Spero Academy
District 4113

2018-2019
Annual Report
World's Best Workforce Report

October 1, 2019

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Academic Elements

A. Mission and Vision

Our mission is to provide students with a personalized and adaptive education to grow academically, emotionally, and socially.

We Believe ... Every child can learn, grow, and succeed when given the opportunity to reach his or her individual potential.

We focus our resources and energy on developing our core capabilities to develop our **Strategic Intents:**

- Create *differentiated programs* that integrate academics with social and emotional learning
- Comprehensively *identify individual education needs and learning styles*
- Utilize *collaborative teaming* among staff, specialists, and families to integrate and coordinate personalized education
- Structure learning environments with *small student-to-teacher ratios*
- *Assess student progress* across all learning areas

Spero Academy is uniquely focused on reaching the desired population of children with disabilities. While Spero Academy does not discriminate against neurotypical students, all programs are designed to benefit children with all forms of disabilities. The mission and vision reflects this focus and is consistently reviewed within the context of all programs. The Board has created an Accountability Committee and Governance Committee, both of which work to ensure missional connections to all programs and overall school direction.

Additionally, Spero Academy recognizes the intent of Charter Schools to be an institution of education that reaches underserved student populations or creative approaches that reach unique students. Spero's intent is to address the gap in special education programs with specialized educational opportunities and individualized plans for every students to help all students reach their potential.

B. Accountability Plan Goals

The Spero Academy assessment calendar can be found on our website at: https://campussuite-storage.s3.amazonaws.com/prod/1073180/9fdbe683-34cf-11e7-9e05-124f7febbf4a/1976512/eb721eb2-ce6c-11e9-a2c9-0ac0cff343f6/file/2019-2020%20State%20&%20District%20Testing%20Schedule%20(1).pdf

Minnesota Comprehensive Assessments / Minnesota Test of Academic Skills

The challenge with noting progress or school success with the Minnesota Comprehensive Assessments and adaptations at Spero Academy is the fluctuating percentage of students who take the MCA III and the MTAS II. In order to determine the appropriateness of state testing, each year Spero Academy challenges third graders with trying the MCA III and then evaluates the success of that measure for future years, moving to the MTAS. This process follows the guidelines set forth by the Minnesota Department of Education for appropriately selecting assessments for students with Individual Education Plans (IEPs). Decisions regarding which test a student will take is determined annually by the IEP team and documented accordingly.

Despite the availability of alternate assessments, the high percentage of Spero Academy students whose abilities and achievement are not conveyed well in any of these measures makes this measure less indicative of student learning and school success than in a school with a more typical student demographic. The results from state tests for 2018-2019 indicate an decrease in proficieny in both reading and math for students who were assessed using the MCA, and an increase in proficiency for both reading and math for students who were assessed using the MTAS.

Table 1. Percent of students meeting or exceeding standards on MCA reading.

Percent Meeting or Exceeding on MCA Reading 2018-2019 School Year			
	# of Students Tested	Percent Meeting	Percent Exceeding
Grade 3	13	8%	0%
Grade 4	10	20%	0%
Grade 5	8	25%	0%
Grade 6	8	25%	12.5%
Overall	39	18%	3%

Table 2. Percent of students meeting or exceeding standards on MTAS reading.

Percent Meeting or Exceeding on MTAS Reading 2018-2019 School Year			
	# of Students Tested	Percent Meeting	Percent Exceeding
Grade 3	6	33%	17%
Grade 4	6	0%	33%
Grade 5	8	75%	13%
Grade 6	9	44%	11%
Overall	29	41%	17%

Table 3. Percent of students meeting or exceeding standards on MCA math.

	# of Students Tested	Percent Meeting	Percent Exceeding
Percent Meeting or Exceeding on MCA Math **2018-2019 School Year**			
Grade 3	13	0%	15%
Grade 4	10	10%	0%
Grade 5	8	0%	0%
Grade 6	8	0%	12.5%
Overall	39	3%	8%

Table 4. Percent of students meeting or exceeding standards on MTAS math.

	# of Students Tested	Percent Meeting	Percent Exceeding
Percent Meeting or Exceeding on MTAS Math **2018-2019 School Year**			
Grade 3	6	33%	33%
Grade 4	6	83%	17%
Grade 5	8	63%	0%
Grade 6	9	33%	22%
Overall	29	52%	17%

MCA Growth Tables: Reviewing data in Secure Reports reflects that Student counts qualifying for growth measurement in the subject areas of both reading and math were too few to report.

