



# **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

## 2014-2015

## **Introduction**

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 11<sup>th</sup> year of operation. This study includes information on the 2014-2015 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 11<sup>th</sup> 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.

### **1. 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 students' 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
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 roles 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. All 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
Nancy Donray		teacher	03/25/2014	03/21/2017	651-395-8906	ncdonray@stcroixprep.org
Dave Dengen	Treasurer	teacher	09/27/2011	03/15/2017	651-395-8906	dengen@stcroixprep.org
Deb Keyes		teacher	02/20/2012	03/13/2018	651-468-8906	dkkeyes@stcroixprep.org
Andy Kleinheld		teacher	03/15/2013	02/15/2016	651-468-8906	akleinheld@stcroixprep.org
Jason Lungaverth		Community	08/17/2010	02/21/2017	651-468-8984	jason.lungaverth@gmail.com
Jim Vothas	Chair	Parent	03/30/2013	03/13/2017	651-429-4927	jim.vothas@comcast.net

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, 2015 four additional parent board members have been elected to the board. They will be officially seated on August 18, 2015.

## **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 (1,150 students) and long waiting list (nearly 500) 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-19 (waiting list of 306)
- In 2007 enrolled 444 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)

St. Croix Prep's Open Enrollment period normally runs from the first week in September 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, 12% 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.

The School's Enrollment Policy and Enrollment Form are enclosed as exhibits. Most of the interested families complete an on-line enrollment form which contains all of the information noted on the paper form.

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	73	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%
Estimate 2015-16	90	90	90	90	90	90	90	93	90	85	86	87	94	1,165	

Full enrollment at St. Croix Prep is approximately 1,200 students. The Upper School (grades 9-12) is still finalizing its growth and therefore experiencing some of the characteristics of a newer organization.

#### 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

<b>MATH</b>		
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%
<b>READING</b>		
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%
<b>SCIENCE</b>		
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, with eligibility to apply for Celebration School recognition. This award recognizes the accomplishments and hard work of Title I schools across the state. The purpose of the Celebration School recognition is to identify Minnesota Title I schools that have demonstrated both excellence on the MMR which measures school performance in the areas of student proficiency, student growth, closure of the achievement gap, and graduation rates, as well as success with initiatives that have led to positive student outcomes.

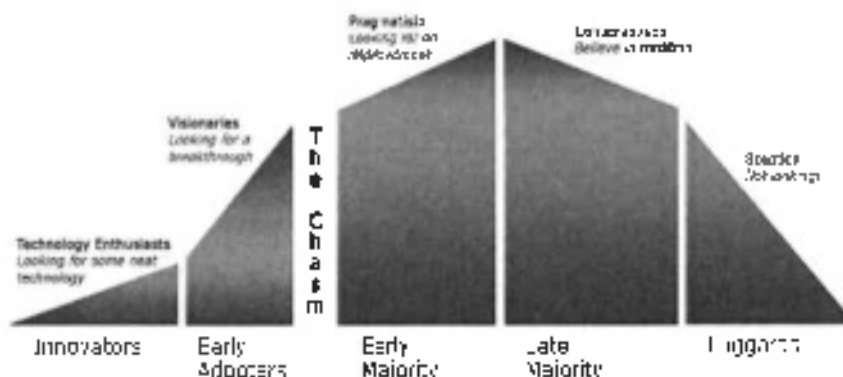
In addition, the School has been recognized by various media sources such as Newsweek, The Washington Post, The Daily Beast, etc. These sources have ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores, percentage 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 8<sup>th</sup> Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities; the 2015-2016 class spent 12 days in Italy. The School also offers a Marine Biology educational travel opportunity to the Cayman Islands, available to students in grades 9-12. 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 - MSHSL 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).

## **8. Program Challenges**

The operations at St. Croix Prep went very smoothly in its 11<sup>th</sup> year. The Upper School continues to add students to its population. With that said, there were still many challenges encountered during the 11<sup>th</sup> year of operations. 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.** During the school year four parent board members resigned creating a void in board membership. Elections held in June filled the open positions. Training and development of the board needs to occur in order to ensure continuity in The School's strategic leadership. This is being accomplished through the implementation of 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. The Parent Group has been reestablished and the volunteer system has been systematized.
- **Continued development of Extracurricular Programming** essential for a High School. In accordance with the diffusions of innovation theory, main stream market providers must provide a "whole product" in order to satisfy their clients. For the upcoming 2015-16 school year, St. Croix Prep will offer students 15 athletic programs and more than 100 co-curricular programs. These will continue to expand based on student interest.
- **Operational Efficiency and Community Building.** The challenge of improving operational efficiency and community intimacy align with the diffusions of innovation theory and continues to be the School's most significant challenge. The goals of the Board and administration are to build a sustainable organizational model that is "Built to Last", sustainable through board, administration, and faculty changes.

