2023-2024 Annual Report &

World's Best Workforce (WBWF) Plan

(Comprehensive Achievement and Civic Readiness)

#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 2023-2024 school year. Both documents are integrated into this single report.

Cologne Academy School Board Approval 9/17/2024

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

PRIMARY PURPOSE

The primary purpose stated in Cologne Academy's 5-year (FY24-FY29) Charter School Contract with their authorizer Friends of Education is to provide an educational program for its students in order to improve all pupil learning and all student achievement; and the secondary purpose of the School's educational program is to increase learning opportunities for all pupils. New legislation (124E.01(a)) was passed in 2024 that states, " The primary purpose of charter schools is changed to: improve the learning, achievement, and success of all students."
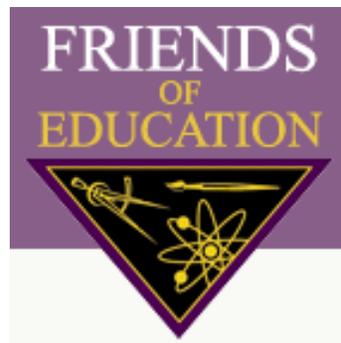
Authorizer Information:
Friends of Education
Beth Topoluk
11100 Wayzata Blvd
Suite 800
Minnetonka, MN 55305
www.improvek-12education.org

Minnesota's chartered public schools are accountable to parents, an authorizer, and the State of Minnesota in a variety of ways:

As schools of choice, parents hold a public charter school accountable by having seats on the board of directors, electing the board of directors, and having the ability to withdraw their children if the school does not perform.

An authorizer holds a public charter school accountable through a contract and ongoing monitoring and oversight. The authorizer has the power and responsibility to terminate a charter school contract if a school is not performing in terms of academic, financial or operational performance.

The State of Minnesota holds a public charter school accountable through ongoing reporting and compliance audits. The Minnesota Department of Education has the power to terminate a charter school contract for ongoing failure to perform or for violation of law.

Chartered public schools, in fact, have the highest level of accountability of any kind of public institution in the State of Minnesota because charter schools can be closed down for failure to meet performance goals in the charter contract, financial mismanagement, or major violations of the law.

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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 five years old 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 January. All procedures and timing in regards to its application period are posted on https://www.cologneacademy.org/about/enrollment by October 1st, 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 Academy 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, Victoria, Chanhassen and many surrounding rural and nearby communities.

For the school year ending 2024 the district of Cologne Academy had 694 enrolled students (666 on site and 28 online). The district's population is 69.6 percent White, 4.1 percent 2+ races, 16.6 percent Asian, 4.4 percent Hispanic, 3.6 percent Black, 1.6 percent American Indian or Alaska Native and 0.1 percent Native Hawaiian or Pacific Islander students.

District of Cologne Academy Demographics

Demographic	Percentage
American Indian	1.6%
Asian	16.6%
Black or African American	3.6%
Hispanic or Latino	4.4%
Native Hawaiian or Pacific Islander	0.1%
Other Indigenous Peoples	0.0%
White	69.6%
Two or more races	4.1%
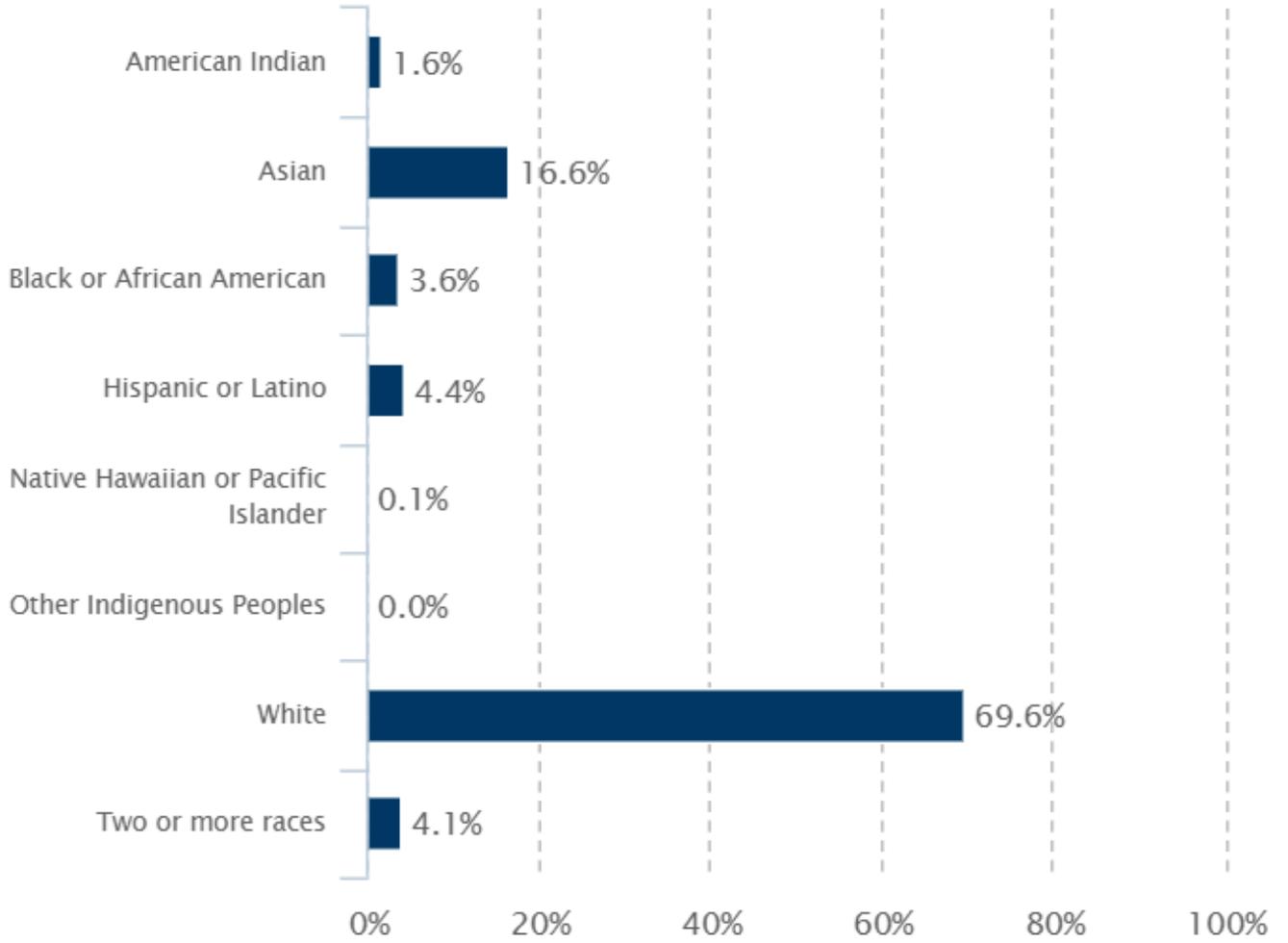
Cologne Academy (Brick and Mortar)

Race/Ethnicity	Percentage
American Indian	1.4%
Asian	17.1%
Black or African American	3.8%
Hispanic or Latino	4.5%
Native Hawaiian or Pacific Islander	0.2%
Other Indigenous Peoples	0.0%
White	68.9%
Two or more races	4.2%

Cologne Academy Online

Race/Ethnicity	Percentage
American Indian	8.7%
Asian	0.0%
Black or African American	0.0%
Hispanic or Latino	0.0%
Native Hawaiian or Pacific Islander	0.0%
Other Indigenous Peoples	0.0%
White	91.3%
Two or more races	0.0%

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
FY22	78	77	71	81	75	75	76	57	59	649	81,094	125
FY22CAO	8	13	13	13	3	11	10	7	4	82		
FY23	78	78	78	77	91	67	59	76	54	658	81,094	123
FY23CAO	1	3	1	4	3	4	3	8	4	31		
FY24	79	91	78	74	78	92	51	55	68	666	81094	122
FY24CAO	0	2	2	1	3	4	3	5	8	28		

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 2020 Census statistics indicate the racial makeup of the city of Cologne was 86.36 percent White, 9.55 percent African American, 0.77 percent Asian, 0.05 percent from other races, and 3.27 percent from two or more races. Hispanic or Latino of any race were 2.1 percent of the population.

