



ATHLOS LEADERSHIP ACADEMY

10100 NOBLE PARKWAY NORTH • BROOKLYN PARK, MN • 55443 • 763.777.8942



ANNUAL REPORT 2017-2018

Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school preparatory education through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.

Verification of Statutory Compliance

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Athlos Leadership Academy Contact Information

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Report Introduction

Purpose of the Annual Report

This report has been created by Athlos Leadership Academy (ALA) in adherence with Minnesota Statute 124E.16 Subd. 2. (2017).

Mission Statement

Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school preparatory education through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.

History and School Overview

Athlos Leadership Academy (formerly New Visions Academy) has been a charter school since 1994. In 2014, Athlos Leadership Academy opened its new facility in Brooklyn Park, Minnesota. Athlos Leadership Academy has a 4-star rated Parent Aware Pre-Kindergarten program.

Athlos Leadership Academy teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Unlike other schools, the Athlos model measures students' progress across all three areas of academics, fitness and performance character. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

Prepared Mind Pillar

Athlos Leadership Academy's chosen academic curriculum provides a heightened level of rigor to ensure optimal student achievement. Students are provided with challenging enrichment opportunities and academic supports needed to achieve academic success. We support recognized, research-based educational programs that promote rigor, connections, and deep learning. An outline of ALA's most current academic curriculum can be viewed on the school's website, <http://www.athlosbrooklynpark.org/>.

Healthy Body Pillar

Athlos recognizes that the mind and body are inextricably linked. The Healthy Body pillar focuses on increasing academic achievement, growing awareness of a healthy lifestyle, and establishing a lifetime of fitness for students of all athletic abilities. The Athlos Athletic Curriculum is an innovative approach to conventional physical education. It combines conventional physical education standards with current scientific sports performance methodology. This equips students with healthy habits that last a lifetime. Through a professionally developed, age-appropriate athletic curriculum and the incorporation of health and nutrition education, Athlos Leadership Academy is focused on creating a culture of wellness.

Performance Character Pillar

Performance Character is a key indicator of future success. The Performance Character program integrates twelve key character traits into daily routines. These traits support a school culture where students are empowered to achieve their highest potential in any environment and situation. We believe it is important to help students recognize these character strengths within themselves and others so these concepts become part of daily academic instruction, athletic activities, and meaningful social interactions as leaders among peers, younger students, and within the community.

Statement of Purpose

Minnesota Statute 124E, Subd.1 outlines the statutory purposes of a Minnesota charter school. Athlos Leadership Academy fulfills the following:

- Improve all pupil learning and student achievement. (Primary purpose)
- Increase learning opportunities for pupils.
- Encourage the use of different and innovative teaching methods.

Authorizer

Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager of the VOA Charter School Authorizing Program

Address: VOA-MN Education Center, 924 19th Avenue South, Minneapolis, MN 55404

Phone: 612-270-1998

E-Mail: solsen@voamn.org

The Athlos Leadership Academy/VOA Charter School-Authorizer agreement expires on June 30, 2021. Volunteers of America-MN asserts that through a combination of site visits, board meeting packets, annual reports, and annual school evaluations, it will uphold its legal obligation to make sure that ALA is reaching or making progress toward the benchmarks and goals as outlined in Minnesota statutes and the charter contract.

School Board Governance

Athlos Leadership Academy Board of Directors 2017-2018

Virginia Anderson

Position-Board Secretary

Community Member

Term Start Date-July 2017

Term End Date-June 2020

(763) 257-2535

Email: virginiaanderson1950@gmail.com

Meeting Attendance Rate: 100%

Skill Sets- Education/Special Education

Ann DeGroot

Position-Board Chair

Community Member

Term Start Date:-July 2017

Term End Date- June 2020

(612) 201-8318

Email: ann.marie.degroot@gmail.com

Meeting Attendance Rate: 92%

Skill Sets-Business, Finance, Public Policy

Kit Murley-Henspeter

Position-Board Treasurer

Teacher (#428896)

Term Start Date: July 2016

Term End Date- June 2019

(763) 777-8942

Email: kit_murley@alabpmn.org
 Meeting Attendance Rate: 100%
 Skill Sets- Education

Farhiyo Olow
 Position- Board Member
 Parent
 Term Start Date- October 2017
 Term End Date-June 2020
 (612)-701-3044
farhiyo.olow@gmail.com
 Meeting Attendance Rate: 15%
 Skill Sets- Family Involvement, English Learner Support

Kathryn Phelps
 Position-Board Member
 Teacher (#416271)
 Term Start Date: August 2017
 Term End Date- June 2020
 (763) 777-8942
 Email: kathryn_phelps@alabpmn.org
 Meeting Attendance Rate: 100%
 Skill Sets- Education

A board election was not held in 2017-2018. There were no open seats and no nominees.

2017-2018 Board Member Training

Board Member	Training
Virginia Anderson	8-29-17 MN Report Card Training 11-28-17 Cyber Security Training 2-1-18 Data Practices and Records Retention Training
Ann DeGroot	8-29-17 MN Report Card Training 11-28-17 Cyber Security Training 2-27-18 Data Practices and Records Retention Training
Kit Murley-Henspeter	8-29-17 MN Report Card Training 11-28-17 Cyber Security Training 2-27-18 Data Practices and Records Retention Training
Farhiyo Olow	9-29-17 MN Report Card Training 2-27-18 Data Practices and Records Retention Training
Kathryn Phelps	8-29-17 MN Report Card Training 11-28-17 Cyber Security Training 2-27-18 Data Practices and Records Retention Training

Surveys

Each spring Athlos Leadership Academy conducts surveys of our faculty and families. According to the parent survey:

- 91.56% of respondents were extremely confident, quite confident or somewhat confident that the school has high standards for their student’s academic achievement.

- 93.97% of respondents were extremely confident, quite confident or somewhat confident their child’s teachers encourage their child to develop to their potential.

According to the faculty survey:

- 91.30% of Athlos Leadership Academy teachers indicated that their job provides them with a level of challenge that allows them to improve themselves as professionals.
- 97.83% of Athlos Leadership Academy teachers were pleased about their work here in making a difference in the lives of students.
- 100% of Athlos Leadership Academy teachers indicated that they have learned about themselves as teachers in their work at Athlos Leadership Academy.

School Management

2017-18 School Management / Administrative Team Information

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school who did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistants, paraprofessionals, custodial, technology and librarians.).

