

2017–2018 Annual Report

ATHLOS ACADEMY OF ST. CLOUD



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II. INTRODUCTION

Per Minnesota Statute section 124E.16 Subd 2 (2015) and Minnesota Statute 120B.11, Athlos Academy of St. Cloud (AASC) publishes an Annual Report and World’s Best Workforce report by November 1 of each year. This serves as the report for the 2017-2018 school year. A charter school may combine the annual report with the reporting required under section 120B.11 governing the world's best workforce report.

Under Minnesota Statute, the primary purpose of a charter school is to improve all pupil learning and all student achievement. Athlos Academy of St. Cloud is committed to accomplishing this goal through the use of a novel curriculum built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. Volunteers of America – Minnesota has authorized Athlos Academy of St. Cloud to operate in pursuit of the goal of improving pupil learning and student achievement, as allowed under Minnesota statute and approval from the Department of Education.

The mission of Athlos Academy of St. Cloud is to provide high-quality educational opportunities for the whole child built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. Athlos Academy of St. Cloud works to produce students who are well-prepared to face life’s challenges and who have developed critical thinking and problem-solving skills, as well as a broad knowledge base and healthy lifestyle habits. The school’s culture celebrates high academic achievement, fosters individual growth in athletics and Performance Character, and promotes regular family engagement.

Athlos Academy of St. Cloud first received its charter approval in August 2015. The school opened in August 2016 and has operated for two years, instituting practices and procedures that will result in its continued success.

III. AUTHORIZER

Volunteers of America of Minnesota is the authorizer for Athlos Academy of St. Cloud. Stephanie Olsen, manager is the main contact, located at 924 19th Avenue South, Minneapolis, MN 55404.



Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager

VOA Charter School Authorizing Program

VOA-MN Education Center

924 – 19th Avenue South

Minneapolis, MN 55404

Phone: 612-270-1998

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IV. SCHOOL BOARD GOVERNANCE

2017–2018 School Year Charter Public School Board

This table contains information for ALL board members.

2017–18 Election date: Board elections closed on October 13, 2017

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	Email Address	Member Meeting Attendance Rate (percent)
Jackie Hoyhtya	Chair		Founding Member	May 2015	October 2019	218-791-1258	jhoyhtya@athlosstcloud.org	91%
Josh Hirschfeld	Vice Chair, Treasurer		Founding Member	May 2015	October 2019	320-493-1269	jhirschfeld@athlosstcloud.org	91%
Stephanie Gardner	Secretary		Founding Member	May 2015	October 2018	317-604-0865	sgardner@athlosstcloud.org	73%
Cindy Kurilla		Parent	October 13, 2017	October 2017	Resigned April 2018	320-248-2880	ckurilla@athlosstcloud.org	80%
Michealene Lucia		Teacher 296589	October 13, 2017	August 2016	Resigned July 2018	320-260-1192	mlucia@athlosstcloud.org	90%
Aaron Schwenzfeier		Teacher 421156	June 25, 2018	July 2018	September 2020	701-213-1923	aschwenzfeier@athlosstcloud.org	N/A
Brenda Schwitalla		Parent	June 25, 2018	July 2018	September 2020	320-249-8462	BSchwitalla@athlosstcloud.org	N/A

Annual Training Completed by Board Members in 2017–2018			
Member Name <small>note “full board” where applicable</small>	Type of Activity	Date	Location
Full Board	Board Development – Examining Student Data	September 25, 2017	Athlos Academy of St. Cloud
Full Board	Board Development – Review of Prior Year Agendas	October 23, 2017	Athlos Academy of St. Cloud
Full Board	Board Development – Open Meetings Law and Public Records Refresher	November 27, 2017	Athlos Academy of St. Cloud
Full Board	Board Development – PBIS	January 29, 2018	Athlos Academy of St. Cloud
Full Board	Board Development – VOA Compliance Measures	February 26, 2018	Athlos Academy of St. Cloud
Full Board	Board Development – School Finance Refresher	March 26, 2018	Athlos Academy of St. Cloud
Full Board	Board Development – School Counseling Program	April 23, 2018	Athlos Academy of St. Cloud
Full Board	Board Development – Board Succession Planning	May 21, 2018	Athlos Academy of St. Cloud

**REQUIRED STATUTORY TRAINING
COMPLETED BY SEATED BOARD MEMBERS**

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations and trainers
Jackie Hoyhtya	X	X	X	October 15, 2015 and December 7, 2015; Charles Speiker
Josh Hirschfeld	X	X	X	October 15, 2015 and December 7, 2015; Charles Speiker
Stephanie Gardner	X	X	X	October 15, 2015 and December 7, 2015; Charles Speiker
Cindy Kurilla*				Cindy Kurilla resigned her seat due to her ability to complete any training within the 6-month required window.
Michealene Lucia	X	X	X	October 26, 2016; November 18–28, 2016; April 11, 2017 by MACS at MACS and the Wilder Center

The Athlos Academy of St. Cloud school board is committed to being an effective governing board. In addition to the full board, there is a finance committee that meets regularly to review the school’s financial statements and prepare the annual budget and budget revisions, as well as a governance committee that sets board goals, prepares for board succession, and conducts annual policy reviews. The board receives training at each board meeting, in addition to participating in external training opportunities.