Demographics		
City of Cologne	**Cologne Academy**	
86.36	White	69.6
9.55	African American	3.6
.77	Asian	16.6
3.27	2+ races	4.1
2.1	Hispanic	4.4

The ethnicity of Cologne Academy is slightly more diverse than the demographics of the city. This could be because over 50 percent of our student body comes from larger communities that attract more diversity than Cologne.

Cologne Academy completed two mass mailings to most rural postal routes in Belle Plaine, Waconia, Chaska, Cologne, Carver, Victoria, and Norwood Young America this past school year. The mailings went to all residential home addresses in each route so there was no discrimination regarding the results of the enrollment at Cologne Academy and Cologne Academy Online. The postcards were informing parents how to enroll and to join an upcoming informational meeting in January 2024.

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 2024.

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%.

Student Home District Data

As a public charter school, Cologne Academy does not have physical boundaries, so our students open enrollment from many surrounding communities. The following chart shows the number of our students who reside in the neighboring home districts:

Resident District	FY23		FY24	
	CA	CAO	CA	CAO
Belle Plaine School District	67	2	52	0
Central School District	208	4	226	3
Chisago Lakes	0	0	0	1
Delano	2	0	2	1
	FY23		FY24	

	CA	CAO	CA	CAO
Eastern Carver County Schools	251	2	323	3
Eden Prairie	2	0	1	0
Forest Lake	0	3	0	4
Glencoe - Silver Lake	20	4	15	1
Hastings	0	1	0	1
Hopkins	5	0	3	0
Howard Lake - Waverly - Winsted	0	2	0	2
Hutchinson	0	0	2	0
Jordan Public Schools	11	1	13	0
Lester Prairie	10	0	11	0
Le Sueur	1	0	1	0
Mankato	0	1	0	1
Moorhead	0	0	0	2
Osseo	0	0	0	1
Princeton	0	0	0	1
Shakopee	5	1	7	0
South Washington County	0	1	0	2
Stillwater	0	3	0	3
Waconia	78	4	82	6
Watertown - Mayer	12	0	12	0
Westonka	0	2	0	2

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 5 parents or legal guardians of enrolled students, 1 licensed teacher who is employed by the Charter School at .5 FTE or above, and 1 interested community member who is not employed by the Charter School and does not have a child enrolled at the Charter School. The executive director/chief executive officer of the Charter School serves as an ex-officio, non-voting member.

According to the Charter School's by-laws, an election is held each year in April and term begins July 1.. Approximately one-third of the Board is up for election annually and newly elected members. 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 and that parents always hold the majority seats (at least 4 seats when board is 7 members.).

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 posted via ParentSquare, our school communication portal, each spring.

Director Name	Position	Group Affiliation	Date Seated	Date Term Expires	Meeting Attendance Rate
Amanda Daniel	Chair	Parent	July-19	June-25	9/12
Brian Goldie	Board Member	Parent	April-23	June-26	11/12
Matt Krause	Treasurer	Parent	July-22	June-25	10/12
Craig Johnson	Board Member	Parent	July-23	June-26	10/12
Nathan Kells	Board Member	Community Member	June-20	June-24	6/12
Traci LaFerriere		CFO	Apr-11		11/12
Laura Oman	Vice Chair	Teacher	July-18	June-24	10/12

Sheryl Reddig	Board Member	Parent	July-21	June-24	8/12
Lynn Peterson	Ex-Officio	CEO	Apr-09		12/12

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 are automatically ineligible to continue to serve as a board member as noted in M.S. 124E.07, Subd. 7.

	A. Daniel	M.Krause	B.Goldie	L .Oman	C.Johnson	N. Kells	L. Peterson	S. Reddig
Adopt Required Reports: WBWF Strategic Plan, WBWF Summary Plan, and Annual Report	X	X	X	X	X	X	X	O
Training on Open Meeting Law	X	X	X	X	X	X	X	X
Training on Preventing Conflicts of Interest	X	X	O	X	X	X	X	X
Training on Conducting Financial Oversight #1 Pupil Units	X	X	O	X	X	O	X	O
Training on Safeguarding Private Data	X	X	X	X	X	X	X	X

Training on Complying with Food and Nutrition Requirements	X	X	O	X	X	X	X	X
Training on Meeting Requirements for Use of Public Funds	X	X	O	X	X	X	X	O
Training on Preventing Audit Findings #1 MisStatements	X	X	O	X	X	X	X	O
Training on Preventing Audit Findings #2 Internal Controls	X	X	O	X	X	X	X	O
Training on Preventing Audit Findings #3 Report on Compliance	X	X	O	X	X	X	X	O
Training on Earning the MDE School Finance Award	X	X	X	X	X	X	X	X
Training on Evaluating School Leadership	X	X	X	X	X	X	X	X
Training on Conducting A Board Election	X	X	X	X	X	O	X	O
Training on Meeting Early learning Requirements	X	X	O	X	X	O	X	O

Training on Meeting requirements for serving EL	X	X	X	X	X	X	X	X
Training on Adopting and Follow Bylaws	X	X	X	X	X	X	X	X
Training on Developing and Use Policy	X	X	X	X	X	X	X	X
Training on Conducting Financial Oversight #2 Fund Balance	X	X	X	X	X	X	X	X
Training on Conducting Financial Oversight #3 Cash Flow	X	X	X	X	X	X	X	O
Training on Negotiating the Charter Contract	X	X	X	X	X	X	X	X
Training on Negotiating a Lease	X	X	O	X	X	O	X	O
Training on Developing an Effective Relationship w/ Authorizer	X	X	X	X	X	X	X	X
Training on Evaluating Progress Towards Contract Goals	X	X	X	X	X	X	X	X
Training on Adopting a Budget	X	X	X	X	X	X	X	
Training on Maximizing revenue from reimbursement	X	X	X	X	X	O	X	O

Training on Retaining and Maintaining Records	X	X	X	X	X	X	X	X

Board Annual Assessment

Cologne Academy's school board evaluates its governance practices, decision-making effectiveness, and adherence to its mission and legal responsibilities. The CA School Board reviews and assesses its performance by:

~Document Review: Examine board policies, meeting minutes, budgets, and strategic plans.
~Interviews and Surveys: Gather feedback from board members, school leadership, staff, and parents.
~FOE Site Visits: Observe board meetings and school operations to see governance in action.
~Performance Reports: Review academic, operational, and financial performance reports.

1. Governance and Leadership

Mission Alignment: Does the board's work align with the school's mission and vision?

Strategic Planning: Has the board developed and maintained a clear, long-term strategic plan?

Board Composition: Is the board diverse in expertise (education, finance, law, fundraising) and reflective of the community it serves?

The board is strong in these areas, but could work specifically on its long-term strategic plan.

2. Compliance and Accountability

Legal Compliance: Does the board comply with local, state, and federal laws, including open meeting laws and conflict-of-interest policies?

Charter Contract Adherence. Is the board meeting the terms outlined in the charter agreement with the authorizing body?

Financial Oversight: Are the board's financial practices transparent, with proper budget monitoring and independent audits?

All areas, the board is meeting defined metrics and due dates.

3. Academic Oversight

Student Achievement Goals. Is the board tracking the school's academic performance against established goals?

Data-Driven Decisions: Does the board use data to inform policy and instructional improvement decisions?

Program Quality: Are the school's educational programs regularly reviewed for effectiveness and improvement?

CA's academic results keep climbing. This is evidence of strong leadership and teachers.

4. Board Operations and Practices

Meeting Practices: Are meetings well-organized, transparent, and conducted according to established protocols (e.g., Roberts Rules of Order)?

Training and Development: Do board members participate in ongoing governance training and professional development?

Evaluation Processes: Are there annual evaluations of the board's performance and that of the school leader?

These are all areas of growth and development for the board.

5. Stakeholder Engagement

Community Involvement: Is the board engaging with parents, staff, and the broader community effectively?

Communication Transparency: Are decisions communicated clearly to stakeholders, and is there a process for receiving feedback?

Stakeholder engagement has been consistent in that this is hard to measure. The board is visible at events and encourages feedback.

Dr. Lynn Peterson- Professional Development.

According to new state statutes (124E.12 Subd. 2(e)) all professional development training completed by the charter school director or chief administrator in the previous academic year must be documented in the charter school's annual report.

