



2020-2021 Annual Report &
World's Best Workforce (WBWF) Plan
#4188-07

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 2020-2021 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



Authorizer Information

Friends of Education

Beth Topoluk

1405 Xenium Lane

Plymouth, MN 55441

www.improvek-12education.org

Table of Contents

Student Enrollment Data	3
Enrollment History	4
Dissemination and Marketing Information	5
Student Attrition Data	5
School Governance and Management	6
School Board Training	8
Staffing	12
Finances	14
Academic Performance	18
Operational Performance	31
Innovative Practices and Implementation	31
Future Plans	42
Appendix A- Current Nonprofit Status	45
Appendix B- Enrollment	46
Appendix C- State Report Card	55
Appendix D- Continuous Improvement Plan	55
Appendix E- Fund Balance Policy	63
World's Best Workforce Summary	64

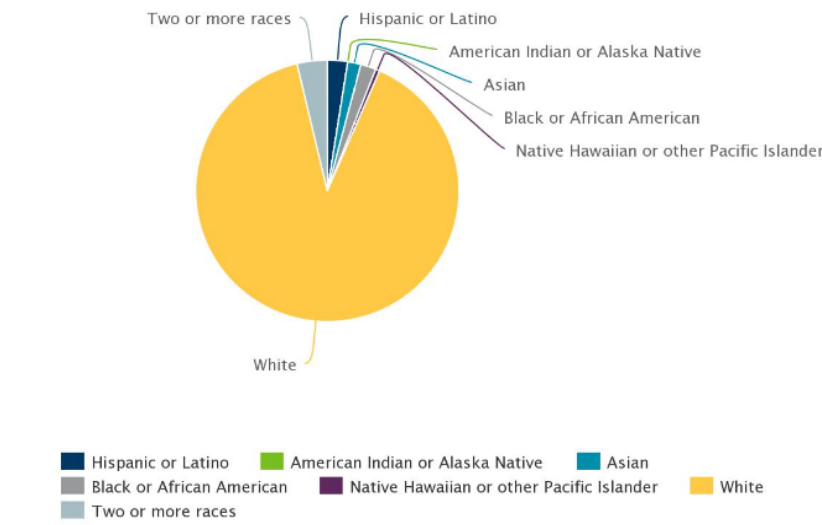


Student Enrollment Data

Cologne Academy is dedicated to a free-access, quality education to all learners and 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 Academy does not discriminate in any way and all activities follow adopted policy #102 Equal Educational Opportunity. As a Minnesota Public charter school, Cologne Academy has no district boundaries so enrollment is open to all students residing in any Minnesota school district. Kindergarteners must be 5 by September 1 and 1st Graders must be 6 years old by September 1st (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 that attend CAO or CA to transfer sites, 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, Shakopee, Jordan, Glencoe, Chanhassen and many surrounding rural and nearby communities. For the school year ending 2021, Cologne Academy had 658 enrolled students. The school population is 90 percent White, 4 percent 2+ races, 1.5 percent Asian, 2.5 percent Hispanic, and 2 percent Black students.



Enrollment History

Cologne Academy (CA) is a Kindergarten through 8th-grade public charter school, which opened in September 2008. Its inaugural year, 2008, the school enrolled students 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 5th and final addition was completed in 2016 after Cologne Academy Building Company (CABC) purchased the existing building from PBE and sold bonds to finance the existing building and the new addition that houses seven specialty classrooms, a dual court gymnasium, and a theater stage.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Sq. Ft.	Students/sq ft
FY09	36	19	21	19	19	14	-	-	-	128	16,144	126
FY10	39	40	20	23	20	23	14	-	-	179	16,144	90
FY11	52	50	47	25	25	23	21	15	-	258	24,877	96
FY12	51	50	50	49	22	23	23	20	12	300	24,877	83
FY13	78	63	50	53	50	22	27	25	18	386	37,896	98
FY14	98	78	59	54	51	46	24	27	26	463	47,976	104

FY15	75	86	77	57	64	49	51	19	27	505	47,976	95
FY16	78	76	90	77	60	57	49	47	17	551	81,094	147
FY17	78	78	76	90	79	62	57	47	46	612	81,094	132
FY18	69	78	78	80	84	78	56	58	33	614	81,094	132
FY19	78	78	74	81	81	80	70	53	47	642	81,094	126
FY20	66	78	76	75	76	80	71	60	45	627	81,094	129
FY21	79	72	82	76	80	76	69	66	58	658	81,094	123

Dissemination and 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.

The 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 is slightly more diverse than the demographics of the city. This could be because (1) the census data is almost ten years old and the school’s data is current year; (2) over 50% of our student body comes from larger communities that attract more diversity than Cologne. The school’s population is 90 percent White, 4 percent 2+ races, 1.5 percent Asian, 2.5 percent Hispanic, and 2 percent Black students.

Cologne Academy completed two mass mailings to all rural postal routes in Waconia, Cologne, Carver, 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. The postcards were informing parents how to enroll and to join an upcoming informational meeting in January and February 2021.

Student Attrition Data

Overall, attrition has been 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 2021.

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%.

School Governance and Management

The Minnesota Legislature enacted legislation in 1991 authorizing the formation of charter schools. Each charter school is governed by a publicly elected board of directors. Charter school boards are the entity that is legally charged with governing a charter school and are ultimately responsible to its community. Charter school boards govern by adopting a mission, vision, and goals and adopting policies.

Cologne Academy is currently governed by a Board of Directors (the “Board”) that consists of a membership in accordance with Minnesota statutes. The Board currently consists of 4 parents or legal guardians of enrolled students, 1 licensed teacher who is employed by the Charter School at .5 FTE or above, and 2 interested community members who are 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 3rd 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 currently held on the fourth Tuesday of each month at 7:30PM. There are three standing committees [Finance, Policy, Personnel] that meet 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.

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 always require that the board have at least one person from each of these three groups on the Board.

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 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.

Director Name	Position	Group Affiliation	Date Seated	Date Term Expires	Meeting Attendance Rate
Jeff Katherman	Treasurer	Parent	Jun-16	Resigned 3/21	7/12
Amanda Daniel	Chair	Parent	July-19	Jun-22	10/12
Jenna McInnis	Vice-Chair	Parent	Jul-18	Jun-24	12/12

Valerie Invie	Secretary	Parent	Jul-18	Resigned Nov-20	10/12
Laura Oman	Secretary	Teacher	Jul-18	Jun-24	10/12
Paul Modeen	Treasurer	Community Member	Dec-20	Jun-21	4/7
Nathan Kells	Board Member	Community Member	Jun-20	Jun-21	11/12
Melissa Hansen	Board Member	Parent	Jun-20	Jun-23	11/12
Lynn Peterson	Ex-Officio	CEO	Apr-09		12/12
Traci LaFerriere	Ex-Officio	CFO	Apr-11		12/12

The community member is elected each year.

School Board Training

According to state law, charter school board members must attend annual training throughout the member's term on the board. All new board members must attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. New board members who do not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member as noted in M.S. 124E.07, Subd. 7.