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2017–18 School Management / Administrative Team Information

Position	Last Name	First Name	Years Employed by the school	File Folder Number	Left during 2017/18	Returning 18/19	Administrator License
Custodian	Ahrens	Tyler	<1	n/a	n	y	n/a
Para	Ali	Ismail	<1	n/a	n	y	n/a
ELL Coordinator/Teacher	Bergren	Belinda	1	499849	n	y	n/a
Interim Executive Director	Best	Richard	1	n/a	y	n	n/a
Dean of Students	Bigler	Matt	2	493828	n	y	n/a
Food Service	Bjorklund	Erica	1	n/a	y	n	n/a
Counselor/Social Worker #1	Cremers	Carrie	2	490950	n	y	n/a
Custodian	Crum	Janelle	<1	n/a	n	y	n/a
Admin Assistant	Dierkes	Amy	2	n/a	n	y	n/a
Kitchen Manager	Evenson	Tammy	2	423059	n	y	n/a
SPED Para	Halvorson	Krista	1	388611	n	y	n/a
Custodian	Hertel	Nathan	<1	n/a	n	y	n/a
SPED Para	Hoffman	Kelsey	<1	n/a	n	y	n/a
SPED Para	Hunstiger	Portia	2	n/a	n	y	n/a
SPED Para	Jacobson	Valerie	1	376684	n	y	n/a
MARS Coordinator/Office Staff	Jeager	Pauly	2	n/a	n	n	n/a
SPED Para	Kneip	Elizabeth	<1	81075	n	y	n/a
Para	Koester	Melissa	1	n/a	n	n	n/a
SPED Para	Lenorud	Caitlin	2	n/a	n	y	n/a
SPED Para	Loidolt	Lisa	1	n/a	n	y	n/a
Executive Director	McKeon	Dan	1	413110	y	n	y
Title 1 Para	Meyer	Katherine	1	295067	n	y	n/a
Tech Coordinator	Millaway	Dana	1	996608	n	n	n/a
Para	Mohamad	Amina	1	474935	n	n	n/a
Para	Mullenmeister	Matthew	1	n/a	y	n	n/a
SPED Para	Nelson	Heidi	<1	433259	n	y	n/a
Food Service	Ondarko	Teresa	1	n/a	y	n	n/a
Assistant Director/SPED Director	Otte	Lisa	1	391178	n	y	n/a
Maintenance Manager	Ploof	Scott	1	n/a	n	y	n/a
SPED Para	Renn	Kari	1	n/a	n	y	n/a
Food Service	Romanowski	Cassy	1	n/a	n	y	n/a

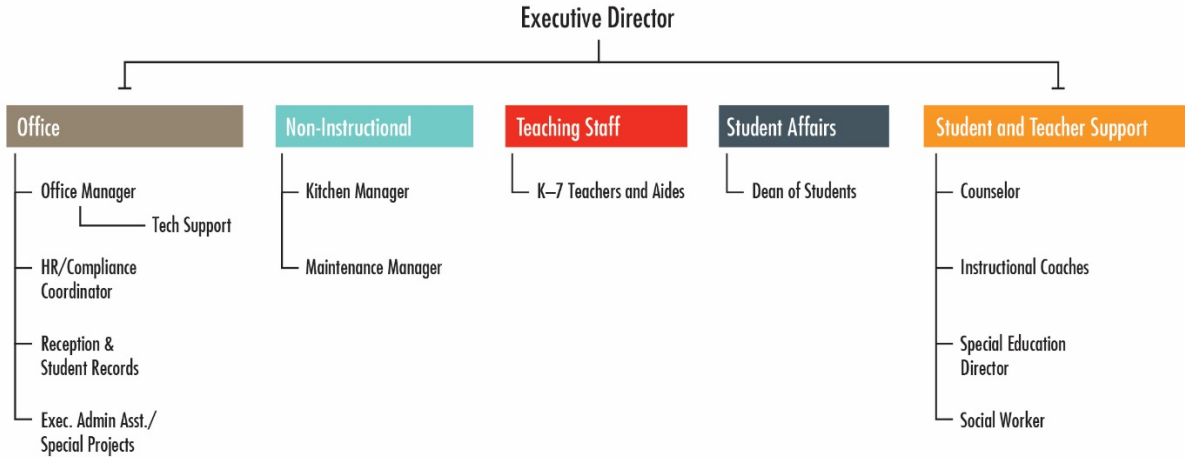
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SPED Para	Ronning	Makenzie	1	n/a	n	y	n/a
Para	Ruegemer	Phillip	<1	n/a	n	n	n/a
Food Service	Rupp	Nancy	1	n/a	n	y	n/a
Admin Assistant	Salmela	Sarah	<1	n/a	n	y	n/a
Instructional Coach	Schmitz	Angela	2	380569	n	y	n/a
Food Service	Schnitzler	Collin	<1	n/a	n	y	n/a
Instructional Coach	Schoephoerster	Brittney	2	n/a	n	y	n/a
SPED Para	Schreiber	Kenneth	1	298173	n	y	n/a
Lead APC	Schwenzfeier	Aaron	2	421156	n	y	n/a
Food Service	Sexton	Laurie	1	n/a	n	y	n/a
Health Services Assistant	Showalter	Megan	2	n/a	n	y	n/a
Para	Steffen	Sierra	1	n/a	y	n	n/a
Student Support Classroom Coordinator	Stein	Greg	2	492192	n	y	n/a
Title 1 Coordinator	Stellmach	Nancy	1	311443	n	y	n/a
Behavior Specialist	Swenson	Krista	2	462060	n	y	n/a
SPED Para	Velazquez	Kristina	2	n/a	n	y	n/a
Executive Director	Vetsch	Randy	<1	n/a	n	y	y
Receptionist	Waldusky	Ami	2	n/a	n	y	n/a
Para	Waltz	Jared	2	n/a	n	n	n/a
Food Service	Zinken	Brenda	1	n/a	n	y	n/a

