the state average, for the same grades as offered by Cologne Academy, of students who score proficient and who do not qualify for free or reduced lunch and Cologne Academy's average of students who score proficient and who do qualify for free or reduced lunch will decrease each year.

**Comparative Proficiency - District:** The School will demonstrate higher grade level and school wide proficiency rates than the Norwood/Central school district for the same grades as offered by Cologne Academy, each year.

**Growth Categories.** Each year, the percentage of students achieving high growth will exceed the state average percentage of students achieving high growth (for the same grades as offered by Cologne Academy), and the percentage of students achieving low growth will be less than the state average percentage of students achieving low growth (for the same grades as offered by Cologne Academy).

**Science:** Cologne Academy will demonstrate higher 5<sup>th</sup> and 8<sup>th</sup> grade level proficiency than the Norwood/Central school district.

## **Math and Reading: Nationally-Normed Assessment**

Cologne Academy will administer a nationally-normed assessment, approved by the Board in at least grade 8. At least 80% of all school students taking the assessment will exceed national median.

- ☐ *Local Education Agency (LEA) will incorporate strategies based on scientifically based research to strengthen core academic subjects*
- ☐ School models several 90/90/90 charter schools that have demonstrated much success using Paul Bambrick-Santoyo's *Data Driven Instruction* and Doug Lemov's *Teach Like a Champion*.

Cologne Academy uses highly successful Core Knowledge Sequence, Singapore Math, Analytical Grammar, Think, Organize, Write!, Junior Great Books, Paideia Seminar, etc.  
School utilizes Professional Learning Communities to facilitate professional growth among

professional educators.

☐ *Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development*

☐ Through the Q Comp program, instructional staff participates in robust professional development trainings involving at least 45 minutes each week of trainings/meetings that focus on topics and disciplines to increase teacher effectiveness which ultimately impacts student achievement.

☐ *Address the fundamental teaching and learning needs in the district*

☐ Each student receives a Student Learning Plan that identifies where the child is academically at the beginning of the school year and articulates a partnership between home and school to ensure each child makes at least one year's growth. Progress is monitored in October, February, and at the end of the year.

☐ *Promote effective parent involvement strategies*

☐ Cologne Academy has a parent organization, PAVE (Parents Are Vital Energy) that allows a strong partnership between home and school and finds opportunity for parents to assist the school and their child(ren) in many ways.

☐ Parent Involvement Night in September.

☐ Increase parents' involvement in school activities by targeting new student families.

☐ *Incorporate extended day and extended school year activities as appropriate*

Cologne Academy offers summer school instruction providing opportunities for:

1. Remedial instruction for 4<sup>th</sup>-8<sup>th</sup> graders with two D+ or worse grades in math and reading.
2. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and
3. Other mandatory summer school programs as determined by the school district.

Cologne Academy also provides Targeted Service instruction when applicable and available.

### **Teacher Retention Plan Background**

Placing a high-quality teacher in front of every child in the nation is the most important thing schools can do to improve student achievement (Hare and Heap. 2010). There are effective strategies for keeping good teachers in the profession and for attracting new teachers (National Association of State Boards of Education [NASBE], 1998, 2000; Odden, 2000).

### **Retention Strategies**

Statistics show that approximately one-quarter of all beginning teachers leave the profession in the first five years, and those rates can climb to 50 percent in high-poverty areas (National Center for Education Statistics [NCES], 1996; Whitener, Gruber, Lynch, Ringos, & Findelner, 1997). Teacher-attrition rates overall nationally were 6.6 percent in 1994 (Whitener et al., 1997). Current data from Midwestern states indicate that attrition rates can

be as high as 9 percent. Such high attrition rates, especially in the early years of teaching, require schools and school districts to expend tremendous energy and resources developing teachers, many of whom will eventually leave. According to the NCREL survey, however, districts are finding and adopting successful strategies for keeping high-quality teachers.

One effective strategy to retain teachers is the use of new teacher support programs. Additional strategies for retaining teachers are:

- ☐ restructuring schools to make them smaller;
- ☐ recruiting from, and training in, the community; and two approaches designed to treat teachers as professionals:
  - ☐ implementing common planning time and
  - ☐ involving teachers in decision making.

These strategies are attractive to small or rural school districts or low-wealth districts looking for ways to improve teaching without a large investment of new resources. However, effective implementation may involve some up-front costs and allocation of staff development funds.

### **New Teacher Support Programs**

Even under the best of circumstances, the first few years of teaching can be a very difficult time. Most teachers face isolation from their colleagues. New teachers often are assigned to some of the most challenging courses and classrooms. In addition, some feel they have not received enough training to handle certain aspects of their job (Lewis et al., 1999). The combination of these challenges drives too many new teachers from the profession. One response to this situation has been the adoption of programs at the local level to support new teachers.

