

Fraser Academy

2013-2014 Annual Report
and
Annual Report on World's Best Workforce

September 23, 2014

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Reader's Guide:

Charter school reporting elements required by the Minnesota Department of Education can be found on the following pages:

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SECTION I: INTRODUCTION¹

Background Information

Fraser Academy completed its tenth year of operation in June 2014. The charter school, located in Minneapolis, Minnesota, opened in fall 2004 serving kindergarten through second grade students. Fraser Academy expanded over the years and served 76 students in kindergarten through fifth grade during the 2013-2014 school year. A large proportion of Fraser Academy's students require special education services (approximately 92%, December 1, 2013) and have ongoing Individual Education Programs (IEPs). Fraser Academy has made concerted efforts over the years of operation to increase the general education population, however, interest in the program continues to be dominated by students who have IEPs. With changes in the state statute, policies and procedures and the resulting cost coverage and cash flow concerns, an increased population of "regular education" students could also prove to be a financial detriment to the program. Therefore continuous discussion of mission, vision, and program design is at the forefront of the Board of Directors to assure program viability and continued student progress.

One of Fraser Academy's unique characteristics is its eleven-month academic calendar. The total number of school days is similar to other public schools and exceeds the requirements of total student hours annually, however the days of instruction are spread throughout the calendar year with breaks occurring at regular intervals. The calendar facilitates professional development and additional learning opportunities for students. This calendar has also proven to support the continuous progress learning model, a key element of the Fraser Academy program model.

Central to the school's educational model are small class sizes and individualized instruction. Most classrooms have fewer than fifteen students. Students have either an IEP, if they have been identified as having a special education need, or are in classrooms with teachers who provide an individualized learning program. "General education" classrooms are taught by dual-licensed teachers and also have additional special education support, which allows for special education to be embedded in the program. The curriculum and pace of instruction are designed for each student in order to assist students in meeting their academic potential.

As part of the school's focus on accountability, Fraser Academy stakeholders developed an accountability plan, the purpose of which is to serve as an evaluative tool and a means for continuous improvement. The school's Accountability Committee is also dedicated to developing evaluation opportunities for all areas of the program. The school has participated with external evaluators offering new perspectives for evaluating curriculum and student outcomes. Embedded in this report are the current status of goals within the Accountability Plan and a report of current status of the various charter school requirements under statute.

¹ Some of the information presented in this report may be similar to what was presented in previous reports due to little to no change in the information.

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Fraser Academy's Charter Purpose

Statement of Purpose. Minnesota Charter Law (124 D. 10, 11) stipulates that each authorized charter school identify the purpose for its charter. Schools can organize based on one or all of the six purposes delineated in the law. Fraser Academy identified three of the six purposes outlined in the law as key to their organization, although all are relevant and within the overarching goals of the school. The three focused purposes are noted in bold print in the list of the six statutory purposes that follows.

- 1. Improve pupil learning and student achievement.**
2. Increase opportunities for pupils.
3. Encourage the use of different and innovative teaching methods.
- 4. Measure learning outcomes and create different and innovative forms of measuring outcomes.**
- 5. Establish new forms of accountability for schools.**
6. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Fraser Academy's Vision, Mission, Values and Guiding Principles

Fraser Academy Vision. To be a national model of a successful individualized student-based education program for children of diverse abilities.

Fraser Academy Mission. The school's mission and philosophy reflect its emphasis on educational excellence and individualized instruction. The mission is to:

- *Provide a safe, nurturing and cooperative learning environment where children discover their personal and academic strengths*
- *Cultivate a sense of respect and responsibility*
- *Create a sense of social awareness and a social bridge to the broader community*
- *Provide an innovative curriculum that leads each child to educational success*
- *Instill self-esteem, confidence and a positive attitude in every child*

Values and Guiding Principles. The Board has approved the values and guiding principles listed below as central to Fraser Academy's operation and success.

- We believe development of the "whole child" is essential to success and central to the premise that being educated in an inclusive education environment, including students from diverse backgrounds and learning needs, enriches all children.
- We believe that continuous progress as the instructional model is essential to optimum student learning.
- We believe that the delivery of broad-based content, in a personalized learning environment, best meets the educational needs of students of all abilities.
- We believe in the importance of incorporating character development in the educational setting.
- We believe year-round instructional time results in more positive academic and developmental outcomes for all students.
- We believe that ongoing evaluation of program and practices in light of current research is essential to maintain the highest quality of educational program.

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Community and Family Involvement

Significant volunteer time was provided during the 2013-2014 school year by parents and community members. Volunteers provided services in areas listed below.

- Classroom assistance
- Classroom material support
- Recess support assistance
- Physical education set-up assistance
- Fundraising
- Concert decorations and set-up assistance
- Media Center support
- Field Day and Field Trip support
- All School Dance planning and implementation support
- Family donations to the media center and technology department, and physical education department

In addition, Fraser Academy continued its partnerships with several community organizations. These are noted below.

- Elsie's Bowling Center - Field Trip Donations
- Contemporary Transportation - Field Trip Transportation
- East Side Neighborhood Co-op - Donations
- Science Museum of Minnesota - All School Field trip - Target Field Trip Grant
- TruStone Financial Services NE Minneapolis Branch - Donations and Field Trip assistance
- Minnehaha Academy - Classroom assistance
- Anagram International - Eden Prairie, MN - Donation

Parents have several opportunities to conference with teachers and staff. For the first trimester, 92% attended a parent-teacher conference; second trimester conferences the rate was 88%. In addition, many of the parents regularly attend their child's annual IEP and other due process related conferences as part of their child's special education programming.

Instructional and Educational Delivery Model

Fraser Academy identified four areas that serve as a framework for its instructional and educational delivery model. The framework aligns with the school's mission and guides program development and practice. The four cornerstones are:

- Continuous Progress Instructional Model
- Broad-Based Content Approach
- Character Development Focus
- Extended Learning Opportunities

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Continuous Progress Instructional Model. The school adopted a continuous progress approach to instruction to address the needs of each student. The model is well suited to the school's philosophy of inclusion and of individualized instruction. Each classroom is organized for teachers to guide the individual learning progress, which is then monitored to determine when mastery has occurred. Students are then instructed in the next set of standards, moving at their own pace. Four approaches are used to implement the model. These are: 1) a rotation model for the class and school that allows students to work at stations within the classroom individualized to their instructional level, 2) non-graded reading, mathematics, and writing instruction, 3) progress monitoring, and 4) differentiated instruction for all students.

Initially, all students who are in grade-level classrooms are assessed in reading and mathematics through a variety of assessment instruments, including The Bridge, The Early Reading Scoring Instrument, Whole to Part, EQUALS Math, and the Northwest Association Evaluation's Measures of Academic Progress. Students learn with peers closest to their instructional level—on grade level, advanced, or remedial. Teachers provide instruction through a rotation model with students moving to various stations for instruction tailored to their level or need.

2013-2014 Update Summary

The Board's Accountability Committee reviewed the literacy and math approaches and data outcomes in the 2013-14 school year. The resulting recommendation from the teacher-led research group related to reporting and aggregating results was to design and implement a process that incorporated use of the TIES student information system's Personal Learning Plan, a Fraser Academy-designed Personalized Learning Plan Template, Lesson Plan Template, and a re-design of the Fraser Academy report card. The Board approved the recommendation and the process was designed and is being pilot-implemented in the 2014-15 school year. Based on the results of the pilot, the process and tools will be revised for further implementation in the 2015-16 school year. The intended outcome is to be better able to:

- Set student goals and monitor progress more clearly including parents' perspectives at Parent/Teacher conferences;
- More efficiently aggregate individual student learning needs into class lesson planning that supports maximum inclusion of learners;
- More frequently assess, profile and make instructional decisions for individuals and the class based on student learning progress;
- Evaluate individuals, classrooms, federal settings, grade levels, and school-wide learning progress and annual outcomes to determine most effective means for documenting school student outcomes;
- Provide additional hard data for making curriculum and instruction continuous improvement decisions.

Broad-based Content Approach. Believing in the value of developing the "whole child," Fraser Academy provides instruction across a broad array of content. Four underlying principles guide the choice of curricular content. First, the school has a group of specialists or residencies that provide content in the arts and other non-core areas. Second, instruction is based upon Minnesota's Academic Standards. Third, there is dedicated instructional time for each content area, and fourth, there is assessment for all content areas. The broad-based content approach is manifested through the school's commitment to instruction in the core content areas and also in music, physical education and social development.

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2013-2014 Update Summary

In 2013-14 the Board's Accountability Committee received a recommendation following teacher-research and pilot, to purchase the Foss Science kits. The Board approved the recommendation. Purchase and implementation of the use of the kits is a focus for work in 2014-15. An additional content objective for 2014-15 includes the research and pilot of Social Studies curriculum.