Northwest Evaluation Association (NWEA)

Spero Academy has administered the NWEA for several years. Also known as the MAP Growth, this year it was on the menu of assessment choices that teachers could use to assess whether students were making individual progress in reading and mathematics.

Spero Academy focused on administering the math assessment for students in grades K-6 for the Spring 2019 testing session.

Table 5. Percent of students at or above national median – NWEA Math

		# of Students Tested, Spring	% At or Above National Median	# At or Above National Median
	NWEA % At or Above National Median – Math			
	Grade 1	4	0%	0
	Grade 2	12	58%	7
	Grade 3	11	27%	3
	Grade 4	11	18%	2
	Grade 5	13	8%	1
	Grade 6	10	20%	2
	Overall	61	25%	15

Source: Spero Academy

Table 6. Percent of students meeting RIT growth goals – NWEA Math

		# of Students Tested, Fall & Spring	% Meeting Goal	# Meeting Goal
	NWEA % Meeting RIT Growth Goals – Math*			
	Grade 1	4	25%	1
	Grade 2	12	67%	8
	Grade 3	9	34%	3
	Grade 4	11	9%	1
	Grade 5	13	38%	5
	Grade 6	10	50%	5
	Overall	59	39%	23

Source: Spero Academy
*Only students with two valid test events during the fall and spring testing windows in the are included in this report.

Table 7. Percent of students at or above national median – NWEA Reading

	NWEA % At or Above National Median – Reading		
		# of Students Tested, Spring	% At or Above National Median	# At or Above National Median
	Grade 3	1	0%	0
	Grade 4	10	30%	3
	Grade 5	9	11%	1
	Grade 6	9	56%	5
	Overall	29	28%	8

Source: Spero Academy

Table 8. Percent of students meeting RIT growth goals – NWEA Reading

	NWEA % Meeting RIT Growth Goals – Reading*		
		# of Students Tested, Fall & Spring	% Meeting Goal	# Meeting Goal
	Grade 3	1	0%	0
	Grade 4	10	50%	5
	Grade 5	8	50%	4
	Grade 6	9	34%	3
	Overall	28	43%	12

Source: Spero Academy
*Only students with two valid test events during the fall and spring testing windows in the are included in this report.

Other Assessment Measures in the area of Academic Achievement:

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

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

Table 9. Are students initially assessed as performing at or above grade level meeting or exceeding their individual academic goals based on school and authorizer approved tools?

	Percent not meeting goals	Percent meeting goals
Reading	11%	89%
Math	0%	100%
Social/Emotional/Behavioral	26%	74%

Table 10. Are students initially assessed as performing below grade level meeting or exceeding their individual academic goals based on school and authorizer approved tools?

	Percent not meeting goals	Percent meeting goals
Reading	19%	81%
Math	14%	86%
Social/Emotional/Behavioral	8%	92%

Table 11. Are exempt students meeting or exceeding their individual academic goals based on their IEP?

	Percent not meeting goals	Percent meeting goals
Reading	0%	100%
Math	0%	100%

Spero 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 Spero Academy student in the key academic areas. An important feature of Spero 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 2018-2019 school year. Only students tested with the same assessment in both the fall and spring have results reported.

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."[1] 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.

Thirteen students' reading progress was assessed using the Bridge with data gathered in September and June. The results for 2018-2019 are noted in the charts that follow. Students showed growth from not meeting standards to approaching standards, and from approaching to meeting standards. Once a student makes progress in their reading abiliy, teachers utilize a more challenging assessment. The Bridge assessment is also used for students performing at the lowest reading level and with the most significant needs for support in order to access their education. For this reason students assessed using Bridge in both Fall and Spring inventory often show slow growth. The assessment also requires the physical ability to hold a writing utensil and use it to complete tasks, which can be a challenge for some students. Additionally, students that take the Bridge are often inconsistent depending upon the day and situation. Focus and attention can vary and often interferes with ability to attend to and complete tasks.

Table 12. BRIDGE Results, Spero Academy 2018-2019

Spero Academy 2018-2019 BRIDGE Beginning and End of Year Total Score Comparison (n=13)				
	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 %
Fall Score	69%	23%	8%	0%
Spring Score	54%	31%	15%	0%

Source: Spero 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. 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 Spero Academy students who were in kindergarten and first grade or to any second through fifth grade students who were at the ERSI reading readiness level. Students were assessed in fall and spring. The fall-spring cohort results are reported below for each task area and for the total score.

