

# AFSA

PrK-12 Charter School District  
4074  
2023-24 Annual Report  
& WBWE Summary



## AFSA Community Celebrations!

- AFSA was the winner of the 2024 School Lunch Champion award for the Say Yes! to School Meals Photo Contest run by MN Department of Education!
- 11 students qualified for National FFA competitions!
- AFSA Voluntary PreK program was approved and funded in July 2024!
- AFSA Elementary raised over \$6,000 in fundraisers to support field trips and term scholarship funds!
- 2nd graders took 27 field trips!
- Two groups of 5th-9th grade students visited Osprey Wilds ELC for an overnight trip during J-term!



## Table of Contents

3...School Mission, Vision, and Information
4...Authorizer Information
5...Implementation of Primary and Additional Statutory Purposes
5...Student Enrollment & Demographics
6...Student Attendance, Attrition & Mobility
6...Educational Approach & Curriculum
10...Innovative Practices & Implementation
11...Strategic Plan Highlights
12...Academic Performance: Goals & Benchmarks
17...Educational Effectiveness: Assessment & Evaluation
19...Q-Comp Annual report
19...Student & Parent Satisfaction
20...Environmental Education
24...Governance & Management
28...Staffing
32...Operational Performance
34...Finances
35...Future Plans



### Special Thanks

To Becky Meyer, for your tireless efforts in leading AFSA through 23 years. Your dedication and service leadership created the amazing learning environment we all love!



## Our Mission

The Academy for Sciences and Agriculture (AFSA), a public charter school for grades PrK-12, engages learners in academically rigorous, student-centered, hands-on experiences and leadership opportunities within a science, environmental education, and agricultural context.

## Our Vision

AFSA will develop lifelong learners who are curious, care for others and have high skill levels in applied sciences, and will be prepared for a future in a diverse, global and changing society

## Our School

AFSA Charter School was founded in 2001 with the purpose of providing agricultural literacy to an urban and suburban population. The school has expanded to include career opportunities in five areas of science; including: Engineering, Animal Science, Plant Science, Environmental Science, and Food Science. In 2005, the location in Vadnais Heights opened its doors. This facility was purposefully designed to fit our curriculum and mission. AFSA High School's location allows the inclusion of students from many northern Twin Cities areas to attend. In 2014, AFSA opened a Middle School and second facility. In 2019, AFSA opened the doors of the Elementary facility in Little Canada!

AFSA High School  
100 Vadnais Blvd  
Vadnais Heights, MN 55127  
651-209-3910

AFSA Elementary  
2925 Country Drive  
Little Canada, MN 55117  
612-260-2662



## Authorizer Information

AFSA PrK-12 School is authorized by Osprey Wilds (OW). AFSA PrK-12 School's dedication to providing opportunities in Environmental Education directly aligns with the mission of Osprey Wilds, which is: "to instill a connection and commitment to the environment in people of all communities through experiential learning." AFSA's current contract expires in 2025. The State of Minnesota recognizes charter schools as being "authorized" by organizations where the missions of both the authorizer and the charter school are consistent. All authorizers must be approved by the commissioner of the Minnesota Department of Education. Authorizers are charged with supporting, improving and enhancing elementary and secondary education in Minnesota.

The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing  
Osprey Wilds Environmental Learning Center  
Charter School Division  
1730 New Brighton Blvd  
Suite 104, PMB 196  
Minneapolis, MN 55413  
(612) 331-4181  
[www.ospreywilds.org /charter-school-division/](http://www.ospreywilds.org/charter-school-division/)



## Implementation of Statutory Purposes

The primary purpose of AFSA PrK-12 is to: improve all pupil learning and all student achievement.

AFSA PrK-12 utilizes Response to Intervention programming to provide remediation and acceleration for students. Currently, we use baseline data in Reading and Math from STAR assessments testing at grade levels 3-12. Classroom data is collected to determine additional struggles or acceleration needs in both Reading and Math. In grades K-3, DIBELS Reading assessments are used to monitor progress towards Read Act requirements. Students are placement tested to determine the best fit in our Math curriculum and previous school records are reviewed to identify potential high performers during the registration process. If identified for remediation, students receive targeted instruction from highly qualified instructors during advisory time or other non-academic time throughout the day. If identified for acceleration, the instructional materials are modified as needed to provide a challenge in that student's curriculum. Additionally, options for grade level acceleration in Mathematics are made available to those who need it.

Outcomes are reported in the academic section of this report under goals 3.1, 4.1, and 5.1.

The additional purpose of AFSA PrK-12 is to: encourage the use of different and innovative teaching methods.

AFSA PrK-12 uses a variety of teaching methods in the academic program. Chief among these is an emphasis on experiential learning or hands-on learning. Our program incorporates projects and group work in all aspects of the curriculum. Each year students are required to demonstrate their learning by presenting to an audience and are required to present an original science fair project to a panel of judges.

Outcomes are reported in the Environmental Ed section, Academic goals section 1 as well as Innovative Practices & Implementation section.



Grade	FY23	FY 24	FY 25 Oct 1
PK	n/a	n/a	20
K	21	12	12
1	18	18	8
2	22	18	15
3	25	20	19
4	22	27	19
5	21	22	30
6	27	26	26
7	33	30	34
8	56	42	34
9	54	55	50
10	52	53	46
11	44	42	44
12	24	34	37
Total	419	399	394
ADM	406	380	tbd

### Student Enrollment

AFSA's PrK-12 enrollment was projected to increase to over 410 this year, however due to students not attending the first day and last minute changes, the Oct. 1 enrollment is short of that goal. The high school campus expected about 280 students, and currently has 245. The Elementary expected 140 and is currently at 149. The PreK program accounts for the extra students on roster in the Elementary building; it filled and currently has a waitlist.

### Consistent Attendance

North Star legislative measures define consistent attendance as students who attend school regularly and are not frequently absent. AFSA's rate is affected by student mobility—for example, if a student enrolls but does not attend, they are counted negative in this measure. AFSA's 2023 rate is 64% (this is the most recent data available.)

### Student Attrition

82% of students in grades K-11 from May 2024 returned for fall enrollment. 4th and 11th grade had the least percentage of the class leave the school, while 6th grade (moving to the High School campus for 7th) had the largest percentage leave the school.



## Student Demographics

AFSA has a diverse student body. Due to our wider geographic area, the school is able to enroll students from many ethnic, socio-economic and cultural backgrounds that make our community unique.

It is our philosophy that all students have equal access to educational programming, in a safe and caring environment, regardless of race, gender, religion, ethnicity, ability, beliefs, sexual orientation, or economic status.

Overall, AFSA has increased in ethnic diversity with 47% non-white ethnicities this year, a 2% increase from last year. Additionally, we are over 50% FRP (Free/Reduced Lunch qualifiers) at the Elementary, which allows more flexibility with our Title I funding and programming. The Elementary school has a higher diversity percentage (55%) than the high school (43%). This shows growth towards our strategic planning goal to increase overall school diversity.

\*ELL = English Language Learners

Demographics (Oct 1)			
	FY23	FY24	FY25
Total	419	399	394
Sp. Ed.	101	101	109
ELL*	5	6	6
FRP	213	167	182
Black	52	42	44
Hispanic	58	64	68
Asian	29	32	37
Am. Indian	6	7	5
2 or more races	41	64	34
White	229	216	208
Number of Districts represented	19	20	20

## Student Mobility

Student mobility is a calculation of how many students transfer in or out of the school within a year. Since FY22 when we saw our largest mobility percentage, this measure has been decreasing. In FY24, very few students transferred in during the school year, but transfers out were typical at 13%. The addition of our PreK program late in the summer for FY25 has impacted the summer transfers and early school year transfers (before October 1) for AFSA Elementary. AFSA High School has room to continue enrolling throughout the year, which may impact mobility as well.

Student Mobility						
	Summer Transfers	Students on 10/1	Mid-year transfers In	Mid-year transfers out	Total transfers	Mobility index (%)
FY22	113	429	34	75	109	25%
FY23	153	419	23	51	84	20%
FY24	172	399	19	50	69	17%
FY25	108	394				

## Educational Approach and Curriculum

The overall curriculum at AFSA provides comprehensive instruction in all areas of the MN State Standards, including English Language Arts, Science, Social Studies, Mathematics, PE, Health, Art, and Music. AFSA PrK-12 also offers a wide variety of courses to prepare students for post-secondary and career options in the science, business, and technology of agriculture. Agriculture is a specialist course (similar to Art or PE) that provides an overview of the many facets of the field in Elementary, and becomes an elective in High School with options in Food Science, Environmental Science, Plant Science, Animal Science, Engineering, and Industrial Arts. With the use of a greenhouse and an industrial shop, there are a wide variety of options for students to choose from.

With the addition of AFSA Elementary campus in 2019, coursework expanded down to the kindergarten level for consistency in learning. Now, for FY25, PreK has also been added through the State's Voluntary Pre-Kindergarten program (VPK) that offers 4 year olds the opportunity to start school tuition-free for PreK to enhance school readiness. Students at the Elementary campus are following the piloted program that was initiated at the 5th and 6th grade level previously, with student empowerment and individualized learning as the foundation. Students have cross-curricular, project-based classes with time to include and explore their own interests within the parameters of the units. The grading scale has been changed to be competency-based, and students have many opportunities to self-reflect on their skill development.

In Mathematics, AFSA uses Bridges to Mathematics curriculum, which aligns to our hands-on learning mis-





sion. Starting in grade 6, students transition to College Preparatory Mathematics (CPM), which is similarly designed with real-world applications.

For English Language Arts, the focus on Read ACT regulations is emphasized with our Read Well curriculum in grades K-3, then transitioning to teacher created curriculum in grade 4. Handwriting Without Tears is utilized during handwriting development, and cursive writing is optional in grade 3. University of Florida Literacy Institute Foundations (UFLI Foundations) is used in grades PreK-3 to support phonemic awareness and phonics skills. Many of AFSA's teachers have or are currently enrolled in LETRs training to support Science of Reading teaching initiatives.

Social Studies curriculum includes TCI and Pearson textbooks or materials as well as Northern Lights curriculum in grade 6 (created by MN Historical Society.)

Social Emotional Learning (SEL) is a large component to all Elementary grades that carries through in Advisory time during secondary grades 7-12. Students have weekly lessons using Second Step curriculum with the school counselor as well as reinforced skill activities in classes regularly. Some supportive curriculum or supplemental materials used include 1-2-3 Reset Sensory break protocols, Zones of Regulation, Response to Intervention Morning Meetings and Closing Circles, and We Thinkers social stories.

