



st. croix preparatory academy

ACADEMICS • CHARACTER • LEADERSHIP

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

Annual Report

2015-2016

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 12th year of operation. This study includes information on the 2015-2016 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124D.10 subdivisions 11 and 14.

During its 12th year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

I. School Vision, Mission Statement, and Educational Philosophy

A. Vision

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

B. Profile

We are the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

C. Mission Statement

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

D. Educational Philosophy

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the "Trivium", which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student's cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter **KNOWLEDGE**.
- **Logic.** The second phase is Logic (grade level 5 – 8). Logic focuses on a student's ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student's curiosity and desire to ask questions. The objective of the Logic phase is **UNDERSTANDING**.
- **Rhetoric.** The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students' affinity for contradiction and argumentation. The objective of the Rhetoric phase is **COMMUNICATION**.



GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge - Comprehension				Application - Analysis				Synthesis - Evaluation			

2. School Governance

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep's Board demands accomplishment of purpose and only limits the staff's operational decisions to those which do not violate the board's pre-stated standards of prudence and ethics.

The Board's own purposes are defined in accordance with the rules of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director, and the Board is able to hold this one position exclusively accountable.

A list of the Board members is provided below. Board members attend over 80% of the meetings, and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Seated	Term Expiration	Phone Number	Email Address
Nicole DeLong		Teacher	03/25/2017	03/21/2018	651-595-5500	njd@stcroixprep.org
Dave Engen	Chair	Teacher	03/22/2011	03/15/2017	651-595-5500	dengen@stcroixprep.org
Deb Harrison		Parent	08/15/2015	08/15/2018	651-277-9049	bdh@stcroixprep.org
Dan Keyes		Teacher	03/09/2013	03/15/2018	651-595-5500	dkeyes@stcroixprep.org
Amy Kleinboehl		Teacher	03/09/2015	03/15/2018	651-595-5500	akleinboehl@stcroixprep.org
Jason Lezworthe		Community	08/15/2013	04/11/2017	651-595-5584	jason.lezworthe@stcroixprep.org
Jan Minkce	Vice Chair	Parent	03/20/2015	03/15/2017	651-476-4627	manminkce@stcroixprep.org
Shane Mueller	Vice Chair	Parent	08/15/2015	08/15/2018	612-395-6937	shane.mueller@stcroixprep.org
Susan Peterson		Parent	08/15/2015	08/15/2018	612-893-0201	speterson@stcroixprep.org

Board members serve a three year term and elections are held during the first week in March of each school year. As of June 30, 2016 one teacher and one community board member have been elected to the board. They will be officially seated on September 20, 2016. During the current year, the board members, aside from the state statute requirements, received training which included but was not limited to the following:

- Meeting with Board Chair, Vice Chair, and Executive Director about the role and responsibilities of a St. Croix Prep board member.
- Meeting with the Executive Director to discuss an overview of the School, its history, the organizational structure, and the required reading and its impact on strategic decision making.
- Meeting with the CFO to discuss school financing, budgeting, lease aid, funding challenges, and bondholder communication.
- Meeting with Executive Director and Principals to discuss communication protocol and homework philosophy.

- Crossing the Chasm, by Geoffrey Moore. Selected readings and discussions to introduce the theory and lens through which the School is discussed.
- Drive, by Daniel Pink. Selected readings and discussion to prompt conversation on motivation in terms of human capital management, compensation structure, and an organizations migration through the adoption curve.
- Mindset, by Carol Dweck. The purpose of this reading is to discuss attitude and mindset and its impact on goal achievement, esteem, work ethic, homework, AP classes, college acceptance, etc.

3. School Management and Administration.

The administration licensure information is included as an appendix to this report.

4. Teaching Faculty Information

The faculty licensure information is included as an appendix to this report.

5. School Admissions and Enrollment

Enrollment is one of the keys to viability in the first years of a charter school's operations. St. Croix Prep's enrollment (1,160+ students) and long waiting list (nearly 600) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School's enrollment growth is summarized below.

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 441 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)

St. Croix Prep's Open Enrollment period normally runs from the last week in August to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School's enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 11% of the students are Special Education students; approximately 88% of the students are Caucasian, the remaining 12% consist of Latino, Asian, and African American students.