	A.Daniel	J.McInnis	P.Modeen	L.Oman	M.Hansen	N.Kells	L.Peterson
Adopt Required Reports: WBWF Strategic Plan, WBWF Summary Plan, and Annual Report	X	X	Not seated	X	X	X	X
Training on Open Meeting Law	X	X	Not Seated	X	X	X	X
Training on Preventing Conflicts of Interest	X	X	Not Seated	X	X	X	X

Training on Conducting Financial Oversight #1 Pupil Units	X	X	Not Seated	X	X	X	X
Training on Safeguarding Private Data	X	X	Not Seated	X	X	X	X
Training on Complying with Food and Nutrition Requirements	X	X	Not Seated	X	X	X	X
Training on Meeting Requirements for Use of Public Funds	X	X	Not Seated	X	X	X	X
Training on Preventing Audit Findings #1 MisStatements	X	X	X	X	X	X	X
Training on Preventing Audit Findings #2 Internal Controls	X	X	X	X	X	X	X
Training on Preventing Audit Findings #3 Report on Compliance	X	X	X	X	X	X	X
Training on Earning the MDE School Finance Award	X	X	X	X	X	X	X
Training on	X	X	X	X	X	X	X

Evaluating School Leadership							
Training on Conducting A Board Election	X	X	X	X	X	X	X
Training on Meeting Early learning Requirements	X	X	X	X	X	X	X
Training on Meeting requirements for serving EL	X	X	X	X	X	X	X
Training on Adopting and Follow Bylaws	X	X	X	X	X	X	X
Training on Developing and Use Policy	X	X		X	X	X	X
Training on Conducting Financial Oversight #2 Fund Balance	X	X	X	X	X	X	X
Training on Conducting Financial Oversight #3 Cash Flow	X	X	X	X		X	X
Training on Negotiating the Charter Contract	X	X	X	X		X	X
Training on Negotiating a Lease	X	X		X	X	X	X
Training on Developing an Effective	X	X	X	X	X	X	X

Relationship w/ Authorizer							
Training on Evaluating Progress Towards Contract Goals	X	X	X	X		X	X
Training on Adopting a Budget	X	X	X	X		X	X
Training on Maximizing revenue from reimbursement	X	X	X	X	X		X
Training on Retaining and Maintaining Records	X	X	X	X	X		X

Friends of Education, Authorizer

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 has extended their contractual relationship with Cologne Academy by continuing to authorize the school since its founding. FOE has developed an oversight and accountability plan that articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance.

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. In May 2019, FOE extended Cologne Academy another 5-year contract that will end June 30, 2024.

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. 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.

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 1st 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.

Independent Audit

By December 15th 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 15th. Cologne Academy's annual independent audit report for 2020-21 was 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].

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.

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. 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

Friends of Education
Plymouth, MN 55441
[Friends of Education](#)

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 2018-2019 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 5th 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.

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 the best bond rates of any charter school ever in Minnesota history.

Staffing

In FY20, Cologne Academy employed 100 employees including 2 licenced administrators, 62 licensed teachers, 25 full time student support personnel, 5 licensed contractors, 4 part-time student support personnel, and 7 district support staff. About 5 percent of the school's staff is racially and ethnically diverse.

All teachers hold a Minnesota state teaching license. As the following table shows in FY21 (current year), 58 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 8th grade. Cologne Academy analyzes 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 on an assortment of measures.

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Teachers	14	25	31	35	46	53	58	58	64	66	62
Administrators	1	1	1	1	1	1	1	2	2	2	2
Professional Support	9	12	8	21	21	34	39	43	37	45	36
Total Employees	24	38	40	57	68	88	98	103	103	113	100
Average Student/Teacher Ratio	12:1	12:1	12:1	12:1	11:1	10:1	10:1	10:1	10:1	10:1	10:1

Teaching Experience 2020-21

Beginning Teachers	4
2-5 Years	14
6-10 Years	8
Over 10 Years	36

Administration Team

Dr Lynn Peterson has been with Cologne Academy since its inception in 2008. Dr. Peterson's 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, an Education Specialist Degree in Education Leadership, and a Doctorate in Leadership. She holds seven teaching licenses in the state of Minnesota including K-12 Principal and K-12 Superintendent licensures.

Mrs. Erica Bentz has been with Cologne Academy as the Middle School Assistant Principal for the past 2 years. Prior to Cologne Academy, she was a middle and high school principal for 6 years and taught high school Social Studies for 7 years. She has been involved in Minnesota charter schools for the past 10 years and is passionate about the educational choice they give to families. She is firm in her beliefs that scholars need to be grounded in a highly rigorous academic base that has a strong focus on character development and well rounded as a whole child as they move into high school. She is also committed to developing programs that ensure students are high school ready; academically, socially, and emotionally.

She has a Bachelor of Science Degree in Social Studies Education from Minnesota State University-Moorhead, Masters of Science Degree in Educational Administration and Leadership, and holds a 5th-12th teaching license in Social Studies, along with her K-12 Principal License.

In 2008 Mrs. Melissa Mase learned that Cologne was opening a Charter School with a mission grounded in E.D. Hirsch's work emphasizes the importance of building students' content knowledge and cultural literacy. She only hoped that this is where she could begin her career in education. As a Kindergarten Teacher at Cologne Academy for seven years and now serving as the Elementary Assistant Principal, this goal was realized. Melissa earned a bachelor of arts degree in Spanish Studies and a minor in Latin American Studies from the University of Minnesota-Twin Cities. 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 obtaining a Master of Arts in Teaching. Melissa is currently pursuing administrative K-12 Principal licensure from the University of Minnesota-Twin Cities where she recently attended the Minnesota Principals Academy.

Finances

AUDIT FINDINGS AND RESULTS -Year Ended 6/30/20, CliftonLarsonAllen, CPA

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the School's financial records for the year ended June 30, 2020. We appreciated the time that staff took to work with us to complete the engagement.

Audit Opinion – The financial statements are fairly stated. We issued what is known as a “clean” or unmodified audit report.

Yellow Book Opinion – No compliance issues were noted in our 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 2019-2020, Cologne Academy served a net average daily membership of 627.4. For fiscal 2018-2019, the School served a net average daily membership of 642.1.

Fund Balance – The School's General Fund experienced an increase in fund balance during fiscal 2019-20 of \$139,899 ending at \$2,886,187 as of June 30, 2020. We recommend 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, 2020, for Cologne Academy represents 35.1% 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.

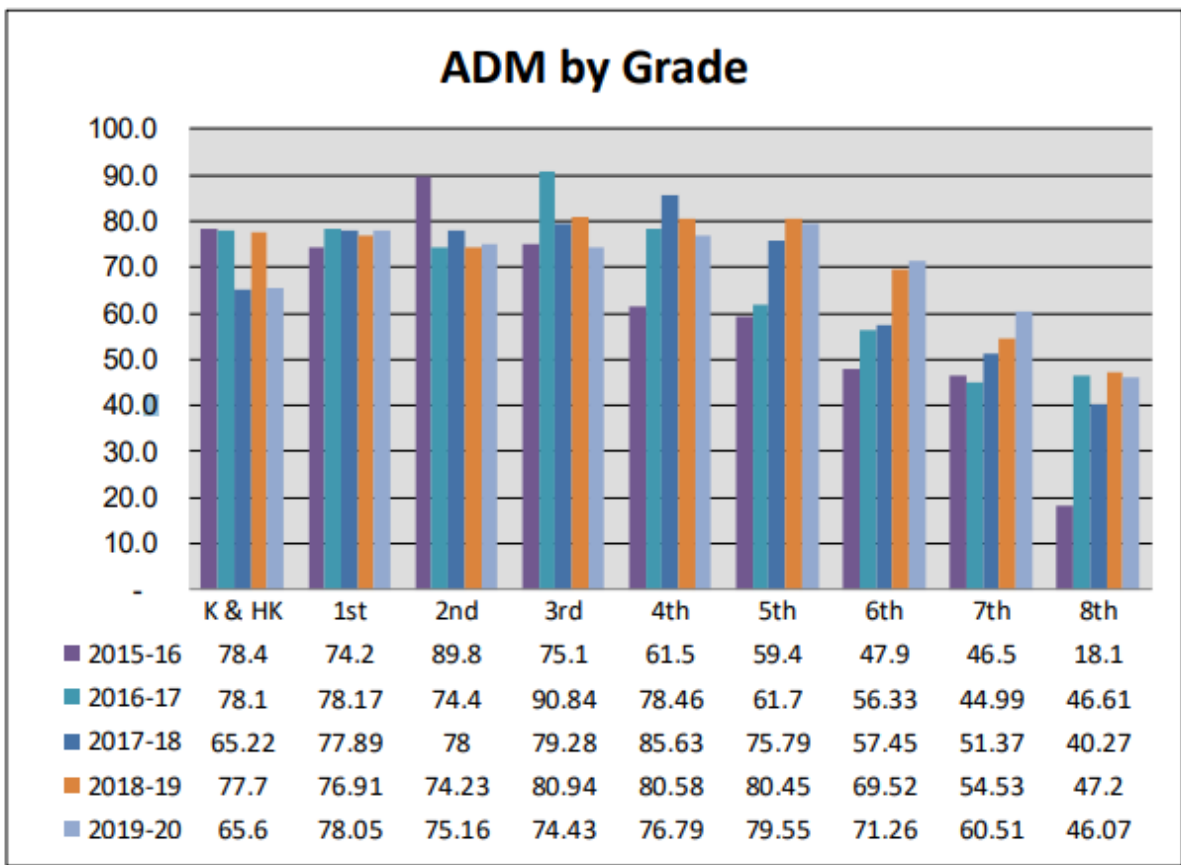
Budget – Total General Fund revenues on a net basis were \$14,123 (0.17%) lower than the final amended budget amount while total expenditures were \$93,388 (1.12%) lower than had been budgeted. As part of any budget update initiated for fiscal 2020-21, the Board will want to take these variances into consideration in order to limit budget differences to every extent possible. We recommend 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. We encourage you to continue the practice of undertaking mid-year budget reviews resulting in the adoption of a revised General Fund budget when updated information becomes available.