AFSA's new PreK program is using Creative Curriculum with GOLD strategies KEP assessments included. While AFSA does not offer an online learning option, there is an emphasis on digital literacy by high school to ensure students' success in secondary education and beyond. Skills taught include basic computer use, navigating the internet, choosing appropriate sources, digital citizenship, and digital writing.

Each student must also complete a science fair project, perform 3 public presentations, and participate in community service. Our curriculum incorporates hands-on materials, collaborative learning, and real-world experiences. By combining all of these elements, we believe our students receive a well-balanced, life-enhancing school experience.

### **Pedagogical Approaches and their Alignment to our Mission**

AFSA utilizes a personalized approach to learning that incorporates hands-on activities, community learning opportunities, and learning in the natural environment. Students have the option to take part in terms that are in high-interest areas.

All students experience Agriculture through integration in all curricular areas, specialist classes PrK-9, and also have the option of taking additional coursework in Agriculture in grades 10-12. Environmental education themes and experiences are woven into all curricular areas.

AFSA is dedicated to building character in all students, and strives to do so with the incorporation of activities such as community service, social emotional lessons (SEL), and public presentations.

### **Special Education Program**

AFSA consistently has a higher than state average percentage of students enrolled who receive Special Education services. AFSA currently serves about 27% of the school population through Special Education services in federal settings I, II, and III. AFSA is not authorized for federal setting IV or transition programming, and currently has no plans to expand in those areas.

The special education team provides resource level classes at all grade levels, as well as study skills at the high school campus. The team also addresses student needs on an individual level with services on a push-in/co-taught format; students are mainstreamed in general education classes as much as possible and service providers work with them in their classes to address specific deficits and goals.

All services are dictated based on each student's specific level of need. AFSA has a Total Special Education System (TSES) manual which outlines the school's Child Find and evaluation processes. Our school retains specialists on staff in ABS, SLD, ASD, EBD, and DAPE, and contracts for Psychology, Special Education Director services, DD, DCD, DHH, PI, BVI, Speech, PT, OT, Audiology, third party billing and other services as needed.

Special Education Services utilizes a Five-Phase, School-Wide Support Model that consists of:

1. Early identification
2. Intervention planning and implementation
3. Referral for special education consideration
4. Special education evaluation
5. Eligibility determination

In order to meet the needs of students who require more involved and intensive services, AFSA partners with resident school districts, other agencies or districts, and each family to identify appropriate programs and place students in them.



### Staffing to Meet the Mission

AFSA PrK-12 schools are staffed with Highly Qualified teachers in all subject areas. Staff are selected after an interview process that includes evidence of strong teaching practices, differentiation initiatives, and experience with diverse learners. In addition, all staff are provided training in classroom management, differentiation, RTI, using technology, and incorporating agriculture in the classroom. Due to the national teacher shortage, AFSA is utilizing provisional licenses (teaching out of license field) for High School PE, Elementary Agriculture, High School Science, High School ELL, and K-12 Special Ed.

### Remediation and Acceleration Practices and Programming

AFSA PrK-12 utilizes Response to Intervention programming to provide remediation and acceleration for students. Currently, we use baseline data in Reading and Math from STAR and DIBELS Reading assessments to determine the students' level of learning. At all grade levels, classroom data is also collected to determine additional struggles or acceleration needs in both Reading and Math.

Interventions for students struggling in Reading, Writing, or Math are provided through Title I services, behavioral interventions are provided through ADSIS services. If students are not progressing through the use of interventions, or parents advocate for a special education evaluation, Special Education evaluations are provided to determine appropriate services for students. If identified for remediation, students receive targeted instruction from highly qualified instructors. Interventions are individualized, but may include letter or number recognition, phonemic awareness and phonics studies, targeted skill development, reading comprehension, Leveled reading groups, Daily Oral Language, or guided writing practice.

Students are placement tested to determine the best fit in our Math curriculum and previous school records are reviewed to identify potential high performers during the registration process.

If identified for acceleration, the instructional materials are modified as needed to provide a challenge in that student's curriculum. Additionally, options for grade level acceleration in Math are made available to those who need it. Full grade level acceleration options are at the discretion of the Executive director. PSEO and concurrent enrollment options through CIS or CN are available starting in grade 10.

### Graduation Requirements

AFSA High School's graduation standards are higher than Minnesota State requirements and all courses meet or exceed Minnesota State Standards.

To graduate from AFSA High School a student must earn 28.5 credits, complete 4 Science Fair Projects, carry out 12 Public Presentations and present a Senior Portfolio to their advisor. Exceptions may be made by referral to the Academic Advisory Committee.

Credits must be earned in the following areas:

- 4.5 credits each of Language Arts
- 4 credits each of Math, Science, Social Studies and AgriScience
- 2 credits of a World Language
- 1 credit of an Arts class
- 5 credits of Physical Education
- .5 credits of Health
- 4 credits of Electives
- Science Fair projects: Students must complete 4 science fair projects (one per year.) Science Fair projects may be completed in class (science or agriculture) or developed independently. AFSA holds in-house Science Fair competitions in February each year. Projects may be completed after February to meet graduation requirements, but students are encouraged to complete their work by the earlier deadline. Science Fair projects must be presented at the science fair competition or on a school presentation night.
- Public Presentations: Students carry out 12 public presentations (3 per year):
  - One public presentation will be the student's annual Science Fair presentation at the local, state or national science fair.
  - One public presentation may be a student's participation in an outside event such as Potato Hug, National Competitions, Open House as a tour guide, or other activities as approved by their advisor.





- One public presentation may be from a project developed by the student.
- Note: Presentations in classes do not count towards the public presentations requirement.
- Portfolio: Students begin preparing their portfolio as freshman and update it each year. Advisors track their progress and sign off in the final (senior year) portfolio. The student's electronic portfolio includes:
  - Cover letter and resume
  - Student career goals and information
  - College and Career Inventories
  - College Applications
- Community Service: All students will participate in 12 hours of community service activities each year.
  - High School offers 2 Farm & Community service days
  - Elementary School schedules shorter dates and project-based community service options
- School Terms: Full Participation in both terms is required. O-term in October. J-term in June.



### After-School and Summer School Programs:

After School activities at AFSA High School span a wide range; from FFA to Athletics, and Gamers Club to Play Productions. Students in grades 7-12 are eligible for our athletics program. AFSA Elementary had limited offerings for after-school activities during FY24, mostly due to staffing availability. In FY25, the Elementary has expanded offerings through Eagles Club after school care.

For Summer programming, AFSA High School offered credit recovery options for students needing graduation credits and both sites offered Extended School Year services to those who qualify through special education.

### School Schedules:

High School (7-12)		
Daily Class Schedule		
Period	Time	
Block 1	8:00 AM	9:08 AM
Passing	9:08 AM	9:12 AM
Block 2	9:12 AM	10:20 AM
Passing	10:20 AM	10:24 AM
Block 3	10:24 AM	11:32 AM
Passing	11:32 AM	11:36 AM
Lunch 1 / Advisory	11:32 AM	12:02 PM
Advisory / Lunch 2	12:04 PM	12:36 PM
Passing	12:36 PM	12:40 PM
Block 4	12:40 PM	1:48 PM
Passing	1:48 PM	1:52 PM
Block 5	1:52 PM	3:00 PM

370 minutes/day

Elementary School		
Daily Class Schedule		
Period	Time	
Morning Meeting	8:00 AM	8:30AM
Period 1	8:30 AM	9:30 AM
Period 2	9:30 AM	10:00 AM
Period 3	10:00AM	11:00 AM
Lunch / Recess 1	11:00 AM	11:30 AM
Lunch/ Recess 2	11:30 AM	12:00 AM
Period 4	12:00 PM	1:00 PM
Period 5	1:00 PM	2:00 PM
Period 6	2:00 PM	3:00 PM

360 minutes/day



**AFSA calendar** includes 168 Student days for grades 7-12, 164 days for grades PreK-6 (days with a bold outline are different for each building)

Adopted 4.23.24

#### AFSA 2024-2025 School Calendar

July 2024					August 2024					September 2024				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5				1	2	2 X	3	4	5	6
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
22	23 SB	24	25 OH	26	19	20 SB	21	22	23	23	24 SB	25	26	27 F/EW
29	30	31			26	27 HS B	28	29 K6 B	30	30				

October 2024					November 2024					December 2024				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
	1	2	3 OH/ N	4					1 EW	2	3	4	5	6
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14 K6 O	15 K6 O	16 K6 O	17 C	18 K6 C	11	12	13	14 HS P	15	16	17 SB	18	19	20 E
21 HS O	22 HS O	23 HS O	24 HS O	25 X	18	19 SB	20	21 K6 P	22 X	23 X	24 X	25 X	26 X	27 X
28	29 SB	30	31		25	26	27 X	28 X	29 X	30 X	31 X			

January 2025					February 2025					March 2025				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
		1 X	2 X	3 X	3	4	5	6 Sci	7	3	4	5	6 HS P	7 X
6	7	8	9	10	10	11	12	13	14 EW	10	11	12	13 K6 P	14
13	14	15	16 OH/ L	17	17 X	18	19	20 Sci	21	17	18 SB	19	20	21 E
20 X	21	22	23	24	24	25 SB	26	27	28	24 X	25 X	26 X	27 X	28 X
27	28 SB	29	30 C	31 K6 C						31				

April 2025					May 2025					June 2025				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
	1	2	3	4				1	2	2 J	3 J	4 J	5 J	6 E/ G
7	8	9	10 OH/ K	11	5	6	7	8	9	9	10	11	12	13
14 X	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22 SB	23	24 C	25 K6 C	19	20 SB	21	22 HS P	23 F/ EW	23	24 SB	25	26	27
28	29	30			26 X	27	28	29 K6 A	30	30				

## Innovative Practices & Implementation

### Science and Agricultural Focus

AFSA was developed to meet the need for urban and suburban students to learn about the many careers available to them in science and agriculture. The school requires students to take four years of science and agriculture classes to earn their diploma. Some examples of coursework include: Veterinary Science, Wildlife & Natural Resources, Greenhouse Management, Food Microbiology and Field Ecology. The STEM (Science, Technology, Engineering and Math) Food & Ag Council reports that global agricultural production will need to increase 70% by year 2050 to feed the projected population of nine billion people (2014 STEM Annual Report). Achieving this goal without depleting natural resources is a project of momentous proportions that will require a qualified workforce. AFSA students will be uniquely positioned to help meet this need.