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.

Table 13. ERSI Scores, Spero Academy 2018-2019

Spero Academy 2018-2019 ERSI Beginning and End of Year Total Raw Score Comparison (n=35)				
	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	74%	17%	9%	0%
June Score	57%	20%	20%	3%

Source: Spero 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 2018-2019, students assessed using the Bridge and ERSI moved in a positive direction between the fall and spring 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 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.

Table 14. Whole-To-Part Word ID, Spero Academy 2018-2019

Spero Academy Whole-to Part Reading Assessment 2018-2019 Beginning and End of Year Total Score Comparison (n=13) By Fall and Spring			
Word Identification Strand	**Well Below Grade Level %**	**Below Grade Level %**	**At or Above Grade Level %**
September Score	76%	0%	23%
June Score	61%	8%	31%

Source: Spero Academy

Table 15. Whole-To-Part Language Comprehension, Spero Academy 2018-2019

Spero Academy Whole-to Part Reading Assessment 2018-2019 Beginning and End of Year Total Score Comparison (n=13) By Fall and Spring			
Language Comprehension Strand	**Well Below Grade Level %**	**Below Grade Level %**	**At or Above Grade Level %**
September Score	100%	0%	0%
June Score	92%	8%	0%

Source: Spero Academy

Table 16. Whole-To-Part Reading Comprehension, Spero Academy 2018-2019

Spero Academy Whole-to Part Reading Assessment 2018-2019 Beginning and End of Year Total Score Comparison (n=13) By Fall and Spring			
Silent Reading Comprehension	**Well Below Grade Level %**	**Below Grade Level %**	**At or Above Grade Level %**
September Score	100%	0%	0%
June Score	92%	8%	0%

Source: Spero Academy

Conventional readers who were not able to complete the NWEA MAP Assessment completed the Whole to Part assessment. These learners increased their skills in all three areas assessed by the Whole to Part. The gains are consistent with the needs of the learners within this group, and all demonstrate an increase toward grade level performance.

Individual Education Plan Goal Progress

An Individuals Education Plan (IEP) is developed by educators, service providers, and the child's parent(s)/guardian(s), and guarantees necessary supports and services agreed upon for a child with disabilities. Students qualify for IEP services through an evaluation, which determines the students' needs and disability eligibility category.

Progress on IEP goals and objectives are track through progress reporting. Progress on goals and objective are reported to parents three times per year.

Spero Academy students made progress in both areas of their Individualized Education Plans: math, reading, and social/behavioral during the 2018-2019 school year, with almost 100% of students making progress in both areas.

Table 17. IEP Goal Progress, Spero Academy, 2018-2019

Spero Academy 2018-2019 IEP Goal Progress		
	Met IEP Goal	**Did Not Meet IEP Goal**
Math Goal	99%	1%
Reading Goal	99%	1%

Source: Spero Academy

C. After School Programming

Spero Academy does not currently offer any after school programs or opportunities.

D. Parent Involvement

Spero Academy has a long tradition of surveying the school's major stakeholders. This practice continued in the spring of 2019 by surveying students, families, and staff members. Some specific survey items measure an overall gauge of stakeholder satisfaction. Twenty-one surveys were returned from families, which is a response rate of 14%. The results of these items indicate a high level of satisfaction for the majority of stakeholders.

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.

Items with the highest level of endorsement were:

- The communication you received about your child's progress. (90%)
- The communication you received regarding school information and activities (95%)
- Satisfied with specialist programs (100%)
- Satisfied with learning environment created by the school (90%)
- Satisfied with the special education programs. (96%)
- Confident in the school's ability to meet student's social/emotional needs (90%)

E. Curriculum

The School Board Accountability Committee comprised of school personnel, staff and community members helps to determine school curriculum. The process of determining new curriculum is staff driven as opposed to the district only making the decisions. When reviewing curricula, curricula and development sub- committees will research and review needs and then report out to Board Accountability committee.

Staff completes surveys revealing information about interest, training, gaps, needs, student body, achievements, etc. The sub committee also reviews annual parent surveys to look for commonalities. The committee reviews areas of greatest needs in specific curricular areas and then considers best practices, technology needs, and current research related to the population. The committee also evaluates the textbooks/curriculum to ensure it is culturally diverse (as well as for any cultural appropriation), gender-neutral and for it's disability sensitivity.