V. SCHOOL MANAGEMENT

For the 2017–18 school year Athlos Academy of St. Cloud operated with a director, assistant director/special education director, a dean of students, two instructional coaches, a social worker, and a lead athletic performance coach as the leadership team. This team met regularly to prioritize school needs as they related to the budget, professional development, and instructional and operational support. The table below contains information on the school management/administrative team as well as non-instructional support staff.

The organizational structure of Athlos Academy of St. Cloud is represented below.



The executive director for the first half of 2017-18 was Mr. Dan McKeon. Mr. McKeon had previously served as the executive director of TrekNorth Junior and Senior High School. Prior to that position he had held teaching positions in New York South Dakota, Alaska, and Minnesota. Mr. McKeon left Athlos Academy of St. Cloud at the end of December 2017. An interim school leader, Dr. Richard Best, led the school for the remainder of the year.

Mr. Randy Vetsch, a long-time Minnesota educator, was hired for the executive director role for the 2018–19 school year. He earned his bachelor’s degree in elementary education and his master’s degree in educational administration and leadership from St. Cloud State University. Prior to coming to Athlos, he served as executive director of Cedar Riverside Community School in Minneapolis, was the operations director at Eagle Ridge Academy in Minnetonka, principal at Parnassus Preparatory School in Maple Grove, dean of operations at Stride Academy in St. Cloud, and principal at Holy Name of Jesus School in Wayzata. He also taught at the Monticello School District and Red Lake Indian Reservation.

The governing board oversees and consults on Athlos Academies’ evaluation of the school leader of Athlos Academy of St. Cloud. This evaluation process includes a self-assessment utilizing a rubric aligned to Minnesota’s core competencies for school principals. This self-assessment informs a conference and goal-setting process between the school leader and his/her manager at Athlos Academies. These goals form the basis of future evaluations. The evaluation process includes formal and informal observations and the gathering of artifacts and other evidence to support progress toward the school leader’s identified goals. The governing board chair participates in mid-year and end-of-year evaluation conferences between the school leader and his/her manager at Athlos Academies and reports the results of the evaluation to the governing board.

VI. SCHOOL FACULTY INFORMATION AND PROFESSIONAL DEVELOPMENT

2017–18 Faculty Information

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Last name	first name	Assignment	File Folder Number	Left during 2017/18	Returning 2018/19
Adamson	Peggy	5th Grade Teacher	170449	n	n
Birkland	Anica	2nd Grade Teacher	479552	n	n
Broderick	Ben	5th Grade Teacher	459820	n	y
Burrer	Daniel	Kindergarten Teacher	443343	n	y
Carey	Erin	5th Grade Teacher	496585	n	n
Field	Ashleigh	Middle School Teacher		n	y
Fisher	Marie	Art Teacher	476410	n	y
Grandgenett	Courtney	Kindergarten Teacher	494340	n	n
Haggerty	Christina	5th Grade Teacher	324950	n	y
Heslop	Jackie	SPED Teacher	479476	n	n
Hiemenz	Courtney	1st Grade Teacher	491901	n	y
Hoisington	Megan	1st grade teacher	509265	n	y
Hull	Rebecca	2nd Grade Teacher	445826	n	y
Jacobson	Katherine	4th Grade Teacher	473198	n	y
Jambretz	Angela	6th Grade Teacher	336487	n	y
Johnson	Lucretia	6th Grade Teacher	342255	n	n
Johnson	Jennifer	SPED Teacher	448780	n	n
Johnson	Kayla	2nd Grade Teacher	471168	n	y
Kneip	Bobbi Jo	Instructional Coach	418765	n	n
Knuth	Sarah	2nd Grade Teacher	460343	n	y
Krengel	Cara	3rd Grade Teacher	499961	n	n
Lahr	Samantha	4th Grade Teacher	477114	n	n
Leintz	Jon	SPED Teacher	334747	n	y
Leverington	Jessica	Middle School Teacher	488405	n	y
Loesch	Amybeth	4th Grade Teacher	477471	n	n
Lucia	Michaelene	6th Grade Teacher	296589	n	n
McGlothan	Marqus	Middle School Teacher	995650	n	y
McKim	Abby	4th Grade Teacher	495225	n	n
McNair	Kimberly	Para	448858	n	y
Meier	Anders	6th Grade Teacher	995652	n	y
Mitchell	Jennifer	5th Grade Teacher	373896	n	y
Mixell	Angie	ELL Teacher	476965	n	y
Morrison	Molly	SPED Teacher	424541	n	y
Niemela	Philip	APC	440976	n	y
O'Connell	Melissa	Kindergarten Teacher	498253	n	y
Osgood	Rose	Para	269375	n	y
Peterson	Sarah	APC	462066	n	y
Plante	Nancy	SPED Teacher	334907	n	n