Character Development Focus. The school has a set of core beliefs that includes the importance of character development in the educational setting. Central is the belief that being educated in an inclusive educational environment, that includes students from diverse backgrounds and learning needs, enriches all children. Moreover, Fraser Academy tailors a social skills curriculum to the students' developmental levels and needs. With a full speech and language staff, the school offers social and communication groups that meet weekly and focus on social and communication goals. The school's work with this focus area in 2012-2013 resulted in an evaluation of various of Social Thinking® approaches and approved a pilot for 2013-2014.

2013-2014 Update Summary

The 2013-14 social skills pilot proved successful with respect to a set of curriculum and instruction recommendations which were made to the Accountability Committee in Spring 2014. The Accountability Committee incorporated the recommendation into their budget proposal for the 2014-15 school year. The school-wide implementation is set to continue during the 2014-15 school year.

Extended Learning Opportunities. Fraser Academy believes that consistent instructional time throughout the calendar year results in more positive academic and developmental outcomes for all students. It has adopted an eleven-month calendar. It also has small class sizes with many classrooms having fewer than fifteen students.

2013-2014 Update Summary

In the fall of 2013, the Board directed the Accountability Committee to undertake an assessment of the feasibility and needs related to offering a full-day Kindergarten program. The research included understanding the full implications of the 2013 legislation which funded the full-day programming plus the staff, facility, and prospective parents components related to making the decision to offer it as a part of the Fraser Academy program. The results of the research indicated a strong interest and feasibility in making this option a part of the program. Two sections of full-day Kindergarten are part of the 2014-15 school program. The facility space to accommodate this program growth became available in July 2014. The two classes are staffed by two teachers who are part of the returning Fraser Academy staff. Enrollment interest was strong with enough families making the decision to fully enroll that the school year started with two fully subscribed Kindergarten classrooms.

SECTION II: SCHOOL PROFILE

School Enrollment and Attrition

Student Enrollment and Demographics. Fraser Academy served students in kindergarten through fifth grade during the 2013-2014 school year. Enrollment and student demographic information is presented in the tables below.

Fraser Academy Historical Student Enrollment By Grade						
Grade	Number Enrolled 2008-2009	Number Enrolled 2009-2010	Number Enrolled 2010-2011	Number Enrolled 2011-2012	Number Enrolled 2012-2013	Number Enrolled 2013-2014
K	10	8	13	14	19	14
1	9	13	11	16	16	19
2	12	12	13	15	14	11
3	17	9	14	11	14	14
4	15	16	9	13	12	12
5	9	12	12	8	10	6
Total	72	70	72	77	85	76

Source: Fraser Academy

Fraser Academy Historical Student Demographic Information						
	Number Enrolled 2008-2009	Number Enrolled 2009-2010	Number Enrolled 2010-2011	Number Enrolled 2011-2012	Number Enrolled 2012-2013	Number Enrolled 2013-2014
Male	49	47	45	59	61	53
Female	23	23	27	18	24	25
Special Education	57	58	62	74	77	71
Black, Non-Hispanic	15	17	17	24	27	27
Hispanic	2	1	2	6	6	5
Asian/Pacific Islander	1	1	1	1	2	2
White, Non-Hispanic	54	51	52	45	49	43
American Indian/Alaska Native	0	0	0	0	1	1
Free/Reduced Lunch	10	22	28	28	32	30
LEP	0	0	0	0	0	0

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Student Attrition. Eight students transferred from Fraser Academy during the school year. Six new students enrolled after October 1st. The mobility information is presented in the table below.

Fraser Academy 2013-2014 School Year Student Attrition				
	No. Enrolled Oct 1	No. Newly Enrolled After Oct 1	No. Transferred After Oct 1	No. Enrolled at End of School Year
Kindergarten	14	3	3	14
Grade 1	20	0	1	19
Grade 2	11	0	0	11
Grade 3	14	1	1	14
Grade 4	12	2	2	12
Grade 5	7	0	1	6
Total	78	6	8	76

Source: Fraser Academy

Governance and Management

Authorizer Information. Fraser Academy is authorized by Fraser, a Minnesota non-profit and one of the largest community resources of its kind. Fraser offers a lifelong spectrum of services for individuals with typical needs and those with special needs. Fraser has been in operation since 1935. Several Fraser employees and advocates were instrumental in founding Fraser Academy. The authorizer contact is:

Chris Bentley
 Director of the Fraser Institute
 Fraser Administrative Offices
 2400 West 64th Street
 Richfield, MN 55423
 Phone: 612.861.1688
 Fax: 612.861.6050
 Email: chris@fraser.org

The relationship between Fraser Academy and Fraser is positive and mutually supportive. The authorizer plays an active role in oversight and in organizational and educational consultation with the ultimate goal being a successful program for all students and their families. Fraser provides regular feedback to the school and attends the monthly board meetings.

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Changes in Minnesota statute require that all charter authorizers undergo an approval process through the Minnesota Department of Education (MDE). Only approved authorizers could continue authorizing charter schools. Fraser is an approved authorizer and continued as Fraser Academy's authorizer for the 2013-2014 school year.

During the 2013-14 school year, Fraser notified Fraser Academy that it did not intend to renew its agreement to be an approved authorizer when its current agreement with the Minnesota Department of Education expires in June 2015. Fraser Academy entered into due diligence research of prospective authorizers and in March 2014 made the decision to submit an intent to transfer authorizer application to Novations Educational Opportunities (NEO). The Intent was reviewed by the NEO Board and approval given in April 2014. The full application is anticipated to be submitted by Fraser Academy in September 2014, well in advance of the MDE required deadline of transfers and new contracts to be submitted for 2015-16 by January 1, 2015.

Governance. The school board consists of eight members that include educators, community members, and parents. The Board terms are three years in length. The purpose of the Board is to oversee the operation of the school and to develop and ensure the implementation of the vision and mission of the school. The school board meets monthly. All members new to the Board participate in a general and finance Fraser Academy orientation. Board compliance with state mandated required training is included in Appendix A. All board members participate in two Fraser Academy committees in addition to attending monthly board meetings. The Fraser Academy Board is a working board that is very engaged in the school. Additional information is presented in Appendix A.

Management and Administration. Fraser Academy has three members on its management team: the Director, the Academic Coordinator, and the Special Services Coordinator. The management team and their assignments are presented in Appendix A. The Director's professional development plan is found in Appendix C.

Staffing

Fraser Academy employed fifteen classroom teachers during the 2013-2014 school year. Many of the classroom teachers are licensed in both elementary education and special education. In addition to the management team, which is supported by a program coordinator and office support, the school employs paraprofessionals that support teachers and students. The school also contracts for student support services, including speech therapists, occupational therapists, a music therapist, an autism specialist, a physical therapist, a school psychologist, special education director, itinerant services and a nurse. The list of licensed staff, their file numbers, and assignments are presented in Appendix A.

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School Finance and Operational Performance

School Finance. The school's authorizer has established criteria to assess Fraser Academy's financial situation. These include meeting standards over the course of the contract in the following areas:

- Creating and operating with a balanced budget
- Receiving a clean audit
- Maintaining and improving its financial status, obligations, and progress monitoring

The school met the authorizer's expectations in these areas for 2013-2014. The preliminary fund balance reported as of June 2014 is \$498,837. The school anticipates maintaining its previous year fund balance into the FY 2015 year. The audit firm issued a report with no findings for FY13. The Fraser Academy FY13 Approved Financial Audit is provided in Appendix D. The FY14 Audit will be available in December 2014.

Operational Performance. Fraser Academy works closely with its authorizer to review its operational performance. The authorizer has established a review system that includes rubrics and benchmarks in the operational performance area. The benchmarks are in areas related to:

- Completing criminal background checks on all staff
- Meeting and maintaining enrollment and mobility rate goals
- Maintaining a safe facility that is conducive to learning
- A fair and open enrollment process that complies with Minnesota law

Fraser Academy is assessed in all of these areas during the authorizer's visit and review.

The one area of expectations not being met in 2012-13 was that of maintaining enrollment and meeting mobility rate goals. The Fraser Academy administration and board reviewed parent satisfaction and related evaluation results data and devised a plan that addressed issues uncovered. For 2013-14, the efforts resulted in Fraser Academy meeting that expectation within that school year.

SECTION III: ACCOUNTABILITY RESULTS

Overview

Fraser Academy's accountability plan, which has academic and non-academic goals, is a working document intended to change as the school grows, meets its goals, and identifies new areas of need. The school's accountability plan has four goal areas: 1) Academic Achievement, 2) Personal and Social Development, 3) Language and Communication, and 4) School Climate and Satisfaction. It is a plan that is used for continuous improvement and for meeting authorizer requirements.