### Personalized Learning Experience

The AFSA leadership team recognizes the need for a nurturing and caring environment for students. With this in mind, we strive to meet the individual needs of each student. AFSA High School teachers are encouraged to work to develop programs and information for their advisory. Advisory time is when students meet in small student/teacher groups every day for 30 minutes. Students learn about each other, participate in team-building activities, study, get help with homework and much more. In Elementary grades, students participate in daily Morning Meetings and Closing Circles to engage in social-emotional activities. The class size at AFSA is intentionally small and averages about 18 students per class. Many classrooms offer additional support staff which allows lead teachers to focus on the lesson instead of management of the class. Through this synergistic teaching, students receive more one-on-one time with their teachers. The above described activities enrich our students' learning experience by making it more personal. In 2018, AFSA Middle School's piloted program redesigned the learning space and created Innovation Studio as a core component. This includes building in time everyday for students to be innovative and creative. Our team has been purposeful in teaching skills that move students away from compliance to empowerment. We celebrate failures as learning opportunities, teach perseverance, and promote design thinking in

our practice. The redesign has allowed for making connections between interdisciplinary curriculum, student interests, and experiential learning opportunities.

### **Leadership Opportunities**

AFSA PrK-12 provides many opportunities for students to develop their leadership potential. Activities range from student officer positions in our FFA Chapter (the same group serves as student council), National Honor Society, World Food Prize and Youth in Government to serving as committee chairpersons for community service or fundraisers. Students learn through interaction with today's national and local leaders at the National FFA Convention, World Food Prize Conferences and other community organizations. Upper classmen are encouraged to act as mentors to those students new to the AgriScience Fair project. All of these opportunities allow students to expand their experience with leadership and inclusion.

### **A Safe and Inviting Environment**

The development of AFSA's nurturing environment stems from the need for students to feel welcome and safe in order to be ready to learn. The smaller campus environment creates a more intimate setting where most students know each other, regardless of grade level.

High School Advisories host circle talks each week to address student concerns regarding current events, teen issues, bullying, safety, health, or other timely topics. The Elementary school engages in Social Emotional Learning curriculum at all grade levels, led by the full-time school counselor who supports students' needs through lessons, groups, and individual counseling to develop social emotional skills and coping skills in the educational environment.

Each summer, the Elementary and High School host Annual Family Picnics. This event fosters students, parents and staff to connect and interact on a more social level. Information sessions, activities, free food and orientation for new families are all part of this fabulous event. The parent led AFSA FFA Alumni builds family relationships within our school community. The Alumni group is responsible for events like the Potato Hug in the fall, where students may showcase and sell their handcrafted items in a festival-like atmosphere to the public.

## **Strategic Plan Highlights**

### **Academic Programming**

Goal: Ensure students are well prepared for a post-secondary setting of their choice and have a broad view of scientific/environmental/agricultural career opportunities

#### **Objectives:**

- Ensure mission-focused cohesive K-12 curriculum
- Review and update Ag program

### **Financial Stability**

Goal: Increase revenue to retain and recruit top talent and to support an optimal organizational structure

#### **Objectives:**

- Grow student population to 550
- Achieve annual donations of \$125,000
- Increase Fund Balance to 5%

### **Administration & Governance**

Goal: Update organizational structure to achieve balanced workload for staff and outstanding support for students

#### **Objectives:**

- Evaluate administrative roles and redefine position descriptions
- Create a plan for succession of positions and key roles

Goal: Improve Board engagement and participation on initiatives to drive growth





### **Objectives:**

- Review and revise board roles and committee structure
- Develop onboarding, training, and evaluation system for members
- Define criteria for recruitment

### **Culture & Community**

Goal: Increase parent, board, business, and community involvement in school-related activities to improve visibility and reputation.

#### **Objectives**

- Parent board member presence at parent organization meetings
  - Update website for improved communication
  - Board "section" in AFSA School communications
  - Board presence at major school events
  - Board recognition program for staff and students
- Goal: Broaden diversity of external connections within mission-related activities

#### **Objectives:**

- Seek out urban experiences & activities
- Seek out non-traditional Ag enterprises to highlight
- Diversity of volunteers (Ag Advisory Committee, Science Fair judges, classroom volunteers)

### **Key Successes this Year**

- Reduced student mobility by 3%
- Implemented structured non-exclusionary discipline system
- ELL population increase and new programming in place

### **Key Challenges this year:**

- Low Fund Balance
- 4th grade teacher inconsistency
- Executive Director search
- Student cell phone use at High School

### **Plan to Address the Challenges:**

- New Executive Director search plan by School Board
- Hired and adjusted teaching placements in Elementary
- School board focus on financials
- New Cell Phone policy implemented

## **Academic Performance**

Progress on Osprey Wilds Contractual Goals

### **Indicator 1: Mission Related Goals**

Goal: Over the period of the contract, students at AFSA will demonstrate proficiency in leadership and awareness of careers in science and agriculture.

WBWF Goal Areas Addressed by this Goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Lifelong Learners [LL]: All students will be prepared to be lifelong learners.

Graduate from High School [GRAD]: All students graduate from high school.



AFSA has proven to meet the mission by providing hands-on learning experiences through field trips, community service hours, annual science fair projects and choosing curriculum that includes multi-modal learning strategies. Leadership opportunities are provided through the sponsored FFA membership for all 7-12th graders which includes numerous opportunities to be part of leadership activities, as well as through classroom presentations, NHS, social clubs, athletics, Infinite REACH, and Youth in Government opportunities. In the Elementary program, students have opportunities to lead through Innovation Studio projects, school announcements, and Pals programs. Through measures reported to Osprey Wilds in the previous contract, the mission-related goals have been steadily positive. Overall, this is a very strong area of the contract.

#### Key Measures & Results for this Goal:

Measure	Goal	Current Result	Current Standing
1.1 Science Fair average scores	72%	75%	Meeting
1.3 Honors Diplomas	75%	61.3%	Not meeting
1.4 Participate in Ag Experiential learning	90%	99.2%	Exceeding
1.5 Ag-Related Career Exploration	90%	100%	Exceeding
1.6 Qualifying for National Competition	1	11	Exceeding
1.7 SAE Project completion	80%	84.4%	Meeting



#### Indicator 2: English Language Learners: No Goal

#### Indicator 3: Reading Growth

Goal: Over the period of the contract, AFSA students will demonstrate growth in reading as measured by state assessments and nationally normed assessments.

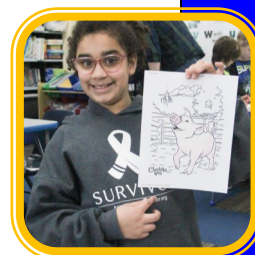
#### WBWF Goal Areas Addressed by this Goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

AFSA's Reading growth on STAR assessments continues to meet our goals. Over this contract period, the percentage of students starting at AFSA below grade level in reading skills has been increasing, creating a greater challenge for instructors in planning for quality instruction while also filling skill gaps that students have when enrolling.

#### Key Measures & Results for this Goal:

Measure	Goal	Current Result	Current Standing
3.1 STAR Growth for below grade level learners %	60%	61.7%	Meeting
3.2 STAR Growth for all students %	55%	62.4%	Meeting



#### Indicator 4: Math Growth

Goal: Over the period of the contract, AFSA students will demonstrate growth in math as measured by state assessments and nationally normed assessments.

#### WBWF Goal Areas Addressed by this Goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

AFSA's Math growth on STAR assessments has met the goal consistently for all students, and fallen shy of the goal in some years for students starting below grade level. Again, the percentage of students starting at AFSA below grade level is increasing each year, with over 150 of our 400 students below grade level last year. This is a great challenge for instructors to not only plan quality instruction and fill skill gaps, but help students reach graduation standards in math that are more stringent than Language Arts requirements. AFSA uses Title funds to fund specialist teachers in math and reading at the elementary level. The high school level uses small class sizes for student success.

#### Key Measures & Results for this Goal

Measure	Goal	Current Result	Current Standing
4.1 STAR Growth for students below grade level %	60%	57.6%	Approaching
4.2 STAR Growth for all students	55%	60.6%	Meeting

#### Indicator 5: Reading Proficiency

Goal: Over the period of the contract, AFSA students will demonstrate proficiency in reading as measured by state assessments.

WBWF Goal Areas Addressed by this Goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

Reading Proficiency measures involve a few measures with notable nuances; 5.1 DIBELS scores currently include students with reading disabilities, which combined with our very small sample (class) sizes, can impact the data. AFSA has discussed alternate measures for students with Reading goals in their IEPs for the upcoming contract to help make this data equitable. When these goals were written, AFSA did not yet open the Elementary program, so we've learned a lot through this past contract period. Additionally the Grade 3 MCA Index score is greatly impacted by the same factors. AFSA does well in comparison with other districts in Special Education and Low Socioeconomic subgroups, but falls short of State average overall.

#### Key Measures & Results for this Goal:

Measure	Goal	Current Result	Current Standing
5.1 DIBELS score above benchmark by end of grade 2	80%	77.8%	Approaching
5.2 Grade 3 Proficiency Index score vs. State average	56.2	43.1	Approaching
5.3 All Grades Proficiency index vs. State average	60.6	47.4	Not Meeting
5.4 All grades Proficiency Index vs. 3 other districts	50.2	47.4	Approaching
5.5 FRP All grades Proficiency Index vs State average	43.5	35.5	Approaching
5.6 FRP Proficiency Index vs 3 other districts	35.0	35.5	Meeting
5.7 SpEd Proficiency Index vs. SpEd State average	34.4	32.9	Approaching
5.8 SpEd Proficiency Index vs 3 other districts	29.7	32.9	Meeting

#### Indicator 6 : Math Proficiency

Goal: Over the period of the contract, AFSA students will demonstrate proficiency in math as measured by state assessments.





WBWF Goal Areas Addressed by this Goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

AFSA's Math Proficiency data is impacted greatly by the demographics of our student population; particularly by student mobility or special education status. Due to the nature of mathematics instruction, a consistent instructional plan is key to success. Students with higher mobility (attend more than one school throughout their K-12 education) show lower levels of proficiency. This is, perhaps, why the traditional districts and state averages are higher than AFSA. We have not had a K-12 program long enough to compare data in this way, but do see trends in our longitudinal data to support this theory. AFSA hopes to show improvement over time as students are able to attend AFSA all 13 years or with lower overall student mobility rates.



Key Measures & Results for this Goal:

Measure	Goal	Current Result	Current Standing
6.1 All grades Proficiency Index score vs. State average	58.0	35.9	Not Meeting
6.2 All grades Proficiency Index vs. 3 other districts	41.8	35.9	Approaching
6.4 FRP Proficiency Index vs 3 other districts	25.5	24.9	Approaching
6.5 SpEd Proficiency Index vs. SpEd State average	32.8	24.1	Not Meeting
6.6 SpEd Proficiency Index vs 3 other districts	26.9	24.1	Approaching

### Indicator 7: Science Proficiency

Goal: Over the period of the contract, AFSA students will demonstrate proficiency in science as measured by state assessments.