Minnesota requires all public school districts to have a Director of Special Education to ensure compliance with federal and state laws related to special education. The school will continue to contract this position with an outside provider. However, since a significant portion of the revenue and expenditures is special education funding, it is imperative that the executive director knows the roles of all administration. The Director of Special Education coursework and 320 hour internship covered many professional development areas including:

Legal Compliance: The Director ensures that the district adheres to the Individuals with Disabilities Education Act (IDEA) and other relevant legislation, ensuring that students with disabilities receive appropriate education and services.

Program Oversight: The Director oversees the development, implementation, and evaluation of special education programs, making sure they meet the needs of students with disabilities.

Resource Allocation: The Director manages the budget for special education, ensuring that resources are appropriately allocated to support students and programs effectively.

Staff Supervision: The Director supervises special education staff, providing guidance, training, and support to ensure high-quality instruction and services.

Individualized Education Programs (IEPs): The Director oversees the development and implementation of IEPs, ensuring they are tailored to meet each student's unique needs and are reviewed and updated regularly.

Advocacy and Support: The Director serves as advocates for students with disabilities, working to ensure they have access to the general education curriculum and extracurricular activities.

Collaboration: The Director collaborates with parents, teachers, and other stakeholders to foster a supportive and inclusive environment for students with disabilities.

With the addition of this administrative license, Dr. Peterson now holds three Minnesota administrative licensures (Superintendent, Principal, and Director of Special Education).

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 operation 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 2021-22 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: beth.e.topoluk@huntington.com

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 2023-24, 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 follows 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 needed 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 FY24 Cologne Academy employed 108 employees including 4 licensed administrators, 67 licensed teachers, 22 full time student support personnel, 5 licensed contractors, 3 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 FY24 (current year), 51 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.

	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
Teachers	14	25	31	35	46	53	58	58	64	66	62	68	68	67
Administrators	1	1	1	1	1	1	1	2	2	2	2	3	3	4
Professional Support	9	12	8	21	21	34	39	43	37	45	36	45	45	37
Total Employees	24	38	40	57	68	88	98	103	103	113	100	116	116	108
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	10:1	10:1	10:1

Teaching Experience 2023-2024

Beginning Teachers	5
2-5 Years	11
6-10 Years	15
Over 10 Years	36

Administration Team

<u>Dr. Lynn Peterson</u> 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 five teaching licenses in the state of Minnesota and three administrative licenses: K-12 Principal, K-12 Superintendent, and Director of Special Education.

Training for the year included: LETRS, Cultural Competency, coursework for the completion of her third administrative license, Effective Coaching Practices, Mentorship, University supervision for principals and superintendents, READ ACT, Field Experience Supervisor of Administrative Interns, Summer Meal Options training, Licence Assessment Panel Member, Mandated Reporting, General Procurement Overview, School Law Seminar, Special Education Seminar, HOPE Overdose Response, Tuesdays @2 Talk, and more.

<u>Mrs. Erica Bentz</u> has been with Cologne Academy as the Middle School Principal since 2018. 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 over a decade 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 is 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.

<u>Mrs. Melissa Mase</u> As Elementary Principal Mrs. Mase is dedicated to Cologne Academy's mission to build students' content knowledge and to create culturally literate citizens. Mrs. Mase is a licensed K-12 Principal from the University of Minnesota-Twin Cities where she recently attended the Minnesota Principals Academy. She also earned her bachelor of arts degrees in Spanish Studies and 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 loves all aspects of teaching but her heart is in creating a supportive and caring learning environment where students feel safe to take academic risks. As Principal,

everyday is an opportunity to carry this out while building relationships with students, staff, and families. Beyond creating a supportive learning environment, Mrs. Mase focuses on leading Cologne Academy's staff in being innovative, data driven and goal-oriented. Putting student achievement at the forefront of decision making has proven to be successful for Cologne Academy and our students' success. Melissa looks forward to seeing this success foster a competitive atmosphere improving education for students beyond Cologne Academy. This passion to be leaders in education is what fuels her to start the work day.

Ms. Nancy Soliday- Ms Soliday joined CA's team in July 2023 and is the district's assistant Director of Special Education and obtained a K-12 Principal license and Director of Special Education, through the University of Saint Thomas, as well as a Master's of Science Degree in Education, specializing in Reading and a Bachelor of Science Degree in Education, with a Special Education Specialization.

(124E.12 Subd. 2(c)) more than ten hours of competency-based training on: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships in FY24.

Finances

AUDIT FINDINGS AND RESULTS -Year Ended 6/30/23 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, 2023. 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 2022-2023, Cologne Academy served a net average daily membership of 690.20. For fiscal 2021-2022, Cologne Academy served a net average daily membership of 732.6.

Fund Balance – The School's General Fund experienced a decrease in fund balance during fiscal 2022-23 of $53,000, ending at $4,454,455 as of June 30, 2023. 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, 2023, for Cologne Academy represents 44.7% 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 $99,346 (1.01%) higher than the final amended budget amount while total expenditures were $366,036 (3.54%) lower than had been budgeted. As part of any budget update initiated for fiscal 2023-24, 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. 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 $300,026 for fiscal year 2023. After the General Fund made a permanent fund balance transfer of $205,310 to the Food Service Fund, the School's Food Service Fund ended fiscal year 2023 with a fund balance of $-0-.

Community Service Fund – The School's Community Service Fund operated at a surplus of $55,012 for fiscal year 2023 and ended fiscal year 2023 with a fund balance of $209,144.

Building Company – The Cologne Academy Building Company's revenues exceeded its expenditures by $122,440 and ended fiscal year 2023 with a fund balance of $2,050,702.
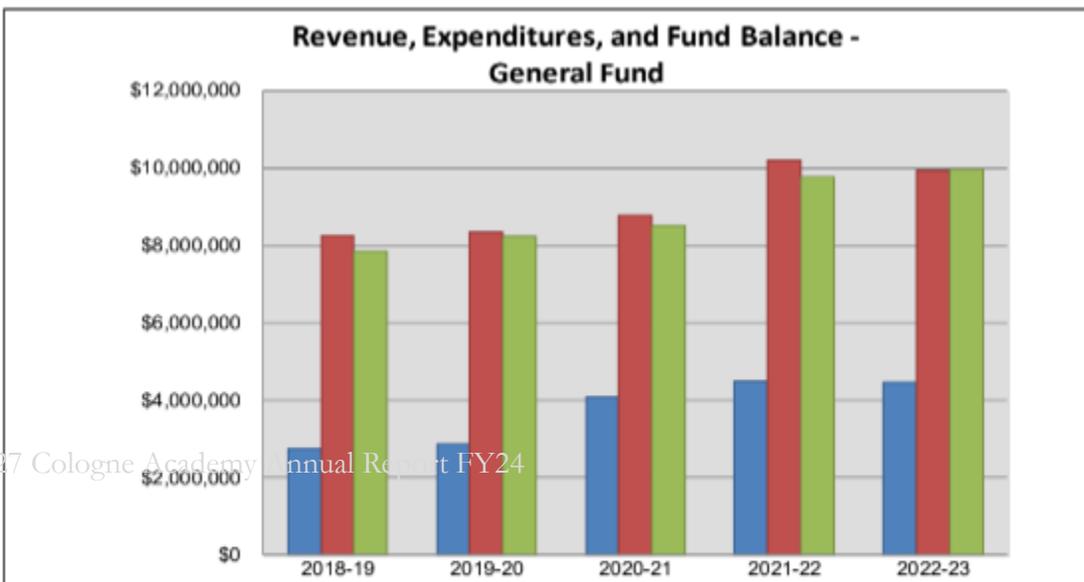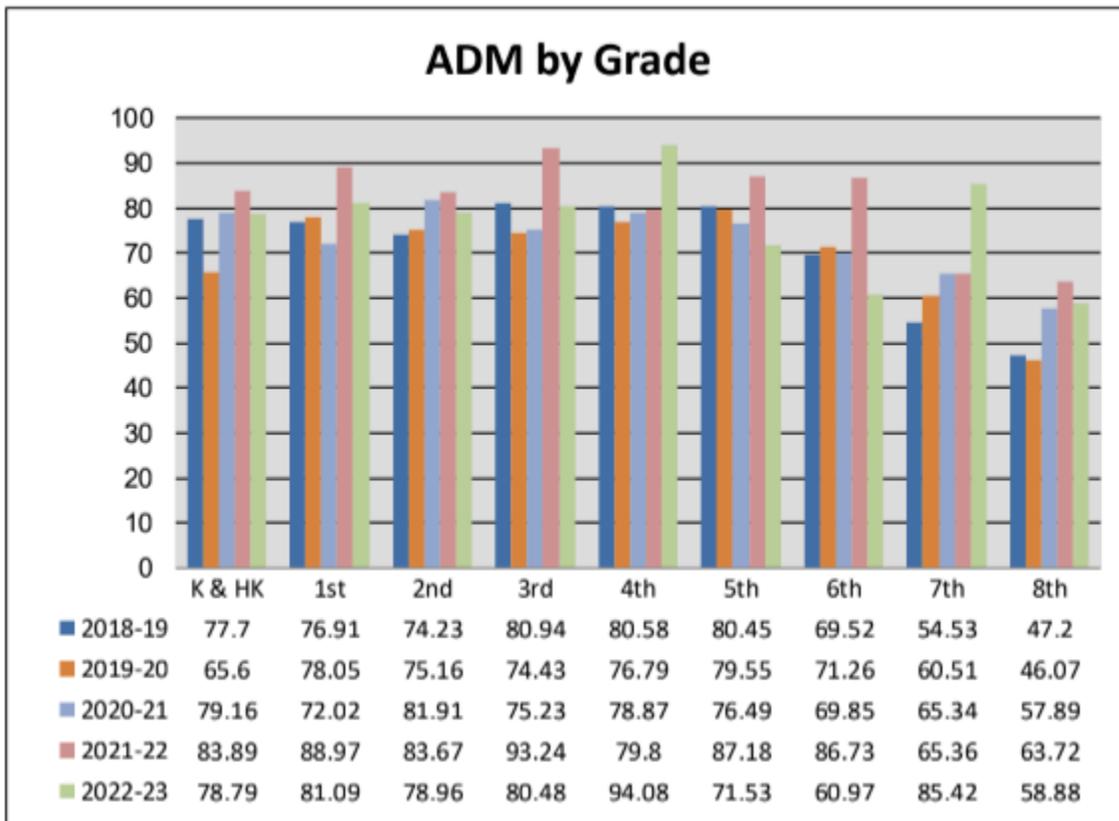
STARS Building Company – The STARS Building Company's revenues and other financing sources were less than its expenditures by $138,029 and ended fiscal year 2023 with a fund balance deficit of $138,029.