Fraser Academy had previously organized their student accountability plan goals and expectations so that the unique needs of the students are taken into consideration. Thus, students often had individual goals depending upon their needs and capabilities. At the time of finalizing the charter school contract the accountability procedures included assigning students to a group where specific assessments were administered that met that group's needs and abilities. Reporting on the group as one unit was then done to determine success at meeting the goals. During the first years of the contract, additional challenges with implementing that plan were uncovered. Through discussion with the authorizer representative, Fraser Academy moved from analyzing certain groupings of students and initiated the work to report the learning progress individually. The negotiated plan is to use the TIES student information system's Personalized Learning Plan module in conjunction with the data analysis module, COGNOS, to aggregate and report results. Both the school staff and the authorizer understood that this transition would require the time through at least the remainder of the current contract to complete and to analyze the effectiveness of the results.

The 2013-2014 school year continued the transition, started in 2011-12, for Fraser Academy and its accountability process as the school further moved to an even more personalized student accountability plan. The school's success was assessed based upon whether each student met his or her individualized goal rather than reviewing academic data by a student's "group" identification. The assessments chosen for measuring growth are completely individualized for each student. Students' assessments are chosen from a menu of assessments for a particular academic content or behavior area. The list is Appendix B. Assessments are chosen after teacher observation and made to measure the scope of the child's anticipated growth over the course of the year. For example, a Kindergarten student displaying reading skills may be given the Bridge early in the year and then may be assessed on the ERSI in January and again in May. The teacher uses the results in each case to plan instruction. Changing to the more personalized plan is still in process, but the school has made considerable progress toward the implementation of an individually focused accountability system. Designing and implementing an innovative accountability system has been one of the State's purposes for chartering a school and Fraser Academy is addressing that purpose through a thoughtful and relevant accountability system that takes into account the variation in student abilities and rates of progress.

Results for each of the goal areas are presented below. Because the 2013-2014 school year was one in which the new process of accountability continued to be tested and implemented, some goals are reported using the data that is available. For example, procedures for setting the individual goals are not in place for all areas, but the assessments have been chosen,

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assigned to the students, and have been administered. This was a large undertaking in which the school had to review several assessments in order to develop a menu of assessments that would be appropriate for a wide range of learners. Then procedures needed to be developed for choosing the right assessment for each student and for administering the assessments. All of these elements are in place and Fraser Academy has individual data on all of its students that was aligned with each student's ability level in fall 2013.

As noted above, the plan recognizes the diversity of student needs present at the school and addresses that diversity by establishing individual student goals dependent upon each student's needs and program. While the assessment data are available, the school is in the development stage of setting goals for individual students; the next steps of implementation will occur during the 2014-2015 school year. Thus, this report provides the results for each assessment by reporting improvement and gain scores, when appropriate.

Student Goal Area 1: Academic Achievement

The extent to which students succeed in reaching their academic goals.

Indicator: *Percent of students meeting goals on their Personal Learning Plans.*

Fraser Academy selected six assessments on which students' progress is monitored and assessed. The assessments were chosen with particular focus on whether they were aligned with the Minnesota K-12 Academic Standards. In addition to the six assessments, benchmark data were gathered for every Fraser Academy student in the key academic areas. An important feature of Fraser Academy's accountability plan is that the data gathered can be used for assessing whether the school is succeeding in meeting its mission and also used to inform day-to-day instruction.

An explanation of each assessment is provided below together with the results for the 2013-2014 school year. As noted above, in future years, data will be available that report the percentage of students who met their individual goals. For this school year, data reported for each assessment with the information used to set individual goals in Fall 2014.

Bridge Assessment. The Bridge is an early literacy development assessment that was chosen to assess students who were not yet at the reading readiness level, but whose reading program included instruction on early literacy concepts. It is a portfolio rating scale, originally designed for preschool students, but with applicability to early literacy learners who are from a wide range of abilities. It is an observation-based tool that can be used to "determine ongoing progress and children's interests as well as inform daily practice related to early language and literacy development."² The Bridge is divided into five major areas: Foundations of Reading, Alphabet Knowledge, Phonological Awareness, Literacy-Related Language, and Oral Language. Evidence is gathered for each of the areas using a guide for scoring. All evidence is dated and filed in a portfolio and scored. Twenty-nine students' reading progress was assessed using the Bridge with data gathered in September and June. The results for 2013-2014 are noted in the charts that follow.

² Young Exceptional Children (October 17, 2009), Vol. 12, No.2)

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Fraser Academy 2013-2014 BRIDGE Beginning and End of Year Total Score Comparison (n=29)				
	Not Meeting Standard Total Score Between 0-39 %	Approaching Standard Total Score Between 40-52 %	Meets Standard Total Score Between 53-61 %	Exceeds Standard Total Score Between 62-66 %
September Score	86%	10%	3%	0%
June Score	66%	28%	7%	0%

Source: Fraser Academy

Early Reading Screening Instrument (ERSI). The ERSI is an individually administered assessment that includes four tasks: Alphabet Knowledge, Concept of Word, Phoneme Awareness, and Word Recognition.³ A short explanation of the four tasks is presented below.

- Alphabet Knowledge: Recognition and naming of the upper and lower case letters of the alphabet
- Concept of Word: Ability to match spoken words to printed words
- Phoneme Awareness (Spelling): Assessment of phoneme awareness through analyzing their invented spellings of select words
- Word Recognition: Recognition of words common to first grade

The ERSI was administered to the Fraser Academy students who were in the first grade or to any second through fifth grade students who were at the reading readiness level. Students were assessed in September and June. The fall-spring cohort results are reported below for each task area and for the total score. The percentage of students who were at and remained at ceiling for the entire year and those who improved are reported. This is followed by a comparison of the scores for the cohort group to determine the amount of change between fall and spring based on change to their quartile placement.

Scores are reported for students who took the ERSI in both the fall and the spring. Scores for the ERSI are reported based on set standards of performance. Reporting scores using these standards allows scores to more easily be compared to student performance in previous years. "Exceeds Standard" indicates that a student performed above what is expected of a typical student in his or her grade level. "Met Standard" indicates that a student performed the same as what would be expected of a typical student in his or her grade level. "Approaching Standard" indicates that the student performed less than one grade level below what would be expected of a typical student in his or her grade. "Not Meeting Standard" indicates that the student performed two grades or more below what would be expected of a typical student in his or her grade.

³ Illinois Reading Council Journal (Spring 1998), Vol. 26, No. 2

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Fraser Academy 2013-2014 ERSI Beginning and End of Year Total Raw Score Comparison (n=27)				
	Not Meeting Standard Total Score between 0-23	Approaching Standard Total Score between 24-31	Meets Standard Total Score between 32-37	Exceeds Standard Total Score between 38-40
September Score	48%	26%	26%	0
June Score	33%	22%	19%	26%

Source: Fraser Academy

Teachers design instruction at the level at which the child is presently functioning, either as an emergent or transitional reader. Instruction is designed to provide the skills and competency necessary to move in a positive direction along the literacy skill continuum. In 2013-2014, students assessed using the Bridge and ERSI moved in a positive direction between the September and June assessment dates, with some moving from transitional to conventional readers, who are assessed using the Whole-to-Part assessment.

Whole-to-Part Reading Assessment. The Whole-To-Part reading assessment's information assists with understanding the support skills needed to develop reading comprehension. The areas assessed support the integrated reading processes involved in successful silent reading, thus giving a teacher a better understanding of how best to focus instruction for each student. There are three parts to the assessment: Word Identification, Silent Reading Comprehension, and Language Comprehension.

Conventional readers at Fraser Academy increased their skills in Word Identification and Silent Reading Comprehension with fewer gains demonstrated in Language Comprehension. The gains are consistent with the needs of the learners within this group, but all demonstrate an increase toward grade level performance or maintenance of grade level performance.

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Fraser Academy Whole-to Part Reading Assessment 2013-2014 Beginning and End of Year Total Score Comparison (n=19) By Fall and Spring			
Word Identification Strand	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	47%	0%	53%
June Score	16%	32%	53%

Source: Fraser Academy

Fraser Academy Whole-to Part Reading Assessment 2013-2014 Beginning and End of Year Total Score Comparison (n=19) By Fall and Spring			
Language Comprehension Strand	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	74%	5%	21%
June Score	53%	16%	32%

Source: Fraser Academy

Fraser Academy Whole-to Part Reading Assessment 2013-2014 Beginning and End of Year Total Score Comparison (n=19) By Fall and Spring			
Silent Reading Comprehension	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	63%	16%	21%
June Score	58%	5%	37%

Source: Fraser Academy

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EQUALS. The EQUALS assessment is part of the Ablenet mathematics curriculum that was chosen by Fraser Academy because of its applicability to students of all ability levels. The curriculum was designed specifically for students with disabilities. A review of the curriculum notes "its strength is that it reflects the breadth of the mathematics curriculum most states cover in their standards." The curriculum provides curriculum materials at three levels from those working on developmental skills to those who are instructed on grade level.