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Pool	Shelbi	3rd Grade Teacher	493147	n	y
Puetz	Taige	APC	495144	n	y
Ross	Patrick	7th Grade Teacher	454518	n	n
Ruegemer	Caroline	1st Grade Teacher	327782	n	y
Scheevel	Jenna	Music Teacher	483050	n	y
Schneeberger	Trevor	APC	412711	n	y
Schofield	Joel	SPED Teacher	479066	n	n
Sundquist	Kirsten	1st Grade Teacher	472799	n	y
Turner	Jenna	1st grade teacher	454011	n	n
Young	Jodi	4th Grade Teacher	419499	n	y

As a new charter school, Athlos Academy of St. Cloud continues to aim to recruit and retain high quality teachers aligned with the unique educational model of the school. While these efforts can lead to higher than typical teacher turnover rates, the turnover is intended to ensure that the school builds on a strong foundation of highly skilled, mission/vision-aligned teachers. The overall structure of faculty positions will be similar in future years, with the exception of additional positions needed to accommodate the school’s enrollment growth.

In order to support the school’s goals, and in response to needs identified throughout teacher observations, AASC provides substantial professional development through a mix of in-house sessions, third-party trainers, and regular professional development led by its service provider, Athlos Academies. Below is a list of professional development activities undertaken in 2017–2018. Many of these were focused on effective delivery of the school’s education program.

2017–18 Professional Development

Date	Topic
8/23/2017	K-2 Lucy Calkins
8/23/2017	Framework for K-12 Science Education
8/23/2017	C3 Social Studies Framework
8/23/2017	Healthy Body Athlos Athletic Curriculum Application
8/23/2017	EL Education ELA Modules
8/24/2017	3-5 Lucy Calkins
8/24/2017	Framework for K-12 Science Education/C3 Social Studies Framework
8/28/2017	Work Plan
8/29/2017	Bridges for Mathematics
8/30/2017	Classroom Management/PBIS/PBSS/Performance Character
9/18/2017	CPM Middle School Mathematics
9/20/2017	Standards Based Grading
10/2/2017	PLC Data/CPM for Mathematics
10/10/2017-10/11/2017	Modeling Mathematics/CPM
10/25/2017-10/26/2017	Prepared Mind
10/27/2017	Standards Based Grading/Special Education and Gen Education Collaboration
11/7/2017-11/8/2017	PBIS
11/29/2017	CSP Grant/eWalk
3/7/2018	Power of Words/Pillar Implementation Guide
4/18/2018	Special Education Training

VII. SCHOOL ENROLLMENT AND STUDENT ATTRITION

Student Demographics

This table identifies the number of students enrolled at the school by demographic and special programs status. Data is based on end of year enrollment.

School Year	Minority	Free/Reduced Lunch	Special Education eligible	English Language Learners
2014–15	N/A	N/A	N/A	N/A
2015–16	N/A	N/A	N/A	N/A
2016–17	49%	65%	11%	17%
2017–18	54%	65%	13%	25%

Student Enrollment and Attrition

*This table identifies the number of students enrolled at the school.
Data is based on end of year Average Daily Membership (ADM) and September 2018 estimates.*

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition / Retention Rates
2014–15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2015–16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016–17	81	72	59	52	87	67	60	0	0	0	0	0	0	N/A
2017–18	77	101	102	82	58	100	68	65	0	0	0	0	0	80% Year-Over-Year Retention
2018–19 est.	69	74	91	92	72	51	64	58	42	0	0	0	0	73% Year-Over-Year Retention

As a new charter school, Athlos Academy of St. Cloud aims to consistently, but sustainably, grow its enrollment. AASC anticipates growing its enrollment to an ultimate capacity of 1125 students in grades K–8. The school seeks to improve its year-over-year and within-year retention numbers each year through more parent and community engagement and through academic success. As the school continues to grow, efforts have been made to engage the local community and to recruit a student population that is representative of the community in which the school is situated.

Athlos Academy of St. Cloud accepts for enrollment any student who completes an application unless the number of applicants exceeds the board-established capacity for each grade. If necessary, an annual lottery is held at a time and date set by the governing board. Students not offered seats due to enrollment capacity are placed on a waitlist and offered seats as soon as a spot is available. Preference on waitlists and in the lottery is given to siblings of currently enrolled students and children of the school’s full-time staff. If open seats are available during the school year, they are filled on a first-come-first-served basis after any waitlist has been depleted. The enrollment and lottery policy and enrollment forms can be found on the school’s website.

VIII. SCHOOL ACADEMIC PERFORMANCE

Academic Program

The goal of Athlos Academy of St. Cloud is to improve student learning and student achievement. AASC aims to provide high-quality educational opportunities for the whole child built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. AASC believes that each pillar is dependent on the strength of the other two and that together they prepare students to achieve success in college, career, and life.

Prepared Mind

Athlos Academy of St. Cloud refers to its academic program as the Prepared Mind pillar. The program relies on high-quality, research-proven curricular materials that are aligned to Minnesota State Academic Standards. The student-centered program makes heavy use of inquiry and encourages multiple teaching modalities. The focus of the program is on performance on Minnesota state assessments and the development of critical thinking skills.