The School's financial statements include the activity of Cologne Academy Building Company and STARS Building Company as component units. No separate financial statements are issued for the building companies; however, a separate Form 990 is filed for each building company.

Building Company Debt Covenant Compliance – We want to take this opportunity annually to remind the Cologne Academy 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
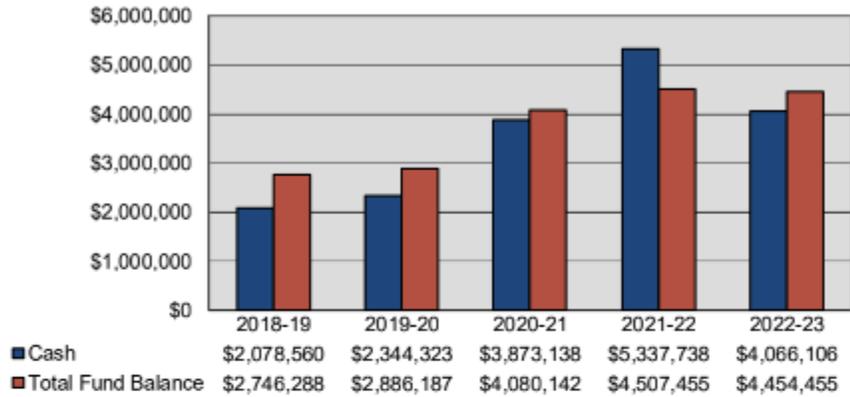
monitoring and reviewing all debt covenants and continuing disclosure requirements and accept responsibility for ensuring the ongoing compliance with all covenants that were agreed to as part of the financing arrangements related to the purchase of the building and subsequent improvements.
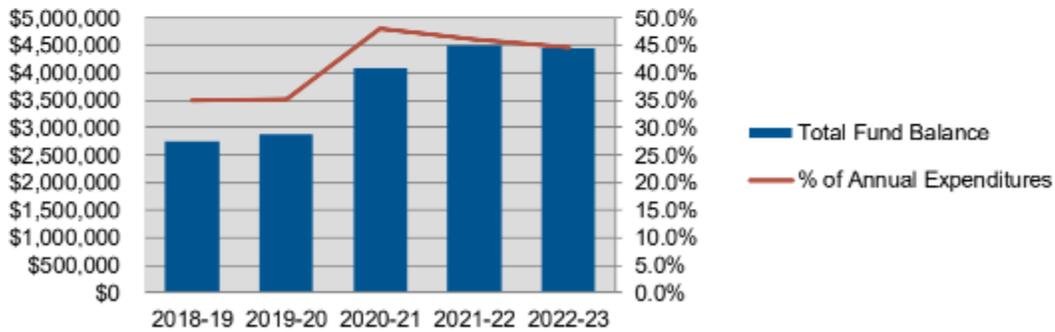
ADM by Grade

	K & HK	1st	2nd	3rd	4th	5th	6th	7th	8th
2018-19	77.7	76.91	74.23	80.94	80.58	80.45	69.52	54.53	47.2
2019-20	65.6	78.05	75.16	74.43	76.79	79.55	71.26	60.51	46.07
2020-21	79.16	72.02	81.91	75.23	78.87	76.49	69.85	65.34	57.89
2021-22	83.89	88.97	83.67	93.24	79.8	87.18	86.73	65.36	63.72
2022-23	78.79	81.09	78.96	80.48	94.08	71.53	60.97	85.42	58.88

Revenue, Expenditures, and Fund Balance - General Fund

	2018-19	2019-20	2020-21	2021-22	2022-23

General Fund Cash and Fund Balance

	2018-19	2019-20	2020-21	2021-22	2022-23
■ Cash	$2,078,560	$2,344,323	$3,873,138	$5,337,738	$4,066,106
■ Total Fund Balance	$2,746,288	$2,886,187	$4,080,142	$4,507,455	$4,454,455

Total Fund Balance - General Fund

■ Total Fund Balance
— % of Annual Expenditures

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 three 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 students ready for Kindergarten.	80% or more of kindergarten students will exceed the low risk benchmark on the fall early reading screener.	Cologne Academy will offer Kindergarten readiness 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.	Percentage of students exceeding the low risk benchmark will increase year over year.	FastBridge

Cologne Academy offered a Summer Kindergarten Readiness camp to all enrolled incoming Kindergarten students. During this 4-day program, students are introduced to routines and procedures

for attending school, along with beginning academics for Math and Literacy. Math and Literacy concepts included number identification, counting, phonemic awareness, letter recognition and formation.

This site goal will be updated to reflect the fact that Cologne Academy does not serve preschool/prekindergarten students so the school's impact on fall data is hard to achieve based on the school's lack of influence and teaching time in the years preceding kindergarten enrollment at CA.

(1) Letter Names is one of the 13 subtests that make up the earlyReading assessment suite. The Letter Names subtest is timed and assesses students' accuracy and automaticity naming uppercase and lowercase letters in isolation.

Out of 76 Kindergarten students enrolled in Fall 2020 who took the FAST Early Reading assessment, 47 students were able to name 14 or more letter names. Overall, 62% of the students exceeded the low risk benchmark. (29 students at risk)

Out of 84 Kindergarten students enrolled in Fall 2021 who took the FAST Early Reading assessment, 50 students were able to name 14 or more letter names. Overall, 60% of the students exceeded the low risk benchmark. (34 students at risk)

Out of 78 Kindergarten students enrolled in Fall 2022 who took the FAST Early Reading assessment, 51 students were able to name 14 or more letter names. Overall, 65% of the students exceeded the low risk benchmark. (27 students at risk)

Out of 80 Kindergarten students enrolled in Fall 2023 who took the FAST Early Reading assessment, 61 students were able to name 14 or more letter names. Overall, 76% of the students exceeded the low risk benchmark. (19 students at risk)

(2) Numeral Identification is one of the 17 subtests that make up the earlyMath assessment suite. Numeral Identification NI-K assesses a student's ability to correctly identify the name of the symbol that represents a number. The kindergarten version includes numerals up to 30.