The assessment that accompanies the curriculum measures progress in six areas: Attending and Exploring, Patterns and Algebra, Data Analysis and Probability, Geometry, Measurement, and Numbers and Operations. Use of the assessment provided from EQUALS was piloted in 2012-13 and determined to be too time-consuming to complete on all students. The Accountability Committee created a teacher work committee to develop a school-wide assessment continuum that meets the needs of students' learning levels and is less time-consuming. The Academic Readiness Skills Checklist is in use from this development process and assesses the basic math skills of math readiness learners. Growth results from this assessment will be reported for the 2014-2015 school year.

Northwest Evaluation Association (NWEA) Measures of Academic Progress. Fraser Academy has administered the NWEA for several years. This year it was one of the menu of assessment choices that teachers could use to assess whether students were making individual progress in reading and mathematics. The NWEA customizes tests to individual students. Each student receives a unique test, which is developed via computer for him or her as the test is being administered. Each test question presented to a student provides some information about the trait that is being measured. The closer each item is in difficulty to the student's actual level of functioning, the more information it provides for that student.

The NWEA is administered to students in kindergarten through fifth grade according to their academic levels. One of the objectives of administering the assessment to kindergarten and first grade students is so that they become familiar with the test early in elementary school, thus increasing the reliability of the assessment results in the upper grades when the assessment is used as an accountability measure.

Fraser Academy focused on taking the Math assessment for students in grades 3-5 for the Spring 2014 testing session. Of the fourteen tests that were administered seven students had Spring to Spring data points that reflected they met or exceeded the average Student Growth. Two of the fourteen students were newly enrolled after the Spring of 2013 while five of the students did not make the average Student Growth requirements. Student Growth measures the growth in RIT scores the child made from the previous spring to the spring of the year in which growth is reported.

Fraser Academy made the transition to the new NWEA Web-based testing versus Windows based server platform for the 2013-2014 school year.

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Other Relevant Academic Data. Fraser Academy did make Adequate Yearly Progress (AYP) in the areas of Reading, Math and Attendance, the measure used for ascertaining progress according to the federal No Child Left Behind (NCLB) law. The Minnesota accountability assessments are used to determine AYP status.

The specific results from the Minnesota Comprehensive Assessments in reading and math (MCA III) and from the Minnesota Test of Academic Skills (MTAS) for 2013-2014 are noted below.

- In 2013 math, 36.4% of students in grades three through five met or exceeded proficiency on the MCA II or the MTAS.
- In 2014 math, 36.4% of students in grades three through five met or exceeded proficiency on the MCA III or the MTAS.
- In 2013 reading, 36.4% of students in grades three through five met or exceeded proficiency on the MCA II or MTAS.
- In 2014 reading, 30.3% of students in grades three through five met or exceeded proficiency on the MCA III or MTAS.
- In 2013 science, 56% of students (3-5) met or exceeded proficiency on the MCA III and MTAS combined. (9 students total)
- In 2014 science, 50% of students (3-5) met or exceeded proficiency on the MCA III and MTAS combined. (6 students total)

The challenge with noting progress or school success with the Minnesota Comprehensive Assessments and adaptations at Fraser Academy is the fluctuating percentage of students who take the MCA III and the MTAS. Each year that it has been available, Fraser Academy has applied for and received a waiver related to the 1% of students permitted to take the MTAS. Each year, Fraser Academy challenges third graders with trying the MCA III and then evaluates the success of that measure for future years, moving to the MTAS when it is clear that the MCA III is an inadequate measure. The high percentage of Fraser Academy students whose abilities and achievement are not conveyed well in any of these measures makes this type of measure less indicative of student learning and school success than in a school with a more typical student demographic.

Student Goal Area 2: Personal and Social Development

The extent to which the individual demonstrates personal responsibility and socially acceptable and healthy behaviors either alone or with guidance and support.

Indicator: Percent of students meeting goals on their personal learning plans.

Indicator: Percent of students attending school on a regular basis.

Fraser Academy's mission, delivery model, and philosophy all emphasize the importance of teaching the "whole child." Thus, measuring outcomes in areas other than academics is key to assessing whether the school is meeting its mission. Given the diversity of student characteristics present in the school's population, it is important that the instruments used

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to measure progress in the personal and social development area are specific to the student's needs. Three data sources were used to assess progress toward meeting this goal: 1) Skills Checklist, and 2) Attendance Data.

Skills Checklist: The newly-developed Fraser Academy Skills Checklist is an instrument designed to record student behavior in three areas: Social Play and Emotional Development, Emotional Regulation, and Communication. Teachers rated students in the fall and the spring using a four-point scale. The scale included: Almost Always, Often, Sometimes, and Almost Never. Data were analyzed for instruction on one data point only in 2012-13 and in one area: Emotional Regulation. For 2013-14 two data points and progress were measured by comparing each student's results from the fall and spring data collection period. In addition to reporting results, the assessment is used by teachers in designing each student's Personal Learning Plan. A summary of data results from the 2013-2014 school year is noted below.

- On average, students in three grades (1, 2, 5) made progress in all 12 areas of social skill development.
- On average, students in the other three grades (K, 3, 4) made progress in 10 out of 12 areas of social skill development.
- Cumulatively, students at Fraser Academy across all grades increased their social skills by 5.4%.
- On average, students in first and second grade had the largest increase in social skill development over the course of the academic year.

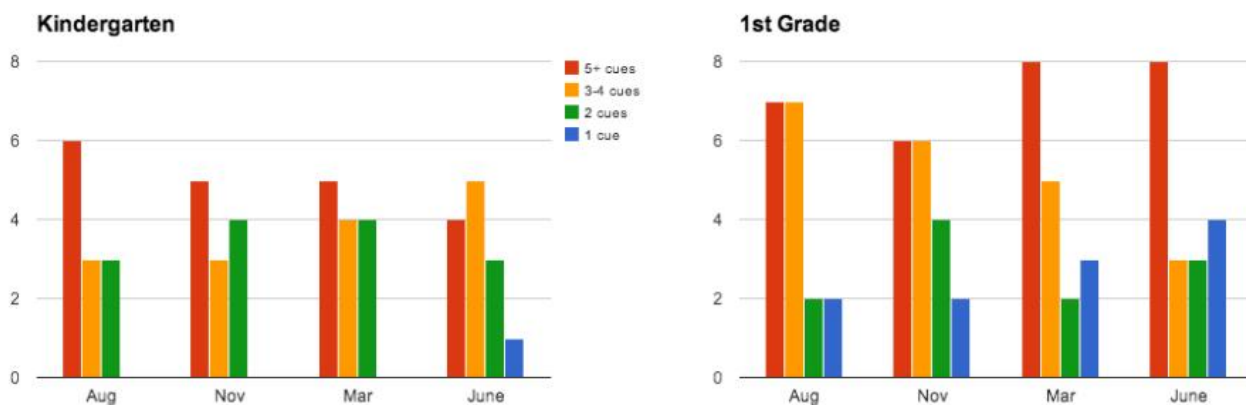
Social Thinking Curriculum. Social Thinking® is a framework and curriculum that focuses on changing individual thinking processes regardless of disability. Social Thinking teaches strategies and fundamental skills (i.e. looking at his/her communication partner, being part of a group) needed prior to communication or an interaction instead of solely focusing on the interaction. These strategies include, but aren't limited to, understanding how their mind works, how others' minds work, how their actions affect others and how their actions are viewed by others. As students learn these strategies they begin to understand that everyone has thoughts, other people have different thoughts and they begin to change their interactions to respond to the people and situations around them. The Incredible Flexible You™ curriculum is Social Thinking's® preschool-early elementary curriculum. The same Social Thinking® strategies and vocabulary are taught through storybooks and music. (<https://www.socialthinking.com>)

Social Development Training 2013-2014	1st Trimester	2nd Trimester	3rd Trimester
Social Thinking	Philosophy and Overview for FA staff	SPL K-2 SPL 3-5	SPL K-2 SPL 3-5
Zones	Overview for FA staff		
Braidy/Story Grammar Markers	for Pilot Group - teachers	Teachers/SPL meeting	Teachers/SPL meeting
Music Therapy	Background information for FA staff	Classroom staff K-2	Classroom Staff 3-5