Healthy Body

The Healthy Body pillar is designed to celebrate every student as an athlete, building confidence and a sense of team, while physically activating the brain in ways that are research proven to lead to greater academic achievement. This pillar includes the Athlos athletic curriculum, which aims to develop physical literacy in all students, as well as free play time, a health and nutrition curriculum, and a culture of wellness throughout the school.

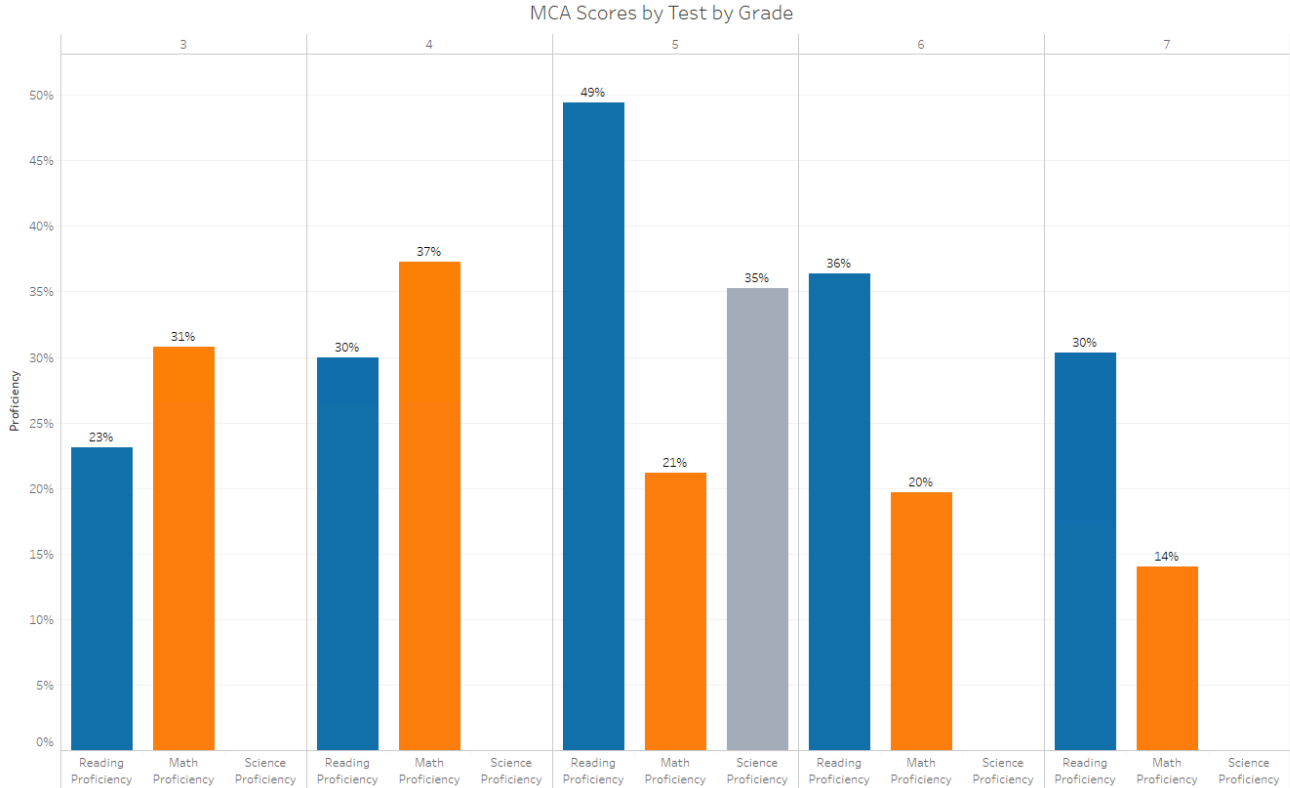
Performance Character

The research-based Performance Character pillar is designed to build social intelligence, grit, and leadership in all students while engaging whole families in the learning process. The 12 Performance Character traits were chosen because they are key to developing important life skills. An academic foundation is important, but beyond that, skills such as social intelligence (the ability to live and work together well) and initiative are also required to succeed in life. By taking an explicit approach to teaching and monitoring growth in these traits, the program is designed to nurture and guide students in the growth of these character traits, setting them up for success in life.

2017-18 Academic Results

Prepared Mind

In order to evaluate the effectiveness of the Prepared Mind pillar, AASC has annual proficiency and growth goals based on state accountability tests. The results of the school’s MCA scores for 2017–2018 are below.



Math: Actual = 25.5%; Goal = 38.9%
Reading: Actual = 36.4%; Goal = 43.4%
Science: Actual = 36.9%; Goal = 32.1%

While AASC did not reach its math or reading goals, it did reach the science goal; in addition, the school performed well on other North Star measures, including ELL progress and proficiency. The focus areas for the school in the 2017-2018 school year were improvements in the science curriculum and supporting ELL students. It is clear from the results that these efforts are having their desired impact. Reductions in proficiency in math and reading are likely due, at least in part, to the entry proficiency level of new students in the school as students at AASC, particularly those enrolled for more than one year, are showing reasonable levels of growth. These results, as well as interim assessment data, have been analyzed for areas to target for future growth. In particular, AASC will be focusing on the following areas for the 2018–2019 school year:

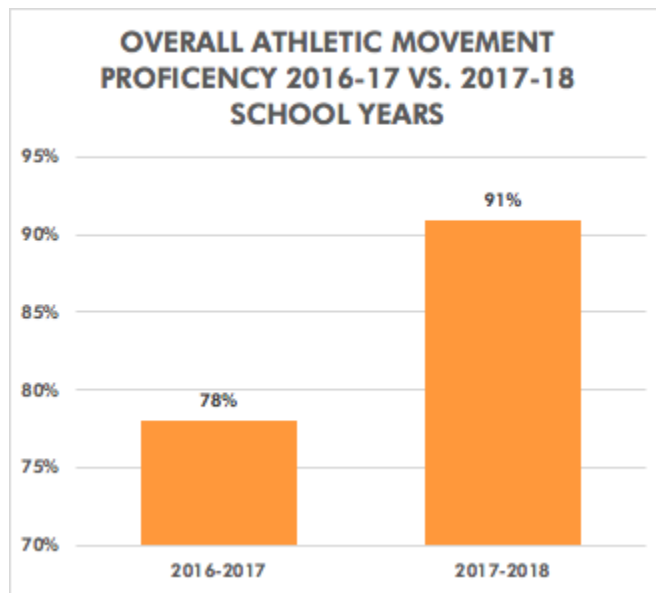
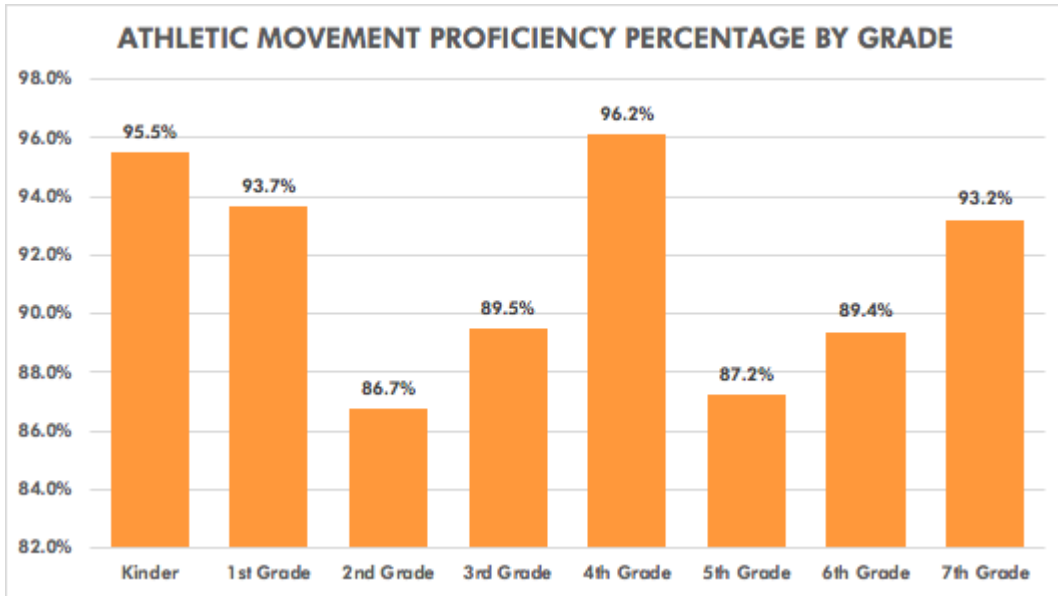
- Response to Intervention: RTI time (Titan Time) will be implemented. Students will be grouped based on FAST data to receive targeted skills instruction. This will allow for further differentiated instruction to meet the needs of all learners. Grade level teams will plan their Titan Time together with support

from support services including ELL, SPED, and Title using data from the second round of FAST testing.

- English Language Learners: In order to support a significant ELL population, AASC invested in staffing and training to support this population. AASC will be implementing SLOP strategies that they were trained on in 2017-18 and have hired an ELL interpreter to assist at the front desk to improve the communication between families and the school. The progress of this group will continue to be monitored throughout the school year in order to ensure that these students are making adequate progress as indicated on interim assessments.
- Instructional Support: In order to continue to improve classroom instruction, AASC will continue to support/train co-teaching model through the use of videos, collaboration during PLC time, observations and feedback (6-8), and support/resources from Athlos Academies (ESP). AASC will develop/train selective lead teachers through weekly or biweekly meetings (kindergarten-2nd grade). AASC's after school program has been evaluated and improvements will be made to address student instruction during that time. Staff that need additional support will be identified based on observations and data, and support will be provided in the form of coaching through instructional coaches, classroom visits to other teachers, workshops, and behavior support from behavior team.

Healthy Body

Athlos Academy of St. Cloud aims to enrich each student’s development of physical literacy, to build Performance Character, confidence, and a sense of team, and to prepare students for an active and healthy life. In order to assess progress towards this goal, AASC measures student performance on the Athlos athletic curriculum and student disposition toward physical activity. The Athlos athletic curriculum is a proprietary, standards-aligned curriculum that aims to help all students become active, fit, efficient movers, developing lifelong habits for healthy lifestyles. Proficiency in the curriculum is measured using standardized rubrics that evaluate student performance of a skill on a 1–4 scale, with three being the cut-off for proficiency. Below is a grade-by-grade breakdown of proficiency levels on the AAC.



Proficiency = 91%; Goal = 75%

AASC met its goal of having at least 75% of students demonstrate proficiency in its athletic curriculum. The proficiency rate increased 13 percentage points from the 2016-17 school year.