### **Small Schools**

The top-rated retention strategy is restructuring schools to make them smaller. Research indicates that restructuring schools to make them smaller may result in an improved environment for teaching (Bryk, 1994). For example, in the Chicago Public Schools system, an effort to improve student achievement spurred a movement to create smaller schools within big schools. In addition to improved achievement, this urban school system has found that the new, smaller schools created out of large schools have increased cooperation among teachers and have involved teachers more in the process of educational reform (Joravsky, 2000).

### **Treating Teachers as Professionals**

According to the NCES, teachers and researchers alike say that collaborative professional development--such as common planning periods, team teaching, and regularly scheduled collaboration with other teachers and administrators--is more effective than other forms (Lewis et al., 1999). Survey results validate these findings. In addition to the retention benefits claimed by superintendents, collaboration among teachers can result in improved teaching. Stronger teachers can assist weaker ones; teachers can share techniques and information; the curriculum can be better aligned to improve student learning; and multiple perspectives can be shared about one student.

Small districts (fewer than 1,000 students) are less likely to have instituted common planning time (42 percent, compared to 61 percent for districts with more than 10,000 students). Team teaching and interdisciplinary teaching also are less common in small districts and rural districts. Thirty-three percent of small districts have made these changes to teaching, while 63 percent of the largest districts have done so. Forty-two percent of rural superintendents reported adopting this approach, compared to 60 percent of suburban and 62 percent of urban superintendents.

Involving teachers in decision making also can have multiple benefits. Implementation of this strategy results in fewer teachers leaving, according to a majority of responding superintendents. It also improves the relationship between administrators and teachers, improves the decisions that are made, and increases the likelihood that decisions made will

be feasible and well implemented in the classroom.

### **Teacher Retention Plan for Cologne Academy**

#### *New teacher support programs-*

New teachers report to work two days earlier than the returning staff. Adding Academic Lead positions for Math, English Language Arts, and Core Knowledge/Domains will provide the needed mentoring and support to new teachers that we have not been able to institute successfully prior to this year.

Beth Tischleder will be in a new role for 2016-17 as Q Comp coordinator. This will enable leaders to have more presence in leadership activities and have the capacity to mentor teachers in their respective discipline.

#### *Restructuring schools to make them smaller-*

As Cologne Academy grows, we will continue to sub-divide the K-8 school into: Lower Elementary, Upper Elementary, and Middle School when creating professional development and PLC groupings.

#### *Recruiting from, and training in, the community-*

When adding additional staff members, it will sometimes be in our best interest to hire locally or within the organization if the candidate meets the high expectations and is believed to be able to handle the rigor, demands, and expectations of the school. A job posting and rigorous interview process is in place to identify the best candidate for the needs of the school.

#### *Two approaches designed to treat teachers as professionals:*

##### *Implementing common planning time*

Grade level teachers have a common planning time.

##### *Involving teachers in decision making*

The role of the Executive Director in today's charter schools demand transparency, accountability, and engagement. Today, we know that in the most successful schools, leadership is not a one-person responsibility. So, as we get better at what we do as a school, we have to be open to what leadership looks like in our academic community of learners and educators.

When leaders define a common vision for student learning, commit with the board to common goals, and dispense the united mission to teachers, staff, students, and to our stakeholders, then a shared responsibility for projecting student growth and academic attainment can be reached (Michael Fullan, *Turnaround Leadership*, 2006).

What does distributed leadership look like here?

- ☑ Identify with FOE, school board, staff, and community a clear common vision and goals for the school .
- ☑ Make problem solving a group activity and use the expertise of those closest to the work to find the best solutions.
- ☑ Focus on building leadership capacity in others so leadership within the organization is enriched, extended, and sustained.
- ☑ Professional learning communities; our afterschool PD time.
- ☑ Academic Specialists role in curriculum development
- ☑ Q comp leaders
- ☑ Teacher representative on the school board
  - Teacher and staff on Ad Hoc committees.

In this type of leadership model, leaders from all levels within the school are mobilized and recognized for their expertise rather than their rank and class. This in and of itself empowers the teachers and promotes a high level of internal motivation to continue to set the stage and the bar higher for themselves and others.

It is important to recognize that there are as many leadership models as there are flavors of ice cream. The motives and direction are intentional for the betterment of all involved in the school in all capacities.

# APPENDIX E

## Fund Balance Policy

### 730 Cologne Academy Fund Balance Policy

The School Board at Cologne Academy will not approve an annual budget with a negative net income. By 2016 Cologne Academy will achieve a fund balance in the general operating fund (fund 01) of at least 25% of annual general operating fund revenues. The following schedule shall serve as a guide to reach the fund balance goal.