The general/special education curricula adoption schedule is on a rotating review schedule. An individual classroom or specific group of teachers may propose to review curriculum out of the rotation in order to meet the current needs of students. If this need is decided on a proposal is brought to the Accountability Committee for review and approval.

The curriculum process is communicated to teachers through a multitude of means including monthly teacher meetings, committee work and annual trainings. Samples of curricula may be ordered and distributed to teachers to trial. Because teachers comprise the board and curriculum committees, they are intimately and actively involved. Training, professional development work, manuals, online resource formats and hard copies of resources have been developed for independent referencing.

Through the above process, Spero Academy offers a wide variety of curricular choices for teachers. The current curriculum in each subject matter attempts to provide a curriculum that meets the needs of every student at Spero. This can be a challenge for Spero as there is such a wide range of learning styles in the student population. Spero Academy also struggles with finding research-based curricula that addresses the needs of students with severe cognitive disabilities. However, the list of Spero's available curriculum options has grown considerably. This past year the Accountability Committee reviewed the English Language Arts curriculum. A committee was formed which researched a variety of ELA curriculum based on the needs that teachers as well as parents had requested.   Several curricula were chosen and trialed by classroom teachers. The Literacy and Accountability Committees chose curriculum that addressed several areas of need, such as learning disabilities, as well as a curriculum that addressed the need of a more systematic curriculum with a scope and sequence that could be used in grade level classes as well as adapted for the special education classrooms. Several professional development days have been planned in order to implement the new ELA curriculum. The use of the ELA curriculum and any questions or concerns will be monitored throughout the school year.

This year the Accountability Committee along with the Curriculum Subcommittee will be reviewing Science and Art. The Accountability Committee chose to review Science and Art out of sequence for a variety of reasons. Teachers and staff have expressed the desire to implement a STEAM (Science, Technology, Engineering, Arts, Mathematics) approach at Spero Academy. The Curriculum Committee would like to research this more in depth knowing that it could take a number of years to fully implement such a program. The Art curriculum will be

researched once again as we were unable to start an art program as well as hire an art teacher in 2018 as previously hoped. The hope is that we will be able to offer a quality art program along with a full time art teacher in the year 2020-2021.

Table 18. Spero Academy Curriculum Review Cycle

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Science/ Art	English Language Arts	Science/ Art	Mathematics	Social Studies
General and Special Education review of current Science materials and alignment to Minnesota Standards in Science. Research is needed for Art curriculum.	General and Special Education review of current English Language Arts materials and alignment to Minnesota Standards in ELA. Research additional ELA curriculum based on the needs of the students	General and Special Education review of current Science materials and alignment to Minnesota Standards for Science. Research is needed for Art curriculum and alignment to the MN Standards in the Arts.	General and Special Education review of current mathematics materials and alignment to the Minnesota Standards in Mathematics.	General Education and Special Education Social Studies review of current materials. Research additional curriculum if needed. Insure that current curriculum aligns to MN Standards in Social Studies

Please see **APPENDIX A** for details regarding curriculum and resources at Spero Academy.

F.   Scheduling

a.   School Calendar

One of Spero Academy's unique characteristics is its eleven-month academic calendar. During those eleven months, students attend school Monday through Thursday with breaks scheduled throughout the year. With less time in between breaks this calendar has proven to support the continuous progress-learning model. This weekly schedule also leaves the occasional Friday to schedule staff development and trainings. Staff, overall, have been positive about the School schedule as it provides them time to pursue their education or their own professional development opportunities.

b.   Equitable Access to Excellent and Diverse Educators

Spero Academy serves a substantial amount of students with special education needs, with some from low income and/or diverse ethnic backgrounds. In order to ensure that all students, regardless of their Special Education status, FRL status, or ethnic background, have equitable access to excellent teachers, Spero Academy focuses on hiring and retaining:

i.   Teachers who hold dual-licenses in special education and general education, licenses in special education, or, if licensed in general education, are working on obtaining their special education license.

ii.   Staff in the areas of Occupational Therapy, Developmental and Adaptive Physical Education, Speech/Language Therapy, Music Therapy, and Physical

Therapy who service eligible students on their Individualized Education Plan.