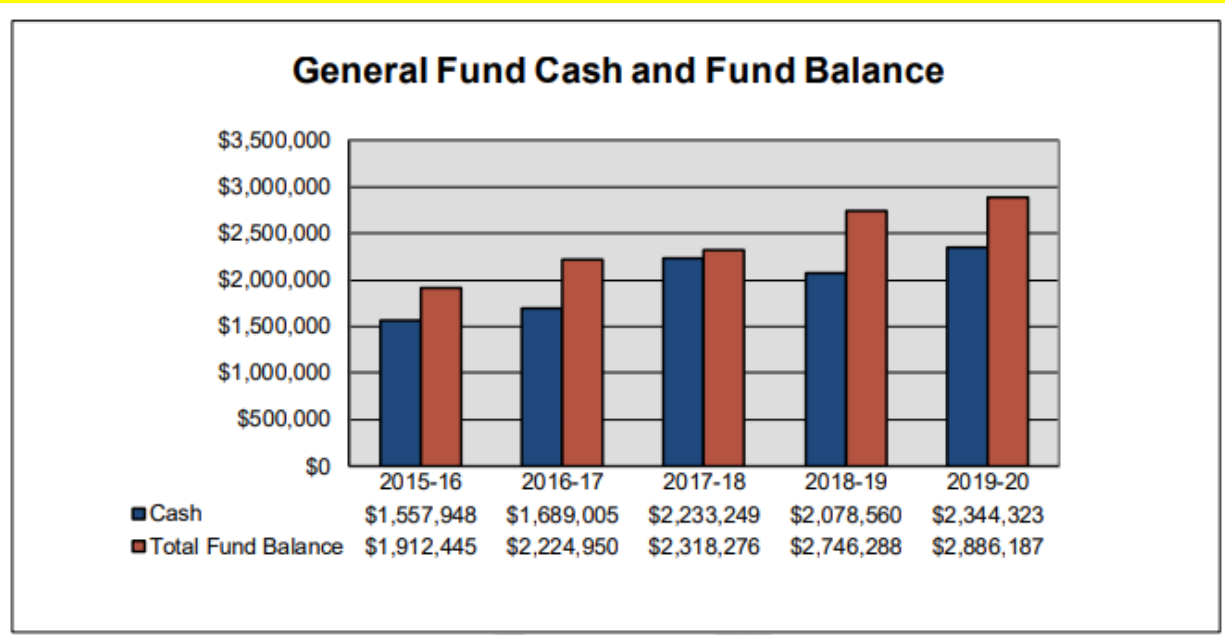
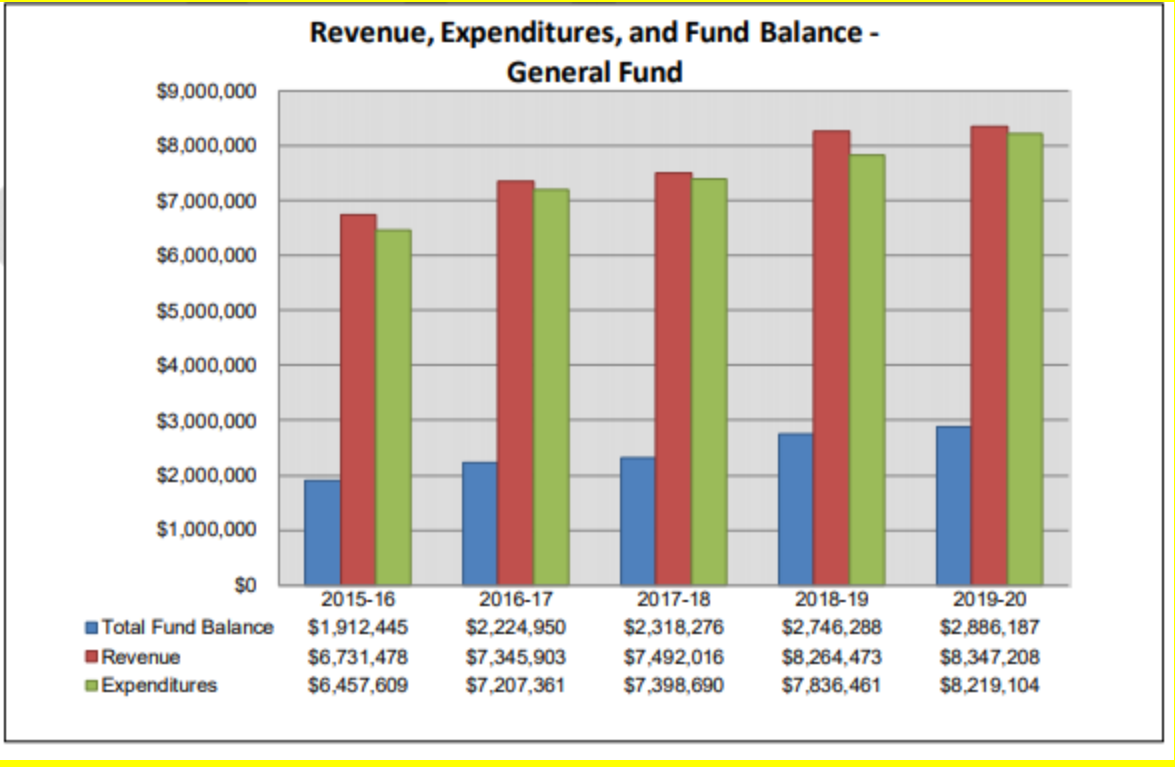
Food Service Fund – The School’s food service program operated at a deficit of \$14,658 for fiscal year 2020. The School’s Food Service Fund ended fiscal year 2020 with a fund balance of \$34,717.