Fiscal Year	Growth per year by percentage	Total fund balance percentage
2010	3%	3%
2011	14%	17%
2012	4%	21%
2013*	-1%	20%
2014	3%	23%
2015	3%	26%
2016**	1%	27%
2017	0%	27%
2018	0%	27%

\*FY13 involved many one-time expenses related to the 3<sup>rd</sup> phase building expansion

\*\*FY16 involved many one-time expenses related to the 5<sup>th</sup> and largest building expansion

# APPENDIX F

Minnesota Department of



## 2016-2017 World's Best Workforce Report Summary

**District or Charter Name: Cologne Academy**

**Grades Served: K-8**

**Contact Person Name and Position: Lynn G. Peterson**

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2016-2017 report summary. Districts must submit this completed template by **December 15, 2017**, to: [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

➤ <http://cologneacademy.org/about-us/worlds-best-workforce-plan/>

#### 1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

➤ September 26, 2017

## 1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

The Curriculum Advisory Committee is governed by Minnesota Statute Section 120B.11 Subd. 3. The new 2013 Education Law made some revisions to the District Curriculum Advisory Committee.

(<https://www.revisor.mn.gov/statutes/?id=120B.11>)

- Every school district is required to have a Curriculum Advisory Committee.
- The Curriculum Advisory Committee must have representatives that include teachers, parents, support staff, students, and other community residents. The membership must reflect the diversity of the school district. If possible, parents and community members should comprise at least 2/3 of the advisory committee members.
- The legislature has mandated that school districts form Curriculum Advisory Committees to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- The Curriculum Advisory Committee will make recommendations to a district administrator regarding student achievement goals, instruction, curriculum and assessment. The district administrator will report these recommendations to the School Board.
- The roles of the school board and the Curriculum Advisory Committee are purely advisory; the school board serves in an overall policy-making role.

Team Facilitator- Melissa Mase

Beth Tischleder- Q Comp/Academic Specialist

Leann Carnell- English Language Arts

Jenna McInnis- Parent

Jana Moeller- Community Member

Jamie Degen- Parent & Community Member

Helen Suhr- Educator

Jen Gordon- Parent & Academic Specialist

Aloma Rohman- Parent & Academic Specialist

Lynn G. Peterson- Executive Director

Laura Oman- Parent & Community Member

Dan Perrel- Community Member

Tamra Kielty- Educator



## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<i>Eighty percent of kindergarten students will achieve three levels of STEP in reading and receive an 80% or better on the Spring Math Interim Assessment.</i>	.	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>By Spring of all 3<sup>rd</sup> graders academic year will score meets or exceeds standards on the MCA reading test.</i>	80.35 percent of Cologne Academy 3 <sup>rd</sup> graders were proficient in Reading on the 2016 Reading MCA. The state proficiency was 65.25%.	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

### 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<i>Cologne Academy will close the socio-economic achievement gap by scoring similar proficiency for whole school vs. free/reduced lunch.</i>	<i>Spring 2016 MCA results</i> Math- 81.10% all students 71.00% Free/reduced lunch population 50.35% State Free/reduce Reading-82.45% all student 74.00% Free/reduced lunch population 51.75% State Free/reduce Science 74.35% all students 72.25% Free/reduced lunch population 46.60% State Free/reduce	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

### 2d. All Students Career- and College-Ready by Graduation

Goal	Result		Goal Status												
Cologne Academy 8 <sup>th</sup> graders will score as well as or better than the national average on the ACT Aspire.	<i>English</i> <i>Reading</i> <i>Math</i> <i>Science</i> <i>Writing</i>	<table border="0"> <tr> <td><i>National</i></td> <td><i>CA</i></td> </tr> <tr> <td>73%</td> <td>88%</td> </tr> <tr> <td>45%</td> <td>71%</td> </tr> <tr> <td>31%</td> <td>65%</td> </tr> <tr> <td>34%</td> <td>47%</td> </tr> <tr> <td>26%</td> <td>18%</td> </tr> </table>	<i>National</i>	<i>CA</i>	73%	88%	45%	71%	31%	65%	34%	47%	26%	18%	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)
<i>National</i>	<i>CA</i>														
73%	88%														
45%	71%														
31%	65%														
34%	47%														
26%	18%														

**2e. All Students Graduate**

Goal	Result		Goal Status
N/A			Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12

### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Achievement data from MCAs, OLPA's, Cologne Academy's quarterly interim assessments, ACT-ASPIRE, AIMSweb, Kindergarten Inventory, AYP Results, ACCESS, PBIS ODR and staff, parent, student, and community surveys were analyzed as part of the leadership team and board's development of a school improvement and professional development plans. Data are reviewed each month at the board meeting following school leadership team's monthly academic planning meeting. The leadership team then discusses with lead teachers and support staff at both the content and grade level.