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by the School	Left During 17/18	Not Returning 18/19
Ayan Ahmed	No	N/A	Paraprofessional	8	<input type="checkbox"/>	<input type="checkbox"/>
Rachel Armstrong	No	N/A	Paraprofessional	4	<input type="checkbox"/>	X
Carrie Bell	No	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Anna Bernstetter	No	489241	Social worker	3	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Breckenridge	No	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Julie Brown	No	400316	Dean of Academics, Compliance and Reporting	14	<input type="checkbox"/>	<input type="checkbox"/>
Kelleah Brzozowski	No	N/A	Transportation Coordinator	3	<input type="checkbox"/>	<input type="checkbox"/>
Steve Bursch	No	N/A	Director of Technology	5	<input type="checkbox"/>	<input type="checkbox"/>
Gail Camp	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Luz Cervantes	No	N/A	Paraprofessional	1	<input type="checkbox"/>	X
Kevin Daly	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Martha Fagerlie	No	N/A	Paraprofessional	4	<input type="checkbox"/>	X

(Ceron-Nordstrom)						
Joseph Corcoran	No	441806	Social worker	10	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Dahl (Guetta)	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Floyd Daniels	No	N/A	Paraprofessional	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staci Eddy	No	N/A	Accounts and Human Resources Coordinator	12	<input type="checkbox"/>	<input type="checkbox"/>
Christina Ferguson	No	N/A	Administrative Assistant	1	<input type="checkbox"/>	<input type="checkbox"/>
Odessa Fogleson	No	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Lucas Gellerman	No	N/A	Dean of Students	1	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Geraghty	Yes	373563	Superintendent/Principal	17	<input type="checkbox"/>	<input type="checkbox"/>
LaTerran Gross	No	N/A	Paraprofessional	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lilly Haagenson	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Latasha Harris	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Ilesha Hart	No	N/A	Paraprofessional	3	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Henke	No	N/A	Paraprofessional	3	<input type="checkbox"/>	<input type="checkbox"/>
Rachael Holtgreve	No	N/A	Student Accounts and Nutrition Coordinator	4	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Isom	No	483060	Social Worker	4	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Jones	No	N/A	Dean of Students	1	<input type="checkbox"/>	<input type="checkbox"/>
Nicolette Kallman	No	489540	School Nurse	3	<input type="checkbox"/>	<input type="checkbox"/>
Ainsley Klar	No	488401	Dean of Special Education	3	<input type="checkbox"/>	<input type="checkbox"/>
Kathryn Knuth	No	N/A	Kitchen Assistant	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nancy Levesque	No	N/A	Kitchen manager	4	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Lindgren	No	N/A	Dean of Students	1	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Linnell	No	486905	Paraprofessional	2.5	<input type="checkbox"/>	<input type="checkbox"/>

Cesar Montoya Pineda	No	N/A	Custodian	1	<input type="checkbox"/>	<input type="checkbox"/>
Sydney Musch	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Jillian Nelson	No	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Charo Nickens	No	N/A	Assistant Dean of Faculty and Students	3	<input type="checkbox"/>	<input type="checkbox"/>
Danielle Peterson	No	N/A	Health Office Assistant	1	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Schumacher	No	478421	Instructional Coach	4	<input type="checkbox"/>	<input type="checkbox"/>
Noelle Soltero	No	N/A	Paraprofessional	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LySanias Shelby	No	N/A	Dean of Students	2	<input type="checkbox"/>	<input type="checkbox"/>
Ali Stultz	No	N/A	Administrative Assistant	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adrea Substad	No	N/A	Dean of Faculty and Students	7	<input type="checkbox"/>	<input type="checkbox"/>
Herbert Tarpeh	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Rachel Thompson	No	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Webb	No	N/A	Family Services Coordinator	7	<input type="checkbox"/>	<input type="checkbox"/>
Annamique Williams	No	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Jeremy Wilson	No	N/A	Director of Facilities and Security	4	<input type="checkbox"/>	<input type="checkbox"/>

2017-2018 Management Team Structure and Responsibilities

Superintendent/Principal

The Principal provides leadership and management over school operations and student achievement. The Principal also serves as the Chief Financial Officer.

Dean of Faculty and Students

The Dean of Faculty and Students assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. The specific duties are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Dean of Faculty and Students.

Dean of Academics, Compliance and Reporting

The Dean of Academics, Compliance and Reporting assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. The specific duties

are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Dean of Academics, Compliance and Reporting.

Dean of Special Education

The Dean of Special Education assists the Principal and Special Education Director in the performance of various leadership responsibilities that are necessary for the success of the school community. The specific duties are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Dean of Special Education.

Family Services Coordinator

The Family Services Coordinator assists the Principal in the performance of various leadership responsibilities related to family and community services and outreach. The specific duties are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Family Services Coordinator.

Finance Manager

Responsible for supervising, analyzing, approving and evaluating all data prepared by others prior to entering it into the school's accounting system; maintaining financial operations, ensuring that revenues and expenses are within budget limits and that overall fiscal policies and/or that regulations meet compliance requirements; maintaining accurate account balances; evaluating feasibility of services within budget parameters; determining budget allocations and implementing the decisions of all schools/divisions/departments; ensuring efficient use of financial resources; and providing financial guidance and recommendations to the Principal and/or Board; and communicating cooperatively with State, county officials, external auditors and a variety of vendors concerning financial matters of the school. The finance team is supervised by the Principal.

Administrative Assistants

Provide administrative support for various functions and report directly to the Principal.

Principal's Background

Jennifer Geraghty has been the principal at Athlos Leadership Academy since the fall of 2000. She received her undergraduate degree in Elementary Education from Manchester University. In addition, she holds a Masters Degree in Leadership in Educational Administration, and an Education Specialist Degree in Leadership in Educational Administration. She also holds a first through sixth grade teaching license and a kindergarten through twelfth grade Principal license. Principal Geraghty has a Doctorate in Leadership in Educational Administration. She has completed the Principals Academy through NISL and is a member of the ECSU Principals Academy.

Principal Evaluation System

ALA uses a Principal evaluation tool that directly correlates with the qualifications and job duties within the Principal's job description, as required by charter law. Therefore, the evaluation is composed of sections including: instruction and assessment, human resource and personnel management, financial management, legal and compliance management, effective communication and board, authorizer, and community relationships. A section titled "effective leadership" was added. Ongoing student achievement data is reported throughout the school year, through board meetings, and is included in the Principal evaluation process. The evaluation is conducted under the supervision of the Board Personnel Committee. The results of the evaluations are reported on and discussed, by board members, at board meetings.