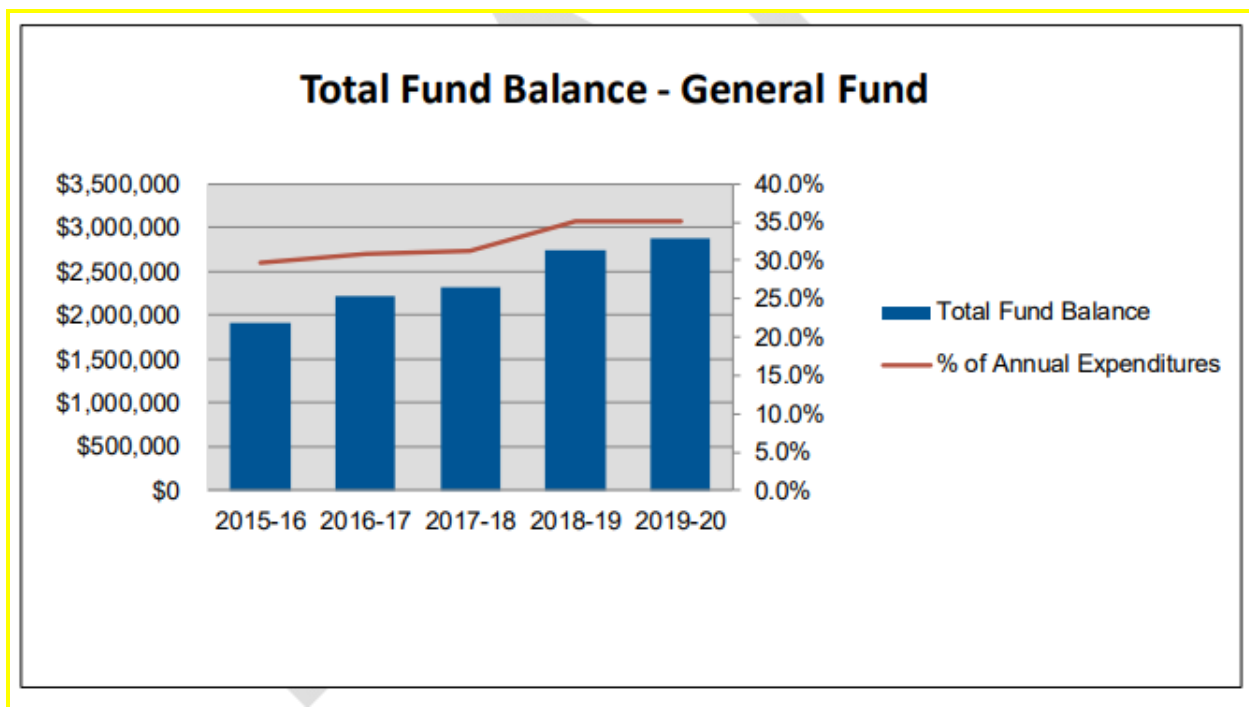
Community Service Fund – The School’s Community Service Fund operated at a surplus of \$2,055 for fiscal year 2020, and ended fiscal year 2020 with a fund balance of \$58,480.

Building Company – The Cologne Academy Building Company’s revenues exceeded its expenditures by \$36,898 and ended fiscal year 2020 with a fund balance of \$1,752,680. 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.

Building Company Debt Covenant Compliance – We want to take this opportunity annually to remind the Building Company Board that there are some general debt covenants that were agreed to as part of the Loan and Trust Agreements made between Cologne Academy, the Cologne Academy Building Company, and Wells Fargo Bank, N.A. (as trustee). Some examples include the submission of audited financial statements within a certain timeframe, the submission of quarterly enrollment, current budget, and financial information, and the submission of quarterly long-term budget model forecasting information. We recommend that the Board review the procedures in place for monitoring and reviewing all debt covenants and continuing disclosure requirements and accept responsibility for ensuring the ongoing compliance with all covenants that were agreed to as part of the financing arrangements related to the purchase of the building and subsequent improvements.







Academic Performance

Pursuant to Minn. Stat. 124E.10 Subd. 1(c), a charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students including the World's Best WorkForce (WBWF) goals. The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

Cologne Academy serves Kindergarten – 8th Grade students. Cologne Academy has created a plan to align curriculum and instruction to address the first 3 goals. Cologne Academy provides our graduating 8th graders a solid foundation to be successful in their secondary school choice and meet the state's last two goals.

Goal 1- All students are ready for school.

Goal 1	Goal Statement	Strategies	Indicators	Data Sources
Increase the number of	80% or more of kindergarten	Cologne Academy will offer Kindergarten readiness	Percentage of students	Fast Bridge

students ready for Kindergarten.	students will exceed the low risk benchmark on the fall early reading screener.	materials to students that are on their waitlist and will hold information evenings for parents in the community and parents on the waitlist to go over Kindergarten readiness prior to the start of the school year. Cologne Academy will also develop online resources for parents of Kindergarteners modeling pre-reading skills.	exceeding the low risk benchmark will increase year over year.	
----------------------------------	---	--	--	--

Cologne Academy is implementing online resources for families to prepare scholars for Kindergarten and other grades. One resource are mini YouTube videos called, “Lit Tips with Tisch” that provide activities that can be practiced at home or on the go. These are posted on the School’s communication site and also added to a Google Site webpage called “Literacy Connections.” This website is being created and refined to provide resources and information to families regarding Literacy preparedness for Kindergarten and other elementary grades. Furthermore, over the summer there was an online Google Meeting called, “Early Literacy Foundations.” This session focused upon teaching families the early building blocks of literacy, such as phonemic awareness activities, concepts of print, and alphabetic knowledge. It also provided a rationale for why these skills are so crucial in the early years of literacy.

GOAL 2-All third-graders can read at grade level.

Due to COVID-19, 2020-2021 accountability data is not available.

Student Group	Grade 3 Reading Proficiency 2019*	Grade 3 Reading Proficiency 2018	Grade 3 Reading Proficiency 2017	Grade 3 Reading Proficiency 2016
CA	68.8%	57.9%	74.4%	76.7%
State	55.0%	56.2%	57.0%	57.5%

*no MCA data from 2020 due to COVID19

Goal 2	Goal Statement	Strategies	Indicators	Data Sources
Increase	The average reading	Teachers will use	Percentage of	MCA results

the percentage of third-grade proficiency in reading.	proficiency rate for the last 3 years is 69.7 percent which is on average 12.8 percent above the state average ¹ . By FY2024, 3rd grade MCA reading results will be on average 18.4 percent above the state average, which is a growth of 5.6 percent. For FY19 CA's proficiency rate was 13.8% points higher than the state.	ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	students meeting or exceeding on the MCA reading exam will increase year over year at a rate higher than the state.	
---	--	---	---	--

¹Original Data from WBWF 2018

GOAL 3-All racial and economic achievement gaps between students are closed.

Cologne Academy will continue to support equity in education. Equity is different from equality. Equity is a principal that is based upon justness and fairness, while equality demands everyone be treated as the same level. (DUE to COVID-19 all MN state testing was cancelled for FY2020. Therefore there is no new data to report.)

Cologne Academy will achieve this by²:

1. Measuring what matters: making data visible, use research and talk about data regularly.
2. Prioritize closing the gaps: Set and communicate the vision and targets for closing gaps.
3. Start Early: Invest in students early on- learn trouble spots and establish prevention strategies.
4. Engage more deeply: Monitor equitable implementation of standards
5. Value people: Focus on teachers and leaders. Hire the best people for our most vulnerable students.
6. Improve conditions for learning: Focus on school culture, climate and social-emotional development. Connect teaching to the experiences, knowledge, and needs of the student.