## **9. Finances**

During its first eleven 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 (six years in total). At June 30, 2015, the School had an unassigned fund balance of 21% and has plans to increase this to 24%. In addition, the School has maintains a line of credit (\$1M) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 36 months. A copy of the School's 2013-2014 Audit Report is on file with the State of Minnesota. The field work related to the 2014-2015 audit has been completed. The preliminary results indicate that we will add approximately \$395,000 to the School's unassigned fund balance which will increase the fund balance from 21% to 24%.

## **10. Authorizer Information**

Authorizer contact information and oversight program is described below.

Authorizer:	Friends of Education
Authorizer Contact:	Beth Topoluk
Authorizer Address:	Friends of Education 200 East Lake Street



	EX0-01-A
	Wayzata, MN 55391
12th Year of Operation:	2011-2012
Authorizer Duration:	The Sponsor contract extends through June 30, 2020.
Accountability Initiatives:	See Friends of Education Oversight Program discussion below.

### Friends of Education Oversight Program

Friends of Education (“Friends”) monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.

(a) Testing. Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.

(b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Friends site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. Friends provides feedback following each site visit; feedback may be oral and/or written.

(c) Annual Reports. Friends requires that the school prepare an annual report which details the school’s evaluation of meeting each its academic performance goals.

To assist with its sponsoring responsibilities with respect to academic performance, Friends has contracted with the Minnesota Humanities Commission. The Commission’s staff has assisted in the implementation of academic programs at over thirty schools in Minnesota over the past ten years. Through its contract with the Minnesota Humanities Commission, the Commission assists with monitoring the implementation of the academic program at each school. Friends has also implemented a support network for the schools it is sponsoring to engage in mutual support and problem solving.

2. Finance. Friends’ oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

(a) Financial Statements. Prior to the July 1<sup>st</sup> before school opening, the school must submit to Friends an annual budget adopted by the School Board.

The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in

which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- (b) **Independent Audit.** By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members may reveal financial concerns.

3. **Reporting and Legal Compliance.** Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

- (a) **Governance.** The school must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

- (b) **Annual Reports.** Friends requires each school to submit an annual report which details the school's evaluation of meeting State reporting requirements.

- (c) **Site Visits.** Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes.

Friends has asked that the Minnesota Department of Education inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

**Remediation.** Should a sponsored school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including:

- Friends notifies the school leader or board chair of areas of concern
- Friends formally notifies the school board of areas of concern
- Friends recommends that the school board develop an improvement plan
- Friends requires that the school board adopt a performance improvement plan agreed to by Friends
- Friends initiates a notice and action plan whereby it intends to revoke sponsorship

## **11. Future Plans**

The School's most significant challenge is to finalize its Upper School growth and begin implementing framework for the School's long term sustainability. These include succession planning, compensation

plans, more intentional strategic planning, etc. The School will continue to evaluate additional programming, potential facilities expansion to accommodate programming, on-line learning opportunities, and school replication as a part of its strategic planning.



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**2014-2015 Annual Report**

**Administration Information**

**Faculty Information**

## St. Croix Prep Administration Information

1. School Management and Administration.

The following table lists the School's management and administration for the 2015-2016 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	File #	Assignment	Years Employed by School	Left 14/15	Not Returning 15/16
Iosif Kiretov	428999	Lower School Director	1	n/a	n/a
Wanda Renner	288951	Middle School Director	5	n/a	n/a
Andrew Zacharison	378334	Upper School Director	9	n/a	n/a
Yvonne Williams	940310	College Counselor	1	n/a	n/a
Jon Gutierrez	None <sup>1</sup>	Executive Director	11	n/a	n/a
Kelly Gutierrez	n/a	CFO	11	n/a	n/a
Rich Diaper	307827	Activities Director	5	n/a	n/a
Terri Smith	n/a	HR Manager	3	n/a	n/a
Candace Westlund	413551	Nurse	6	n/a	n/a
Bill Blotzke	n/a	Facilities Director	1	n/a	n/a
Debbie Bramstedt	n/a	Development Director	4	Yes	Not Returning
Chad Olson	415406	Technology Manager	11	n/a	n/a
Nancy Reistau	n/a	Front Office Manager	6	n/a	n/a
Sam Bodin	n/a	Lower School Office Manager	2	n/a	n/a
Dane Anderson	n/a	Upper School Office Manager	6	n/a	n/a
Kelly Vossen	n/a	Middle School Office Manager	4	n/a	n/a
Lindsay DeMartino	n/a	Special Education Coordinator	2	n/a	n/a

Carl Wahl	174040	Special Education Director	3	n/a	n/a
Carrie Hamon	n/a	Receptionist	7	n/a	n/a
De.J. Grubison	n/a	Business Office	5	n/a	n/a
Marianne Thole	n/a	Food Service Coordinator	1	n/a	n/a

### St. Croix Prep Faculty Information

The following table lists the School's faculty information for the 2015-2016 school year.