The formal evaluation meetings are also intended as an opportunity to reassess the Principal’s job description and duties and to make recommendations to the board, if needed, to hire additional administrative staff to take on specific tasks previously assigned to the Principal, therefore, further increasing the Principal’s time spent on instruction and assessment. As well, these meetings are an opportunity to re-assess the role of the School Board in relation to the Principal to ensure that the Principal continues to have the needed operational flexibility to make changes in support of improved teaching and learning.

Professional Development

Members of the management team participate in professional development opportunities, as assigned by the Principal, as well as ongoing coaching from the Principal to ensure success in all job assignments. In addition, professional development plans have been created for the Dean of Faculty and Students, Dean of Academics, Compliance and Reporting, and Dean of Special Education.

Staffing/Teaching Faculty Information and Professional Development

2017-18 Faculty Information

This table contains information for faculty, including ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Name	File Folder Number	Assignment/ Subject	Left During 17/18	Not Returning 18/19
Jeremy Abbott	467395	Music Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Bambenek	491253	5 th grade Teacher	<input type="checkbox"/>	X
Lindsey Beich	442182	1 st Grade Teacher	<input type="checkbox"/>	X
Kirsten Berg	503366	2 nd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Marilyn Brakke	498798	6 th Grade Math Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Brandmire	494900	5 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Anthony Brossart	493433	8 th Grade Math Teacher	<input type="checkbox"/>	X
Kiley Broste	500811	4 th Grade Teacher	X	<input type="checkbox"/>
Courtney Carlson	488383	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Mary Connelly	458662	2 nd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Kayla Conrad	489651	Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Cassandra Dick	501427	Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Jynni Discenza	501638	6 th Grade English Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Jon Dryke	501634	Fitness Coach	<input type="checkbox"/>	<input type="checkbox"/>
Ramona Endres	446085	1 st Grade Teacher	<input type="checkbox"/>	X
Robbyn Engelhardt	467445	Achievement Intervention Specialist	<input type="checkbox"/>	X
Karlee Erickson	494977	7 th Grade Life Science Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Rachel Feldman	491466	8 th Earth Science Teacher	<input type="checkbox"/>	<input type="checkbox"/>

Sierra Frankamp	504015	3 rd Grade Teacher	<input type="checkbox"/>	X
Elise Gangestad	496666	EL Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Garnett	474819	Pre-Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Susie Hayes	996101	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Henkel	502256	Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Hird	441668	3 rd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Hannah Huberty	482156	3 rd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Greta Jennissen	498812	EL Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Danielle Johnson	491749	Long Term and Building Substitute Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Joshua Johnson	478202	Achievement Intervention Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Kampa	480588	7 th Grade Math Teacher	<input type="checkbox"/>	X
Emilee Kaupp	495179	Building Substitute Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Tara Keifer	470464	Achievement Intervention Specialist	<input type="checkbox"/>	X
Molly Knudsen	466392	Pre-Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Grace Koehn	501318	8 th Grade World Studies Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Koerner	496994	Building Substitute Teacher	<input type="checkbox"/>	X
Je Leah Kreminski	471466	1 st Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Heidi Kwapick	488622	4 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Joel Latterell		4 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Abigail Leif	494205	2 nd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Levens	488565	Art Teacher	X	<input type="checkbox"/>
Courtney Lovelace	481422	3 rd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Marquardt (Freeman)	481992	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Wendy McBurrows	424907	Pre-Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Rowan Morbey	504209	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Kit Murley-Henspeter	428896	8 th Grade English Teacher and Instructional Coach	<input type="checkbox"/>	<input type="checkbox"/>
Ryan Nelson	455989	2 nd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Norlien	485309	Fitness Coach	<input type="checkbox"/>	X
Larry Norton	996857	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Mara Novak	500232	5 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>

Kelsey O'Donnell	481105	Kindergarten Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anna Parupsky		Building Substitute Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sheena Pease	500227	Art Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Peterson	496866	Fitness Coach/DAPE	<input type="checkbox"/>	<input type="checkbox"/>
Kathryn Phelps	416271	Achievement Intervention Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Margaret Pisarski	489089	1 st Grade Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lindsey Pugh	456181	7 th Grade U.S. History Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Elise Rasmussen	451990	Kindergarten Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Justin Rasmussen	428055	5 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Channing Reibling	494543	3 rd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Jenna Reibling	481109	Achievement Intervention Specialist	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kerissa Rosier	494886	Health Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Briana Scott (Stark)	448633	6 th Grade Physical Science Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Jeffrey Sibell	477945	Technology Integration Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Ryan Simenson	453286	Spanish Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jack Swanberg	498526	5 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Lucas Thompson	471227	7 th /8 th Grade English Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Megan Thorstad	495597	4 th Grade Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Toomey (Johnson)	481402	2 nd Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Brittany Wacker	472313	Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Caroline Walker	493909	4 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Andrew White	463428	Fitness Coach	<input type="checkbox"/>	<input type="checkbox"/>
Ben Wieker	495682	Fitness Coach	<input type="checkbox"/>	<input type="checkbox"/>
Alysia Williams	402582	1 st Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Wink	494092	4 th Grade Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tyler Wozniak	488498	6 th Grade MN Studies Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Kyra Zaldivar	507122	4 th Grade Teacher	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development

On an annual basis, Athlos Leadership Academy updates a school-wide professional development plan to support Athlos Leadership Academy's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with ALA's continuous improvement plan since continuous improvement and professional development work in tandem to address ALA's efforts to increase student proficiency and reach school-wide achievement goals.

The Principal and school leaders partner in providing high-quality professional development opportunities to ALA teachers and administrators that:

1. Align with ALA's Continuous Improvement Plan

2. Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
3. Are sustainable over time as ALA continues to grow in student and staff numbers.
4. Require regular Professional Learning Communities where teachers will work collaboratively to learn and implement strategies and knowledge that will support student achievement.
5. Ensure that teachers have a firm understanding of school-wide, classroom, and individual student data in order to make teaching decisions for optimal student growth.
6. Provide differentiated systems of support for teachers based on teacher/classroom/school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings.

Professional development plan goals include:

1. Professional Learning Community (PLC) Goal:

All ALA teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years' growth toward proficiency. ALA teachers will participate in an increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency that will allow ALA to academically compete with School District 279.