With AFSA's foundation as a Science school, this indicator is a challenge. AFSA's students receive over 30% more Science instruction as compared to other local districts, and show their knowledge in Science-related activities, including our Annual Science Fair competition. This year, AFSA had 11 projects qualify for the National FFA Science Fair competition, which is more than any other school in Minnesota. This is consistently true, and science fair scores indicate a high level of understanding as well. However, the MCA test is an area where our students consistently underperform as compared to other districts or State average. When trying to determine root causes, a few ideas have been brought up by staff; most importantly is that we teach Science in a hands-on context. Students at AFSA do well when they interact with data and experiments, but reading the scenarios on the MCA test don't provide the same level of context or experience. Also, students only take the science test in grades 5, 8 and in High School when they are in Biology class. This is the last MCA of the year, with an extended testing time period 1 week later than others, so AFSA prioritizes Math and Reading before Science, leaving students feeling fatigued by testing. In grade 5 and 8, students take all three MCA tests, which is a huge burden on them. AFSA will continue to teach in a hands-on program, but has incorporated more screen or paper-based assessments that are a closer match to MCA formats to try to prepare students for this high-stakes requirement. AFSA would prefer the state move to an authentic assessment system that has proven to be more effective and equitable in other states.



Key Measures & Results for this Goal:

Measure	Goal	Current Result	Current Standing
7.1 Science Proficiency vs. Statewide average	54.8	39.9	Not Meeting
7.2 Science Proficiency vs. 3 local districts	41.7	39.9	Approaching
7.3 FRP group Science Proficiency vs State average	35.9	27.4	Approaching
7.4 FRP group Science Proficiency vs 3 districts	25.5	27.4	Meeting

### Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: Over the period of the contract, students enrolled at AFSA will demonstrate readiness for kindergarten as measured by early childhood screening completion rates.

WBWF Goal Areas Addressed by this Goal:

Ready for Kindergarten [R4K]: All students meet school readiness goals.

Key Measures for this Goal:

Measure	Goal	Current Result	Current Standing
8.1 EC Screening complete %	90%	95.7%	Exceeding

### Indicator 9: Post Secondary Readiness

Goal: Over the period of the contract, AFSA students will be prepared for post secondary success.

Measures:

WBWF Goal Areas Addressed by this Goal:

Graduate from High School [GRAD]: All students graduate from high school.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure	Goal	Current Result	Current Standing
9.1 Students who attend AFSA 4 or more years Grad Rate	95%	96.6%	Exceeding
9.5 Post-Secondary Plan for graduates	90%	90.4%	Meeting

### Indicator 10: Attendance

Goal: Over the period of the contract, AFSA students will attend the school at high rates.

Measure:

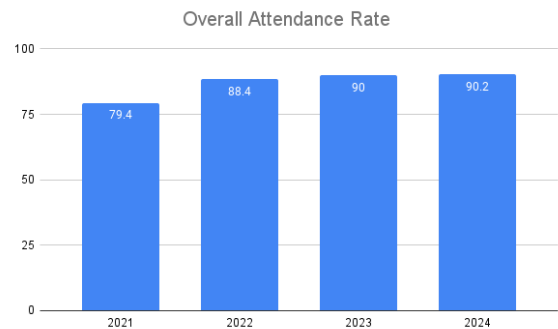
WBWF Goal Areas Addressed by this Goal:

Graduate from High School [GRAD]: All students graduate from high school.

Key Measures & Results for this Goal:

2023-24 K-12 Attendance rate was 90.2%

Current Standing: Meeting



### High Quality Charter School Status:

AFSA was designated as "High Quality" in 2020.

### ESSA Identification

AFSA was identified for support in 2018.

## Educational Effectiveness: Assessment & Evaluation

AFSA evaluates curriculum in conjunction with teacher evaluations each year. Teachers are observed during lessons numerous times each year to provide multiple data points on curriculum and instruction effectiveness. The teacher evaluation system used includes measuring teachers on the Kim Marshall Rubric and assessment data. Rubric includes sections on Planning and Preparation, Classroom Management, Delivery of Instruction, Monitoring, Assessment and Follow up, Family and Community Outreach and Professional Responsibilities.

AFSA Administration annually reviews the professional development the staff receive through-out the school year. The review process takes student data (academic and behavioral) to help determine what development our staff needs. Administration allows teacher advocacy when it comes to the effectiveness of curriculum in our classrooms. Administration partners with their staff to make sure the curriculum is effective, relevant, and meets Minnesota state standards.

AFSA follows all state and federal anti-discrimination laws that prohibit employers from eliminating an applicant based upon their protected classifications, which include, but not limited to, an individual's race, color, sex/gender, age, national origin, religion, or disability. We hire staff that are best for our students. We continue to strive to have effective teachers who reflect our student body.

Teachers and discipline area committees create curriculum maps for every class taught. Curriculum maps are reviewed annually for alignment to standards and cross-curricular collaboration. Every class also has a syllabus that includes the state standards for that course. The syllabi are also reviewed annually and provided to all parents at the beginning of each class.

To ensure our highly qualified teachers are integrating high-quality instruction, rigorous curriculum, technology, and collaborating as professionals, AFSA hosts annual workshop days to meet professional development requirements. Professional development requirements of teachers each summer include 40 hours of professional development in instruction related subjects including differentiation, using data, technology integration, reading strategies, mental health and behavior. Teachers are also members of curriculum and school culture committees, including a curriculum review team.



### Current Licensed Staff Demographics

To evaluate student achievement with academic standards, AFSA has a multi-faceted approach. One avenue of review is through our Q-Comp program. Our Q-Comp goals currently align with numeracy strategies and interventions. Teachers met twice per month during the school year to discuss strategies and progress towards goals. Teachers were observed three times throughout the year by a leader teacher. During those observations, teacher leaders were looking for a variety of things including: planning of the lesson, classroom routines, lesson goals, connections to prior knowledge, differentiation, and student self-assessment. In addition, teacher leaders were looking for numeracy strategies and if they had a connection to student data. In the post observation conference, leader teachers would discuss and coach teachers regarding the effectiveness of these areas observed.

	3+ Years Experience	Working in licensed area	Advanced Degree	Non-white Ethnicity
Teachers	65%	96%	27.5%	11%
Admin	100%	n/a	75%	0%

Students are also monitored for achievement with academic standards and growth through our RTI system, and working with teachers on skill deficits as needed. All students are assessed through state testing and district testing. Data was analyzed as it became available to determine areas of need for our students. This system allows teachers to view data that specifically targets skill-related achievement or deficiency and gives suggestions on how to incorporate this information into daily curriculum. Additionally, this year teachers were required to filter data on students' progress on standards and provide documentation that this data was used to inform instruction. This provided oversight on the school's dedication to individualizing instruction.

Data from all sources is compiled through the student information system and disaggregated by ethnicity, special education status, support services status, socio-economic status, years attending AFSA, and home district. Administrators review disaggregated data to identify weaknesses in the program, look for students who aren't progressing as expected, and take that into account when observing instructional strategies for coaching, professional development, or resource needs in classrooms.

AFSA Elementary and High School have MTSS teams in place as part of the RTI process to help identify student needs and how the school will address the gaps if they are present. The MTSS process first gathers academic and behavioral data on students to find which students are in need of extra support. The MTSS team works with teachers, counselors, and other staff to implement interventions to help address the student's educational needs. The MTSS team meets regularly to discuss new students and monitor student's





progress during interventions.

At the High School, the advisory schedule allows targeted advisory assignments on days for literacy and numeracy support. On scheduled Fridays, students have “What I Need” (WIN) time scheduled. This is an opportunity for students to receive extra support in the subject of their choosing, or for teachers to select students they determine need additional support.

Both schools utilize the state and district testing data to make informed decisions on addressing the gaps in academic performance. We can use the data to determine which students need extra support and help show progress in closing those gaps. The elementary building uses Title services for students who need extra math support.

#### RTI Process:

Tier Zero: AFSA will provide the following interventions for all students at all times:

- Extra time to complete work when requested by the student
- Preferential Seating in the classroom
- Research –based instructional practices will be utilized in every classroom
- All students will have access to the Social Worker and Guidance Counselor
- After-school tutoring available
- Placement testing to determine an instructional baseline for all students

Tier 1: Interventions for all students may include:

- Provide a quiet workspace when requested
- Regular check-ins with staff member
- Alternate response options for assignments
- Peer-tutoring or mentoring
- Participation in Social Skills groups

Tier 2: Students not making adequate progress in a subject area with Tier Zero and Tier 1 interventions will receive additional pull-out small group instruction in the area. This may include:

- Small group tutoring with an instructor
- Small group Social /Emotional Skills
- Small group Organization Training
- Regular parent contact/updates

Tier 3: Students who continue to struggle after attempting at least 3 different interventions will be referred to Special Education or to the 504 Coordinators for an Evaluation.

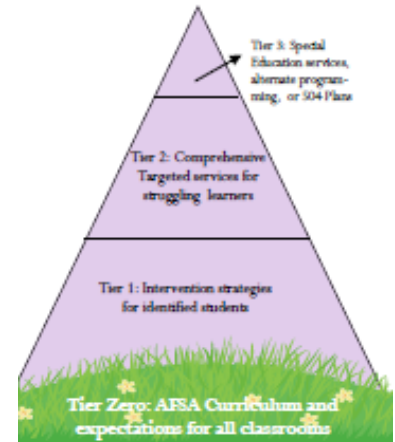
AFSA allows students to accelerate their instruction based on individual academic needs. Each year our staff work together to review the academic data to help place students in the appropriate programs. Talented and gifted students are identified and given the opportunity to take advanced courses or participate in a variety of programs. Below are the different programs AFSA uses to meet the needs of gifted and talented students.

**Innovation Studios:** Students at the elementary school have time during the day to attend Innovation Studios. This is an opportunity for students to individually choose and work on a project that allows them to investigate a personal interest. Inquiry-based learning allows expectations to be set individually to student levels..

**Advanced class opportunities:** Elementary students can take Math classes at the High School. We transport students back and forth to allow our gifted and talented students to take courses at their academic level. At the High School, we offer CIS (College in Schools) classes for our students. These are concurrent enrollment courses through the University of Minnesota. Our staff teaching CIS classes are certified teachers by the university.

**CDE Opportunities:** Our High School offers Career Development Events (CDE) that challenge our students to develop critical thinking skills and effective decision-making skills, foster teamwork, and promote communication while recognizing the value of ethical competition and individual achievement.

## RTI At AFSA



CDE events occur at the local, state, and national levels.