MCA Math Proficiency

Cologne Academy	3 Year Average Math ³	Math Proficiency 2019	Math Proficiency 2018	Math Proficiency 2017	Math Proficiency 2016
All	74.6%	75.3%	72.6%	74.1%	76.6%

Special Education	44.3%	46.2%	43.2%	44.7%	46.7%
Free/Reduced Meals (FARM)	64.8%	56.4%	61.4%	62.7%	68.8%

MCA Reading Proficiency

Cologne Academy	3 Year Average Reading ³	Reading Proficiency 2019	Reading Proficiency 2018	Reading Proficiency 2017	Reading Proficiency 2016
All	74.9%	73.6%	72.5%	76.2%	75.2%
SpEd	33.9%	48.1%	39.5%	29.8%	31.8%
FaRM	66.61%	66.7%	65.9%	62.7%	68.8%

² Adapted from the Council for Chief State School Officers and the Florida Department of Education

³ Original average taken from 2018 World's Best Workforce

Proficiency Trends %- NON/FaRM; Math

	2019	2018	2017
All	75.3%	72.6%	74.1%
FaRM	56.4%	61.4%	62.7%
Difference	18.9%	11.2%	11.4%

Proficiency Trends Counts- NON/FaRM; Math

	2019	2018	2017
ALL	305	275	277
FARM	21/39	27/44	32/51
Difference	284	248	245

Proficiency Trends %- NON/FARM; Reading

	2019	2018	2017	2016
ALL	73.6%	72.5%	76.2%	75.2%
FaRM	66.7%	65.9%	62.7%	68.8%
Difference	6.9%	6.6%	13.5%	6.4%

Proficiency Trends Counts- NON/FARM; Reading

	2019	2018	2017	2016
ALL	297	270	284	197
FARM	26/39	29/44	32/51	33
Difference	272	241	252	164

Proficiency Trends Counts/Proficiency- Reading

	2017	2018	2019	2017	2018	2019
American Indian	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	15	15	16	65.2%	71.4%	76.2%
Native Hawaiian	N/A	N/A	N/A	N/A	N/A	N/A
2+ Races	N/A	N/A	10	N/A	N/A	76.9%
White	249	235	262	77.8%	72.8%	74.0%

Proficiency Trends Counts/Proficiency- Math

	2017	2018	2019	2017	2018	2019
American Indian	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	18	14	13	78.3%	66.7%	61.9%
Native Hawaiian	N/A	N/A	N/A	N/A	N/A	N/A
2+ Races	N/A	N/A	11	N/A	N/A	84.6%
White	240	239	274	74.8%	73.8%	77.4%

Goal 3.1	Goal Statement	Strategies	Indicators	Data Sources
Decrease the achievement gap in math that exists regarding economic diversity.	The average achievement gap percentage over the last 3 years on the MCA Math is 11.7 percent. By FY2024 the average achievement gap	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff.	Decrease the percentage difference between Non-FARM and FARM year over year in Math.	MDE Secured Reports and NorthStar reports.

	<p>percentage over the last 3 years on the MCA Math exam will be below 9.3%.</p> <p>In FY19, CA's FARM Math proficiency went down. Over all CA grew in enrollment, but has fewer FARM eligible students. The new three-year average is 13.8% or an increase of 2.7% in the wrong direction.</p>	Teachers will share instructional strategies in professional learning communities.		
Goal 3.2				
Decrease the achievement gap in reading that exists regarding economic diversity.	<p>The average achievement gap percentage over the last 3 years on the MCA Reading is 10.2 percent. By FY2024 the average achievement gap percentage over the last 3 years on the MCA Reading exam will be below 7.4%.</p> <p>In FY19, CA decreased the achievement gap in Reading by 2%. The proficiency grew 2 % for those eligible for FARM.</p>	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Decrease the percentage difference between Non-FARM and FARM year over year in Reading.	MDE Secured Reports and NorthStar reports

GOAL 4- State Assessment Tests (MCAs) (DUE to COVID-19 all MN state testing was cancelled for FY2020. Therefore there is no new data to report.)

Sub Goal 4.1 and 4.2: Academic Achievement Rate: These results were obtained 8/24/18 from NorthStar report/District, CA/School, CA/reporting year, 2019, overall average of groups, yes

Math	<i>Academic Achievement Rate</i>	<i>Difference</i>	<i>State Academic Achievement Rate</i>
2016	76.6%	17.8%	58.8%
2017	74.3%	16.7%	57.6%
2018	70.8%	14.6%	56.2%
2019	74%	20.2%	53.8%

Reading	<i>Academic Achievement Rate</i>	<i>Difference</i>	<i>State Academic Achievement Rate</i>
2016	75.3%	16%	59.3%
2017	75.9%	16.6%	59.3%
2018	70.6%	11.4%	59.2%
2019	72.3%	14%	58.3%

Science	<i>Academic Achievement Rate</i>	<i>Difference</i>	<i>State Academic Achievement Rate</i>
2016	66.2	11.5	54.7
2017	62.1	8.2	53.9
2018	68.1	16.4	51.7
2019	68.8	18.1	50.7

Goal 4.1	Goal Statement	Strategies	Indicators	Data Sources
Increase school wide academic achievement rates in reading.	<p>By the conclusion of FY2024, the school-wide academic achievement rate for reading will be at least 16.6% above the state average.</p> <p>Ending FY19, Cologne Academy is 14.6 % above the state and achieved 2 % higher this year over last.</p>	<p>Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.</p>	Increased proficiency scores year over year in Reading.	MCA data retrieved from MDE Secured Reports and North Star.

Goal 4.2	Goal Statement	Strategies	Indicators	Data Sources
Increase school wide academic achievement rates in math.	<p>By the conclusion of FY2024, the school-wide academic achievement rate for math will be at least 17.8% above the state average.</p> <p>Ending FY19, Cologne Academy is 20.2% above the state and achieved 4 % higher this year over last.</p>	<p>Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.</p>	Increased proficiency scores year over year in Math.	MCA data retrieved from MDE Secured Reports and North Star.

Sub Goal 4.3: Comparative Proficiency: Retrieved 9/12/19 MDE Secured Report /test result summary for state and CA

MATH	State	Cologne Academy	Central Elementary	Central Middle
2017	58.70%	74.10%	68.80%	62.30%
2018	57.20%	72.60%	61.80%	57.70%
2019	55.00%	75.30%	67.90%	56.80%

READING	State	Cologne Academy	Central Elementary	Central Middle
2017	60.20%	76.20%	61.80%	62.80%
2018	59.90%	72.50%	62.90%	65.30%
2019	59.20%	73.60%	64%	66.40%

SCIENCE	State	Cologne Academy	Central
2017 5 th	59.80%	75.90%	78.60%
2017 8 th	46.30%	42.10%	40.00%
2018 5 th	58.20%	75.70%	53.00%
2018 8 th	45.20%	53.80%	41.70%
2019 5 th	54.90%	69.60%	53.80%

2019 8 th	43%	67.40%	38.70%
----------------------	-----	--------	--------

Goal 4.3	Goal Statement	Strategies	Indicators	Data Sources
Outperform resident district in MCA proficiency scores.	Each year, Cologne Academy will demonstrate higher grade level and school wide proficiency rates than the Norwood/Central school district for reading, math, and science (for the same grades as offered by Cologne Academy).	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Increased proficiency scores year over year in Math, Reading, and Science.	MCA results from MDE secured reports.

Sub Goal 4.4: Academic Progress. Progress measures whether students' achievement levels are improved or maintained. **Note:** *It is not recommended to compare average progress scores between math and reading, across schools or across districts. Schools with lower proficiency rates have the possibility to earn more points. To make comparisons across subjects, schools or districts, it is recommended that the percentages of students maintaining level and improving levels be compared.*

	Achievement Level Decreased or Stayed "Does Not Meet Standards" Rate	Achievement Level Decreased or Stayed "Does Not Meet Standards" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count
CA-Math (n=315)	18.70%	59	59.40%	187	21.90%	69
State-Math (n=316,037)	37.20%	117,881	49.40%	156,122	13.30%	42,033
CA-Reading (n=314)	17.80%	56	57.60%	181	24.50%	77
State-Reading (n=316,670)	33.10%	104,501	48.10%	152,318	18.90%	59,850

	The math achievement rate (percentage of students meeting or exceeding standards)	The reading achievement rate (percentage of students meeting or exceeding standards)	The percentage of students who increased their math achievement level or maintained their level at "Partially Meets Standards" or higher	The percentage of students who increased their reading achievement level or maintained their level at "Partially Meets Standards" or higher
2019	73.96	72.26	81.26	82.16
2018	70.83	70.57	73.37	76.63
2017	74.27	75.86	70.9	78.59

Goal 4.4	Goal Statement	Strategies	Indicators	Data Sources
Decrease percent of students in the <i>does not meet standard</i> category on the MCA math exam.	Cologne Academy will decrease the percentage of does not meet standard in math as demonstrated on the MCA math exam from 26.6% to under 20% by FY2024.	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Percentage of students meeting “maintains” or “improved” scores will increase year over year	MCA results from MDE secured reports.
Goal 4.5	Goal Statement	Strategies	Indicators	Data Sources
Decrease percent of students in the <i>does not meet standard</i> category on the MCA reading exam.	Cologne Academy will decrease the percentage of does not meet standard in reading as demonstrated on the MCA reading exam from 23.4% to under 20% by FY2024.	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Percentage of students meeting “maintains” or “improved” scores will increase year over year	MCA results from MDE secured reports.