In accordance with MN Statute 124E.17 Subd. 1, the School disseminates school information in the form of flyers to local organizations (e.g. Good Will, food shelters, churches, etc.) that provide services to low-income families, students of color, and students who are at risk. This information includes appropriate contact information, informational meeting dates, etc.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27			444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	75	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
2013-14	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	5%
2014-15	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	6%
2015-16	90	90	90	90	90	90	90	93	90	85	86	87	92	1,163	5%
Estimated 2016-2017	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	

Full enrollment at St. Croix Prep is approximately 1,170 students.

6. Academic Program/Performance.

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. This year St. Croix Preparatory Academy students took the MCA II and MCA III tests. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
MATH		
2015-2016	59%	85%
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2015-2016	60%	87%
2014-2015	59%	87%
2013-2014	59%	85%
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%

2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2015-2016	55%	80%
2014-2015	53%	86%
2013-2014	53%	79%
2012-2013	53%	69%
2011-2012	51%	75%
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

During the course of the School taking administering the MCA tests, the Reading and Math tests have been changed; this makes it unable to make comparisons to the scores of the previous years. It should be noted the scores posted by St. Croix Prep's students continue to be among the highest in the state of Minnesota.

St. Croix Preparatory Academy's Lower School and Middle School have once again been recognized by the Minnesota Department of Education as Reward Schools. This award recognizes the accomplishments and hard work of Title I schools across the state. The Lower School has received this award for the past two consecutive years (three in total); the Middle School has received this award for the past six years in a row.

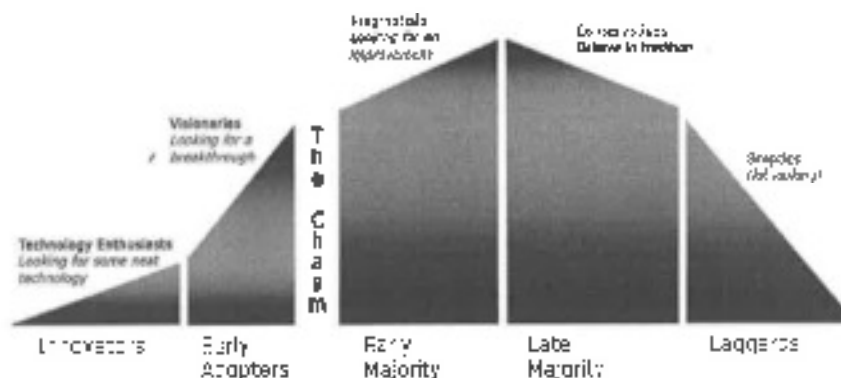
In addition, the School has been recognized by various media sources such as SchoolDigger, The Washington Post, EMM Media Group, etc. These sources have ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores, percentage of students taking Advanced Placement classes, graduation rates, etc.

Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school also offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. In addition, educational opportunities outside of the traditional classroom include field trips and service projects. St. Croix Prep offers educational travel opportunities, with 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities; the 2016-2017 class spent 12 days in Italy. The School also offers a Marine Biology educational travel opportunity to the Cayman Islands and a service travel opportunity to Guatemala. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, Latin Club, Spanish Club, Yearbook, School Newspaper.
- Athletic activities – MSHSJL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, lacrosse, tennis, track, and golf. There are also various sports clubs.
- Arts activities – Chamber choir, Concert choir, Jazz band, Drama club, One-Act play, Speech, Debate, and Drama Club.

7. Innovative Practices – Operational Philosophy centered on Diffusions of Innovation Theory

The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm*, *Inside the Tornado* and *Escape Velocity*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School's hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years' goals of growth and product leadership). Nearly every element of this report is discussed in terms of its alignment with the aforementioned theory.

8. Program Challenges

The operations at St. Croix Prep went very smoothly in its 12th year. With that said, there are still challenges that St. Croix Prep is addressing. St. Croix Prep's challenges relate to the following five interrelated items:

- **Training & Development of Faculty.** The hiring and training of faculty needs to ensure continuity in The School's emphasis on mission, educational philosophy, and operational philosophy. This is being accomplished through the implementation of our Q Comp initiatives which focuses on the School's classical mission.
- **Training & Development of Board and Board Responsibility.** Training and development of the board needs to continue in order to ensure continuity in The School's strategic leadership. This is being accomplished through the implementation of ongoing board training related to the history/mission of the school, role of board members, and the underlying business philosophy of the School.
- **Integration of New Students/Families.** Many families are relatively new to the School's culture and environment. Due to the success and facilities of many families enroll in St. Croix Prep with expectations that it is similar to other traditional districts. Orientations, informational meetings, and other communication is being used to emphasize the mission and values which make the SCPA unique. In addition, The Parent Group has been reestablished and highly successful in assisting with new family integration.