Out of 76 Kindergarten students enrolled in Fall 2020 who took the FAST Early Math assessment, 54 students were able to identify 12 or more numbers. Overall, 71% of the students exceeded the low risk benchmark. (22 students were at risk)

Out of 84 Kindergarten students enrolled in Fall 2021 who took the FAST Early Math assessment, 57 students were able to identify 12 or more numbers. Overall, 68% of the students exceeded the low risk benchmark. (27 students are at risk)

Out of 78 Kindergarten students enrolled in Fall 2022 who took the FAST Early Math assessment, 55 students were able to identify 12 or more numbers. Overall, 70% of the students exceeded the low risk benchmark. (23 students are at risk)

Out of 80 Kindergarten students enrolled in Fall 2023 who took the FAST Early Math assessment, 69 students were able to identify 12 or more numbers. Overall, 86% of the students exceeded the low risk benchmark. (11 students were at risk)

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

Goal 2	Goal Statement	Strategies	Indicators	Data Sources
Increase the percentage of third-grade proficiency in reading.	The average 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.	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 or exceeding on the MCA reading exam will increase year over year at a rate higher than the state.	MCA results

[1]Original Data from WBWF 2018

Student Group	Grade 3 Reading Proficiency 2024	Grade 3 Reading Proficiency 2023	Grade 3 2022	Grade 3 2021*	Grade 3 2020	Grade 3 2019*

CA	66.7%	65.8%	58.1%	64.8%	N/A	68.8%
State	46.5%	47.4%	48.1%	48.5%	N/A	54..6%
Difference	20.2%	17.4%	9.0%	16.3%		13.8%

CA's new running 3-year average is 63.5% compared to the state's proficiency rate of 47.3%. **Currently, the running 3-year average calculated CA to be 16.2 % points better than the state.**

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 principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

Cologne Academy will achieve this by[2]:
1. Measuring what matters: making data visible, using research, and talking 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.

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 percentage over the last 3 years on the MCA Math exam will be below 9.3%.	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 Math.	MDE Secured Reports and NorthStar reports.

Goal 3.2	Goal Statement	Strategies	Indicators	
Decrease the achievement gap in reading that exists regarding economic diversity.	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%.	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.	

Proficiency Trends Counts/Proficiency- Reading

READING	STATE	COLOGNE ACADEMY	DIFFERENCE
2+ Races	50.40%	70.60%	20.20%
American Indian	32.10%	CTSTR	n/a
Asian	44.60%	86.50%	41.90%
Black	33%	28.60%	-4.50%
ELL	10.20%	50.0%	39.8%
Free/Reduced Meals	33.40%	57.7%	24.3%
Hispanic	28.70%	66.70%	38.00%
Native Hawaiian	CTSTR	CTSTR	n/a
Special Education	25.50%	30.6%	5.1%
White	58.70%	79.0%	20.3%

Proficiency Trends Counts/Proficiency- Math

MATH	STATE	COLOGNE ACADEMY	DIFFERENCE
2+ Races	43.50%	70.60%	27.10%
American Indian	24.40%	CTSTR	n/a
Asian	43.20%	86.50%	43.30%
Black	22%	28.60%	6.70%
ELL	12.50%	67%	54%
Free/Reduced Meals	27.00%	67%	40%
Hispanic	22.40%	66.70%	44.30%
Native Hawaiian	CTSTR	CTSTR	n/a
Special Education	24.70%	41%	16%
White	55.60%	79%	23%

GOAL 4- State Assessment Tests (MCAs)

Sub Goal 4.1 and 4.2: Academic Achievement Rate:

Goal 4.1	Goal Statement	Strategies	Indicators	Data Sources
Increase school wide academic achievement rates in reading.	By the conclusion of FY2024, the school-wide academic achievement rate for reading will be at least 16.6% above the state average. Ending FY24, Cologne Academy is 27.7% above the state.	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 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.	By the conclusion of FY2024, the school-wide academic achievement rate for math will be at least 17.8% above the state average. Ending FY24, Cologne Academy is 37.3% above the state.	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.	MCA data retrieved from MDE Secured Reports and North Star.

Math	Academic Achievement Rate	Difference	State Academic Achievement Rate
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%
2020			
2021			
2022	64.3%	22.6%	41.7%
2023	73.3%	30.5%	42.8%
2024	80.1%%	37.30%	42.80%

Reading	Academic Achievement Rate	Difference	State Academic Achievement Rate
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%
2020			
2021			
2022	67.8%	19.2%	48.6%
2023	71.6%	24%	47.6%
2024	75.50%	27.70%	47.80%

Sub Goal 4.3: Comparative Proficiency:

Cologne Academy's Comparative Proficiency was higher than the state proficiency and the resident district in which Cologne Academy physically resides.

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.

Student Group	Grade 3 Reading Proficiency 2024	Grade 3 Math Proficiency 2024	Grade 3 Science Proficiency 2024
CA	66.7%	77%	
Central District	50%	66.1%	
State	46.5%	58.8%	
Difference	16.7%	10.9%	

Student Group	Grade 4 Reading Proficiency 2024	Grade 4 Math Proficiency 2024	Grade 4 Science Proficiency 2024

Student Group		
CA	84.8	85.9
Central District	43.5	60.9
State	48.1	56.7
Difference	41.3	25

Student Group	Grade 5 Reading Proficiency 2024	Grade 5 Math Proficiency 2024	Grade 5 Science Proficiency 2024
CA	74.7	77.8	
Central District	55.2	50.7	
State	57.5	44.1	
Difference	19.5	27.1	

Student Group	Grade 6 Reading Proficiency 2024	Grade 6 Math Proficiency 2024	Grade 6 Science Proficiency 2024
CA	77.4	82.4	
Central District	59.4	37.7	
State	54.5	40.3	
Difference	18	44.7	

Student Group	Grade 7 Reading Proficiency 2024	Grade 7 Math Proficiency 2024	Grade 7 Science Proficiency 2024

CA	81.8	81.5	
Central District	61.4	55.1	
State	45.5	40.1	
Difference	20.4	26.4	

Student Group	Grade 8 Reading Proficiency 2024	Grade 8 Math Proficiency 2024	Grade 8 Science Proficiency 2024
CA	80.6	82.1	
Central District	27.9	30.9	
State	44.6	41.4	
Difference	52.7	51.2	

Math proficiency at Cologne Academy for all grades was 80.9% compared with Central District's rate of 48.1%, and the state was 45.5%.

Reading proficiency at Cologne Academy for all grades was 77.4% compared with Central District's rate of 50.7% and the state was 49.9%.

Science proficiency at Cologne Academy for all grades was 72.4% compared with Central District's rate of 32.4% and the state was 39.6%.

Sub Goal 4.4: Academic Progress. These are students who have met or exceeded standards on state tests. All students are included in the accountability system whether or not they took the test. Students who didn't take the test may or may not be performing at grade level. In other words, this is the percentage of students who have shown on the test that they are performing at grade level. View information about participation in the assessment.

More information about how this is calculated can be found on the School and District Accountability page.

	Achievement Level Decreased or Stayed "Does Not Meet Standards" Rate	Achievement Level Maintained Rate	Achievement Level Improved Rate
CA-Math	19.2%	61.3%	19.5%
Central-Math	40.7%	42.9%	16.4%
State-Math	43.6%	42.2%	14.2%
CA-Reading	16.5%	56.6%	26.9%
Central-Reading	39.4%	39.1%	21.5%
State-Reading	39%	41.9%	19.1%

	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
2024	80.1%	75.5%	80.8%	83.5%
2023	73.7%	71.6%	84.9%	77.7%
2022	64.3%	67.8%	75.6%	83.8%
2021	Data Not Available			

2020				
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 *does not meet standard* 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. 8% DNM FY24	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 *does not meet standard* 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	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.

	under 20% by FY2024. 10.6% DNM FY24			

GOAL 5-Nationally Normed Assessment

Goal 5	Goal Statement	Strategies	Indicators	Data Sources
Cologne Academy will perform better than the national average in grades 4 and 8 and in math and reading on the FAST assessment	Cologne Academy will administer the FAST assessment, in grades 4 and 8, and at least 70% of those 4th grade students who remain at the School through 8th grade will increase their national percentile ranking in the 8th grade assessment in the areas of math and reading.	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.	FAST assessment results.