Sub Goal 4.4: Academic Progress. Progress measures whether students' achievement levels are improved or maintained. **Note:** *It is not recommended to compare average progress scores between math and*

reading, across schools or across districts. Schools with lower proficiency rates have the possibility to earn more points. To make comparisons across subjects, schools or districts, it is recommended that the percentages of students maintaining level and improving levels be compared.

	Achievement Level Decrease d or Stayed "Does Not Meet Standards" Rate	Achievement Level Decrease d or Stayed "Does Not Meet Standards" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement t Level Improved Rate	Achievement t Level Improved Count
CA-Math (n=315)	18.70%	59	59.40%	187	21.90%	69
State-Math (n=316,037)	37.20%	117,881	49.40%	156,122	13.30%	42,033
CA-Reading (n=314)	17.80%	56	57.60%	181	24.50%	77
State-Reading (n=316,670)	33.10%	104,501	48.10%	152,318	18.90%	59,850

	The math achievement rate (percentage of students meeting or exceeding standards)	The reading achievement rate (percentage of students meeting or exceeding standards)	The percentage of students who increased their math achievement level or maintained their level at "Partially Meets Standards" or higher	The percentage of students who increased their reading achievement level or maintained their level at "Partially Meets Standards" or higher
2019	73.96	72.26	81.26	82.16
2018	70.83	70.57	73.37	76.63
2017	74.27	75.86	70.9	78.59

Goal 4.4	Goal Statement	Strategies	Indicators	Data Sources
Decrease percent of students in the <i>does not meet standard</i> category on the MCA math exam.	Cologne Academy will decrease the percentage of does not meet standard in math as demonstrated on the MCA math exam from	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies	Percentage of students meeting “maintains” or “improved” scores will increase year over year	MCA results from MDE secured reports.

	26.6% to under 20% by FY2024.	in professional learning communities.		
Goal 4.5	Goal Statement	Strategies	Indicators	Data Sources
Decrease percent of students in the <i>does not meet standard</i> category on the MCA reading exam.	Cologne Academy will decrease the percentage of does not meet standard in reading as demonstrated on the MCA reading exam from 23.4% to under 20% by FY2024.	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Percentage of students meeting “maintains” or “improved” scores will increase year over year	MCA results from MDE secured reports.

GOAL 5-Nationally Normed Assessment

ACT ASPIRE	ENGLISH			READING			MATH			SCIENCE		
	FY19	FY20	FY21	FY19	FY20	FY21	FY19	FY20	FY21	FY19	FY20	FY21
GRADE 4	81%	78%	70%	49%	58%	56%	40%	55%	44%	28%	55%	42%
NATIONAL PERCENTILE RANK	58 TH	57th	62nd	56 TH	61st	67th	34 TH	53rd	44th	36 TH	62nd	51st
	ENGLISH			READING			MATH			SCIENCE		
	FY19	FY20	FY21	FY19	FY20	FY21	FY19	FY20	.FY21	FY19	FY20	FY21
8 TH GRADE	79%	100%	80%	68%	71%	49%	66%	80%	68%	60%	61%	42%
NATIONAL PERCENTILE RANK	69 TH	64th	55th	71 ST	70th	49th	84 TH	87th	64th	68 TH	71st	51st

*Shaded: Cologne Academy outperformed the national average.

Goal 5	Goal Statement	Strategies	Indicators	Data Sources
--------	----------------	------------	------------	--------------

Cologne Academy will perform better than the national average in grades 4 and 8 and in all content areas on the ACT ASPIRE.	At least 50 percent of Cologne Academy 4 th grade students who have a national percentile ranking of less than 70% and who remain at Cologne Academy through 8 th grade will increase their national percentile ranking by the end of 8 th grade. FY20 will be the first year that this assessment will have been used to measure the growth from 4 th to 8 th grade.	Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Internal interim assessment scores and other CBM, and progress monitoring programs that compare scores to national averages.	ACT ASPIRE results.
---	---	---	--	---------------------

GOAL 6-Additional Measures

Sub-Goal: 6.1. Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

	2016	2018	2019	2020	2021	3 yr average
CA Attendance	93.07	92.96	91.7	Data not available on MN report card	92.9	92.52
State Attendance	86.53	86.73	85.4	Data not available on MN report card	85.3	85.81

Goal 6.1	Goal Statement	Strategies	Indicators	Data Sources
----------	----------------	------------	------------	--------------

Consistent attendance is a measure of students who attend more than 90 percent of the time they are enrolled and is a new accountability measure for ESSA.	Cologne Academy will maintain 90% or above attendance rate each year.	Keep school as clean as possible. Take accurate attendance. Follow up with county truancy cases.	Families and students value attendance at school.	MDE Secured Reports
--	---	--	---	---------------------

Sub-Goal 6.2. Satisfaction Surveys.

	Parent Satisfaction
FY17	> 85%
FY18	>90%
FY19	>90%
FY20	>90%
FY21	>90%

	Returning Staff Satisfaction
FY17	> 90%
FY18	>90%
FY19	>90%
FY20	>90%
FY21	>90%

Goal 6.2	Goal Statement	Strategies	Indicators	Data Sources
Overall staff and parent satisfaction with Cologne Academy will maintain above 80%.	Each year, at least 80% of all parents and staff returning the annual survey will indicate overall satisfaction with Cologne Academy.	Cologne Academy will continue to support staff and families in exceeding expectations when possible.	Data collected from surveys will indicate overall percentages 80% and higher.	Surveys

Operational Performance

Innovative Practices and Implementation

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, starting in Kindergarten, to master basic 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 follow the sequence of units as delineated in the Core Knowledge Scope and Sequence. Relying generally on the Pearson Social Studies texts, Core Knowledge 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.

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 while monitoring 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. Starting in 5th - 8th grade, Cologne Academy transitions to Holt Mathematics to further build and stretch the academic success that the students have accomplished through the Singapore program.

The curriculum incorporates 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.

Math Corps was brought to Cologne Academy beginning the 2015 – 2016 school year. Volunteer tutors are placed within school sites to work with 4th – 8th 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 8th 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)

Habits of discussion are an important component of achieving the MNSS and to becoming an effective communicator. Beginning in Kindergarten, students are given the foundational skills to communicate 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.

MUR (Mixed Up Reading) Grades 3-8

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. Starting in third grade, students are “mixed up” to achieve a smaller class size. Class sizes range from about 15-20 students in each MUR class. Smaller MUR classes allow literacy instruction to become more personalized for each scholar through differentiation and allow the MUR teacher to design individualized instruction and progress monitor more in depth.

Lucy Calkins “Units of Study”, Embedded Writing with Assessment, and Analytical Grammar

Lucy Calkins “Units of Study” focuses 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.

Embedded writing lessons are designed to enhance student-to-text interactions. Constructed responses encourage students to evaluate literature as well as works of nonfiction and provide evidence of student knowledge.