- **Compensation Planning.** The School is investigating unique compensation models to retain its key faculty. Due to less funding than traditional districts, this strategic initiative of the board is vital to St. Croix Prep's academic programming and performance.
- **Succession Planning.** The Board and School are in the midst of succession planning to ensure the long term viability of the organization in accordance with the founders' vision, the mission, and the previous 12 years of successful operation.

9. Finances

During its first twelve years of operation The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. The School has received a "clean" audit for the previous ten years. In addition, the School has received the MDE Finance Award every year it has applied for this award (eight years in total). At June 30, 2016, the School had an unassigned fund balance of 28%. In addition, the School has maintains a line of credit (SLM) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 48 months. A copy of the School's 2014-2015 Audit Report is on file with the State of Minnesota. The field work related to the 2015-2016 audit has been completed. The preliminary results indicate that we will add approximately \$640,000 to the School's unassigned fund balance which will increase the fund balance from 24% to 28%.

10. Future Plans

The School's future plans consist of continued work in addressing the challenges noted in Section 8. In addition, Friends of St. Croix Preparatory Academy, the affiliated building company, will begin construction of athletic fields (e.g. artificial turf competitive field, two natural turf practice fields, an 8 lane track, 8 tennis courts and a storage and multi-use overflow building. This project aligns with the strategic planning done in 2008 during the original facility construction.

St. Croix Prep Administration Information

1. School Management and Administration.

The following table lists the School's management and administration for the 2015-17 school year. Professionals' development plans for these administrators reflecting such are attached as exhibits to this report.

Name	File #	Assignment	Years Employed by School	Left 15/16	Not Returning 16/17
Joann Kareiva	428989	Lower School Principal	3	n/a	n/a
Wanda Fenner	263551	Middle School Principal	7	n/a	n/a
Andrew Seclariason	378934	Upper School Principal	10	n/a	n/a
Matthew Williams	849310	Career Counselor	3	n/a	n/a
John C. Herrera	None*	Executive Director	12	n/a	n/a
Kevin Guerner	n/a	CEO	12	n/a	n/a
Rich Lippe	307827	Activities Director	7	n/a	n/a
Trent Smith	n/a	HR Manager	6	n/a	n/a
Connor Westlund	413194	Nurse	7	n/a	n/a
Bill Blahuta	n/a	Facilities Director	7	n/a	n/a
Chas Olson	416406	Technology Director	12	n/a	n/a
Nancy Reistad	n/a	Front Office Manager	7	n/a	n/a
Sara Bodin	n/a	Lower School Office Manager	3	n/a	n/a
Dana Anderson	n/a	Upper School Office Manager	7	n/a	n/a
Sally Vester	n/a	Middle School Office Manager	5	n/a	n/a
Cori Wendt	174040	Special Education Director	4	n/a	n/a
Shirley Voss	427570	Special Education Coordinator	6	n/a	n/a

Hindsey DeVicinia	n/a	Special Education Coordinator	7	Yes	Not Returning
Carrie Hamm	n/a	Receptionist	8	n/a	n/a
Deth Grobison	n/a	Business Office	8	n/a	n/a
Verianne Thole	n/a	Food Service Coordinator	9	n/a	n/a

St. Croix Prep Faculty Information

The following table lists the School's faculty information for the 2016-17 school year.