In the upcoming school year, AASC will continue to monitor progress in this program and will additionally monitor student growth, particularly for those who were not proficient this year. However, proficiency scores are expected to decrease for the 2018-2019 school year due to the implementation of a revised assessment plan. The substantial rise in proficient scores represents the need to revise the movement rubrics associated with standards-based grading for the Athlos athletic curriculum to continue challenging students in their pursuit to become a more active, fit, efficient mover.

Curriculum and Instruction Review Process

The curriculum and instruction review process continued during the second year at Athlos Academy of St. Cloud. With an organizational structure that includes instructional coaches and dedicated support from our education services provider (ESP) in Boise, Idaho, we were able to regularly review and address the successes and needs of our classroom instruction and curriculum implementation. Instructional coaches met weekly with teachers and regularly with staff from the ESP to discuss how the curriculum was working in the classroom and to find solutions to challenges brought forward. Curriculum supplements were readily made available and professional development was planned and conducted throughout the year to assist teachers who either struggled to use the curriculum or needed additional sources to enhance their instruction.

With data available from the assessments given during 2017–18 and feedback of teachers, Athlos Academy of St. Cloud has proactive professional development and review plans in place for the upcoming 2018–19 year. The goals described above have informed not only the professional development plan for the upcoming school year, but also the assessment plan. Interim assessments have been added to science and additional uses of the interim assessment in math and ELA have been scheduled, in order to provide opportunities for quarterly data reviews. These reviews will consider progress toward school goals and any additional supports or instructional or curricular changes that may be needed to help AASC achieve its goals next year.

IX. FINANCES

Financial Health

In the 2017-18 fiscal year, Athlos Academy of St. Cloud faced challenges unique to young and growing schools, including obtaining and maintaining enrollment, as well as higher rates of expenditures on capital and curriculum costs than is typical for ongoing operators. AASC also has unique challenges associated with operating in St. Cloud, including finding qualified faculty and staff in numbers that will allow it to provide excellence in instruction to the 650 students it served. Additionally, the size of the district AASC services also means the school has extensive transportation costs associated with providing required services to its students.

These challenges resulted in a negative net income in 2017-18 as the school aimed to provide high quality services and programming to a smaller than expected student population. The school made a decision to utilize some of the fund balance generated in its first year to maintain programming and support in hopes of recruiting additional students instead of reducing programming and risking attrition. While this decision resulted in a negative net income, it allowed the school to maintain a quality of service that caused the school to meet its enrollment targets in the 2018-19 school year.

Challenges

AASC is not exempt from the challenges that many charter schools face. As a public institution, AASC has to ensure it meets projected enrollment targets, as well as provides services to any and all students that come through its doors.

The population that AASC services is high in ELL (English Language Learner) students. This, along with the high number of special education students due to the size of the school, can provide fiscal challenges for an education organization in its first years of operation, particularly with regards to cashflow and revenue projections. AASC prioritized increasing student achievement among this high population of ELL students, successfully, during the 2017-18 school year, which required additional investment in staffing and curricular materials as compared to the first year of operations.

Internal Controls

As a holder and utilizer of taxpayer resources, AASC places a premium on adequate internal controls. The school has a system of internal controls that ensures appropriate segregation of duties, as well as ensuring adequate financial reporting to the board and AASC administration. The school provides a monthly financial report to both the board finance committee and the governing board outlining revenue and expenditures and comparing those with budget and projected results. Any differences, real or projected, are discussed at the board level along with any potential resolutions.

FY 18 Income Statement

		Final Budget	Actual	Variance
Revenues				
	General Fund Revenues	\$6,389,761	\$7,912,878	\$1,523,117
	Food Service Revenues	\$417,959	\$520,675	\$102,716
	Total Revenues	\$6,807,720	\$8,433,553	\$1,625,833
Expenditures				
	General Fund Expenses	\$7,595,339	\$8,023,927	\$428,588
	Food Service Expenses	\$500,687	\$520,674	\$19,987
	Total Expenses	\$8,096,026	\$8,544,601	\$448,575
Change in Fund Balance				
	General Fund	\$(1,205,578)	\$(111,050)	\$1,094,528
	Food Service Fund	\$(82,728)	\$1	\$82,727
	Total Change in Fund Balance	\$(1,288,306)	\$(111,049)	\$1,177,259
	Beginning Fund Balance	\$642,964	\$642,964	
	Ending Fund Balance	\$(645,342)	\$531,915	\$1,177,257

FY 18 Balance Sheet

Assets:		
	Current	\$1,532,144
	Noncurrent	\$0
	Total	\$1,532,144
Liabilities		
	Current	\$1,000,229
	Noncurrent	\$0
	Total	\$1,000,229

Fund Balance	\$531,915
Total Liabilities and Fund Balance	\$1,532,144

FY 18 Budget is attached as an appendix to this report.

X. SERVICE LEARNING

Athlos Academy of St. Cloud recognizes the continuum of activities that can be considered service learning and aims to have service learning fully integrated within its curriculum. AASC focused on developing a culture of service. The Performance Character pillar is the foundation of service learning in the school and encourages students to not only participate in service learning opportunities but to look for service opportunities in their everyday lives and personal conduct. Whether it is a donation drive or participating in classroom and school-wide huddles focused on Performance Character traits such as leadership, social intelligence, energy/zest, initiative, and humility, students were encouraged to become student leaders in their school, homes, and communities. The goal is to more fully incorporate service learning into the curriculum as the school grows.