Name	File #	Assignment	Left 14/15	Not Returning 15/16
Allison Jansen	438773	<	n/a	n/a
Aur' Celiberti	423112	<	n/a	n/a
Trista Reuter	472003	K	n/a	n/a
Deb Keyes	443478	1	n/a	n/a
Kirsten Osberghaus	419120	1	n/a	n/a
Vogar Knippenberg	383150	1	n/a	n/a
Jamie Chamberlain	458896	2	n/a	n/a
Katie Roche	465992	2	n/a	n/a
Ashley Wenger	469075	2	n/a	n/a
Frits Knell	467968	3	n/a	n/a
Melissa Ganz	454674	3	n/a	n/a
Lyndee Dunning	431266	2	n/a	n/a
Amanda Proctor	436387	4	n/a	n/a
Kelcie Nelson	376135	4	n/a	n/a

Meghan Becker	415470	4	n/a	n/a
Maria Reichow	437617	5	n/a	n/a
Deanna Thompson	463765	English	n/a	n/a
Ann Kleinboehl	119041	5	n/a	n/a
Carrie Becker	416018	6	Yes	Not Returning
Patrick Kerrigan	479996	Social Studies	n/a	n/a
Hilary Schutte	412408	6	n/a	n/a
Cary Holliman	179250	Social Studies / Special Ed.	n/a	n/a
Jessica Christians	415494	Social Studies	n/a	n/a
Jake Grosschmidt	446826	Social Studies	n/a	n/a
Daniel Davis	462487	Classical Studies	n/a	n/a
Rachel White	477714	Classical Studies	n/a	n/a
Karissa Crouse	179278	English	n/a	n/a
Mary Janus	227010	Social Studies	n/a	n/a
Stacy Miltag	422992	English	n/a	n/a
Jay Nolan	405196	Math	Yes	Not Returning
Karen Vidlock	362926	Social Studies	n/a	n/a
Julia Benquist	472812	Social Studies	n/a	n/a
Carolyn Ragne	382493	Science	n/a	n/a
Dustin Vincent	117516	Prin Ed	n/a	n/a

Anna Maakestad	385007	Art	n/a	n/a
Angie Griffin	411858	Art	n/a	n/a
Peter Haks	453928	Art	Yes	Not Returning
Brita Voorhaar	478791	Art	n/a	n/a
John Valco	499403	Science	Yes	Not Returning
Heather Parsifano	490849	Spanish	n/a	n/a
Meredith Smith	479582	Spanish	n/a	n/a
Jaines DeCaro	434159	Band	n/a	n/a
Karen Bieczewski	401780	Orchestra	n/a	n/a
Ernie Walke	366690	Latin	n/a	n/a
Peggy Rosell	349001	Speech Pathologist	n/a	n/a
Mike Fisher	461231	Speech Pathologist	n/a	n/a
Flaine Bransford	440678	English	n/a	n/a
Dave Ergen	444749	Math	n/a	n/a
Varsha Bhatia	459545	Math	n/a	n/a
Will Poulos	481273	Math	n/a	n/a
Julie Harris	446391	Music	n/a	n/a
Elizabeth Gust	437000	Choir	n/a	n/a
Michael Huseburger	420966	Science	n/a	n/a
Stacy Tepp	371416	Math	n/a	n/a



Anna Tiffany	449947	Phy Ed	n/a	n/a
Emily Leaston	250184	Reading	n/a	n/a
Matthew Davis	473468	English	n/a	n/a
Kristin Henderson	461971	English	n/a	n/a
Edward Chamberlain	434857	Science	n/a	n/a
John Guidry	551914	Music	Yes	Not Returning
Leigh Jones	428311	Latin	Yes	Not Returning
David Sorenson	412595	Art	n/a	n/a
Angie Schumacher	431292	English	n/a	n/a
Pat Puskala	388914	Science	Yes	Not Returning
Crystal Wollgram	431648	Special Ed	n/a	n/a
Jessica Ducklow	377172	Special Ed	n/a	n/a
Susan Olson	292531	Special Ed	n/a	n/a
Maralle Fischer	134117	Occupational Therapist	n/a	n/a
Amy Ritchie	427993	Special Ed	n/a	n/a
Burt Vallin	455202	Math	n/a	n/a
Nicholas Coe	474188	Phy. Ed.	Yes	Not Returning
Scott Weisberger	411255	Phy. Ed	n/a	n/a
Gina Schimschock	385421	Special Ed.	n/a	n/a
Betsy Strasser	440684	Special Ed.	n/a	n/a

Mark Whipple	10774	Specs. Ed.	r/a	r/a
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## **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.

#### VII. 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 *The Invisible Man*, *The Schools We Need and Why*, *Drive*, *Boys Adrift*, *On Board*, *The Illustrated Man*, *Crossing the Chasm*, *Escape Velocity*, *Dealing with Darwin*, *The End of Homework*, *Punishment Through Rewards*, *The Homework Myth*, etc. In addition, J. Gutierrez attended a workshops/seminars related to School Law, Special Education, Data Analytics related to Student Performance.