The High School groups students based on math level from multiple data points. We use data and teacher input to make sure students are in the correct math level. It is based on performance level, not grade or age.

Early entrance to Kindergarten option for students with birthdays between September 2 and October 31 that show readiness skills to enter kindergarten. See AFSA policy 649 for details.

## Q-Comp Annual Report

AFSA's licensed teachers and counselors participate in Minnesota Departments of Educations Q-Comp program. The purpose of the program is to improve student learning. AFSA's program does this by offering participants a variety of ways to grow professionally while also working towards additional pay. Program areas include participation in a PLC group and group goal, classroom observations, an individual goal, and a site goal.

The Q-comp program includes peer observations, PLC work, and data review to help our staff reflect on how they plan and instruct their classes. The purpose of teacher observation is to gather data and provide feedback for our teachers. We use this feedback to determine our strengths and weaknesses. When an observation is performed, the observer provides that feedback to the teacher.

This past school year each participant was assigned to one of four PLC groups. Teacher leaders had the opportunity to lead educators through writing a group (PLC) goal, collecting data, and analyzing the results of interventions. Teacher leaders listed collaboration, leadership, and confidence in the classroom as outcomes that impacted their own classroom instruction. Teacher leaders also listed completing observations of peers as a way to see different grade levels, specific needs, and teaching styles as a positive way to impact their own teaching.

Professional Learning Communities have come together to reach a goal focused on transitions, stamina, and engagement. Individual teachers set goals in specific areas of growth they wanted to see with students. The achievement many teachers saw by implementing new teaching strategies, engagement techniques, assessment processes, or organizational routines impacted student achievement in many different ways. Also, the collaborative culture that was instilled was appreciated by many and will move the district forward in the future



## Student & Parent Satisfaction

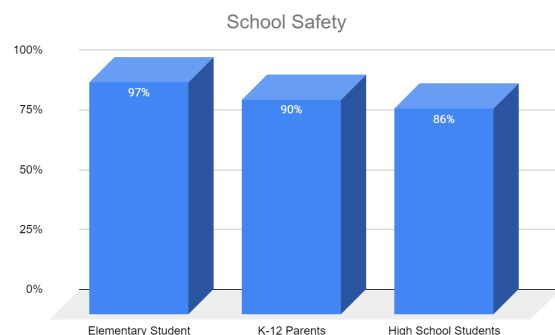
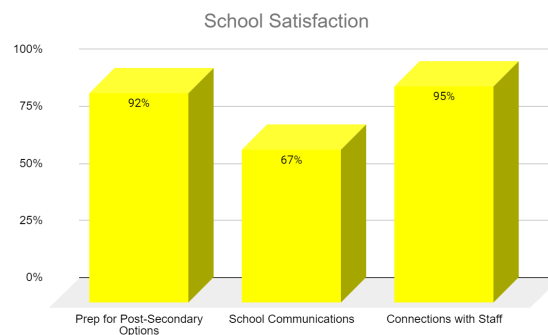
### Parent Survey Data

AFSA annual survey results are collected at the end of each school year. Students and parents/guardians are asked to complete surveys and provide feedback on several school initiatives and programs.

The AFSA team wants to ensure that a quality education remains our focus. Questions over the years have focused on student safety, relationships with staff, communications, and post-secondary readiness.

The current results show that High School students have a lower feeling of safety than their parents or Elementary students, but this measure has increased from a low point of 54% in 2022 to currently 86%! This year, 90% of parent respondents were satisfied with student safety and 97% of Elementary student respondents were satisfied with student safety. The improvements made by AFSA administration and staff included some key staffing changes in discipline and behavior support roles, updated policies and procedures in line with new legislation, and updated training and protocols for safety drills or emergency responses.

The results further show that 92% of High School student respondents were satisfied with their preparation for their post-secondary options, which improved from a low of 82%. Elementary students feel a strong sense of connection, with 95% of stu-



dent respondents satisfied with their relationships and connections with school staff. Also, 90% of parent/guardian respondents were satisfied overall with AFSA as their school choice, which has been a consistent measure over this contract period.

AFSA uses this information to incorporate or update policies or procedures, plan professional development options, and reflect on the year to determine opportunities for improvement going forward. The information is reported to the school board annually.

## Environmental Education

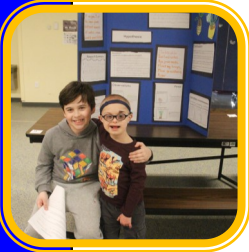
The mission of AFSA's authorizer, Osprey Wilds, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

AFSA has always been a strong supporter of environmental education. It is a natural fit with the mission of the school to provide a scientific and agricultural education. At AFSA, Environmental Literacy is woven into every content area and is a strong emphasis of the overall program. Environmental education is key in developing our future leaders as they will be making important decisions on natural resource usage. All students demonstrate knowledge of Environmental Literacy throughout their educational career at AFSA through community service, coursework, public presentations, and science fair competitions. Science Fair is an example where most students demonstrate commitment to Environmental Literacy individually or in pairs.

AFSA plans to maintain the rigorous and effective Environmental Literacy program we have. It has thus far proven effective for all students who complete more than 1 year of coursework at AFSA (assessed through informal measures and science fair scores.) Every curriculum discipline area incorporates Environmental Ed at least once during the year. Projects, units, reading material choices, field trips, community service opportunities, and extra-curricular options are all developed with Environmental Education in mind.

Some successes over the years include completing the following activities: Arboretum field trips, Biodiversidad unit in Spanish class, Biology Nature Sit Spots journaling, Chicken Hatching and study in 2nd grade, Classroom pet care, Animal husbandry awareness, Climate Change studies, Current Event Studies, Farm field trips for K-2, Farm & Community Service day, Fair Trade lessons for grade 3-6 students, Fish & Wildlife CDE group, Human Impact on Environment unit in Science –grades 7-9. Naturalist Movement in Literature, Natural Resources Studies, Nature Center field trips, Outdoor Mindfulness activities, Recycling activities, Science Fair - with various projects categorized in Environmental Ed, and UMN Ag department field trips.

Challenges include mentoring new staff to understand how to embed Environmental Education into one of their units and gather data from it. In FY24, the Elementary Ag teacher resigned mid-year, which affected goals for the grade levels that would have completed activities in Ag classes after their resignation. By having EE Coordinators at each campus, they are able to assist new teachers more effectively. Also, pairing new teachers with veteran teachers in the content area to help them find ways to implement and connect and focusing several hours of PD on the topic each year has improved the program.





### EE Performance Indicator 1: Awareness

Goal: Students at AFSA have the awareness, or are increasing their awareness, of the relationship between the environment and human life as measured by curriculum-based measures across the contract period.

Strategy:	Students in 7th-9th grade science classes will complete regular nature journaling to reflect on nature while sitting in nature.	Strategy:	K-3 students will reflect on their relationship with the Earth during outdoor activities.
Evaluation Method:	90% of students enrolled in grades 7-9 will participate in nature journaling activities and earn an average of 80% on their nature journals based on the class rubric.	Evaluation Method:	90% of students in grades K-3 will participate in activities, complete "exit ticket" reflections after activities, and those will be assessed by instructors based on a standards-based rubric. 75% of participants will "Meet" standards based on the rubric during SY23-24.
Results:	112/126 (89%) of students grades 7-9 completed sit-spot journals earning an average of 81%. Students journaled about their feelings of the natural world and worked to improve their observation/mindfulness skills while walking and sitting around the nearby nature trails. Students were encouraged to use prose or poetry and drawings during journaling sessions.	Results:	56 students enrolled, and all participated in activities. 55/56 K-3 students met standards on the rubric for the activities they participated in. Activities included Wargo Nature center classes, Math at the Park, Gibbs Farm, and Apple Orchard visits.
Rating:	Approaches Standard	Rating:	Meets Standard

### EE Performance Indicator 2: Knowledge

Goal: Students at AFSA have the knowledge, or are increasing their knowledge, of human and natural systems and processes as measured by curriculum-based measures across the contract period.

Strategy:	AFSA K - 12 students will complete a science fair project related to an environmental issue.	Strategy:	Chemistry students in grades 10-12 will conduct a water lab that explores the chemicals in a variety of water samples to understand the pollutants that humans create in water systems.
Evaluation Method:	15% of AFSA K-12 Science fair projects will demonstrate qualities of a project fulfilling the Environmental Service/Natural Resource Systems Science Fair category.	Evaluation Method:	90% of students enrolled in Chemistry will complete the lab, and 80% of participants will achieve accurate results in the lab.
Results:	66/335 or 20% of student projects were in the EE category.	Results:	36 students were enrolled in Chemistry and participated in the water lab, testing water samples from 4 distinct sources. 91.5% of students achieved accurate results.



Rating:	Meets Standard	Rating:	Meets Standard
<b>EE Performance Indicator 3: Attitudes</b>			
Goal: Students at AFSA have an attitude, or are increasing their attitude of, appreciation and concern for the environment as measured by curriculum-based measures across the contract period.			
Strategy:	Students in grades 4-6 will participate in at least 3 Environmental Ed lessons, followed by a survey regarding their attitude towards the environment.	Strategy:	Students in High School World History will explore the effects of European expansion on peoples around the world. Students will present their findings on European Expansion consequences in presentation form including long and short-term environmental impacts.
Evaluation Method:	95% of students enrolled in grades 4-6 all year will participate in the survey and will Meet standards on the rubric for at least one of the activities.	Evaluation Method:	90% of students enrolled in High School World History will complete the assignment and score an average of at least 75%
Results:	55/68 students enrolled in grades 4-6 participated and met the standards on the rubric for at least 1 activity this year. Activities included maple syruping classes, nature center visits, Snake River Fur post tour, and Geology tour at Taylor's falls.	Results:	26/34 students enrolled in World history completed the research and presentation project on European expansion and environment. Students completed maps of European expansion showing direction and impact of four different European countries' global colonization. 26/34 students scored at least 75% earning an average of 91% based on the rubric.
Rating:	Does Not Meet Standard	Rating:	Does Not Meet Standard
<b>EE Performance Indicator 4: Skills</b>			
Goal: Students at AFSA have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life as measured by curriculum-based measures across the contract period.			
Strategy:	High School Geography students will identify reasons for climate change by reviewing and analyzing scientific geographic data.	Strategy:	Students in grades 4-6 will participate in lessons regarding Fair trade and/or Organic agriculture to learn about the impact organic and fair trade agriculture practices have on the environment versus corporate and non-organic agriculture practices.
Evaluation Method:	90% of students enrolled in High School Geography will complete the assignment and will average at least 75% on a 100 point rubric	Evaluation Method:	All Students enrolled in grades 4-6 will participate in a classroom assessment to determine level of understanding in this area and will be graded using a standards-based rubric. 75% of students will "Meet" standards based on the rubric.