One service project was a donation drive for Anna Marie’s Alliance—a women’s and children’s shelter serving the St. Cloud area. Students and staff collected more than 175 items. Donations included personal items and toiletries; children’s items such as diapers, games, and coloring books; and paper products.

For another service learning project, the fourth-grade class declared a penny war against the rest of the school to purchase winter weather gear for students in need. Each grade collected pennies throughout the first part of December.

As AASC grows, the school aims to engage with its community to find additional meaningful service learning opportunities.

XI. INNOVATIVE PRACTICES

Athlos Academy of St. Cloud established innovative practices during the opening two years that will provide a foundation on which to build in the future. The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. The pillars of Prepared Mind, Healthy Body, and Performance Character all depend on each other to help students reach their maximum potential and build strong schools and communities.

Through inquiry-based learning, student-led conferences, and standards-based grading, Athlos Academy of St. Cloud has been able to begin establishing a positive and growth-oriented school culture, high expectations for both staff and students, clear communication with the community, and progressive implementation of the pillars. Additionally, the Athlos athletic curriculum takes a novel approach toward what is typically called PE to utilize a structured athletic curriculum and creative play to develop physical literacy in students. Other school-wide structures and innovative practices that are being established at Athlos Academy of St. Cloud include: health and wellness integration, student support systems, data-driven decisions, and the establishment of a positive school culture among students, staff and parents.

XII. FUTURE PLANS

Athlos will continue to work with the school's authorizer, Volunteers of America, to refine the measures used to evaluate success on its program-specific goals in order to ensure that AASC is meeting its goal of improving outcomes for all students.

XIII. WORLD’S BEST WORKFORCE REPORT

a. Gifted and Talented Programming

In the second year of operation, AASC aimed to build on progress made in year one. AASC continued to implement a matrix of programs for them and a plan for the future. Using previous records and interim assessments, teachers and instructional coaches developed differentiated strategies and structures to support students who needed challenge and acceleration. Some of the things accomplished this year include: education and training for classroom teachers to help them support students who needed extensions, the use of an acceleration checklist to support advanced placement, a communication process for parents seeking gifted and talented services for their student, and opportunities such as advanced math and reading grouping for students identified as needing advanced placement.

Athlos Academy of St. Cloud intends to build on these structures and supports already in place in future years to continue to meet the needs of all students.

b. Curriculum and Instruction Review Process – See Section VIII

c. ELL Supports

As a first-year school, Athlos Academy of St. Cloud worked to identify the needs of its English Language Learner (ELL) students and to provide supplemental resources and pull-out support for those students to ensure success in the curriculum. After a review of assessment data and in light of a higher than expected population of ELL students, significant changes have been made for ELL support on campus for the 2017-2018 school year. There is now a full-time, certified ELL coordinator who will work with the leadership team, students, and staff to implement the Athlos Limited English Proficiency (LEP) program. The LEP program consists of two major school-wide initiatives that will impact professional development, evaluation considerations, assessment and monitoring plans for ELL students, and outreach to ELL families. The two major school-wide initiatives will be to begin implementation of Pearson’s Sheltered Instruction Observation Protocol (SIOP) model and implementation of World-class Instructional Design and Assessment (WIDA) standards. There are also support procedures in place for this coming school year, as per the LEP program, for proper identification, assessment, and monitoring of students who need language services. ELL students will participate in required assessments and will also be monitored using W-APT and ACCESS assessments to measure their language proficiency and growth. In the staffing plan for this school year, there are paraprofessionals hired to specifically support ELL students on campus. Further, the role of the ELL coordinator will also include data reporting and analysis to inform instruction and coaching with teachers who need more support with understanding the needs of their ELL students. The overall goal for ELL support this year is that all students are given the opportunity to meet their academic and social goals through differentiated instruction in an inclusive classroom. As with the rest of the Athlos three pillar model, the support of staff and the coaching of school-wide strategies and structures already allow for an Athlos classroom to be a strong learning environment for any child – including those who are identified for support services or are considered at-risk. The

LEP program plan will dovetail with best practices at Athlos and will provide direct support to ELL students and families.

d. Equitable Distribution of Teachers

In order to ensure that students are gaining access to the most well-qualified teacher for each subject area, many teaching teams at Athlos Academy of St. Cloud specialize, allowing all students of one grade to receive instruction in a particular content area from the same teachers. Additionally, for the upcoming school year, teacher classes are being developed to have similar numbers of students of various backgrounds and special populations. This will ensure that classes are well-suited for a differentiated classroom environment and that students have an equal chance of accessing the most experienced and effective teachers.

e. Educator Effectiveness Program

The teacher evaluation plan described in section VI utilizes observations, assessment data, and stakeholder feedback. Administrator observations are used to identify high-quality professional practices such as rigorous curriculum, careful planning, effective use of technology, high-quality instruction, and collaboration. Assessment data is also utilized to ensure that teachers are delivering expected results for all students, and stakeholder data is used to gauge teacher professionalism when interacting with parents and students. This comprehensive evaluation plan relies on multiple types of data from multiple stakeholders in order to attain a well-rounded view of teacher effectiveness. Teachers who underperform in certain areas of the evaluation are provided with additional coaching and support.