2. Fall Training and Year-Round Professional Development Goals

Professional development opportunities will be based on the following:

- School needs as indicated in the Continuous Improvement Plan
- Fall training needs
- Ongoing training in previously implemented and successful ALA initiatives
- Needed training in newly purchased resources and systems
- Continuous training needs that are specific to roles and positions
- Training for Instructional Coaches and Teacher Coaches

Professional Development that was provided during the 2017-2018 school year includes, but was not limited to the following:

2017-2018 Professional Development	
Professional Development	Attendees
Indigo Back to School Conference	Special Education Staff
MCCR Summer Literacy Workshop	Instructional Coach
PRESS Workshop	Intervention and Special Education Staff
CPI Training	Student Support and Social Work Team
Athlos Character Coach Virtual Training	Character Coaches
Athlos Math Trainings	Instructional Coach & Fourth Grade Teachers
Gifted Coordinator Workshop- MDE	Instructional Coaches and Dean of Academics
English Learner Training- Metro ECSU	Instructional Coaches and Dean of Academics
Minnesota English Learner Conference	English Learner Teachers
NWEA Reports Training	Teacher Coaches and Dean of Academics
MN Shape Conference	Health Teacher
VOA Conference	Principal
Athlos Fitness Trainings	Fitness Coaches
Employment Law for Charters Conference	Principal
Principal's Academy	Principal

McKinney-Vento School Homeless Liaison Training	Lead Social Worker
Data Practices and Records Retention Training-MDE	Dean of Academics
New Teacher Support Summit	Instructional Coaches
Minnesota Council of Teachers of Mathematics Conference	Instructional Coach

Teacher Evaluation Process

Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The at-will status of ALA teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.

ALA conducts classroom observations each year in accordance with the Q-comp plan guidelines. Q-comp observations are not considered summative evaluations but are used to support improved instruction. Data from Q-comp observations is used, though, to inform the summative evaluation in the form of supplying longitudinal data and observational data. In addition to classroom observations, data is collected through walkthroughs, observations outside of the classroom, surveys, records of employee conduct, etc.

Summative evaluations are performed by qualified and trained evaluators. Longitudinal data on student engagement is tracked through student surveys and classroom observations. Longitudinal data on academics is tracked using school-wide assessments as documented on the school assessment plan.

Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards. Each spring, growth and development plans are created by teachers following their summative evaluation meetings.

Staff development activities are implemented based on the results of teachers' evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.

School Admissions and Enrollment

A. Student Enrollment and Attrition Rates

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	Total # of Students	Attrition / Retention Rates
2008-09	23	23	23	25	29	17	16	17	17	190	+24%
2009-10	22	28	26	22	19	28	17	12	17	191	+.53%
2010-11	23	27	24	25	25	17	23	18	17	199	+4.19%
2011-12	26	22	26	26	26	23	17	19	17	202	+1.51%
2012-13	23	25	24	27	26	25	23	15	17	205	+1.49%

2013-2014	22	18	20	18	24	17	23	23	18	183	-10.73%
2014-2015	119	112	114	108	118	116	94	71	48	900	+391.80%
2015-2016	108	119	119	119	108	107	112	68	47	907	+7.8%
2016-2017	111	114	120	116	120	106	88	88	56	919	+1.32%
2017-2018	100	105	119	111	118	105	84	79	70	891	-3.05%
2018-2019est	104	103	118	117	115	110	92	76	68	903	+1.35%

Athlos Leadership Academy 2017-2018 Student Demographics

American Indian/Alaskan Native	0.9%
Asian	5.4%
Hispanic/Latino	7.9%
Black/African American	55.6%
Native Hawaiian/Pacific Islander	0.0%
White	16.3%
Two or More Races	13.9%
English Learner	9.0%
Special Education	8.4%
Free/Reduced Priced Lunch	66.9%

Enrollment Projections

Grade	2018-2019	2019-2020	2020-2021
K	120	120	120
1	120	120	120
2	115	115	115
3	110	115	115
4	120	120	120
5	120	120	120
6	110	120	120
7	100	110	110
8	85	90	90
Total	1,000	1,030	1,030

Application and Enrollment

Athlos Leadership Academy practices an enrollment process that is fair, balanced, and fully compliant with all laws and provisions related to enrollment. Application and enrollment processes are conducted in accordance with ALA Policy 5.1.1 that is posted on the Athlos Leadership Academy website. No child is refused admission to ALA based on race, ethnicity, gender, religion, or economic status, intellectual, athletic or creative ability.

Information regarding enrollment deadlines and procedures is published annually on the Athlos Leadership Academy website. Each year, Athlos Leadership Academy informs the public of the open enrollment period. Interested families are required to submit an online application form for admission for the following school year.

Annually, Athlos Leadership Academy publishes a date for its lottery for admission for the following school year. A lottery software company conducts the lottery electronically on a scheduled date in a

setting that is open to the public.

See Appendix A: Admissions Policy 5.1.1

Academic Program and School Performance

Academic Program

Athlos Leadership Academy's chosen academic curriculum provides a heightened level of rigor to ensure optimal student achievement. Students are provided with challenging enrichment opportunities and academic supports needed to achieve academic success. We support recognized, research-based educational programs that promote rigor, connections, and deep learning. Athlos Leadership Academy's statutory purposes include:

- Improving all pupil learning and student achievement. (Primary purpose)
- Increasing learning opportunities for pupils.
- Encouraging the use of different and innovative teaching methods.

Process for Reviewing Curriculum, Instruction, and Student Achievement

Athlos Leadership Academy's board-approved curriculum is chosen through a thorough review process to ensure that our students are provided with high-quality instruction. As a public PK-8 charter school, Athlos Leadership Academy is required to implement curriculum and a learning program that will support students in meeting Minnesota standards and benchmarks across all core subjects. A curriculum overview and any updates to our curriculum can be found on the school website under Curriculum. Athlos Leadership Academy aligns curriculum with Minnesota Standards through a curriculum mapping process. The curriculum mapping process is overseen by administrators and teacher leaders.

Curriculum and student achievement is reviewed by the District Advisory Committee Site Team and administration on an annual basis. Recommendations for changes and improvements are made, to the Board, in the form of revised improvement plans, revised World's Best Workforce plans, assessment plans, and updated curriculum budgets.

Assessment Plan and SMART Goals- 2017-2018

Assessment	Grade Levels
MCA Reading and Math	3 rd through 8 th grade
MCA Science	5 th and 8 th grade
NWEA (MAP)- Math	K-8
NWEA (MAP)- Reading	K-8
Fountas and Pinnell Benchmark Reading Assessment	K-3

PreK Smart Goal

85% of Prekindergarten students will demonstrate proficiency in the following reported areas of the OWL Assessments.

- Letter Recognition-Uppercase
- Letter Recognition-Lowercase
- Letter Sounds
- Counting
- Counting Objects
- Recognizing Numerals

Reading SMART Goal 2017-2018: The percentage of all students enrolled October 1 in grades 3-8 at Athlos Leadership Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS) will increase from 48.8% in 2017 to 53.8% in 2018.