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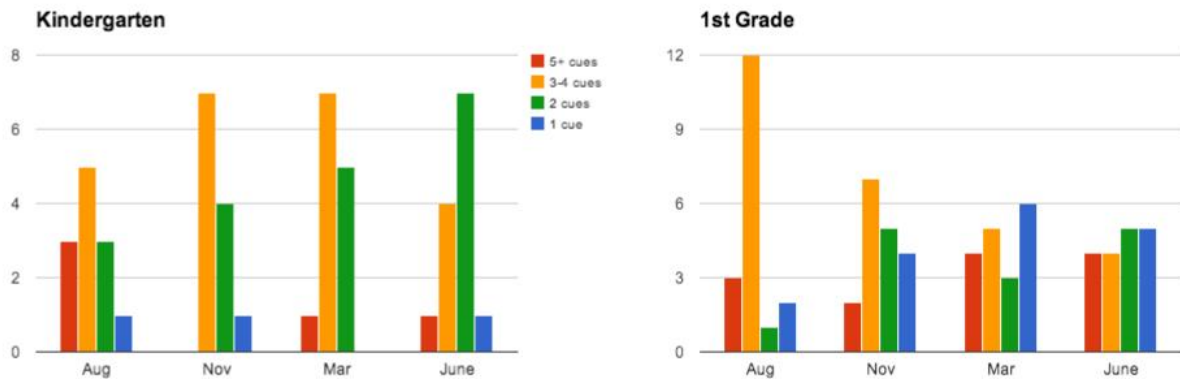
For the 2013-14 school year, a Speech Therapist taught The Incredible Flexible You™ curriculum to Kindergarten and 1st grades for 20 minutes per week during their social skills specialist time. Each strategy was presented for 6 weeks to allow multiple opportunities to practice the skill. The classroom teacher and paraprofessionals were trained how to use the strategies, so students heard the vocabulary and the strategies were modeled and discussed in various situations. A summary of data results from the Social Thinking® curriculum is presented below.

2013-2014 Thinking With Eyes Data



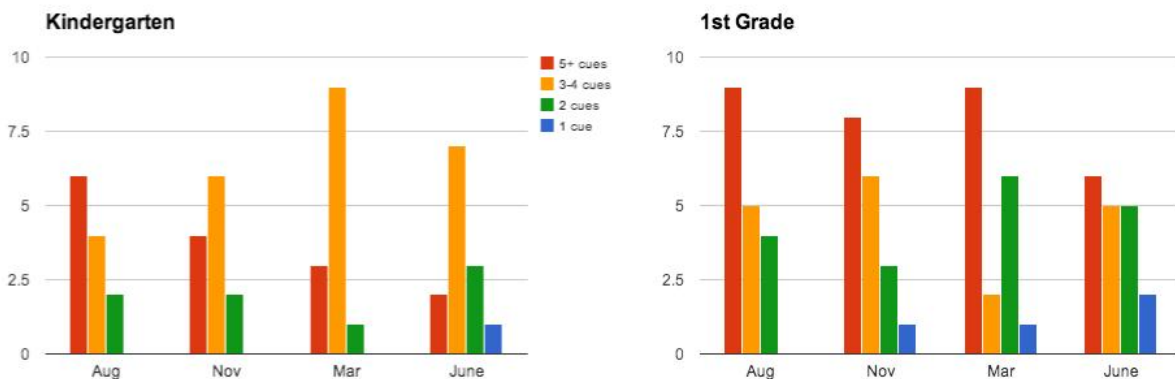
2013-2014 Body In Group Data

*has not been
 formally
 introduced yet

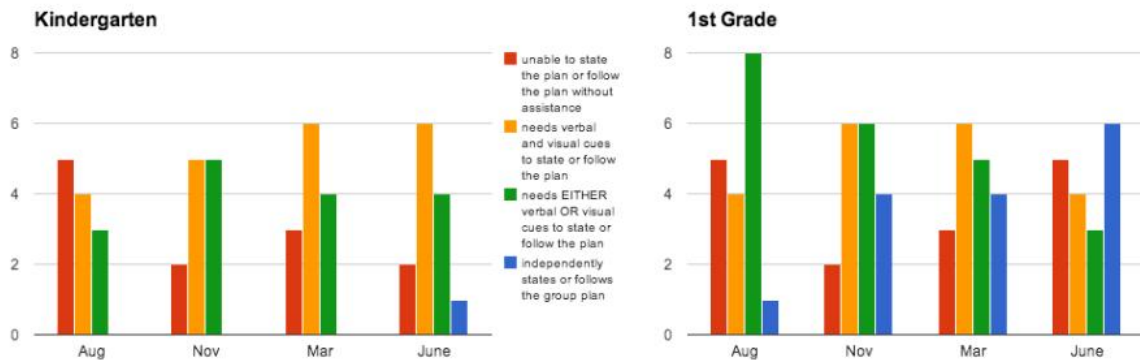


2013-2014 Whole Body Listening Data

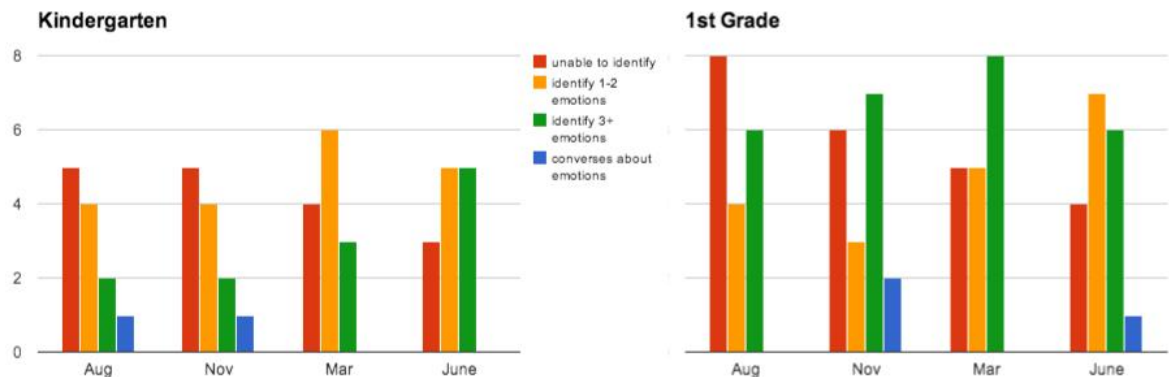
*has not been formally introduced



2013-2014 Follow The Group Plan Data



2013-2014 Identify Emotions Data



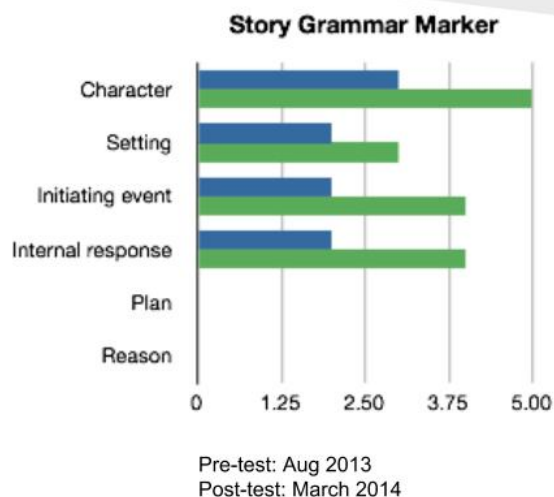
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Story Grammar Marker. Story Grammar Marker® by MindWing Concepts is a systematic hands-on approach to teach narrative story telling and retelling of an event. Students learn icons that represent key components of a story, such as character, setting, events, feelings and kickoff. These icons are pictured on a manipulative tool to help students recall these details. Icons are presented in a systematic way that follows the sequence of language development and reading acquisition. Teachers are able to start at the student's level and build as the student learns each part.

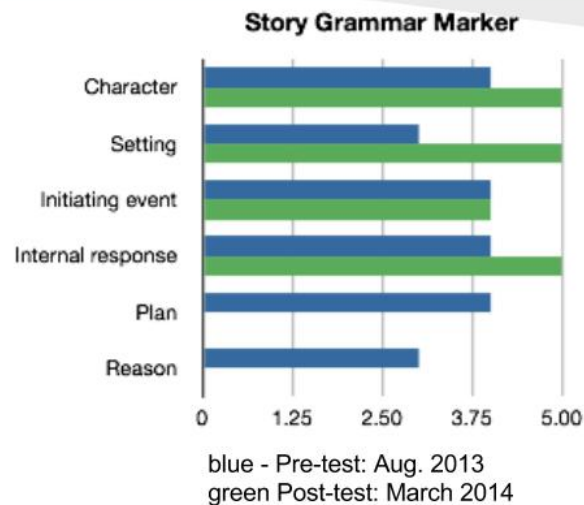
For the 2013-14 school year, a Speech Language Pathologist taught Story Grammar Marker® to 2nd, 3rd, 4th and 5th grades for 20-30 minutes per week during their social skills specialist time. Each social skills session focused on one icon (i.e, character, setting, events, etc) for a month. Students were shown the icon, taught what it means, identified the icon in stories and social scenarios. The Speech Language Pathologist provided students with initial models of how each of the icons are used and then students practiced using these icons in stories and in everyday life. Once students completed the complete Story Grammar Marker Unit, they were asked to apply this tool to their lives when sharing.