Name	File #	Assignment	Left 15/16	Not Returning 16/17
Arlison Jensen	438778	K	n/a	n/a
Ann Caliverti	429412	K	n/a	n/a
Trista Reuter	472003	K	n/a	n/a
Deb Koves	412478	1	n/a	n/a
Jade Morrison	487923	1	n/a	n/a
Megan Kalpanborg	393150	1	n/a	n/a
Kate Jensen	403367	2	n/a	n/a
Jennie Chamberlain	436876	2	Yes	Not Returning
Katie Koche	465007	2	n/a	n/a
Ashley Wagner	409076	2	n/a	n/a
Natalie Yannarelli	461572	3	n/a	n/a
Jenna Staso	405910	3	n/a	n/a
Lrin Kroll	452086	n/a	n/a	Moved to a para-professional position
Aleta Garz	454574	3	Yes	Not Returning

Viccie Jannay	41726L	2	n/a	n/a
Amanda Preisler	486337	4	n/a	n/a
Kristen Desherghaus	47477C	4	n/a	n/a
Katie Jackson	478027	4	n/a	n/a
Kelie Nelson	376435	4	Yes	Not Returning
Meghan Bodic	41147D	4	Yes	Not Returning
Eric Blythe	495040	Science/Math	n/a	n/a
Gretchen Tiede	490555	Science/Math	n/a	n/a
Maria Reichow	437617	5	n/a	n/a
Deanna Thompson	460769	English	n/a	n/a
Amy Kleinboehl	439041	5	n/a	n/a
Patrick Kerrigan	479985	Soc. Studies	n/a	n/a
Hannah Schutte	417405	5	n/a	n/a
Corey Holliman	479250	Social Studies	n/a	n/a
Jessica Bronston	425794	Social Studies	Yes	Not Returning
Jake Gutschalk	446820	Social Studies	n/a	n/a
Barbara Davis	412487	Casual Studies	n/a	n/a
Rebecca White	477714	Casual Studies	n/a	n/a
Karissa Crouse	47827B	English	n/a	n/a
Katie Keiser	452745	Social Studies	n/a	n/a
Marylouise	227030	Social Studies	Yes	Not Returning

Stacy Mintag	422932	English	n/a	n/a
Karen Virelock	362906	Social Studies	n/a	n/a
Julie Bercout	472818	Social Studies	n/a	n/a
Carolyn Ragne	392499	Science	n/a	n/a
Dustin Vincent	417546	Physics	n/a	n/a
Anna Macrostad	365002	Art	n/a	n/a
Angie Griffin	411068	Art	n/a	n/a
Rajita Vaidhyan	478781	Art	n/a	n/a
Heather Passolato	450940	Spanish	n/a	n/a
Meredith Smith	478867	Spanish	n/a	n/a
James DeCero	434050	Band	n/a	n/a
Karen Bredzicki	431780	Crosses JA	n/a	n/a
Craig Wolke	250090	Latin	n/a	n/a
Peggy Joseph	348001	Speech Pathologist	n/a	n/a
Michelle Fisher	451237	Speech Pathologist	n/a	n/a
Eajina Bradford	440678	English	n/a	n/a
Doree Engen	444745	Math	Yes	Not Returning
Varsha Bharia	455545	Math	n/a	n/a
Will Palus	491273	Math	n/a	n/a
Julie Harris	440399	Music	n/a	n/a

Elizabeth Gust	457300	Chair	n/a	n/a
Michael Haselberger	420366	Science	n/a	n/a
Stacy Temp	371769	Math	n/a	n/a
Anna Tiffany	449947	Eng Ld	n/a	n/a
Leah Croston	350194	Reading	n/a	n/a
Matthew Davis	473468	English	n/a	n/a
Kristin Henderson	467971	English	n/a	n/a
Edward Chamberlain	434307	Science	Yes	Not Returning
David Saranson	412255	Art	n/a	n/a
Angie Schumann	441292	English	n/a	n/a
Crystal Workman	401649	Special Ed	n/a	n/a
Jessica Ducklow	377172	Special Ed	n/a	n/a
Cory Olson	495012	Specia Ed	n/a	n/a
Rebecca Palmer	475276	Specia Ld	n/a	n/a
Sarah Winner	495832	Special Ed	n/a	n/a
Ashley Karhann	478756	Special Ed	n/a	n/a
Jeff Larson	466715	Special Ed	n/a	n/a
Elise Sizko	303553	Occupational Therapist	n/a	n/a
Austin Olson	292531	Special Ed	Yes	Not Returning
Natalie Fischer	304112	Occupational Therapist	Yes	Not Returning

Amy Ritchie	427993	Special Ed.	Yes	Not Returning
Rurt Vallin	455202	Math	n/a	n/a
Scott Weisferling	442255	Phy. Ed.	n/a	n/a
Gina Schlmschork	381421	Special Ed.	n/a	n/a
Kelly Stueber	442684	Special Ed.	n/a	n/a
Mark Whipple	432721	Special Ed.	Yes	Not Returning



Executive Director – Jon Gutierrez **Reports to/Supervised/Evaluated by the Board of Directors**

The Executive Director has the following responsibilities and development plan:

I. Leadership and School Culture

1. Communicate and implement a shared vision for the school and Board that focuses on academics, character and leadership.
2. Provide purpose and direction for administrators, Board and staff.
3. Shape the leadership team culture and climate.
4. Promote understanding and celebrating school/community cultures.
5. Promote and expect a school-based climate of civility.