Results:	29/31 (94%) students explored the difference between weather and climate, local and worldwide trends in climate tracked by geographic location and over time, and examined the contributing factors of climate change through a multi-week unit. Students scored an average of 82% as determined by the rubric.	Results:	48/68 (62%) students completed the unit (due to Ag teacher leaving in January and we were unable to find a direct replacement, so other specialists filled in but switched units to other topics) 42/48 (88%) students who completed the unit scored Meets standards on the rubric.
Rating:	Meets Standard	Rating:	Does Not Meet Standard

Goal: Students at AFSA demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment as measured by curriculum-based measures across the contract period.

Strategy:	Students in grades 10-12 who are enrolled in a Fish and Wildlife course will learn about conservation agencies' real-world sustainability efforts, complete a poster project with information about one conservation agency of their choice.	Strategy:	Students in Kindergarten will participate in lessons about pollinators to learn and understand the connection that pollinators have to the overall environment and complete a project highlighting their learning.
Evaluation Method:	90% of students enrolled in Fish and Wildlife will complete the poster assignment and score an average of at least 75%	Evaluation Method:	90% of kindergarten students will participate in activities during the pollinator unit and earn "Meets standards" on the unit grading rubric.
Results:	22/23 students completed the informational posters on conservation agencies earning an average of 93.5% on the project.	Results:	9/9 (100%) of students enrolled all year participated in the pollinators unit and scored "Meets" on the rubric for the final project.
Rating:	Meets Standard	Rating:	Meets Standard



## Governance & Management

### Board of Directors

The AFSA School Board meets monthly during the calendar year. The Board is comprised of 9 voting members: 3 community members, 3 parents and 3 teachers. The AFSA Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law. Board members and Osprey Wilds are sent meeting materials approximately one week prior to a meeting. After a board meeting, all meeting minutes are posted on the AFSA website as a record of note. The AFSA School Board reviews the school's policies, financials statements and operational data regularly during meetings. This includes annual budgets, contracting for services, annual report and financial audits. The School Board also formally adopts any new policies, ratifies any existing policies and provides oversight to the five-year strategic plan. These processes enable AFSA to meet our mission goals, provide financial stability, maintain rigorous academic programming, and develop committed community relationships within the Greater Twin Cities area.



### AFSA School Board 2024-2025

AFSA High School  
100 Vadnais Blvd  
Vadnais Heights, MN 55127  
Phone: 651-209-3910  
Fax: 651-209-3911  
Website: [www.afsak12.com](http://www.afsak12.com)  
Next Election: June 1, 2025  
9 Voting Members

<p>Dr. David Smith Community Representative 612-624-3260 <a href="mailto:dsmith@afsak12.com">dsmith@afsak12.com</a> elected: 6/1/2024 seated: 7/1/2024 expires: 6/30/2027</p>	<p>Mr. Scott Stene Parent Representative <a href="mailto:sstene@afsak12.com">sstene@afsak12.com</a> appointed: 9/26/2023 seated: 10/24/23 expires: 6/30/2025</p>	<p>Ms. Kerry Schulte Teacher Representative Board Treasurer 612-260-2662 <a href="mailto:kschulte@afsak12.com">kschulte@afsak12.com</a> elected: 5/31/23 seated: 7/1/2023 expires: 6/30/2026</p>
<p>Ms. Julie Cox Community Representative General Mills Board Vice Chair 612-963-9354 <a href="mailto:jcox@afsak12.com">jcox@afsak12.com</a> elected 6/1/2022 seated: 7/01/2022 expires: 6/30/2025</p>	<p>Ms. Jenny Cook Parent Representative 612-232-8098 <a href="mailto:jcook@afsak12.com">jcook@afsak12.com</a> elected 6/1/2024 seated: 7/01/2024 expires: 6/30/2027</p>	<p>Ms. Laura Wyatt Teacher Representative 651-209-3910 <a href="mailto:lwatt@afsak12.com">lwatt@afsak12.com</a> Appointed: 6/25/24 seated: 7/01/2024 expires: 6/30/2026</p>
<p>Ms. Kate Plaisance Community Representative Board Chair 651-338-5214 <a href="mailto:kplaisance@afsak12.com">kplaisance@afsak12.com</a> elected: 5/31/2023 seated: 7/1/2023 expires: 6/30/2026</p>	<p>Ms. Leslie Scherer Parent Representative 608-797-3978 <a href="mailto:lscherer@afsak12.com">lscherer@afsak12.com</a> elected: 5/31/2023 seated: 7/1/2023 expires: 6/30/2026</p>	<p>Ms. Melissa Farler Teacher Representative Board Clerk 651-210-3910 <a href="mailto:mfarler@afsak12.com">mfarler@afsak12.com</a> elected: 6/1/2024 seated: 7/1/2024 expires: 6/30/2027</p>
	<p>Ms. Becky Meyer Interim Executive Director Ex-Officio, non-voting member AFSA High School 100 Vadnais Blvd Vadnais Heights, MN 55127 651-209-3914 <a href="mailto:bmeyer@afsak12.com">bmeyer@afsak12.com</a></p>	<p>All board members can receive mail regarding board matters at 100 Vadnais Blvd, Vadnais Heights, MN 55127. Please put any mail to the attention of the board member you wish to receive your information.</p>





## Board Training and Development

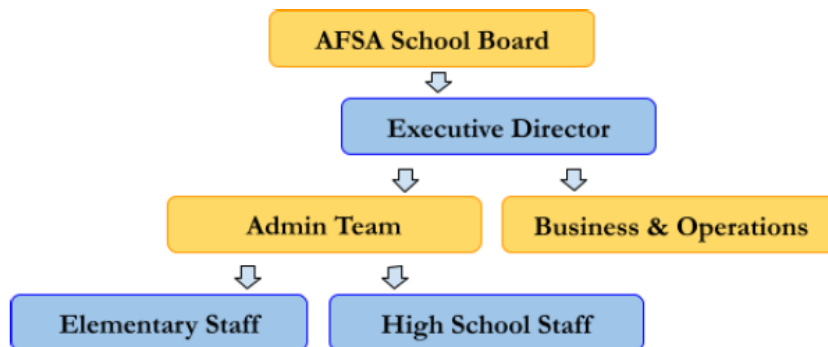
Each year the Board members participate in a survey of needs as part of the annual board review. Board members discuss their roles and training needs, then develop a plan for the year to include training on identified needs. Board members attend training at AFSA, through Osprey Wilds offerings, or MN Association of School Boards approved trainings. The Board utilizes work sessions prior to Board meetings for this purpose. The AFSA School Board is committed to ongoing training opportunities.



Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Scott Stene	10/24/23	8/23/24 OW	8/23/24 OW	8/23/24 OW
Laura Wyatt	7/1/24	8/5/24 OW	8/6/24 OW	8/6/24 OW
Kerry Schulte	7/1/23	6/6/23 MN Charter Board	6/5/23 MN Charter Board	6/7/23 MN Charter Board
Julie Cox	11/17/2020	3/10/2021 MACS	10/2021 MACS 1/22/2022 MACS	10/14/2021 MACS
David Smith	7/1/2010	8/4/2020 OW	8/4/2020 OW	8/12/10 St. Thomas
Jenny Cook	10/24/23	2/7/24 OW	2/7/24 OW	2/7/24 OW
Kate Plaisance	7/1/2020	8/4/2020 OW	8/4/2020 OW	6/24/2020 MACS
Melissa Farler	7/1/24	7/18/24 OW	7/18/24 OW	7/18/24 OW
Leslie Scherer	7/1/2023	8/1/2023 OW	9/5/2023 OW	8/1/2023 OW
Becky Meyer	Ex-Officio 8/20/24	9/23/24 OW	9/22/24 OW	9/23/24 OW

School Board Annual Training – FY24			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Kate Plaisance, Dave Smith, Brady Jones, Julie Cox, Leslie Scherer, Kerry Schulte	9/18/23	<b>MN Laws:</b> Charter School, Non-Profit Employment, Pupil Fair Dismissal, Public School Fees Human Rights, Data Practices	Becky Meyer, Kate Plaisance Dave Smith, Julie Cox Brady Jones, Leslie Scherer Kerry Schulte
Jack Rosseler, Scott Stene Jenny Cook, Kerry Schulte Leslie Scherer, Brady Jones, Kate Plaisance Julie Cox, David Smith, Becky Meyer	10/21/23	MN Employment Law, Equitable Hiring, MN Law—Harassment processes	Claire Bruner-Wiltse
Jack Rosseler, Scott Stene Jenny Cook, Kerry Schulte Leslie Scherer, Brady Jones, Kate Plaisance Julie Cox, David Smith	10/21/23	Data Practices, Mandated Reporting, AFSA Policies	Becky Meyer





### AFSA Administrative Team:

Starting in 2019, AFSA's Administrative structure changed to include equal administrative positions at each site. The Executive Director oversees all administrative staff, plus department managers for the Business, Operations, and Maintenance departments. Each site has behavior lead, responsible for student discipline, classroom management support, and crisis planning. Each site also has an academic lead, responsible for assessment, curriculum, and staff development. The sites also each have a Special Education Coordinator, who is responsible for Special Education services. In 2024, AFSA's Executive Director (ED) was meant to retire and be replaced. The replacement hired by AFSA School Board resigned in August, leaving the school without an ED. Ms. Meyer stepped back in temporarily to fill the role until a new ED could be hired and trained. At this time, the search committee has posted the position. Liz Burkwald is filling the vacancy of Special Education Coordinator for the Elementary campus in addition to her Academic Director role until a candidate can be hired for that full-time position.