Math SMART Goal 2017-2018: The percentage of all students enrolled October 1 in grades 3-8 at Athlos Leadership Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS) will increase from 43.2% in 2017 to 48.2% in 2018.

K-3 Plan Reading Goal 2017-2018

In May 2017, 87% of all students enrolled October 1st in grades K -3 at Athlos Leadership Academy met the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment. ALA’s 2017-2018 goal is to maintain 87% proficient.

Baseline Information

Athlos Leadership Academy’s enrollment grew from serving 183 K-8 students in 2013-2014 to serving over 900 students in 2014-2015. With that, the school welcomed new students of varying educational backgrounds and educational needs. During 2014-2015, Athlos Leadership Academy’s administrators and teachers worked diligently to gain background on each of the incoming students in order to develop plans for increased growth and proficiency for all students in areas where they came to us well below grade level. Scores from School Year 2014-2015 are considered the school’s baseline data since the scores are the first year that encompass the increase in student population. The school reviewed the 2014-2015 proficiency and growth scores and created plans to accelerate growth and proficiency for both new and returning students. The charts in the sections below highlight both celebrations and areas in need of continued growth.

Prekindergarten Program Data

Opening the World of Learning Assessment Data						
	Letter Recognition Uppercase	Letter Recognition Lowercase	Letter Sounds	Counting	Counting Objects	Recognizing Numerals
Percent of ALA PreK Students Proficient	89%	85%	94%	89%	100%	91%

K-3 Literacy Data

Athlos Leadership Academy’s 2017-2018 K-3 Literacy SMART Goal stated: In May 2017, 87% of all students enrolled October 1st in grades K-3 at Athlos Leadership Academy met the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment. ALA’s 2017-2018 goal is maintain 87% proficiency.

	Spring 14-15 (% meeting grade level target)	Spring 15-16 (% meeting grade level target)	Spring 16-17 (% meeting grade level target)	Spring 17-18 (% meeting grade level target)
K	72%	84%	90%	90%
1	71%	77%	84%	91%

2	70%	81%	88%	95%
3	79%	80%	85%	94%
Total K-3 Proficiency	73%	80.5%	87%	92%

Student Progress: Students on Track for Success

According to the Minnesota Department of Education, students considered “on track” fall into one of three categories:

- Students who had not been proficient in the previous year and made high growth in the current year.
- Students who had been proficient in the previous year and made high growth in the current year.
- Students who had been proficient in the previous year and made medium growth in the current year.

The charts below illustrate the comparison between Athlos Leadership Academy, the Osseo Public School District, the state, and local elementary and middle schools located near Athlos Leadership Academy.

Students on Track for Success According to the Minnesota Report Card Reading 2018						
	Athlos Leadership Academy	Minnesota	Brooklyn Middle School Osseo District	Woodland Elementary Osseo District	Edinbrook Elementary Osseo District	Osseo Public School District
4th Grade	43.7%	56.2%		46.8%	60.5%	55.9%
5th Grade	56.0%	55.1%		43.7%	41.5%	52.4%
6th Grade	50.0%	61.1%	55.7%			60.3%
7th Grade	67.1%	56.1%	45.1%			52.3%
8th Grade	50.7%	57.3%	50.2%			52.2%
ALL	52.8%	56.9%				

Students on Track for Success According to the Minnesota Report Card Math 2018						
	Athlos Leadership Academy	Minnesota	Brooklyn Middle School Osseo District	Woodland Elementary Osseo District	Edinbrook Elementary Osseo District	Osseo Public School District
4th Grade	42.8%	57.5%		68.4%	52.9%	58.3%
5th Grade	54.0%	56.5%		23.6%	49.0%	53.8%
6th Grade	23.3%	52.9%	48.6%			53.9%
7th Grade	48.0%	53.0%	38.7%			50.1%
8th Grade	33.8%	53.6%	51.0%			49.0%
ALL	41.1%	54.1%				

MCA Reading and MCA Math Proficiency

The charts below show the proficiency scores of Athlos Leadership Academy on the MCA and MTAS assessments.

Athlos Leadership Academy Percent Meeting or Exceeding on MCA III Reading & MTAS 2017-2018 School Year October 1st Students Only				
	Percent Does Not Meet	Percent Partially Meeting	Percent Meeting	Percent Exceeding
Grade 3	31.2%	15.6%	39.4%	13.8%
Grade 4	22.6%	38.3%	33.9%	5.2%
Grade 5	8.9%	23.8%	60.4%	6.9%
Grade 6	24.4%	23.2%	41.5%	11.0%
Grade 7	31.1%	13.5%	44.6%	10.8%
Grade 8	30.4%	15.9%	36.2%	17.4%
Overall	24.2%	22.7%	42.7%	10.4%

Athlos Leadership Academy MCA & MTAS Reading Proficiency by Grade –October 1st Students Only (Percent Meeting or Exceeding) (New standards in Reading were implemented in 2013. Comparisons in reading between 11-12 and 12-13 should not be made.)							
	11-12	12-13	13-14	14-15	15-16	16-17	17-18
ALA 3rd Grade	64.0%	22.2%	30.8%	27.1%	37.8%	56.0%	53.2%
ALA 4th Grade	36.4%	20.0%	25.0%	39.4%	41.6%	40.7%	39.1%
ALA 5th Grade	72.7%	29.2%	60.0%	56.1%	54.9%	60.6%	67.3%
ALA 6th Grade	75.0%	52.4%	62.5%	37.2%	56.0%	46.9%	52.4%
ALA 7th Grade	50.0%	64.3%	47.1%	33.9%	60.6%	37.0%	55.4%
ALA 8th Grade	55.6%	41.2%	64.3%	50.0%	47.8%	50.0%	53.6%

Overall Reading Proficiency- October 1st Students Only (Percent Meeting or Exceeding)
(New standards in Reading were implemented in 2013. Comparisons in reading between 11-12 and 12-13 should not be made.)