II. Policy and Governance

1. Establish procedures for the Executive Director and Board interpersonal and working relationships.
2. Ensure timely Board meetings, agendas, minutes, establish appropriate Board committees, and reports. Also establishes nomination and election procedures for the Board, and annual meetings that are accessible to all staff and parents.
3. Ensure the timely development, implementation and posting of school operating policies.
4. File annual reports to the sponsor, MDE. Monitor and comply with charter school, state and federal laws and regulations as well as the school's bylaws.
5. Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

III. Communication and Community Relations

1. Demonstrate effective communication skills.
2. Represent the school and its vision to the greater community including all external constituencies and associations with whom the school should be engaged for the achievement of its mission and goals.
3. Consult with the community, parents and school staff regarding their hopes and dreams for the future of the school and represent these views through reports to the Board of Trustees.
4. Develop and implement a communication plan to convey important information.

5. With the Board of Trustees create a strategic plan that includes collaboration with staff, parents and community.
6. Create partnerships with the community including businesses, civic organizations, etc. to gain school support.
7. Develop a consistent marketing and recruitment plan for the school.
8. Identify, track and proactively respond to issues.

IV. Organizational Management

1. Monitor short and long-term strategic plans, particularly in the areas of curriculum, technology and facility needs of the school.
2. Establish procedures and practices for dealing with emergencies such as weather, threats to the school and student violence and trauma.
3. Create a management annual evaluation plan.
4. Make sure appropriate policies and procedures are in place to effectively run the organization.

V. Curriculum Planning Development

1. Support administrators in the use of valid and reliable indicators to ensure that high levels of student and staff performance are achieved and regularly examined by school-wide assessment data.
2. Oversee the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment to State, Core Knowledge and classical standards.
3. Ensure school administrators utilize effective research when instituting instructional practices.
4. Promote academic rigor character and leadership.

VI. Resource Management

1. Finance
 - a. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring state and federal funding.
 - b. Ensure the development and/or maintenance of an adequate reserve fund in accordance with the direction of the Board of Directors.
 - c. Make sure appropriate money is obtained and spent through the foundation.
2. Personnel
 - a. Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, and compensation of personnel with attention to issues of equity and diversity.
 - b. Hire, supervise and evaluate administrators, in accordance to school policies.
 - c. Ensure all legal requirements for personnel selection, development, retention are followed.

VII. Model Lifelong Learning

1. Continue lifelong learning through formal education and/or workshops, etc.
2. Set up and monitor a mentor/mentee process; oversee and assimilate growth of new staff.

3. Initiate/help plan staff development opportunities.

VIII. Additional Professional Development Opportunities

1. Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
2. Develop more familiarity with leadership models, and strategies related to human capital management, succession planning, and organizational efficiency.
3. Continue development of School strategy which will include but not be limited to college placement services, career planning, data analysis, organizational development, and succession planning.

Implementation of the Professional Development plan is as follows. J. Gutierrez has read over 25 books this past year. This list is available upon request, but includes such titles as *What If Everything You Knew About Education Was Wrong*, *Math Education in the U.S: Still Crazy After All of These Years*, *Geek Heresy: Rescuing Social Change from the Cult of Technology*, *In Defense of a Liberal Education*, *Grit: The Power of Passion and Perseverance*, *The Academic Achievement Challenge: What Really Works in the Classroom. Why Do They Act That Way*, *The Art of Rhetoric*, *Save The Cat*, *Practice Perfect: 42 Rules for Getting Better at Getting Better*, *The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed*, *The Illustrated Man*, *When You Can Trust the Experts: How to Tell Good Science from Bad in Education*, *The End of Homework: How Homework Disrupts Families, Overburdens Children, and Limits Learning*, *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing*, *Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men*, etc.