### Administrative Team 2024-25

Name	Role	License info	Supervision Duties
Sam Wakefield	Executive Director	Licensed Principal	District Level Operations and supervision of administrators
Becky Meyer	Interim ED 8/20/24-1/1/25		District level operations until new ED is in place
Liz Burkwald	Elementary Academic Director & Special Education Coordinator	Academic & Behavior Strategist license	Oversee Elementary teachers & staff
Laura Nelson	High School Academic Director	Social Studies license	Oversee High School teachers
Kate Bald	Elementary Dean of Students	Mathematics license	Oversee Elementary behavioral staff
Non-Admin in Supervisory Positions			
Julie Peterson	High School Special Ed Coordinator	Emotional behavioral disorders license	Oversee High School Special Ed teachers

## Non-Licensed Administrator Professional Development

Name	Job Title	Goal	PD Completed 23-24	Plans for 2024-25
Liz Burkwald	Elementary Academic Director & Special Education Coordinator	To Improve Leadership skills in coaching and feedback, promote positive school culture, and support the school through curriculum and instructional initiatives.	LAAC Committee (MDE) - Quarterly meetings MDE Culturally Responsive School Leaders (monthly class) certificate earned 6/24 Evaluation 4/11/24	LETRs for Administrators PCM Training
Becky Meyer	Interim ED 8/20-24-1/1/25	To support the school leadership during the search for a new Executive Director.	Employment Law Financial Management Training for school board requirements.	Provide interim leadership to AFSA to allow the school to operate. Work with the next executive director for a smooth transition .
Kelly Lewis	High School Special Education Coordinator 23-24	To continue to increase knowledge in special education due process guidelines and development of leadership skills.	Enrolled in Graduate degree program at Bethel University	No longer at AFSA
Kate Bald	Elementary Dean of Students 24-25	To promote positive school culture and increase my knowledge in the areas of school leadership, student discipline, and student safety.		School Law Seminar Student Safety Training MDE 504 Webinars MDE ADSIS - Tuesday Talks
Laura Nelson	High School Academic Director 24-25	To increase my knowledge on assessments and use of data for teacher curriculum building and student achievement.		School Law Seminar Minnesota Data and Assessment Literacy Module Series for Leaders



## Staffing

AFSA's approach to staffing involves seeking candidates that have a strong interest in Agriculture, Environmental Education, and experiential learning. Through a committee-run interview process, candidates are questioned on their values and are evaluated for positions based on qualifications, licensure, and the interview questions. Teachers are recruited through several tools and preference is given to teachers based on licensure, degree level, and experience to ensure that our students have the best access to the best teachers possible. For many positions, candidates submit an additional portfolio or evidence of their commitment to our mission for additional evidence and evaluation purposes. Candidates with background experience in mission-related fields (Agriculture, Environmental Ed) are given priority in the interview process.

Staffing at AFSA is determined by enrollment and individual student needs. AFSA has a higher than average population of students receiving Special Education Services, which can require additional staffing. Educational assistants are hired as support staffing for that purpose. By supporting students individual needs, hiring highly-qualified candidates, and setting high expectations for staff in the hiring process, the Hiring Committee is directly supporting the School's mission, thereby also directly supporting student achievement. AFSA's commitment to sustaining the RTI program is seen in the staffing process with teachers hired to coordinate RTI, tutor students, and evaluate student data in an ongoing progress monitoring system.

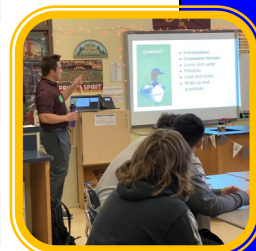
### Licensed Staff:

Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Albin	Owen	1020790	Mathematics	Elementary Math Intervention, HS Math	New 2024
Bald	Kate	443066	Mathematics	Elem Dean of Students	Returning
Bode	John	1010552	Short Call Substitute	Substitute/ EA	Returning
Borschnack	Billie	1030347	Elem Ed	Elementary teacher	New 2024
Boulton	Tami	369834	Mathematics	HS Mathematics	New 2024
Burkwald	Liz	470157	Academic & Behavior Strategist	K-6 Academic Director	Returning
Degidio	Melissa	1027863	Tier 1 Elem Ed	Elementary Agriculture	Not returning
Delmont	Dominic	506730	ABS	Special Education	Returning
Enoksen	Brianna	493853	Instrument and Classroom Music	Music	Returning
Farler	Melissa	1005753	Life Science, Science 5-8	Science	Returning
Forbort	Amber	1028737	Spanish	Spanish	Returning
Formica	Madalaine	1020425	Academic & Behavior Strategist	Special Education	Not Returning
Hall	Trinity	1026317	Communication Arts/ Literature	HS Language Arts	Returning
Hankwitz	Kristin	503301	ABS	Reading Specialist	Not Returning
Heide	Jordyn	506174	Elem Ed, ESL	Elementary teacher	Returning
Hoard	Joshua	1000768	Health, PE, DAPE	Elementary PE & DAPE	Returning
Holewa-Kvigne	Faith	1035811	School Counselor	Elementary School Counselor	New 2024





Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Hollis	Kelly	476803	Elem Ed	Elementary Special Ed	Not Returning
Jones	Brady	476020	Chemistry	Science	Not Returning
Lange	Steven	472503	Emotional Behavior Disorders, Learning Disabilities	Special Education	Returning
Lewis	Kelly	459283	Tier 2 Special Ed	HS Special Education	Not Returning
Ligman	Patt	268435	Communication Arts/ Literature, Vocational Agriculture	Language Arts	Returning
Lonetti	Stephanie	344090	Elementary Ed, Special Ed	Elem Special Ed	Returning
Ma	Ris	1030015	Elem Ed	Elementary Reading interventions	Returning
Mackley	Jackson	Pending	Social Studies	HS Social Studies	New 2024
McDonald	Judy		Tier 1 Special Ed	HS Special Education	Not Returning
Melling	Michael	430688	Elementary Ed, Communication Arts/Literature	Elementary teacher	Returning
Mestelle	Bethany	1018977	Tier 1 Science 5-8, Chem, Physics	HS Science	New 2024
Moeller	Ryan	1013718	Social Studies	Social Studies	Not Returning
Murray	Jennifer	511543	Communication Arts/ Literature	English Language Arts	Returning
Nelson	Laura	388578	Social Studies	Social Studies, HS Academic Director	Returning
Olson	Mandy	441223	Mathematics	Mathematics	Not Returning
Osterhus	Shawn	1006428	Social Studies	HS Social Studies	New 2024
Penner	Luke	1018914	Mathematics	HS Mathematics	Returning
Peterson	Julie	499627	EBD - Special Education	HS Special Ed Coordinator	New 2024
Porter	Amanda	1035320	Visual Arts	Elem Art	New 2024
Prokopowicz	Mark	505881	School Counselor	HS School Counselor	Not Returning
Richter	Mitchell	1003822	5-8 Science	Science	Returning
Roessler	Jack	1027961	Ag & WBL	Agriculture	Not returning
Schulte	Kerry	399594	Early Childhood Education	Elementary	Returning
Smith	Andrew	1008222	Theatre	Theatre	Not Returning
Sugii	Cassandra	506224		HS Special Ed	Returning
Tan	Rasha	1013849	Mathematics	Mathematics	Returning
Troendle	Elizabeth		Pending	Elem Special Ed	New 2024
Vavra	Sarah	1026386	Tier 1 Elem Ed	Elementary Ag & Science	New 2024
Veldhuizen	Cami	1003489	K-6 Elementary Ed	Elementary teacher	Returning
Vorwald	Amanda	495344	Visual Arts	Art, PE, Health	Returning
Wakefield	Sam	460481	Health & PE	HS Principal	Returning



Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Walstrom	Owen	1011855	Mathematics	Mathematics	Returning
Warner	Kyra	1009536	Agriculture	HS Agriculture	New 2024
Werden	Suzanne	477173	SLD & ABS	Elementary Special Ed	Returning
White	Michael	340461	Classroom & Vocal Music	Elementary Dean of Students	Not returning
White	Thomas	436814	School Counselor	HS School Counselor	New 2024
Wollschlager	Kelly	1016372	Special Ed - ABS	HS Special Education	Returning
Wyatt	Laura	1004010	Ag & WBL	Agriculture	Returning
Youngberg	Danielle	1014774	Elem Ed	Elementary teacher	Returning
Zurn	Amanda	1020108	Elem Ed	Elementary teacher	Returning

### Teacher Turnover Ratio:

Turnover for the past five years is shown in the table below. In AFSA's first year as a K-12 program, the turnover percentage was low. Since then, there was a pandemic, which had an effect on teacher rates, as well as a teacher shortage causing schools to incentivize leaving current positions for other districts. The teacher turnover going into this fall is higher than average for the 2nd year in a row. Vacancies remain in Special Education, PreK, and Reading specialist positions.

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Teacher turnover percentage	21%	15%	17.5%	43%	29%

### 2023-24 Teacher Professional Development Activities:

- New Staff Orientation
- Mandated reporter, Emergency medical, BBPs
- Q-Comp - Assessment informed instruction
- Interventions & Accommodations
- Authorizer goals, Environmental Learning Plan
- Mental Health Supports
- Standards-Based grading, Unit planning
- Positive Behavior Reinforcements
- Non-exclusionary discipline
- Disability-specific trainings
- Special Education Progress Reporting
- Sensory Break protocols
- Test Security & Test Monitor training
- Authentic Assessments
- Equity & Inclusion
- Trauma-informed education
- Infused Environmental Ed
- Communications

### Professional Development

Appropriate professional development is provided to each category of employee. AFSA employs licensed School Bus Drivers and meets the DOT requirements for initial and ongoing training requirements. AFSA teachers are provided with mentors and work in PLC's throughout the school year. AFSA pays the membership for one professional organization for each teacher. AFSA maintains their own relicensure committee that tracks and approves CEU for licensed staff. AFSA strives to provide most of the components for



teacher relicensure through the ongoing professional development provided. Teachers on Tier 1 or OFP licenses are provided additional support and training in regards to the licensure requirements.

### Non-Licensed Staff:

Last	First	Assignment	Returning?
Avdyli	Verona	EA	Returning
Barbour	Kristina	Office Manager	Returning
Bergerson	Angie	HS Front desk	Returning
Brandt	Robin	EA	Returning
Bruton	Sandra	Food Service	Returning
Burkwald	Sebashtian	Business Assistant	New 2024
Crawford	Amanda	Van Driver	Returning
Crippa	Ryan	Custodian	New 2024
Day	Anna	Bus Driver	Returning
Devaney	Stephanie	EA	Not Returning
Ferrazzo	Dan	Bus Driver	Returning
Forliti	Stephanie	Marketing & Communications	Returning
Gruber	Wil	EA	Returning
Hamilton	Janelle	Office	Returning
Harrison	Sarah	Food Service	Not Returning
Hassan	Ali	Bus Driver	New 2024
Hollenkamp	Jon	Bus Driver	Returning
Howard	Asa	EA	Returning
Kaufenberg	Lynne	Food Service	Returning
Leggett	Don	Bus Driver	Returning
Lentsch	Anna	Sped Clerical	Returning
Lloyd	Bill	Operations Manager	Returning
Luger	Sandra	EA	Returning
MacNeil	Lisa	EA	New 2024
Montano	Jesus	Custodian	Returning
Nelson	David	Bus Driver	Returning
O'Shea	Meghan	PreK assistant	Returning
Ray	Rodney	Bus Driver	Returning
Riddley	Keyshad	EA	Returning
Rodriguez	Nelson	Custodian & Bus Driver	Returning
Rosenbloom	Jessica	EA	Returning
Seeger	Elizabeth	Health Assistant	Not Returning
Seeger	Roger	Bus Driver	Returning
Sorenson	Emily	EA	Returning
Svien	Jen	EA	Returning
Vang	Meloni	EA	New 2024



# Operational Performance

## Compliance

AFSA has received commendation from Osprey Wilds for our timeliness and compliance accuracy with all Minnesota Department of Education and Federal and State regulations. The breadth and scope of these reports ensure the health, safety, education level and general well-being of the school and students. The school finances are audited each year by an independent company and submitted to MDE, the State Auditor's Office, and Osprey Wilds by December 31st each year. The following is a sample list of some of the compliance requirements AFSA has met in 2023-24.