Goal 2: Nationally-Normed Assessment (20% weight)
World's Best Workforce Charter Contract Target: All students are ready for career and college.

Each year, the School will administer a Nationally-Normed Assessment in grades 4 and 8, and at least 70% of those 4th grade students who remain at the School through 8th grade will increase their national percentile ranking in the 8th grade

assessment.

**Cologne Academy uses the FAST assessment as a universal screener. In the first few years of the assessment, in the spring of each year, Cologne Academy only assessed the students that were receiving academic interventions. Cologne does not have comparison data to report in this area due to the only students that took the test in the Spring of 2019, were students receiving academic interventions. The information you will find below is the percentage of students that are on track according to the FAST assessment in the Spring of 2021-2024 in grades 4 and grades 8. **

Though Cologne Academy does not have comparison data from the cohort of 8th Grade in 2024 to their 4th Grade year, below you will find the percentage of students that were on track according to FASTBridge assessment system in the Spring of each year. Cologne Academy is continually keeping 80% of the students on track from year to year

Percentage of Students on Track– FASTBridge Spring				

	Reading		Math	
	4th	8th	4th	8th
2021	91%	83%	88%	84%
2022	85%	87%	84%	86%
2023	79%	87%	88%	88%
2024	78%	83%	83%	85%

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.

Goal 6.1	Goal Statement	Strategies	Indicators	Data Sources
Consistent attendance is a measure of	Cologne Academy will maintain 90%	Keep school as clean as possible. Take accurate attendance. Follow up	Families and students value	MDE Secured Reports

students who attend more than 90 percent of the time they are enrolled and is a new accountability measure for ESSA.	or above attendance rate each year.	with county truancy cases.	attendance at school.	

	2023 Consistent Attendance	2022 Consistent Attendance
CA Attendance	82.2%	73.8%
State Attendance	74.5%	69.8%

Consistent Attendance is a new metric starting in 2022.

Sub-Goal 6.2. Satisfaction Surveys.

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

Parent Satisfaction	Returning Staff Satisfaction

FY17	> 85%	FY17	> 90%
FY18	>90%	FY18	>90%
FY19	>90%	FY19	>90%
FY20	>90%	FY20	>90%
FY21	>90%	FY21	>90%
FY22	>90%	FY22	>90%
FY23	>90%	FY23	>90%
FY24	>90%	FY24	>90%

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 on the Core Knowledge social studies texts, Core Knowledge science texts, and the Holt science curriculum, 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.

Singapore, Holt McDougal, and Targeted 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. 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. The K-4th math block offers a 20-25 minute small group targeted math session. This allows math instruction to become more personalized for each scholar through differentiation and allows the math teacher and interventionist to design individualized instruction, provide enrichment, targeted interventions and progress monitor more in depth.

Great Habits, Great Readers- 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.

Reading and Targeted Reading

Cologne Academy teaches Minnesota English Language Arts Academic Standards and incorporates the *Science of Reading* - phonemic awareness, phonics, vocabulary, fluency, and comprehension- in teaching our scholars how to read. Cologne Academy utilizes the Amplify CKLA Skills resource in kindergarten through third grade. Core Knowledge affords scholars a content-rich curriculum focusing on vocabulary and knowledge building in many topics defined and taught in each grade level. Phonics instruction

follows a structured, systematic, and explicit approach. The language comprehension and word recognition components of Scarborough's Reading Rope are embedded in language arts instruction through the implementation of Amplify Skills and the Core Knowledge curriculum. The result is skilled, accurate, fluent reading and text comprehension. Scholars receive whole class instruction in the daily objectives as well as small group targeted instruction differentiated to the scholars' needs. In fifth through eighth grade, there is a focus on literature study while incorporating grammar and writing in the English Language Arts block. Scholars also analyze non-fiction texts and use text evidence to support their writing.

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. In K-4th grades students' targeted literacy sessions are designed to be personalized for each scholar through differentiation providing enrichment, targeted interventions and progress monitoring. The 3rd and 4th grade literacy block offers a 20-25 minute small group literature study.

Writing Revolution and Embedded Writing with Assessment

The Writing Revolution (TWR) offers an evidence-based instructional model adaptable to any grade level or subject. Known as the Hochman Method, it consistently transforms weak writers into effective communicators by targeting specific techniques and providing individualized feedback. TWR integrates writing instruction with content teaching, eliminating the need for a separate writing block or curriculum. Teachers incorporate TWR strategies into their existing lessons, breaking the writing process into manageable steps that students practice repeatedly while simultaneously learning subject area content. 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.

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.

Middle School PRIDE Period

The middle school has adopted a class period to address students' individual learning needs. This class period is 25 minutes every day. During this time there are a variety of educational opportunities offered to students to allow them to get the support they need without missing core content areas.

Once to twice a month, students have an advisory class. During advisory students build a community with that group and work on school level projects. Some of the projects done throughout the year in advisory are; a Unity Day Project to create a more inclusive and accepting environment; Annual Food Drive to collect food items for our local food shelter; SEL (Social Emotional Learning) Lessons provided to target needs of that grade level. These lessons are provided by our school counselor; Lessons on the PRIDE Star way to encourage high behavior expectations and build scholars of character within our school community.

Two to four days per week, students that are in need of academic intervention in math and reading are scheduled for a tier 2 intervention. These interventions are instructed by licensed teachers and target learning areas that have been identified on interim assessments, FAST assessments, and/or classroom assessments. Students are able to move in and out of intervention groups as needed. During this time,

students that are not in need of a specific academic intervention have an instructional support class. The class focus is to support good academic habits such as homework completion, and test preparation.

Multi-Tiered System of Supports (MTSS)

Cologne Academy has fully implemented several of the core requirements of a MTSS through its various initiatives: 1) universal screening (FAST) of all scholars using valid and reliable measures (reading and math); 2) tiers of instruction that vary in intensity (reading and math) - from maximizing AmeriCorps resources to trained intervention specialists; and 3) frequent progress monitoring using valid and reliable measures to determine the impact of evidence-based interventions (reading and math).

Grade-level teams meet regularly to discuss data, adjust the focus of instruction as indicated by data, problem-solve, and ensure fidelity of literacy instruction in the classroom. Intervention support is available at the tier 1, 2, and 3 levels depending upon the intensity needed to address scholars' academic needs.

Cologne Academy uses assessment measures such as unit tests, exit tickets, universal screeners, running records, and interims to determine if scholars are mastering skills and content. Once a scholar is identified for additional support, appropriate research-based interventions are planned, and progress monitoring is scheduled. All scholars receiving reading and math interventions are progress monitored after five sessions to determine the effectiveness of the intervention.

In the infrequent cases where the results have not been as expected, a referral is made to the Teacher Support Team (TST). This referral allows for more in-depth and individualized study of the data and problem-solving for reasons a student might not be making progress. If intensified assistance is unsuccessful or cannot be sustained by the general education teacher or interventions (e.g., the need does not diminish with time and intensity), the TST can move the referral forward for a special education evaluation. A licensed reading specialist will develop and teach most tier 3 reading 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. The Charter School 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 are 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.

Tier 2 behavior interventions include Check In/Check Out, a systematic intervention that addresses common classroom behavioral challenges. The scholar "checks in" with the behavior interventionist first thing in the morning. Throughout the day, teachers provide positive and corrective feedback. Students then "check out" with the interventionist at dismissal to review their behavior that day. The strategy provides predictable opportunities for educators to teach behavior expectations and provide positive reinforcement overall.

Self & Match is another Tier 2 intervention where scholars are taught to self-monitor to achieve social and behavioral success. This intervention is also implemented in collaboration with classroom teachers and behavior interventionists.

It is important to note that no behavior interventions function in a vacuum of looking only at behavior. Academic progress and behavioral expectations walk hand-in-hand in all of the interventions used at Cologne Academy.