	13-14	14-15	15-16	16-17	17-18
Athlos Leadership Academy	48.4%	40.4%	49.2%	48.8%	53.1
Minneapolis Public Schools	43.6%	43.5%	44.2%	44.7%	46.1
Osseo Public Schools	57.2%	57.7%	58.4%	57.2%	57.4
Minnesota	59.8%	60.6%	60.9%	61.2%	60.8

Athlos Leadership Academy Percent Meeting or Exceeding on MCA III Math & MTAS 2017-2018 School Year
October 1st Students Only

	Percent Does Not Meet	Percent Partially Meeting	Percent Meeting	Percent Exceeding
Grade 3	22.0%	26.6%	32.1%	19.3%
Grade 4	28.7%	15.7%	38.3%	17.4%
Grade 5	21.0%	36.0%	40.0%	3.0%
Grade 6	40.2%	30.5%	24.4%	4.9%
Grade 7	40.5%	27.0%	27.0%	5.4%
Grade 8	45.6%	23.5%	20.6%	10.3%
Overall	31.4%	26.3%	31.6%	10.8%

Athlos Leadership Academy MCA & MTAS Math Proficiency By Grade- October 1st Students Only (Percent Meeting or Exceeding)

	11-12	12-13	13-14	14-15	15-16	16-17	17-18
ALA 3 rd Grade	68.0%	48.1%	53.8%	40.6%	39.6%	66.1%	51.4%
ALA 4 th Grade	47.8%	44.0%	43.8%	57.4%	55.4%	56.6%	55.7%
ALA 5 th Grade	18.2%	12.5%	46.7%	35.5%	28.4%	39.8%	43.0%
ALA 6 th Grade	43.8%	19.0%	37.5%	31.0%	30.3%	17.5%	29.3%
ALA 7 th Grade	25.0%	53.3%	41.2%	25.8%	31.8%	24.7%	32.4%
ALA 8 th Grade	38.9%	35.3%	64.3%	27.5%	28.3%	40.4%	30.9%

Overall Math Proficiency- October 1st Students Only (Percent Meeting or Exceeding)					
	13-14	14-15	15-16	16-17	17-18
Athlos Leadership Academy	47.3%	38.6%	36.6%	43.2%	42.3%
Minneapolis Public Schools	44.8%	46.7%	45.6%	44.1%	43.4%
Osseo Public Schools	58.7%	58.2%	55.5%	55.3%	53.7%
Minnesota	61.9%	61.6%	60.9%	59.9%	58.4%

Athlos Leadership Academy MCA & MTAS Science Proficiency- October 1st (Percent Meeting or Exceeding)					
	13-14	14-15	15-16	16-17	17-18
ALA 5 th Grade	46.7%	48.6%	32.4%	41.8%	41.6%
ALA 8 th Grade	42.9%	21.4%	26.1%	21.2%	33.3%
ALA All	44.8%	40.9%	30.4%	34.7%	38.2%

2017-2018 Academic Highlights

- 2018 Star Tribune- “Beat the Odds” School
- Substantial increases in reading proficiency in grades 5-8
- Substantial increases in math proficiency in grades 5-7
- Increase in science proficiency
- Northstar Rating System Recognition- Consistent Attendance
- 92% of our K-3 students were reading on grade-level by year-end

Finances

Fiscal Year 2018 Audit

The FY18 Financial Audit is being conducted by CliftonLarsonAllen, LLP.

Financial Highlights

Key financial highlights for the 2017-2018 fiscal year include the following:

- Slight decrease in students in grades K – 8th from 918 ADM to 892 ADM.
- The school received State general education PreK funding for the FY17 school year. Originally, Athlos was not awarded the aid, however, since there were excess funds at the end of FY17, Athlos did receive \$324,000. This amount helped offset the significant costs the school has incurred since the inception of the program.
- During the summer of 2017, the school incurred storm damage in the amount of \$336,000. This damage was covered by insurance and the school completed the majority of the work during the FY18 school year.
- FY18 was the first year the school started charging tuition for the PreK program. The fees generated covered approximately 25% of the program costs. In addition to the fees, Pre-K students who qualified for certain Pathways I and II grants, provided an additional \$44,000.
- The General Fund, prior to covering the \$149,000 in Pre-K costs not covered by tuition and grants, had an operating surplus of \$141,000. Overall, all funds, General, Food Service and Community Service, experienced a break-even year, increasing the total fund balance by \$20,500 to a level of 12.4% of total expenditures.
- Did not renew or utilize a line of credit for operating cash-flow

Below is the school's year-end balance sheet. The school's current ratio is 3.3 (CA/CL) and the days-cash-on-hand (including receivables and deducting the line of credit) is 38 days.

Athlos Leadership Academy
Balance Sheet
June 30, 2018

	6/30/2018
<u>Assets</u>	
Cash	\$ 1,268,457
Accounts Receivable	59,373
Due from Building Company	56,091
State Aids Receivable	485,089
Federal Aids Receivable	206,723
Prepaid Expenses and Deposits	88,285
Total Assets	\$ 2,164,018
<u>Liabilities and Fund Balance</u>	
Salaries and Wages Payable	\$ 218,818
Accounts Payable	263,533
Deferred Revenue	2,734
Payroll Deductions and Contributions	161,836
Total Liabilities	646,921
Total Fund Balance	1,517,097
Total Liabilities and Fund Balance	\$ 2,164,018
Days Cash on Hand	37.79

Goals

Athlos Leadership Academy increased its students and program offerings in FY15 which created some budget challenges. In FY16 and FY17, the school maintained its operations with 908 and 918 students, respectively, while increasing its fund balance. In FY18, the school's enrollment decreased slightly to 891 ADM. The original budget anticipated 960 K-8 students and 60 Pre-K students. In the end, the actual students were slightly less than the original budget.

Below are the original, revised, and actual results. At year-end, actual results exceeded budget expectations in the general fund.

	2017-2018 Activity			Total Governmental Funds
	General Fund	Food Service	Community Service	
Original Budget				
Revenues & Transfers In	\$ 12,720,656	\$ 692,600	\$ 303,394	\$ 13,716,650
Expenditures & Transfers Out	12,304,398	633,000	303,394	13,240,792
Net Operations	\$ 416,258	\$ 59,600	\$ -	\$ 475,858
Revised Budget				
Revenues & Transfers In	\$ 11,537,404	\$ 602,112	\$ 325,327	\$ 12,464,843
Expenditures & Transfers Out	11,827,796	623,112	325,327	12,776,235
Net Operations	\$ (290,392)	\$ (21,000)	\$ -	\$ (311,392)
Actual				
Revenues & Transfers In	\$ 11,549,944	\$ 607,617	\$ 363,893	\$ 12,521,454
Expenditures & Transfers Out	11,557,288	579,682	363,893	12,500,863
Net Operations	\$ (7,344)	\$ 27,935	\$ -	\$ 20,591
Beginning Fund Balance	1,429,303	67,202	-	1,496,505
Ending Fund Balance	\$ 1,421,959	\$ 95,137	\$ -	\$ 1,517,096
Fund Balance Percentage of Expenditures	11.6%			11.5%

Fiscal Year 2019 Goals

For FY19, the school originally budgeted to serve 917 ADM in grades K-8 and an additional 60 Pre-Kindergarten students. The school plans to continue its curriculum and processes that have supported academic success.