Analytical grammar builds a basic structure of grammar. Each concept weaves seamlessly into prior lessons. Students consistently utilize prior concepts to increase their competency levels. This scaffolded approach allows for differentiation and acceleration with a grammatical approach.

Classical Literature Grades K-8

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.

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

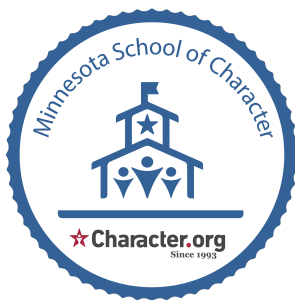
growth and development in the areas of physical fitness and nutrition, social and emotional health, motor skill acquisition, and intellectual skill and concept development. Additionally, to align with the school goals, each grade level has units and activities designed to integrate with the Core Knowledge 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 the Core Virtues. The Core Virtues program of: respect, compassion, courage, diligence, patience, responsibility and perseverance, closely aligns with the Core Knowledge Sequence.



Cologne Academy is also one of two MN school districts to earn the MN School of Character Award by demonstrating competency in the 11 Core Competencies found at character.org

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.

FASTbridge Assessments

FASTbridge is our universal screening tool used to help identify students at-risk and in need of supplemental reading, math and behavior support. Students are screened in the fall, winter and spring to identify those who are on track and those who require intensive instruction to meet grade level standards. FASTbridge is also utilized as a progress monitoring measure in order to determine if targeted interventions need to be maintained, modified, or intensified to close the achievement gap faster. During the fall, winter, and spring assessment periods Cologne Academy administers

CBMs to students in grades 1-4. This data is then used for instruction in the classroom, determining intervention programs, and progress monitoring student growth.

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.

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-5th 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.

Sixth-8th grade students participate in advisories; a grade level community that infuses executive functioning skills, academic skills, and character building into their lessons. Students are assigned an advisor their 6th grade year that they will be with through their 8th grade year. This system allows for the student to develop an advocate within the school beyond just their classroom teachers and one who has gotten to know them throughout their entire middle school experience. The concept is embedded in the idea that in order to grow we must learn from one another.

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.

Middle School Schedule

The Cologne Academy middle school adopted a new schedule this year to meet students' individual learning needs. The schedule was changed to a waterfall schedule, in which class time shifts each day. This schedule allows for all students to have their classes at least once per week at their optimum learning time. The impact is that a student that morning is not their best time will not always have one class at that time, which could affect their performance and achievement in that class.

Academic Interventions

Cologne Academy offers an array of academic interventions for our students that are not meeting grade level benchmarks. Both reading and math interventions are offered to students that did not meet grade level standards. These academic interventions are taught in either a small group or individual level, depending on student need. Cologne Academy does not utilize a single intervention program, as we want to be adaptive to meet the needs of the individual or student group that we are working with.

Students needing intervention in academic success skills is also offered to students in grades 6-8. Rock-It, a class that focuses on executive functioning skills is offered to students in grades 6-8 that have exhibited a lack of skill in the area of executive functioning. In this class, executive functioning skills are explicitly taught to students and reinforced through the work they are doing in the classroom. This class is intended to help students learn positive academic skills that will allow them to be more successful students in the future.

Student Learning Plan



What is a Student Learning Plan?

The student learning plan is created to track student progress throughout the year and to communicate this progress home.

Understanding a Student Learning Plan:

Working Towards Standard (WT)- the student is still gaining skills and knowledge towards mastery of this standard.

Met Standard (M)- the student has shown proficiency; at least 80% in all areas of this standard that were assessed.

How are screening assessments used?

The math and reading screening assessments allow us to screen and monitor a student's progress in developing reading and math skills and identify students who need additional instruction. Your child's performance on these assessments is a predictor, or "thermometer," of student development in the areas of math and reading. |

Student Name:		Homeroom Teacher:	Karrie Maetzold
---------------	--	-------------------	-----------------

MNSS Standards: MATHEMATICS	November	March	May
2.1.1 Compare and represent whole numbers up to 1000 with an emphasis on place value and equality			
2.1.2 Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.			
2.2.1 Recognize, create, describe, and use patterns and rules to solve real world and mathematical problems.			
2.2.2 Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	NA		
2.3.1 Identify, describe and compare basic shapes according to their geometric attributes.	NA		
2.3.2 Understand length as a measurable attribute; use tools to measure length.	NA		
2.3.3 Use time and money in real world and mathematical situations.	NA		

MNSS Benchmarks: Reading	November	March	May
2.1.1.1/ 2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
2.1.3.3 Describe how characters in a story respond to major events and challenges.			
2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
2.1.9.9 Compare and contrast two or more versions of the same story			
2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			
2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			
2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.			
2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.			
2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.			

Reading	STEP Level achieved Round 1	STEP Level achieved Round 2	STEP Level achieved Round 3	STEP Goal
STEP Assessment				

Student Learning Plan



What is a Student Learning Plan?

The student learning plan is created to track student progress throughout the year and to communicate this progress home.

Understanding a Student Learning Plan:

Working Towards Standard (WT)- the student is still gaining skills and knowledge towards mastery of this standard.

Met Standard (M)- the student has shown proficiency; at least 80% in all areas of this standard that were assessed.

Student Name:



Student Learning Plan Grade 6

Student Name:		Advisory Teacher:	
MUR Teacher:		MUM Teacher:	

Math	November	March	May
6.1.1 Read, write, represent and compare positive rational numbers expressed as fractions, decimals, percents and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.			
6.1.2 Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.			
6.1.3 Multiply and divide decimals and fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.			
6.2.1 Recognize and represent relationships between varying quantities; translate from one representation to another; use patterns, tables, graphs, and rules to solve real-world and mathematical problems.			
6.2.2 Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers.			
6.2.3 Understand and interpret equations and inequalities involving variables and positive rational numbers. Use equations and inequalities to represent real-world and mathematical problems; use the idea of maintaining equality to solve equations. Interpret solutions in the original context.			
6.3.1 Calculate perimeter, area, surface area and volume of two- and three-dimensional figures to solve real-world and mathematical problems.			
6.3.2 Understand and use relationships between angles in geometric figures.			
6.3.3 Choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems.			
6.4.1 Use probabilities to solve real-world and mathematical problems; represent probabilities using fractions, decimals, and percents.			

Reading	November	March	May
6.1.1.1 /6.2.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
6.1.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments.			
6.1.3.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution			
6.1.4.4/6.2.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;			
6.1.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.			
6.1.6.6/6.2.6.6 Explain how an author develops the point of view of the narrator or speaker in a text/ or purpose in a text and explain how it is conveyed in the text			
6.2.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
6.2.5.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas; analyze text features			
6.2.8.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
6.2.9.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.			
W 6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.			

Steps being taken to make sure student is making progress:	
Behavioral Goal:	
Parent/Home Involvement: Strategies that can be worked on at home to help with <u>child's</u> academic success.	

5th Grade MCA Score Math		5th Grade MCA Score Reading	
Quantile Score		Lexile Score	
Math Learning Locator		Reading Learning Locator	

Learning Locator codes provided for each subject to select resources specifically mapped to your student's test results at mn.pearsonperspective.com/perspective, use online learning resources provided to guide your student's learning; return as often as you like and be an active participant in your child's educational process

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 each 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 embedded 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. Cologne Academy has several academic leadership positions that 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 3rd 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.

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.

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 3rd -8th and behavior

support to students in grade K-8th. 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.