Middle School Community Circles

Community circle was created to help support students in making connections at school and ensuring that everyone has a sense of belonging. This is done through the practice of students starting each day in their community circle group and then are prompted with a question. Each student in the group has a chance for their voice to be heard to answer the question of the day. The community circle questions are rooted in ideas that promote a positive school environment and being scholars of character.

Community circle is done everyday, at the same time, with the same group of students, and with the same group leader. This provides students with comfortability that comes with consistency and predictability. Not only do we ground each morning in a question that every student and staff voice is heard, we also end each community circle with an affirmation that is tied to our core virtue of the month. These affirmations set the tone for students to move forward with positive intent. Community circle questions are posted on a slide displayed in the classroom that can be seen right when students walk into the room. The slides also give students an overview of events coming up, and items they need to know for the day. Knowing what students have coming up for the day, allows them to feel more confident about conquering their day and can lessen anxiety for many students. Understanding what events are coming up has helped increase participation in our school activities and again allows for students to feel like they are a part of the larger school community.

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 have earned the MN School of Character Award in 2020 by demonstrating competency in the 11 Core Competencies found at character.org and is designated as a School of Character from 2020-2025.

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

Cologne Academy offers a comprehensive School Counseling program accessible to all students in kindergarten through eighth grade. The comprehensive School Counseling program encompasses individual counseling, group counseling, and social and emotional learning (SEL) lessons.

Individual counseling is available to all Cologne Academy students. Students may be referred to individual counseling by school staff, parents or guardians, or students may refer themselves for individual counseling. Students are able to receive counseling on a variety of topics including social/emotional topics, academic topics, and mental health. The school counselor collaborates with families and school staff to help meet the unique needs of each student.

In addition to individual counseling, group counseling is available to students in kindergarten through eighth grade. Students can be referred to group counseling via parents or guardians or school staff. Group counseling gives students the opportunity to relate to other students in similar situations and to practice social and emotional skills in real time with peers their age. Group counseling topics have included topics such as family change, friendship, organization, stress management, and social skills. Parents and guardians receive a weekly update of the topics discussed in group and how students can practice the skills at home.

Social and emotional learning is an integral part of character development at Cologne Academy. Cologne Academy has a SEL team encompassing the school counselor, school psychologist, behavior analyst, registered behavior technicians, and behavior paraprofessionals. SEL lessons focus on the five areas of SEL as defined by the Collaborative for Academic, Social and Emotional Learning: (1) self-awareness, (2) self-management, (3) relationship skills, (4) social awareness, (5) responsible decision-making and Cologne Academy's 11 core virtues. Students in grades kindergarten through fourth grade receive a weekly SEL lesson. SEL lessons for kindergarten through fourth grade are hands-on and focus on practicing character development through games, activities, role plays, art and more. SEL topics for kindergarten through fourth grade have included: coping skills, empathy, organization, thought-action-feeling connections, teamwork, and building community. Students in 5th grade receive a monthly SEL lesson and students in 6th-8th grade receive SEL lessons once per trimester. SEL lessons in middle school focus on engaging students to practice character development skills in real-time with their peers via activities, collaborative work, and games. SEL lessons in middle school have included topics such as: organization, coping with anxiety, stress management, setting goals, and coping with anger. Families receive a monthly update about what students are learning in SEL and ways they can practice SEL skills at home via ParentSquare and can access SEL information and a monthly newsletter via the school counselors website.

Tier 1 Occupational Therapy Intervention

Cologne Academy has adopted a Tier One intervention program for all incoming kindergarten students. During the kindergarten literacy block, Cologne Academy's occupational therapists spend time weekly teaching reading readiness and pre-reading skills, including left-to-right progression, sequencing, symbol formation, and fine motor skills related to writing (grip, dexterity, bimanual coordination). All kindergarten scholars participate in this service. Occupational therapists co-teach and provide modeling for kindergarten teachers to build these practices into their instruction.This intervention addresses foundational skills related to fine motor, visual motor and sensory motor skills. These are skills that impact classroom function and ready to learn skills. The primary objective is for students to demonstrate improved letter formation, legibility with writing and increased writing fluency, which research shows is connected to improved reading skills. Students will also learn what it means to be "ready to learn" from a self-regulation standpoint, which directly connects to focus, work completion, and taking joy in learning. This support extends into the first-grade classrooms at the whole class and small group level for scholars specifically identified as needing more intense support. Tier 1 collaborative support from the occupational therapists also includes working with teachers to build in visual and movement supports in the kindergarten and 2nd-grade classrooms to address self-regulation, state regulation (having bodies ready to learn), and classroom setup to support good sensory systems and reduce observed problems with focus and concentration that cause referrals.

Standards Based Grading and Student Learning Plans

Students in grades K-7 are given feedback throughout the year using the standards based grading model. This allows teachers to provide feedback on an assignment level aligned to academic standards specifically to how the student performed on that standard within that task. Students will receive a score of 1-4 on these standards in relation to their performance. See table below for descriptors of the standards based scoring model. Families receive a formal report that summarizes how their child is doing in relation to meeting grade level academic standards three times per year.

Marking Codes:	1 = Student is not making expected progress
	2 = Student is making progress with support
	3 = Student meets standard independently
	4 = Student exceeds standard efficiently

Dissemination and Marketing Information

Minnesota 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."

Cologne Academy annually plans marketing strategies that work to retain and attract students from diverse backgrounds and socioeconomic statuses. The shift in demographics over the past three years is evidence that our marketing strategies have worked. Cologne Academy's enrollment has grown from nearly 463 students in 2014 to 690 students in 2024 while going from 90% white to 74% white in the same time period. Below are some strategies used to achieve this goal:

1. Cologne Academy Website and Social Media
   i. Images of students that include people from diverse backgrounds
   ii. Website can be translated to different languages
2. Interpreter and Language Services
   ` i. Cologne Academy provides interpreter services when conducting face-to-face meetings
   ii. Services are provided to families once they are enrolled at CA for conferences, teacher phone calls, and IEP meetings, etc.
   iii. Documents are translated for families as needed
3. Relationships
   i. Teachers are provided eight hours of release time to have specialized conferences for our neediest students
   ii. All staff receive relationship-building professional development via Top 20 Training
   iii. Strong Social Emotional Learning program
   iv. Student have access to school counselor
4. Providing Access
   i. Students receiving socioeconomic benefits receive free or reduced transportation when residing outside of the district
   ii. Students receiving socioeconomic benefits receive free or discounted activity fees and field trip fees.
   iii. Students receiving socioeconomic benefits receive reduced or free uniforms

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 2nd grade use the CKLA curriculum and an additional targeted reading block each day. During the targeted reading 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. Third grade students have 120 minutes of English Language Arts instruction every day using CKLA. In third grade CKLA focuses on speaking, listening, reading, and writing. FAST data shows that students who have received this curriculum since Kindergarten have improved reading skills by third grade.

These groups will be determined by the FAST 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 targeted 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 genres at their individual reading level as determined by formative assessment and quarterly summative assessments.

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 -4th 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

- FAST Assessments and progress monitoring data

- 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. FASTbridge interventions provide a variety of intervention options to be implement to meet the needs of struggling readers. FASTbridge is a research based program with screening and diagnostic measures 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

FEDERAL ID# 383767089

Cologne Academy

General Information

Organization Type	TRUST
Contact Person	Lynn Gluck Peterson
Address	1221 South Village Parkway, 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	None

Financial Information

For Fiscal Year Ending 6/30/2023

INCOME		EXPENSES	
Direct Public Support	$82,489	Amount Spent for Program or Charitable Purposes	$9,795,409
Government Grants	+ $9,715,727	Management/General Expense	+ $552,338
Other Revenue	+ $759,287	Fundraising Expense	+ $0
Total Revenue	**$10,557,503**	**Total Expenses**	**$10,347,747**

EXCESS/DEFICIT		END OF YEAR FUND BAL/NET WORTH	
Total Revenue	$10,557,503	Total Assets	$8,609,784
Total Expenses	- $10,347,747	Total Liabilities	- $8,245,827
Excess/Deficit	**$209,756**	**End of Year Fund Bal/Net Worth**	**$363,957**

Appendix B- Enrollment

COLOGNE ACADEMY
MANUAL OF SCHOOL POLICIES APPROVED BY THE BOARD

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

I. PURPOSE

The purpose of this policy is two-fold.