AFSA pays all federal and state taxes, pensions, and insurances as required. Accounting and payroll are managed by Skyward, a MDE compliant and compatible software. All tax reporting is completed as required by federal and state law on Form 990. The school uses state compliant and compatible PowerSchool to manage student reporting.

All policies, board meeting minutes and other due process reports are clearly posted on the school website at [www.afsahighschool.com](http://www.afsahighschool.com) as required by statutory and authorizer expectations.

## Health and Safety

AFSA contracts with a part-time school nurse who is responsible for fulfilling state immunization reports, overseeing daily student medication dispensing, student health plans, as well as vision and hearing tests. The school nurse also coordinates evaluations, as needed, for the special education department.

The school has a comprehensive emergency plan with two off-site evacuation locations should they be needed. Staff members receive extensive training each fall on safe evacuation methods. Plans and maps are prominently displayed in each room with the appropriate route(s) to safety from each individual location in the building.

## Transportation

AFSA leases 8 school buses for transportation routes. The school also owns two 10-passenger vans, a cargo van, and a minivan for additional daily transportation and deliveries. Each school vehicle undergoes regular maintenance and testing to ensure the safety of our students. All bus drivers are appropriately licensed and certified; drivers are trained in and follow federal, state and local school bus safety regulations.

## Facility and Grounds

Both buildings meet or exceed all Building and Content Insurance as required per state statute. Constructed in 2004-2005, our beautiful High School building and grounds, are nestled overlooking Lake Vadnais and provide an ideal location to meet our mission. The 44,000 square foot building is an aesthetically pleasing physical structure which naturally blends into the surrounding environment. Adjacent to the main school building is a greenhouse which is used for educational purposes. A clean fire inspection was completed in August 2019. The building is inspected every 3 years. In 2019, AFSA opened the doors of a newly remodeled 30,000 square foot facility for the Elementary program in Little Canada, just a few minutes' drive from the High School campus. A clean fire inspection, sprinkler inspection, and all code compliances were confirmed prior to opening the facility to staff and students for the 2019-20 school year.

## Food Service Program

AFSA High School has a full-service kitchen on-site. All meals are cooked fresh daily at the High School, and Elementary School lunches are delivered hot to the Elementary school. A typical mid-day meal consists of a main entrée, side dish and salad bar option. By substituting whole grains and low fat items into the menu, the AFSA kitchen team is constantly working to provide healthy options for school meals. The breakfast program has increased from 80 students per day to over 100 per day. For FY25, meals continue to be free to families regardless of income through state legislation. All AFSA food service staff have attended ServSafe® certification training and follow federal and state regulatory safety laws as required.





AFSA was the winner of the 2024 School Lunch Champion award for the Say Yes! to School Meals Photo Contest run by MN Department of Education. On Thursday, March 14, 2024, Gail Anderson, Mimi Mo-hamud and Emily Honer with the [Minnesota Department of Education](#) and Johnathan Delp with the [U.S. Department of Agriculture](#) (USDA) stopped by AFSA High School to present us with the award and take a tour of the building. The contest helps celebrate and showcase the delicious and unique meals that Minnesota schools are serving. Special thanks to our awesome kitchen staff for their hard work on all of our amazing school meals!

## Due Process

AFSA has a comprehensive student/parent handbook which is distributed to each student in the fall. The handbook outlines students' rights and disciplinary procedures. The handbook may be found on the school website along with other policies and practices followed by AFSA. All AFSA School Board Members and staff are trained on Data Privacy each year before they engage with students.

Special Education Services utilizes a Five-Phase, School-Wide Support Model that consists of

1. Early identification
2. Intervention planning and implementation
3. Referral for special education consideration
4. Special education evaluation
5. Eligibility determination

In order to meet the needs of students who require more involved and intensive services, AFSA partners with resident school districts, other agencies or districts, and each family to identify appropriate programs and place students in them.

## Student Discipline Data

Student suspension incident data is shown below for the previous 5 years. In FY21, incidents dropped dramatically due to distance learning. Since then, the incidents significantly increased in the middle school grades. For FY24, staffing changes and new non-exclusionary discipline practices were implemented to attempt to change this trend, however the incidents still rose by 15 overall. In FY24, the schools rearranged grade levels as well, with 7-12 being at the High School campus and K-6 at the Elementary. The number of incidents for Elementary ages did not change significantly, but the 7-9th grade incidents continued to increase even with the new measures in place.

Number of Incidents					
	FY20	FY21	FY22	FY23	FY24
Elementary	28	4	28	51	19
High School	25	1	55	32	79
Total	53	5	83	83	98

## Parent Engagement

AFSA maintains an open line of communication with parents/guardians. A weekly update is sent out and posted to the school's website. Director updates go out with special messages as needed. Teachers and administration are easily accessible to parents/guardians by email or phone. Parents/guardians are invited to attend our Annual Picnic and Orientation, Parent-Teacher Conferences, Community nights, Numeracy and Literacy nights, Potato Hug, Carnival, and to join the Parent/Guardian Involvement committee and the FFA Alumni. The parents/guardians have started a parent-teacher organization to support the Elementary school. Parents/Guardians are welcome to attend any School Board Meeting. The FFA Alumni is a group that engages past students, parents/guardians and community members in supporting the AFSA FFA students.

## Community Engagement

Farm and Community Service Day is held twice a year for all AFSA students in grades 7-12 and team members. Local farms and organizations are selected by the service coordinator for students to perform a full day of community service. By completing projects for local organizations, such as Vadnais Heights Parks, the City of Roseville and local farms like Youth Farm and the Pine Tree Apple Orchard students are exposed to



the value and reward of community service.

In addition, AFSA hosts a plant sale each spring to raise funds for the greenhouse, and AFSA also provides volunteers during several community events in the Northeast Metro area, including the Farmer's Markets, Movie in the Park, Heritage Days, parades, and MarketFest. Younger AFSA students participate in community service throughout the year as well, helping support local community charities.

### Employment

The AFSA hiring process is a multi-faceted procedure. The process begins with the identification of staffing needs. If a position is a new position, a job description and qualifications document must be developed. This is followed by advertisement in the appropriate market for qualified candidates. Candidates are vetted on resume compatibility, writing samples, work performance demonstrations and face-to-face interviews. Interviews are conducted with more than one existing staff member. Candidates then go through background verification and reference verification. Upon offer and acceptance, prospective employees meet with administration and are presented with a staff handbook and an orientation session.

Every employee is subject annually to an appropriate evaluation process. Throughout the year PLC's are continually evaluating each other and offering mentorship and goals within their groups.

### Background Checks

All AFSA staff members, board members, and volunteers who will be working with students are subject to background check verification.

## Finances

For questions regarding school finances and for complete financials for 2023-24, contact:

Name: Becky Meyer

Position: Executive Director

Phone: 651-209-3910

Email: [bmeyer@afsak12.com](mailto:bmeyer@afsak12.com)

A combination of internal staff and Creative Planning Business Services provides AFSA accounting services.

*Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the MN Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2024.*

FY24 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$6,575,374.70	\$314,993.05	\$237.60
Total Expenditures	\$6,966,420.10	\$398,165.18	0
Net Income	(\$391,045.40)	(\$83,172.13)	\$237.60
Total Fund Balance	(\$136,189.90)	\$20,494.62	\$1,031.75

### Overview:

FY 24 was a difficult financial year for AFSA. Fifty Students left over the course of the year, which was significantly over the projected number of students. Each year there is movement in the enrollment, but this decreased number of students created a significant financial shortage. AFSA maximized its cash flow loan at \$300,000.

### Revenues:

Fund 1 revenues are largely general education revenue, lease aid and state special education funding. AFSA receives about 130,000 in Title funds and about \$90,000 in Federal Special education funds. In FY 24 AFSA received about \$76,000 in local revenue. Food service income increased a bit from the previous year due to school lunches being free in MN. There was no new revenue in Fund 4 for FY24.



### Expenses:

The largest cost for AFSA is staff and benefits. Special Education expenses are close to \$2,000,000. Transportation is another larger cost, and building lease expenses exceed by far the amount of lease aid that AFSA qualifies for.

### Net Surplus or Deficit and Fund Balance:

AFSA ends FY 24 with a \$114,000 deficit fund balance.

AFSA is reviewing the FY25 budget and initiating additional marketing efforts to increase student enrollment, which will increase state revenues going forward.

### WBWF Funding:

AFSA allocated 100% of the Title I, II, and IV funding to staffing 2 intervention teacher positions to support the school's initiatives to improve academic outcomes and close achievement gaps.

### Future Plans

- Increase enrollment overall towards the sustainable goal of 600 students
- Increase equitable teaching practices
- Achieve a positive fund balance and increase by 2% annually





# Thank you!



## Individuals:

Angela Bergerson  
Debbie Carr  
Gina Degneau  
Mandy Ellis  
Emily Hoffman  
Jim Houston  
Katie Johnson  
Brandon Kwateng  
Jana Maltby  
Melody Meath  
Ron Olson  
Daniel Rodeles Neri  
Marijo Sheehan  
Linda Scherer  
Sara Scholtens  
Rachel Stene  
Matthew Vinez  
Mary Yang

## Businesses:

AFSA FFA Alumni  
Amazon Smile  
Benevity  
Box Tops for Education  
Cargill Charities Aid Foundation  
Charities Aid Foundation  
Coca Cola Gives  
Construction Careers Foundation  
General Mills Foundation  
Kemps Foundation  
Land O'Lakes  
Little Canada Canadian Days  
MN FFA Foundation  
Urban's Farm  
Vadnais Heights Lions Club



Thank you for providing scholarship opportunities exclusive to AFSA:

**Vadnais Heights Community Partnership**  
**Cargill, Incorporated**  
**General Mills Foundation**

Special thanks to:

**Ron Olson for his continued support of AFSA!**  
**The AFSA FFA Alumni & AFSA Booster Club for making AFSA's experience even more enriching!**  
**The Amazing AFSA Staff for being true leaders for our student community!**