Appendix A- Current Nonprofit Status

[Current data found here](#)

https://www.ag.state.mn.us/Charity/Search/CHR_GeneralInfo.asp?FederalID=383767089&Yr=CURR&cmdSearch=View

[Conduct New Search](#)

FEDERAL ID# 383767089

Cologne Academy

General Information

Organization Type	TRUST
Contact Person	Lynn Gluck Peterson
Address	1221 South Village Parkway, P.O. Box 120, Cologne, MN 55322
Phone Number	(952) 466-2276
Purpose or Description	To create an environment for K-8 children where rich character development and effective learning create confident students who are able to achieve their personal best academically.
Status	Active
Extension	Granted

Financial Information

For Fiscal Year Ending 6/30/2019

INCOME		EXPENSES	
Direct Public Support	\$52,713	Amount Spent for Program or Charitable Purposes	\$7,944,908
Government Grants	+ \$8,026,660	Management/General Expense	+ \$298,190
Other Revenue	+ \$567,238	Fundraising Expense	+ \$0
Total Revenue	\$8,646,611	Total Expenses	\$8,243,098
EXCESS/DEFICIT		END OF YEAR FUND BAL/NET WORTH	
Total Revenue	\$8,646,611	Total Assets	\$9,557,005
Total Expenses	- \$8,243,098	Total Liabilities	- \$11,378,357
Excess/Deficit	\$403,513	End of Year Fund Bal/Net Worth	\$-1,821,352

Financial Information for Prior Years

Appendix B- Enrollment

Adopted: 4/22/2010
Revised: 2/18/14
8/27/2014, 12/18/2014, 9/26/2016
1/23/2017, 6/20,
6/21, 9/21

COLOGNE ACADEMY DISTRICT (CA & CAO) ***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 School District, so that families may make enrollment decisions in an informed and timely manner.
- 2) Admission to Cologne Academy sites are 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 district 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 at site of application. When that occurs, students will be placed on a waiting list. State statutes require that each site give preference for enrollment to: (1) an already enrolled student wanting to transfer to the other CA site, (2) a sibling* of an enrolled student and to a foster child of that student's parents before accepting other students by lot, (3) children of Cologne Academy district staff before accepting other pupils by lot, and (4) 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 open enrollment period is held from the Tuesday after Labor Day through -second Friday in January each year. By the preceding December school board meeting 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 paper 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. Online applications are time and date stamped upon being received.

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, currently enrolled CA district students seeking enrollment at the other CA site have first priority, then siblings of currently admitted students and children of staff employed in school have preference.

Currently Enrolled CA or CAO Students

CA or CAO enrolled students (enrolled mean that student has posted attendance) that elect to transfer to the other site who submit an application before the expiration of the open enrollment period, are automatically admitted unless the number of district transfers exceed the available enrollment established by the Board for the applicable grade(s).

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:

Cologne Academy District and State statutes require that Cologne Academy give preference for enrollment to: (1) an already enrolled student wanting to transfer to the other CA site, (2) a sibling* of an enrolled student and to a foster child of that student's parents before accepting other students by lot, (3) children of Cologne Academy district staff before accepting other pupils by lot, and (4) 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 (district transfers who submitted timely applications are already admitted or establish a district transfer waiting list, 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 district transfers, 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 non-preferential 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 5-8 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:** Cologne Academy Transfers, 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 2021-2022 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:

These seats are available through the end of second trimester of the 2021-2022 school year; after this date, the current enrollment for grades 4-8 will be set at enrolled occupancy.

Grade	Cologne Academy Available Enrollment/Seats	Cologne Academy ONLINE
K	78	25
1	78	25
2	78	25
3	81	25
4	81	25
5	81	25
6	81	25
7	81	25
8	54	25

The Board reminds interested applicants of the Order of Admissions for Available Enrollment/Seats: District Transfers, 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. Inter-district transfers will be given first preference in the lotteries, followed by-
5. For incoming siblings, we will place them next (according to MN Law 124D.10 which allows for sibling preference) according to lottery day procedures noted below.
6. 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 lottery will be held the first after the 2nd Friday in January.
2. 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.
3. The spreadsheet will be projected on the wall, if possible, so people can see as names are drawn and typed in.
4. The lottery is open to the public, seating should be arranged for any parents who may want to attend.
5. 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.
6. A inter district lottery will be held for one of two reasons. A) if there are more inter district transfers 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.

7. 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.
8. 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.
9. 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 spreadsheet 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- State Report Card

Minnesota Report Card is found on the Minnesota Department of Education Website under the *Data Center* tab.

<http://rc.education.state.mn.us/>

[Cologne Academy's page](#)

Appendix D- Continuous Improvement Plan

Introduction

The Executive Director and Cologne Academy School Board meet regularly to ensure the evolution of the school's Vision, Mission, and Values are being lived. The FY21 CA Continuous Improvement Plan group includes: Amanda Daniel, Jenna McInnis, Jeff Katherman, Valerie Invie, Laura Oman, Nathan Kells, Melissa Hansen, and Lynn Peterson.

The process involves evaluating Cologne Academy's Vision, Mission, and Essential Values. This shapes the strategic goals and the creation of strategic goals for future strategic planning.

Vision

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

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

Essential Values

- Literacy
- Scholarly Skills
- Innovation
- Boundless Opportunities
- Accountability
- Make it happen
- Integrity
- Right is right

Continuous Improvement Plan

Objective #1: Grow and Maintain Enrollment

- Develop and execute a strategic marketing plan to grow and retain student enrollment through 8th grade
- Achieve a minimum of 90% enrollment in all grade levels.

Objective #2: Acknowledge the value of our people (Staff, Alumni, Faculty, Families of Students)

- Staff Recognition
- Practice clear communication strategies

- Feedback cycle via professional development plans

Objective #3: Ensure all students achieve one-year growth in core academic subjects through data driven instruction (DDI) as documented by progress monitoring.

- Ongoing individual monitoring protocols;
- Quarterly Math Interim Assessments in grades K-8 and Reading Interim Assessments in grades 4-8
- Teachers respond to instruction based on students' results on interims in less than one week from the administration of assessment.
- Ongoing communication (to parent/student) on progress toward one-years growth

Objective #4: Ensure the professional development needs of instructional staff support 21st-century learning.

- Provide opportunities for continuous development, growth, and evaluation.
- Impact student achievement through the Q Comp program, where instructional staff participates in robust professional development to increase teacher effectiveness.

Objective #5: Practice exemplary financial and operational management.

- Maintain the fund balance as defined in the fund balance policy.
- Identify new funding streams to support financial longevity

Objective #6: Promote effective parent involvement strategies

- Support PAVE.
- Increase parents' involvement in school activities by welcoming new student families.
- Communicate the opportunities for parents to become involved.
- Volunteer recognition

Objective #7: Enhance board development

- Take annual survey and create actions
- Complete ongoing board training (MNcharterboards.com)

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 5th and 8th 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.

- Cologne Academy 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 book resources and trainings.
- 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:
- Cologne Academy 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.

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 continues 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.

Three approaches designed to treat teachers as professionals:

1. Implementing common planning time
2. Grade level teachers have a common planning time.
3. 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

Adopted: 12/17/2009

Revised: 8/25/2011

Revised 7/25/12, 5/28/15

5/26/16, 4/26/18, 8/25/20

COLOGNE ACADEMY MANUAL OF SCHOOL POLICIES APPROVED BY THE BOARD

730 Cologne Academy Fund Balance Growth Policy

The Board of Directors at Cologne Academy recognizes the need to establish a general operations reserve fund balance amount in order to comply with the Uniform Financial Accounting and Reporting Standards (UFARS), comply with the requirements of the school's building company (CABC) bond documents, and maintain adequate fund balance needed to for the school's cash flow needs. By 2025 Cologne Academy will achieve/maintain a fund balance in the general operating fund (fund 01) of 20% or \$2 million of annual general operating fund expenses. The following schedule shall serve as a guide to reach the fund balance goal.

Fiscal Year percentage	Growth per year by percentage	Total fund balance
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%
2019	0%	32%
2020	0%	33%
2021-2025	0%	20% / \$2M

*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

World's Best Workforce Summary