1. This policy was created to explain enrollment and admissions at Cologne Academy, so that families may make enrollment decisions in an informed and timely manner.
2. Admission to Cologne Academy is open to all Minnesota students, without regard to intellectual or athletic ability, gender, race, religion, measures of achievement or aptitude, English language ability, place of residence or lack of residence, or any other factors, other than the capacity of the program, class, grade level, or building.

II. GENERAL STATEMENT OF POLICY

Cologne Academy is a public school and enrolls an eligible Minnesota student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. When that occurs, the school conducts a lottery; students not enrolled through the lottery are placed on the applicable waiting list.

Sibling: For purposes of this policy, "sibling" means one of two or more individuals having one or both parents, including step or foster parents, in common.

Lottery: The School conducts all lotteries through a method of random selection.

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.

Sites: Cologne Academy has two sites, Cologne Academy in-person instruction (CA) and Cologne Academy Online (CAO). Already-enrolled students (other than non-Minnesota residents) remain enrolled at their site until formally withdrawn. Already-enrolled CA students may apply to transfer to and will be accepted in CAO if there are available seats in CAO. Already-enrolled CAO students who have completed at least one trimester at CAO may apply to transfer to and will be accepted in CA if there are available seats in CA.

Preferences & Order of Enrollment: After already-enrolled students fill seats, as described above, Cologne Academy provides enrollment preferences to siblings of already-enrolled students for the applicable site, and children of staff employed at the school, in that order. Accordingly, Cologne Academy provides enrollment in the following order:

1. Already-enrolled students at the site in which they are enrolled.
2. Already-enrolled CA students who apply to transfer to CAO, and already-enrolled CAO students who have completed at least one trimester and apply to transfer to CA.
3. Siblings of already-enrolled students at the site for which they are applying.
4. Children of Cologne Academy staff.
5. All other applicants.

No waiting list carry over from year to year: Each waiting list is subject to a lottery and redrawn during the 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 in this policy. The waiting list does not carry over from year-to-year.

Siblings in the Same Grade or 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 must each submit and application and each will have a separate entry in the lottery. If one of the multiple siblings is drawn in the lottery, the other sibling(s) is/are automatically enrolled.

III. APPLICATION AND ENROLLMENT PROCEDURES

Site-Based Enrollment. The application and enrollment procedures described are for each school site. Transfers of already-enrolled students from one school site to another occur as described above under "Sites" and "Preferences & Order of Enrollment."
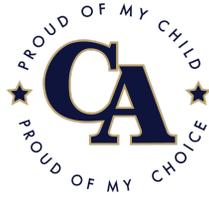
<u>Enrollment Period</u>. The annual open enrollment period shall be determined by the school administration and shall be published no later than November 1st of each school year. Generally, open enrollment is held from the Tuesday after Labor Day through the third Friday in January. By January 5th, 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 year following the enrollment period. This timely-application requirement applies to all currently-enrolled non-Minnesota residents and all applicants on any waitlist. An application is considered to be timely if it has been marked as "received" in the main office of the school before the end of the enrollment period. Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.

<u>Admissions</u>. 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/seats established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery subject to enrollment preferences.

<u>Siblings of Admitted Students</u>: 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 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, which has preference over both the staff-children waiting list and the general waiting list.

<u>Children of Staff Employed at Cologne Academy</u>: 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 for each such grade, which has preference over the general waiting list.

 <u>General Lottery</u>: If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade, and after all enrollment preferences are provided or applicable waitlists established for the enrollment preferences, the school conducts a general

lottery. All applications for each such grade(s) (excluding applications subject to enrollment preferences) 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).

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.

Family/Student Declines Enrollment. If a student declines an available seat, the next child on the applicable waiting list will be offered the seat. Students who decline an available seat must re-apply/submit a new application in order to be considered for enrollment.

IV. OTHER CONDITIONS

An applicant to Cologne Academy may apply only for one grade.

In all instances, Cologne Academy may place an enrolled student in the most academically appropriate grade regardless of the student's age.

Early Kindergarten Admission. Applicants who wish to be considered for early entrance to kindergarten must follow the procedures set forth in Cologne Academy's board policy (607.1).

If two or more applicants move to a higher-preference waiting list on the same day, they will maintain the ordinal ranking that they had before the move.

Staff-Child Preference Qualification. An applicant is eligible to receive preference as the child of a current member of Cologne Academy's staff after the staff member has begun his or her employment at Cologne Academy. The applicant shall immediately be placed at the end of the existing staff-child waiting list. Again, if two or more applicants move from the general waiting list to the staff-child waiting list on the same day, they will maintain the ordinal ranking that they had before.

Applicants from the waiting lists will be contacted as seats become available.

Open seats in grades K-7 can be filled at any time. Open seats can be filled in grade 8 until the final day of the second trimester with the exception of students enrolling with sibling preference.

V. APPLICATION REJECTION
   A. Providing False Information. Cologne Academy may reject an application which contains false information.
   B. Exclusion. Cologne Academy may reject an application for a student who was expelled pursuant to Minn. Stat. 121A.45 during the term of the expulsion if the student was expelled for:
      a. 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;
      b. possessing or using an illegal drug at school or a school function;
      c. selling or soliciting the sale of a controlled substance while at school or a school function; or
      d. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

VI. Termination of Enrollment

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.

General Admission Procedures:

1. **Order of Admission**:   An enrolled and current attending student at CAO for a minimum of 1 semester, 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. <u>Standards that may not be used for rejection of application</u>. 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 FY25
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:

Open seats in grades K-7 can be filled at any time by an eligible Minnesota student. Open seats can be filled in grade 8 until the final day of the second trimester with the exception of students enrolling with sibling preference.

In addition, from January 15th- March 15th each year , Cologne Academy will over-enroll grades K-8 by 6%

Grade Available	Enrollment Seats
Kindergarten	78/82
1st Grade	78/82
2nd Grade	108/112
3rd Grade	81/86
4th Grade	81/86
5th Grade	81/86
6th Grade	100/100
7th Grade	54/58
8th Grade	54/58

The Board reminds interested applicants of the Order of Admissions for Available Enrollment/Seats: preference for enrollment to: (1) an enrolled and current attending student at CAO for a minimum of 1 semester, (2) current enrolled CA student (3) a sibling* of an enrolled student and to a foster child of that student's parents before accepting other students by lot, (4) children of Cologne Academy staff before accepting other pupils by lot, and (5) remaining students will be selected by lottery.

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 wait-list. No spots can be officially offered to families until current families formally withdraw.

4. For incoming CAO students or siblings, we will place them first (according to MN Law 124D.10 which allows for sibling preference) according to lottery day procedures noted below.

5. Before the lottery, all students' names will be filled out on separate slips of paper. Also on that slip of paper are the siblings' names and grade levels. This needs to be carefully cross-referenced to make sure there are no omissions or errors.

The day of the lottery:

1. The slips of paper with each prospective student's name on it must be cut apart, sorted by grade level, and put in alphabetical order according to last name within grade levels.

2. The spreadsheet will be projected on the wall, if possible, so people can see as names are drawn and typed in.

3. The lottery is open to the public, seating should be arranged for any parents who may want to attend.

4. One person will be designated as the person who draws the names, one person will type in names, and one person will cross-reference all names drawn for siblings, etc. If possible, one person will be designated to keep track of all forms, name slips, etc., after they are drawn.

5. A <u>sibling lottery</u> will be held for one of two reasons. A) if there are more siblings than space available such as in Kindergarten, or B) to determine placement on the wait-list for all other grades. This portion of the lottery will be done first and will start with the highest grade, going grade-by-grade down to Kindergarten.

6. As names are typed into the spreadsheet, it is important to list all siblings and siblings' grade levels. There will be a significant amount of cross-referencing siblings among grade levels throughout the process.

7. Once all open slots are filled, we start placing names on the wait-list.

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 choose 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 wait-list and 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.

https://rc.education.mn.gov/

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, Matt Kraus, Laura Oman, Nathan Kells, Craig Johnson, Brian Goldie, Sheryl Reddig, Melissa Mase, Erin Swanson, Erica Bentz, Tamra Kielty, Helen Suhr, 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, & Findelier, 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.

Laura Oman and CJ White are sharing duties as Q Comp coordinators. 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 demands 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

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. If the minimum fund balance is not achieved, board action will occur.

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-+	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