	2018-2019 Original Budget			Total Governmental Funds
	General Fund	Food Service	Community Service	
Original Budget				
Revenues & Transfers In	\$ 12,499,534	\$ 621,390	\$ 363,893	\$ 13,484,817
Expenditures & Transfers Out	12,245,875	641,550	363,893	13,251,318
Net Operations	\$ 253,659	\$ (20,160)	\$ -	\$ 233,499
Beginning Fund Balance	1,421,959	95,137	-	1,517,096
Ending Fund Balance	\$ 1,675,618	\$ 74,977	\$ -	\$ 1,750,595
Fund Balance Percentage of Expenditures	13.7%			13.2%

Internal Controls and Board Oversight

The school has an internal control system that provides auditors with a level of comfort that allows the school to not receive any internal control findings. These controls are tested during the annual audit in accordance with *Government Auditing Standards*. ALA, along with its financial managers at BerganKDV, are able to segregate duties and provide adequate oversight so that no deficiencies or material weaknesses exist. All board members have received board training in financial management. The board maintains oversight of financial matters through monthly finance committee meetings, board meetings, and regular review of financial policies. The finance staff is readily available to answer board member questions both in and out of board meetings to ensure that questions are answered in a timely and thorough manner.

Service Learning

Athlos Leadership Academy's students participated in the following service projects over the course of the 2017-2018 school year. All projects were successful and beneficial.

- Adopt a Park
- Community Gardens
- Student Ambassadors
- Recycling Grant Initiative
- American Heart Association Initiative
- Feed My Starving Children
- H2O for Life

Innovative Practices and 2017-2018 Awards

In addition to its rigorous academic curriculum, Athlos Leadership Academy implements an age-appropriate fitness program and a character education program. As well, the school has a 4 Star Parent Aware rated Prekindergarten Program.

Fitness/Physical Education

The Athlos Athletic Curriculum is not about training athletes nor does it encourage a negative competitive environment. It is a professionally-developed plan of age-appropriate, developmental goals that apply to every child at every athletic level. Science shows a real connection between physical fitness and academic achievement. All students participate throughout the week. Activities range from individual or group conditioning to team competitions that teach leadership and life lessons.

Character Performance

Athlos Character Performance is part of a formal, year-long curriculum. Twelve essential performance traits are taught throughout the school year. The Athlos Character Curriculum distinguishes itself with concepts that point to performance. We believe it is important to help students first recognize character strengths—traits like Grit, Leadership, and Social Intelligence so that these concepts become part of daily academic instruction, athletic activities, and leadership roles with younger students and in the community. Athlos performance attributes are especially integral to turf activities where coaches and teachers relate them to student progress and goals. Character Huddles regularly bring a class together to discuss and be challenged by an idea related to performance. Students define a particular character trait and learn about a real-life example. To complement this exercise, Character Reflections allow students to “teach the concept back”. By understanding what performance character traits are and why they matter, Athlos students are able to define an abstract concept and relate it to their lives.

Prekindergarten Program

Athlos Leadership Academy is proud to offer a full-day Prekindergarten program. The program is a high-quality Parent Aware 4-Star Rated program that uses practices that will best prepare children for kindergarten.

Awards

Athlos Leadership Academy received the following awards in 2017-2018:

- 2018 Reader's Choice Award for Best Public School- Sun Post
- 2018 Star Tribune- "Beat the Odds" School

Future Plans

Athlos Leadership Academy continues to seek out funding options to support the continuance of the Pre-Kindergarten program as well as before and after school funding. In addition, the school continues to seek out additional funding opportunities to finance projects to enhance safety and security as well as funding to increase availability of technology to students.

Appendix A. Admissions Policy 5.1.1

I. PURPOSE

The purpose of this policy is to explain the application and enrollment process at Athlos Leadership Academy so that families will have information to make decisions regarding their children's school attendance.

II. POLICY STATEMENT

This policy establishes guidelines for admission into Athlos Leadership Academy that are consistent with the admission requirements of Minnesota Statutes §124E and other applicable laws.

III. LIMITATIONS ON ENROLLMENT

Pursuant to the contract with its authorizer, Athlos Leadership Academy has limited eligible pupils to:

- A. Pupils within PreK-8th grade
 1. Athlos Leadership Academy does not accept applications for Pre-kindergarten students who are not age four on or before September 1st of the school year for which the student seeks admission.
 2. Athlos Leadership Academy does not accept applications for kindergarten students who are not age five on or before September 1st of the school year for which the student seeks admission.
 3. Athlos Leadership Academy does not accept applications for first grade students who are not age six on or before September 1st of the school year for which the student seeks admission.

IV. PUBLICATION AND COMMUNICATION OF POLICY AND PROCEDURES

A. Information regarding enrollment deadlines and procedures will be published on the Athlos Leadership Academy website. Information regarding Minnesota Statute 124E will be included on the application form.

B. Each year, Athlos Leadership Academy will inform the public of the open enrollment period. Interested families are required to submit an application form for admission for the following school year.

- C. Each year, Athlos Leadership Academy will publish a date for its lottery for admission for the following school year.
- D. A lottery software company will conduct the lottery electronically on a scheduled date in a setting open to the public. If the lottery must be postponed due to inclement weather conditions, the lottery shall be conducted at the scheduled time on the following day.

V. GENERAL ENROLLMENT PROVISIONS

- A. Athlos Leadership Academy is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, Athlos Leadership Academy will begin lottery procedures described in section IX.
- B. Before admitting a student by lottery, Athlos Leadership Academy shall give preference to currently enrolled students, siblings of current students, a foster child of that pupil's parents, and children of the school's staff.
- C. Athlos Leadership Academy shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.
- D. Athlos Leadership Academy shall not seek any information about any applicant that may be used to discriminate against the applicant in either school's policies or governing laws. This does not preclude the school from seeking such information for a lawful purpose about a student after the student has been admitted.
- E. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in ACLU v. TiZA, et al. litigation, Athlos Leadership Academy shall not select students based on religious preference.
- F. Athlos Leadership Academy will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student unless required to do so by Minnesota's Pupil Fee Law.