Spero Academy is unique in that 90% of our students have an Individualized Education Program thereby requiring all our teachers to be licensed in Special Education. The challenge in finding teachers, including teachers of color with a Special Education license and in some cases teachers licensed in both Elementary Ed and Special Education continues to be a challenge for Spero Academy.

Spero Academy has cultivated relationships with local universities in order to recruit highly qualified and diverse teachers. Spero Academy has hosted student teachers from the University of St. Thomas' Tuition-Free Autism Spectrum Disorder program which targets the Somali community, although not exclusively. We were successful in hiring a teacher from the Somalian community through this program for the 18-19 school year. Another way Spero Academy is working to diversify the teaching staff is to hire paraprofessionals who are currently in teaching programs at a number of universities around the Twin Cities. This strategy has been working well for us overall in hiring high quality paraprofessionals but also assists us in recruiting paraprofessionals of color currently in teacher preparation programs.

In order to monitor the efficacy of each teacher, every student has a Personalized Learning Plans (PLP) with defined, measurable goals in Literacy, Mathematics and Social Skills. Progress is monitored monthly by administrative and instructional staff. If progress monitoring of students' PLP goals suggests a teacher is struggling to help his or her students make monthly progress, administrative staff engage the teacher in reflective conversations regarding improvement strategies and support identified strategies as needed.

Additionally, Spero Academy conducts a Teacher Growth and Development framework has been implemented to monitor and assess teacher performance and growth twice per year. A peer-coaching model has been established where veteran teachers meet with beginning teachers to assist with increasing their effectiveness in the classroom.

Spero Academy does not make determinations about classroom placement based on the ethnicity, FRL status, or SPED status of any student. Due to the population of students that Spero Academy serves, placement for each student is determined by our Special Education department and Academic department directors and coordinator, who make decisions based on a review of student progress, IEP goals and prior knowledge of what resources the student needs to be successful. Following the beginning of the school year, placements are reviewed and changes are made if necessary as determined in collaboration with classroom teachers, and supported by a review of the students' academic and behavioral data. Placement reviews can be done at any time throughout the year if a teacher notifies the Special Education and/or Academic departments that the student may not be getting the support they need to be successful.

Because Spero Academy reviews the placement of every student each school year and makes determinations based on student need and IEP goals, we have not previously reviewed any equitable access data. Unlike traditional schools with a larger and majority student population of students without disabilities, there is no random generation of class lists into multiple classrooms at each grade level. Each student is placed strategically into one of the three classroom settings we offer at each grade level to ensure that each student has access to the resources and support they need to access their education. We

have focused our efforts on recruiting highly qualified and diverse teachers with the appropriate licensure in an effort to ensure that all of our students have access to high-quality teachers regardless of their FRL status, disability status, or ethnic background.

G. Professional Development and Teacher Evaluation Systems

Spero Academy continues to establish an annual fund for professional development for all staff employees. Staff are encouraged to seek out development opportunities that align with their professional area and also contribute to the required CEUs needed to renew licenses through MDE. Additionally, the school has taken a very progressive approach to internal professional development days for all staff. Each year, there are five days of professional development at the beginning of the year to help prepare all staff for the level of service required in this school environment. Five additional days are planned throughout the year, which are planned based on needs that arise throughout the year as well as annual trainings that are required. This year another 5 days have been added to the calendar for Teachers and Therapists only. These days have been designated primarily for teachers and therapists to work on due process, however, these days may be used when needed to plan for additional training for teachers and therapists.

Spero Academy Accountability Committee has formed a subcommittee for the planning of professional development for all staff. The Professional Development Committee members include at least one of the following staff stakeholders of the school; teachers, paraprofessionals, therapists and an administrator. By having a committee made up of these stakeholders Spero Academy ensures that trainings are relevant and reflect the training needs of all staff. This committee meets regularly to plan trainings for each of the designated staff development days.

Outline of the School's Teacher Evaluation System.

Spero Academy adapted the Teacher Development and Evaluation (TDE) program distributed through MDE three years ago. Over the course of the last three years, Spero Academy has continued to evaluate the TDE and make tweaks to align the questions to better fit the focus and culture of our school. Our current evolution of the TDE process consists of 15 questions that are relevant to our school. Teachers meet with either the Executive Director or Academic Director for a PRE-EVALUATION MEETING, EVALUATION, AND POST-EVALUATION RECAP. Depending on the tenure and experience of the teacher, a teacher will have a mentor and either two or three reviews throughout the year. All new teachers will have reviews three times, while existing teachers will receive two or three reviews depending on observational needs.