Reflection of the Story Grammar Marker® pilot is that there is a strong Literacy connection that the classrooms are currently practicing. Fraser Academy will continue to work to develop a plan for implementation with the classroom teachers along with the therapists to ensure the continuation of this approach.

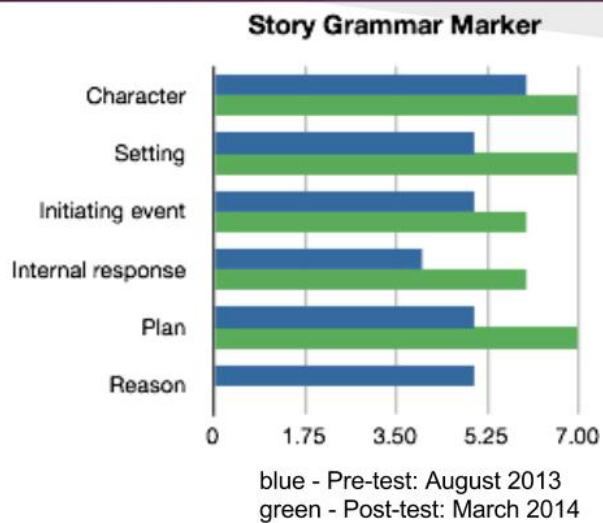
Story Grammar Marker 2nd Grade 2013



SGM 3rd Grade 2013



SGM 4-5th Grade 2013



Source of Graphs: Fraser Academy

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Attendance Data. The attendance rate was 93.4% for all Fraser Academy students. It should be noted that the school has students with medical challenges. 8% of the 2013-14 enrolled students were often absent due to chronic conditions.

Student Goal Area 3: Language and Communication

The extent to which the individual demonstrates progress in language and communication skills.

Indicator: *Percent of students meeting goals on their Personal Learning Plans.*

Fraser Academy enrolls a high percentage of students with Autism Spectrum Disorder (ASD) and communication is an important focus area. Not only does the school assess the communication skills of those students with ASD, it also wants to ensure that all students are acquiring the vocabulary and communication skills necessary to reach their potential. As with the other outcome areas, instruments were chosen depending upon student needs. Two instruments are used to assess language and communication goals. These are explained below.

Peabody Picture Vocabulary Test (PPVT). The PPVT is the leading measure of receptive vocabulary for Standard English and a screening test of verbal ability.

- The PPVT was administered to nine students in during the 2013-2014 school year. Seven out of the nine (77%) ASD and General education students identified within the standard score of normal range. All nine of the students standards scores went up from their previous score.

The Fraser Academy Skills Checklist will give an overview of Language and Communication skills. Scores related to the assessment will be incorporated into the 2014-2015 results.

Student Goal Area 4: School Climate and Satisfaction

The extent to which students, families, and staff are satisfied with Fraser Academy.

Indicator: *Percent of students who indicate satisfaction with the school experience.*

Indicator: *Percent of families who indicate satisfaction with their child's experience.*

Indicator: *Percent of families that indicate they will re-enroll their child the following year.*

Indicator: *Percent of staff who indicate satisfaction with their professional experience.*

Fraser Academy has a long tradition of surveying the school's major stakeholders. The practice continued in spring 2014 by surveying students, families, and staff members. Some specific survey items measure an overall gauge of stakeholder satisfaction. Twenty-nine surveys were returned from families and twenty-two staff members returned the surveys. The results of these items indicate a high level of satisfaction for all stakeholders. Results indicate that:

- 100% of parents (n=29) reported satisfaction with the academic education programs.
- 96.5% of parents (n=29) reported satisfaction with the special education programs.
- 93% of parents (n=29) reported satisfaction with communication received from the school.

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Items with the highest level of endorsement for each survey are noted below. Detailed survey results are reviewed by the school's administrative team and the Board's Accountability Committee and used for continuous improvement discussions.

Parent Survey: Items with the highest level of endorsement were:

- The communication you received from the school. (93%)
- Satisfied with the special education programs. (96.5%)
- Satisfied with the academic programs (100%)
- Satisfied with the school building. (100%)
- My child's enjoyment in coming to school. (96%)

Family Quotes:

"Great at getting updates on his progress and strategies to help him." "I feel like my son gets a lot of special attention."

"Really working for my son! I have seen a huge positive change!" "My child has excelled this year! Thank you for all the work you do!" "My son can read and write. That was the goal!"

"First year my son has enjoyed school, we are so happy to have found Fraser Academy."

"[My student] loves school and when the weekend hits he is excited for Sunday because he knows school is in just one more day."

"My child has excelled in social development this year."

"Her math and reading skills have taken off this year!!! I'm so pleased with her growth and retention."

"Social skills and academics have really improved."

"He seems very comfortable and loves his teacher and peers."

"Her vocabulary flourished along with social skills."

"This school has been life changing for us. Thank you."

"Staff is very patient and supportive."

"Every year it seems to get better! I love to watch my daughter grow academically."

"Loved coming to school everyday, rain, snow or shine! Did not like when you took breaks and did not like being out of school on Fridays!"

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Teacher/Paraprofessional Staff Survey: Statements with the highest percentage of licensed staff endorsing the items (choosing Agree or Somewhat Agree) were:

- The learning environment at our school is collaborative. (100%)
- Staff members make a conscious effort to model the Fraser Academy STAR expectations. (96%)
- The Social Thinking® program and materials work well for my students. (100%)

Staff Quotes:

"I feel like we have a strong staff - both teachers and paraprofessionals that can more effectively work with the population we currently enroll at this time."

"Speech and Occupational Therapy worked well pushing in and created a great working environment."

"Being supported and working with other specialists and teachers to ensure that students were learning to their potential and being safe."

"Creating a successful classroom environment with a large number of students."

"The opportunities for teamwork and learning from one another."

"I like that we tried something new with support with the families."

Student Survey: Those statements with the highest percentage of students endorsing the items (choosing Yes on the survey) were:

- My teacher is nice to other students. (93%)
- I feel safe in my classroom. (96%)
- I am learning a lot in school. (87%)

Student Quotes:

"I love my teachers!"

"I like playing on the playground!"

"I want to win the STAR student award!"

The school uses the survey information to improve programs and services. The review of the survey data indicated areas that the school will address during the 2014-2015 school year. A revision of the Student, Family and Staff Satisfaction Surveys are objectives within the 2013-2017 Strategic Plan. Benchmarks for annual performance will be set at the time of revision implementation. The improvement areas for 2014-2015 include:

- Providing more information to students and families about homework and an associated schedule for assigning homework.
- Communication received from the teacher.
- Staff professional development planning.

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The School-Wide Positive Behavior Intervention and Support (SW-PBIS) committee has worked with students and staff to develop a School-Wide Matrix. The Matrix reflects that there are expected behaviors in each of the S.T.A.R. framework areas and taught and implemented specifically for each area of school behavior. The S.T.A.R. framework consists of (S) Safe Choices; (T) Try your Best; (A) Acceptance; (R) Respect & Responsibility. The matrix includes the lunchroom, hallways/stairwell, recess, restrooms, arrival/dismissal/bus, safety drills and assembly/concerts. Each teacher, including specialists and classroom, has developed their S.T.A.R. criteria for what it looks like in their classroom, including specialists. Implementation of the SW-PBIS has contributed to a positive and supportive school climate and culture and sets the expectation that all students and staff will succeed given the appropriate instruction and practice around expectations. The SW-PBIS Leadership Team continues to work with teachers and classroom staff around gathering, documenting and reporting student behaviors that do not promote school success. The TIES Behavior Data Tracking module linked with the Personalized Learning Plan module has been piloted with some success in 2013-14. The customizing that is required of those systems in order to work successfully at Fraser Academy will continue in 2014-15, as will the support for staff in managing that recording and entering process with consistency and daily timeliness.

During the 2013-14 school year, the SW-PBIS Leadership Team worked with the Office Referral and data collection tools recommended by PBIS. The tools required modification to reflect the Fraser Academy student demographic. Implementation of the adapted tools and school-wide data collection analysis for improvements are two areas of work for 2014-15.

SECTION IV: INNOVATIVE PRACTICES AND IMPLEMENTATION

Innovative Practices and Implementation

The Fraser Academy entire educational approach centers on meeting individual student needs. Thus, the program and support services focus on providing services needed to optimize learning. The school decided to continue several key services during the 2013-2014 school year to further enhance the learning opportunities. These services included a therapeutic classroom, personalized and tailored inclusion experiences, alternative measures for student outcomes, and an eleven-month calendar.