VI. POLICY AND PROCEDURES FOR CURRENTLY ENROLLED STUDENTS

- A. Before the open enrollment begins, Athlos Leadership Academy will provide notice to parents of currently enrolled students. The notice will provide guidelines for parents on how to reenroll currently enrolled students for the following school year.
- B. Athlos Leadership Academy will require current families to complete and submit an Intent to Return form for each child reenrolling for the following school year.
- C. Intent to Return forms will be available to current families during the open enrollment period which starts the first Monday in November and ends the last Friday in January of the following calendar year. Currently enrolled students who submit an Intent to Return form within the open enrollment period will not be subject to the lottery.
- D. If a current family has not completed an Intent to Return form by the close of the open enrollment period, Athlos Leadership Academy will consider the student withdrawn for the upcoming school year. At that time, if the family wishes to reapply for the following year, they may do so under the same conditions as a new enrollee.

VII. POLICY AND PROCEDURES FOR SIBLINGS OF ENROLLED STUDENTS AND STUDENTS OF STAFF MEMBERS

- A. If a family wishes to enroll a sibling of a currently enrolled student, the application form must be completed within the assigned time frame in order to receive preference.
 - 1. A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- B. If an Athlos Leadership Academy staff member wishes to enroll their child, the application form must be completed within the assigned time frame in order to receive preference.
 - 1. If a staff member's employment is ended for any reason, the child moves to the end of the non-preferential

waiting list.

- C. If there are more siblings of currently enrolled students and students of staff members than spots in a particular grade, applicants will be shuffled by lot and a separate lottery for these students will occur. Offers of enrollment will be made following the lottery. After all open slots are filled, the siblings of currently enrolled students and students of staff members who were not offered an enrollment slot will be placed on the top of the waiting list in the order in which their names are drawn by the electronic lottery.

VIII. APPLICATION AND ENROLLMENT PROCEDURES

- A. Athlos Leadership Academy will accept application forms for admission for up to 20 per classroom for Pre-kindergarten and up to 25 per classroom for grades K-8. The board of directors may increase one or more grades' capacity by resolution and without changing this policy prior to the date on which applications are no longer accepted.
- B. Athlos Leadership Academy welcomes inquiries and scheduled tours throughout the school year. The school will encourage families to meet with faculty, staff, and/or board members to discuss the value of Athlos Leadership Academy and its expectations of students and their families.
- C. Families are required to submit one application form for each student. All application forms are time and date-stamped and labeled sequentially, designating the order in which they were received.
- D. A completed application is required for anyone wishing to be considered for enrollment. It is the responsibility of the applicant to retain confirmation from Athlos Leadership Academy of the receipt of the application. If confirmation of receipt is not received, it is upon the applicant to follow up with Athlos Leadership Academy to request the confirmation.
- E. Each year, the open enrollment period will begin on the first Monday in November and end on the last Friday in January of the following calendar year. All applications must be received by 2:30 PM on the last date of the published open enrollment period. All applications received after that date and time will be processed in the order they are received. The board of directors may change the deadline for applications for the next school year by resolution without changing this policy.
- F. Athlos Leadership Academy is not responsible for mistakes or omissions on submitted application forms. An incomplete application form will not be considered for enrollment and therefore will not be processed until complete.
- G. All parents/guardians of applicants will be notified within one week following the close of the open enrollment period. Notification will also include their child's enrollment status and information regarding any necessary lottery.
- H. Once the open enrollment period is closed, currently enrolled students who returned Intent to Return forms within the open enrollment period will maintain an enrollment slot for the following school year.
- I. If the number of new applicants exceeds the number of enrollment slots that remain available, all timely new applicants will be placed in the lottery.

IX. LOTTERY

- A. If a lottery is necessary, it will be conducted within 10 business days after the close of the open enrollment period.
- B. A lottery software company will conduct the lottery as a public event to ensure the lottery procedures are fairly executed.
- C. All timely applicants will be placed on one of two lists by grade: (a) a preference list of students given preference by state law or this policy, and (b) all other applicants. Both lists will be shuffled and offers of enrollment will be made to students in the order in which they are electronically sorted, first exhausting the preference list, and then proceeding to the non-preference applicants.
- D. Families who have received notification of the lottery as stated in section VIII are not required to attend the lottery.
- E. Families will be notified electronically by email of their child's admission status within 10 business days of the lottery taking place.

- F. Parents/Guardians of students admitted through the lottery will receive an acceptance email using the email address provided by families during the admissions process. Parents will be notified at this time to complete the required enrollment documents by the deadline set forth in the acceptance email. If all enrollment forms are not returned by the date set forth in the acceptance email, the enrollment spot will be considered forfeited.
- G. Students who did not get accepted into the program through the lottery will be put on the wait list and will be admitted to the program as enrollment slots become available.
- H. Students who apply after the lottery is held will be added to the waiting list in the order in which they turn in an application form.

X. WAITING LIST

- A. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from Athlos Leadership Academy, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
 - 1. In the case an enrollment space becomes available, the applicant will be notified via email through the enrollment software. The applicant will then be provided with enrollment paperwork which must be completed in order to secure a spot.
 - 2. If the email address provided on the application is not valid, it is the responsibility of the applicant to provide Athlos Leadership Academy with current contact information. Athlos Leadership Academy is not responsible for enrollment slots forfeited due to incorrect contact information.
- C. Once the applicant has been notified, as defined above, the applicant has 48 hours to complete the enrollment paperwork or the spot will be considered forfeited.
- D. If the applicant chooses not to enroll their student or does not respond within the allocated timeframe, Athlos Leadership Academy will continue contacting applicants in the order in which they are listed on the waiting list.
- E. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application form for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

XI. STUDENT RECRUITMENT ACTIVITIES

- A. Athlos Leadership Academy shall market itself before and during the enrollment period to recruit students to meet its enrollment goals as set by the board of directors.
- B. In accordance with its marketing strategy, Athlos Leadership Academy may use the measures below, among others, to recruit student applicants.
 - 1. Post flyers and notices in local newspapers and/or blogs and online newspapers.
 - 2. Post the admissions policy and application (available for download) on the school's website.
- C. Athlos Leadership Academy will provide translation services, as necessary, for all promotional materials and any person-to-person interaction.

XII. INTERPRETATION OF POLICY

- A. Should any question or unanticipated scenario occur regarding the admission and enrollment policy, the principal is responsible for final interpretation and implementation of the policy above and recommendations for any appropriate updates.

Legal References: Minn. Stat. §124E.11 (Admission Requirements)
 Minn. Stat. §§123B.36-.37 (Authorized Fees; Prohibited Fees)