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.

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
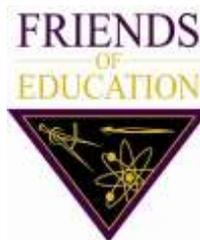*Enriched Curriculum*
Parental Involvement
Low Student to Teacher Ratio

Established 2008

Cologne Academy #4188
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Cologne, MN 55322
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www.cologneacademy.org

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

COLOGNE ACADEMY

FRIENDS OF EDUCATION

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Minnesota Department of
Educati〇n

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.

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	Jen Gordon-Parent & Academic Specialist
Leann Carnell- English Language Arts	Aloma Rohman- Parent &Academic Specialist
Jenna McInnis- Parent	Lynn G. Peterson- Executive Director
Jana Moeller- Community Member	Laura Oman- Parent & Community Member
Jamie Degen-Parent &Community Member	Dan Perrel- Community Member
Helen Suhr- Educator	Tamra Kielty- Educator

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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
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.	*School accountability is paramount in today's educational environment. What reading research tells home and school is that readers will learn to read when their brains are ready. For some, this happens before kindergarten, for some it's by 3ʳᵈ grade. The University of Chicago's STEP tool is divided into 12 progressive steps. Students have, on average, 3 steps to gain each academic year. Some students fall within this standard mathematical average. For everyone else, CA commits to meeting each child were they are at. We are able to do because it's best for learning and our teacher to student ratios allow. Current goal, as written: Not Met.*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
By Spring of all 3ʳᵈ graders academic year will score meets or exceeds standards on the MCA reading test.	80.35 percent of Cologne Academy 3ʳᵈ graders were proficient in Reading on the 2016 Reading MCA. The state proficiency was 65.25%. Results: Proficient literacy is the goal for all students in the United States. 100% proficiency is a lofty goal, but it's also the right goal. Anything less than 100% says that it's ok to have illiterate citizens. Of course one test can't prove or disprove literacy, but allows the nation a fair and equitable snapshot. Cologne Academy students are over 80% proficient compared to the state, 65.1% proficient. Current goal, as written: Not Met.	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

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

Goal	Result	Goal Status
Cologne Academy will close the socio-economic achievement gap by scoring similar proficiency for whole school vs. free/reduced lunch.	*Spring 2016 MCA results* *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:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

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

Goal	Result			Goal Status
Cologne Academy 8th graders will score as well as or better than the national average on the ACT Aspire.		*National*	*CA*	*Check one of the following:*
	English	*73%*	*88%*	☐ *Goal Met*
	Reading	*45%*	*71%*	☒ *Goal Not Met*
	Math	*31%*	*65%*	☐ *Goal in Progress*
	Science	*34%*	*47%*	*(only for multi-year*
	Writing	*26%*	*18%*	*goals)*

2e. All Students Graduate

Goal	Result	Goal Status
N/A		*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☒ *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. On-going 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 classroom 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 Strategists, 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 2017-18 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 experienced 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%)