The school identified and implemented several new initiatives during the 2013-2014 school year.

- Staff support for the additions to classroom technology, including enhanced wireless school-wide, updated staff laptops, and increased the number of student mobile devices for use in the lab and classrooms
- Pilot of a Skills Checklist that will be used to track developmental areas in Social Play and Joint Attention, Emotional Regulation, Communication Skills, Life Skills and Technology Skills
- Parent engagement with each child's growth and learning through use of parent/teacher/student goal setting and follow-up at parent conferences
- Improvement in documentation of student growth for reporting
- Innovative approaches to school and student outcomes accountability
- Teacher committees continued to support the Accountability goals from the updated Strategic Plan
- First Silent Auction event: fundraiser with families, staff, friends and family for increasing resources to help support the General Fund which raised over \$2,000
- Completed third year implementation of the SW-PBIS in conjunction with the state of Minnesota as part of a national grant and effort to improve school climate and student success
- Pilot projects for additional therapies to assist in social emotional development, including individualized music therapy and a school-wide social thinking curriculum
- Continued to work and provide quarterly reports on the Strategic Plan 2013-2017 which is available in the Board materials in the school's office

Future Plans

With academic achievement on the forefront, the school will continue to focus on program improvement and assessments that personalize the learning plan and progress for each student. The school will continue to focus on identifying and supporting the growth potential of the individual student. The school-wide implementation is a focus for 2014-15 in Social Thinking®. The Music Therapy program, as shaped according to data and recommendations from the 2013-2014 pilot, will continue into the 2014-15 school year as a focus on the therapeutic blend of music therapy and music education in the programmatic approach.

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2014-2015 Initiatives

- School-wide implementation of selected Social Thinking® curricular approaches
- Data analysis by the Board Accountability Committee throughout school year
- Continued work with teacher committees in the areas of, curriculum and assessment development, individual learning plans and SW-PBIS
- Pilot of a Personalized Learning Plan tool designed to be integrated with and maintained in the TIES Personalized Learning Module
- Pilot of a Lesson Planning Template that supports the educational model and personalized learning plans that have been developed by Fraser Academy
- Review of the research and recommendation related to adoption of a Social Studies curriculum

Implementation of the 2013-2017 Strategic Plan began in the third quarter of the 2012-13 school year. The board set aggressive and pro-active goals for the Board Committees to implement immediately. The Board and school have important and exciting work to complete in the next years.

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APPENDICES

APPENDIX A: LICENSED STAFF, MANAGEMENT, AND BOARD INFORMATION

Fraser Academy 2013-2014 School Year Licensed Teachers and Other Staff					
Name	Position	Licensure	Folder Number	Assignment	Returning for 2014-2015 (Yes or No)
Meggie Martin	Teacher	Elementary Education Emotional Behavior Disorders Developmental Disabilities	460969	Kindergarten	Yes
Trina Behling	Teacher	Elementary Education Learning Disabilities	436971	1st grade	No
Katherine Rose Kammerude	Teacher	Autism Spectrum Disorders Elementary Education (Community Expert)	997308	1st grade	Yes
Hannah Peterson	Academic Coordinator	Elementary Education Autism Spectrum Disorders	404898	Academic Coordinator	Yes
Ann Bakeman	Teacher	Developmental Disabilities	998388	PLS 3	Yes
Courtney Hilferty	Teacher	Emotional Behavior Disorders Autism Spectrum Disorders	469875	PLS 4	Yes
Linda Silrum	Director	Elementary Education Mild to Moderate Moderate to Severe Mentally HDCP	209040	Director	Yes
Adam Hyrkas	Teacher	Physical Education DAPE	417211	DAPE/Phy Ed	Yes
Taryn McGovern	Teacher	Autism Spectrum Disorder	471626	PLS 1	Yes
Susan Scheller	Teacher	Moderate to Severe Mentally HDCP	308821	Kindergarten - 1	Yes

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Fraser Academy 2013-2014 School Year Licensed Teachers and Other Staff					
Name	Position	Licensure	Folder Number	Assignment	Returning for 2014-2015 (Yes or No)
Hannah Miller	Teacher	Elementary Education Learning Disabilities	467314	2nd grade	Yes
Anthony Shepherd	Teacher	Emotional Behavior Disorders Learning Disabilities Developmental Disabilities	429467	K-5	Yes
Kim Michlin	Teacher	Emotional Behavior Disorders Learning Disorders Elementary Education Autism Spectrum Disorders Certificate	427507	3rd grade	Yes
Peter Sycks	Teacher	Physical Education DAPE	427450	DAPE/Phy Ed	Yes
Noreen Foster	Special Services Coordinator	Early Childhood Special Education	380968	Special Education	Yes
Alexandria Ward	Teacher	Elementary Education Learning Disabilities Developmental Disabilities	465290	Kindergarten	Yes
Sarah Olitzky	School Psychologist	School Psychologist	443837	School Psychologist	Yes
Tim Greer	Teacher	Elementary Education Emotional Behavior Disorders Social Studies	433866	4th-5th Grade	Yes
Kelly Tiedemann	Teacher	Emotional Behavior Disorders Learning Disabilities Developmental Disabilities	454493	4th-5th Grade	Yes

Fraser Academy employed fifteen classroom teachers during the 2013-14 school year. Many of the classroom teachers are licensed in both elementary education and special education, all teachers are Highly Qualified. Fourteen of the fifteen teachers completed the full school year. 100% of those fourteen teachers returned for the 2014-15 school year.

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School Management Information 2013-2014				
Name	Folder Number	Assignment	Years Employed by the school	In Fall 2014 (Return or Not Return)
Linda Silrum	209040	Director	9	Yes
Hannah Peterson	404898	Academic Coordinator	8	Yes
Noreen Foster	380968	Special Services Coordinator	10	Yes

Fraser Academy contracts for services in the following areas:

- School Nurse / Health Services
- PT / OT / ST / Audiology / Deaf and Hard of Hearing / Vision / Traumatic Brain Injury/ Other Health Impairments
- School Psychologist
- Technology
- ISES (Director of Special Education)
- Transportation
- Finance Management Services: accounts payable, payroll, finance management and accounting, budgeting

Contracts are bid out when appropriate and required. Negotiations meet best practice. Contracts are typically annual.

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Fraser Academy 2013-2014 Board Members							
Name	Date Elected	Position	Affiliation	Attendance	Term Ends	Contact Information (email)	Required Board Training Attendance
Shannon Dean	2012	Personnel Chair	Community	11/12	2014	sdean@fraseracademy.org	Completed 2012
Wendy Ehlert	2013		Education	11/12	2016	welhart@fraseracademy.org	Completed 2014
Meggie Martin	2013	Co-Secretary Accountability	Teacher	10/12	2016	mmartin@fraseracademy.org	Completed 2014
Susan Scheller	2013	Co-Secretary Accountability	Teacher	10/12	2016	sscheller@fraseracademy.org	Completed 2014
Janelle Erickson	Nov 2012	Treasurer	Education	11/12	2017	jerickson@fraseracademy.org	Completed 2013
Terra Hyatt	2013		Parent	11/12	2014	thyatt@fraseracademy.org	Completed 2014
Kirk Wahlstrom	2013	Vice Chair Operations	Community	11/12	2015	kwahlstrom@fraseracademy.org	Completed 2010
Linda Silrum, Ex-Officio		Director		12/12		lsilrum@fraseracademy.org	Completed 2010
Donna Piazza	2011	Personnel Chair	Education	12/12	2014	dpiazza@fraseracademy.org	Completed 2012
Neil Nye	2013	Marketing Chair	Parent	11/12	2016	nnye@fraseracademy.org	Completed 2014
Tina Outlaw	2014		Community	5/6	2015	toutlaw@fraseracademy.org	In Progress

*Additional Fraser Academy Board Training Sessions:

July 2013:	New Board Member Orientations – General and Finance
August 2013:	Audience Participation in Board meetings and Public Comment protocol
September 2013:	Data Privacy and Confidentiality
October 2013:	Fraser Academy Finance 101
November 2013:	Finance – Audit

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APPENDIX B: District-wide Assessments

FRASER ACADEMY DISTRICT ASSESSMENTS

Instrument / Approach	For Whom	Frequency	Analysis Plan
Academic Readiness Screening for Literacy & Math	Emergent Literacy & Math Learners	Every Trimester, September, January, May/June	Assessment team review every trimester, November, March, May/June
The BRIDGE	Emergent Literacy Learners	Every Trimester, September, January, May/June	Assessment team review every trimester, November, March, May/June
Early Reading Screening Instrument (ERSI)	Transitional Literacy Learners	Every Trimester, September, January, May/June	Assessment team and classroom team review every Trimester, November and March, May/June
Whole to Part Assessment: -Word Identification -Listening Comprehension -Silent Reading Comprehension	Conventional Literacy Learners	Fall (September) and Spring (May/June)	Assessment team and classroom team review Fall and Spring
NWEA – MAP (Measure of Academic Performance)	Transitional Literacy & Math Learners and Conventional Literacy Math Learners	Fall and Spring	Assessment team and classroom team review fall and spring
Fraser Academy Skills Check-List	All Students	Fall and Spring or as needed for EVAL process.	Assessment team including and classroom team review Fall and Spring
Social Thinking Rubric	All Students in Pilot	Each quarter, August, November, March, June	Assessment & Social Thinking team including and classroom team review Fall and Spring

APPENDIX C: Director Professional Development Plan and Report

Fraser Academy Director
2014 Professional Development Plan Interim* Report
September 2014

Goal: To update information and develop skills that align with priorities and activities identified for 2013-2014 for Fraser Academy and growth areas of the Director.