Areas that will be reviewed are the alignment of the MN State ELA, math, and science standards and their relationship to interims tests and MCA results. In addition, data from collaboration visits/ classroom walk-throughs indicated the need to ensure fidelity of understanding learning targets and also to increase rigor by increasing and varying teachers depth of knowledge questions.

*In order to continue to close the achievement gap, Cologne Academy will:*

Meet the student at existing level and scaffold.

Flexible groupings

Interventions

Enrichment

Individually created achievement goals and growth benchmarks.

Individual Student Learning Plans

Classroom goals

Revisit goals/progress

Data Driven Environment

Weekly grade level meetings

Data analysis meetings

Living curriculum

Rigor

Dynamic curriculum

Dynamic assessments

## 4. Systems, Strategies and Support Category

### 4a. Students

All referrals for academic or behavior supports are brought to our school psychologist and then to our Teacher Support Team for further collaboration. Our TST considers the individual strengths, abilities, and needs of each student. This ensures that strategies are individualized and have a high probability of success. Teachers provide evidence, including:

- Student work samples
- Interim Results
- STEP Assessments
- Anecdotal notes
- Social/Emotional/Academic behavior information

Teacher Support Teams understand the challenges faced by classroom teachers. As a team we will use a collaborative process focused on teachers and solutions to:

- assess academic and/or behavioral needs and identify positive goals
- recommend instructional strategies that the teacher can implement across approximately a 6-week period
- develop an intervention plan and monitor results
- Focus on helping individual and/ or groups of students achieve in their general education classrooms
- Reduce inappropriate student referrals to special education

The next growth set Cologne Academy is emphasizing in its data analysis is cultural proficiency and equity. Cologne Academy's gap is within reach of closing, and the leadership team's goal of decreasing this to less than 3 % difference in 3 years is the goal.

### 4b. Teachers and Principals

Cologne Academy has maintained a high retention rate of their employees. Cologne Academy's Board of Cologne Academy uses a review process to formally review curriculum & programs to ensure continuous improvement of our teaching and learning program.

Cologne Academy has developed a plan that meets the 5 components of the law. Those components include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule. This plan was collaboratively designed to meet the specific needs of licensed staff members in the district.

- Danielson Framework and Teach Like a Champion continues as part of our teacher evaluation system. Ongoing goals for this framework are effective instruction, professional development and meeting state statute for classroom evaluations on Domains 2 (Classroom Environment) and 3 (Instruction)
- The principal evaluation model anticipates a three-to-five year performance improvement cycle. In the first year, the principal must set measurable goals for the entire evaluation cycle. The goals require self-assessment, professional development, and demonstrating performance on core principal competencies. The goals also require ongoing performance reviews throughout the cycle. The superintendent, or designee, must annually evaluate the principal's progress in realizing those goals.

#### **4c. District**

The only technology proven to increase student achievement is voice amplification. All classrooms have such technology. In addition to voice amplification systems, 4K smartboard technology and document cameras, each classroom has access to chrome books to provide additional technology support in the classrooms and across content areas.

The school's internal, interim assessments show evidence for further instruction in math and reading. Cologne Academy employs two Literacy Strategist, one Math Strategist, one academic specialist, and one accountability analyst. These positions will allow for more in-depth analysis of data and teacher support in the areas of curriculum, assessment, and instruction. In addition, grade level teams will meet weekly with the academic specialists to hone their craft.

Cologne Academy is continuously working to perfect instructional strategies and implementation of rigorous content and deep understanding in all students. To answer the areas of growth reflected on internal assessments, and state assessments, further professional development and instructional support will be implemented in the 2015-18 school year. Teachers will all commit to becoming an expert in an instructional strategy. The strategies include student goal setting, fostering critical thinking in students, and formative assessment. These concepts are imbedded in our PLCs that will focus on reading instruction. Teachers will meet in small groups weekly and study research in the selected area and monthly share with the entire staff what they have learned.

## 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

Cologne Academy is a single building K-8 district and as a public charter school, has class size capacities for each classroom grade level. Of the 98 district employees, 58 work in a licensed teaching position. The school's teacher to student ratio is 1:10. For the 2016-2017 school year, Cologne Academy's teacher experience is: The experiences teachers surround the new teachers 10:1 as well.

Beginning Teachers	3 ( 5%)
2-5 Year's Experience	11 (19%)
6-10 Years' Experience	10 (17%)
Over 10 Years' Experience	34 (59%)