Board, Authorizer, and Community Relations

Objective: Systematize the processes for assuring board and staff roles in maintaining current policies and procedures as well as community relationships on behalf of Fraser Academy.

1. Work with board members with legal expertise and access the MN Association of Charter Schools resources to review current education legislation and non-profit requirements to identify areas of work on the Fraser Academy policies and procedures.
2. Work with identified NE Minneapolis area civic and community groups and child care centers or preschools and make personal contacts and presentations on mission of Fraser Academy and opportunities for collaboration.

Anticipated Outcomes: A board handbook with a system for maintaining current content and a related operational handbook with similar system to maintain current content. There will be both successful personal contact with each civic and community group as well as child care and preschool identified as well as a system for maintaining contact and developing collaborative relationships.

September Update: The work on activity one is underway with work completed to date relating to new board member orientation and on-going board governance documentation. Work on a calendar for entire policy review will likely be continued into the 2015 plan.

The contact with Northeast Minneapolis community groups and preschools has met with positive response. The inquiry to twenty area preschools resulted in positive responses from sixteen with whom Fraser Academy shared program and application information. The staff contacted at the preschools agreed to make Fraser Academy information available to parents of their currently enrolled four year olds.

The Kiwanis and East Side Business Association requested presentations about Fraser Academy at a monthly meeting, which was provided and met with a positive response. Both groups have included Fraser Academy in their outreach activities. The Eastside Food Coop and the NE chapter of the Lions have indicated an interest in providing financial support to Fraser Academy initiatives and requests. The Eastside Food Coop donated refreshments to support a parent involvement meeting regarding strategic planning. They also provided a donation to support board-meeting refreshments. TruStone Financial Services was added as an involved and active community partner for Fraser Academy. The NE Branch staff of TruStone contributed field trip support for Elsie's Bowling, the All-School Dance and Field Day. The system for ongoing contact will be in place by conclusion of 2014 plan.

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Financial Management

Objective: Document the financial planning, budgeting, and processes required for the various student demographics that Fraser Academy may reflect in any given year: < than 90% students with an IEP; > than 90% students with an IEP; 100% students with an IEP.

1. Work with the MDE Department of Program Finance to understand all the funding formula elements and associated timelines for data submissions used in the General Education, Lease, and Program Appeals used to support the Fraser Academy program.
2. Work with the budget model created by and staff at Beltz, Kes, Darling and Associates to extend the various scenarios into the budget projection model to incorporate the appeal calculations and to do budget planning and timeline.

Anticipated Outcome: A budget planning and implementation document for each of the student demographic scenarios that provides the foundation for future planning related to fund development.

September Update: The work on activity one is scheduled to wrapped up in the October/ November 2013 timeframe. The work on the budget model was completed and the information generated from activity one was used in budget planning for 2014-15. The work will carry into the 2015 plan.

Legal and Compliance Management

Objective: Formalize the Fraser Academy response to legal issues that may arise and document the policy and procedures designed.

1. Meet with board member with legal expertise to outline various legal consultation and representation areas of potential concern.
2. Using the resources available through board member with legal expertise, MACS, and law firm designated by Fraser Academy board, develop policy on legal consultation, preparation and representation, and incorporate into board handbook, staff procedures, and operational handbook.

Anticipated Outcome: A board adopted policy on legal representation and consultation with associated procedural pieces incorporated into board handbook, employee handbook, and operational manual.

September Update: Work on these activities is underway, but has been determined to be a lower priority than work related to the transfer of authorizer due diligence and application preparation work. Conclusion of this work will carry into the 2015 plan.

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Human Resources and Personnel Management

Objective: Integrate the mentoring and supervisory schedule in use with staff, documenting the rationale, responsibility, and schedule for implementation in 2014.

1. Formalize the teacher mentoring process in use at Fraser Academy and explore the development of a mentor relationship for employees who are new to Fraser Academy.
2. Integrate the teacher mentor activities with the supervision activities schedule and develop a communication tool to clarify the two and outline expectations.
3. Formalize the relationship between teacher and administration supervision responsibility for paraprofessional position, creating a timeline for each.

Anticipated Outcome: A mentoring and supervision document with timeline and expectations to be distributed to staff at the start of the school year with a job description.

September Update: Work on these activities is well underway and was delayed in completion prior to 2014-15 school year, due to transition and authorizer transfer activities that were unanticipated at the time the plan was written. Work will continue with anticipated completion in early 2015.

Instruction and Assessment

Objective: Relate the Fraser Academy benchmarks to the MN state standards in literacy, math, and science and outline the tools and process expectations for Response to Interventions in literacy and math.

1. List the Core Curriculum Standards for Literacy and link the Fraser Academy benchmarks to those standards along with the curriculum resources available at Fraser Academy that address each standard/benchmark area.
2. List the Core Curriculum Standards for Math and link the Fraser Academy benchmarks to those standards along with the curriculum resources available at Fraser Academy that address each standard/benchmark area.
3. List the Core Curriculum Standards for Science and link the Fraser Academy benchmarks to those standards along with the curriculum resources available at Fraser Academy that address each standard/benchmark area.

Anticipated Outcome: A clear document and systematic process for Inclusive Education Committee members and Fraser Academy administrators and teachers to use in planning, implementing, and evaluating curriculum and instructional program at Fraser Academy.

September Update: The Charter Contract, Inclusive Education Plan, and Accountability Plan work are all completed to reflect the work plan outlined in this objective area. The work on aligning the Personal Learning Plan annual process and products to reflect the instructional practices will continue through the 2014-15 school year and therefore into the 2015 plan.

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Effective Communication

Objective: Improve the clarity in the communication opportunities internal to Fraser Academy and to the broader community with a focus on prospective student families.

1. Utilize the style manual of Fraser as a model for creating a style manual for Fraser Academy and develop a publications review plan that assures all Fraser Academy publications reflect a consistent message and style.
2. Work with an organizational management and communication consultant or attend a professional development session that is focused on clarifying the organizational structure and communication that supports Fraser Academy.

Anticipated Outcome: A style manual for use throughout the organization that results in consistency in style and quality of external communication. An organizational structure model with flow chart outlining relationship and communication structures within Fraser Academy and a documented improvement in staff understanding of the structure and perception of communication clarity.

September Update: The style manual is on hold, due to more immediate and other higher priorities. The work on organizational structure has been completed in conjunction with board members with communication and human resource expertise that serve on the Personnel Committee. Completion of that work is slated for 2015, so objective will carry into the 2015 plan.

*The Fraser Academy Director Contract is January through December. The Professional Development Plan is developed in conjunction with the annual review and contract process in November/December and the new plan written in January. The Director position description, evaluation and professional development all comply with MN 124D.10. Subd.11(b)

APPENDIX D: Financial Information

See Audited Financial Statements completed for Fiscal Year 2014 in separate document, available December 2014.

Appendix E: Fraser Academy Non-profit Status

The school's non-profit status is available from www.ag.state.mn.us/Charities/CharitySearch.asp

Organization Name	FRASER ACADEMY
Organization Type	TRUST
Contact Person	ATTN LINDA SILRUM
Address	1534 SIXTH ST NE
City	MINNEAPOLIS
State	MN
Zip Code	55413-1319
IRS Code 501(c)	03
Purpose or Description	Fraser Academy provides an inclusive environment with individualized learning programs to meet the unique needs of each student while maintaining a high standard of academics and cultivating a sense of respect, responsibility and community.
Phone Number	(612) 465-8601
Status	ACTIVE
Extension	None

APPENDIX F: Fraser Academy Policy and Enrollment Form

See Open Enrollment Policy and Student Application Form as a separate document.