H. Innovative Practices, Initiatives, and Future Plans

Spero Academy recently completed a new 5-Year Strategic Plan. See **APPENDIX B**. The plan is broken into two distinct sections. Part 1 will focus on creating and perfecting the systems that enable Spero Academy to be a highly effective educational institution. This includes financial planning and stability, curriculum development and expansion of academic elements, usage of the building and monitoring of property/financial obligations associated with running and maintaining our facility, external program offerings, and internal controls. Once the goals associated with Part 1 have been reached, which are designed to be achieved within three years, the school/Board will begin Part 2. Part 2 is designed to take the systems that have been perfected in Part 1, and begin looking at replication/expansion of programs, resulting in additional campus' focusing on either additional K-6 schools or expanded grades from 7-12. Determinations will be made at a later date.

I. Awards

Spero Academy was recognized with a five star review of a recent tour that was part of an AIA conference. Spero Academy was the only tour host that received 5 stars across the board.

Spero Academy was also nominated by the architecture firm of our new building, HDR, to be highlighted in an architectural magazine and website. The Director and three parents were interviewed for this publication that will come out in Sept or October. Additionally, Spero Academy was chosen to receive a $3000 grant as part of this recognition.

On June 15th, the Director was privileged to give a tour to a jury from the AIA. Spero Academy was nominated by HDR and is a finalist for an innovative educational design award. No timeline is known regarding the award determination.
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Governance and Operational Elements

A. Teacher Licensure Verification

Please see **APPENDIX C** for the teacher licensure verification table.

B. Management and Administration

File numbers for licensed administrators can be found in **APPENDIX C**.

Administrative roles and responsibilities can be found in **APPENDIX D.**

Curtis Windham
Executive Director

Susan Scheller
Academic Director

Diane Pangal
Operations Director

Kelly Tiedemann
Special Education
Coordinator

Erin Giebink
Accountability
Coordinator

Edi Becarra
Operations
Manager

Alex Ward
Special Education
Coordinator

Lindsay Montana
Administrative
Assistant
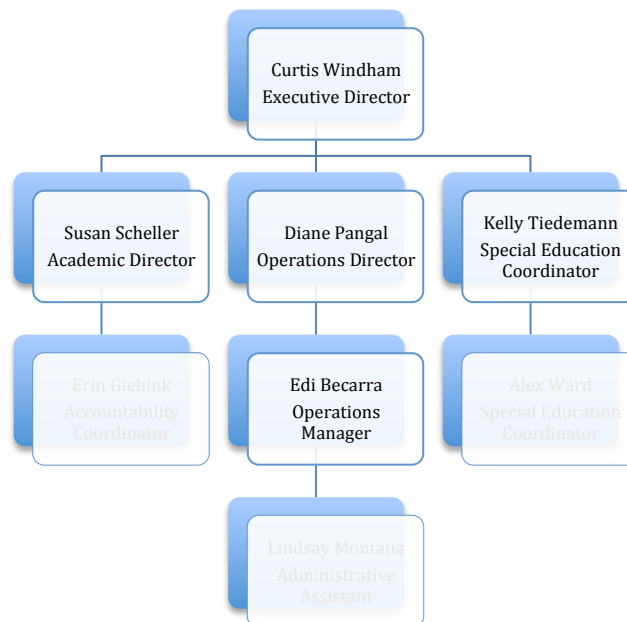
Executive Director
Currently, the Spero Academy Executive Director is working on his Principal licenses from Bethel University. Additionally, the program includes Doctoral work toward an Ed.D Degree. The coursework portion of the program has been completed. The Ed.D. portion will conclude after the dissertation has been accepted. The goal for this is December of 2019, which means that all of FY19 will be spent working on the dissertation topic of "Burnout of Charter School Leadership". The licensure portion of this program will be completed after that.

Academic Director
Our Academic Director is pursuing professional development in several different ways. She has subscribed to pages on the Minnesota Department of Education (MDE) website such as The Superintendent Mail, Licensing, Data Submissions, Special Education, ESSA (Every Student Succeeds Act), and ELL(English Language Learners), and receives emails from these pages with updates and information. She subscribes to Education Next, Edutopia and Teaching Tolerance online teacher resources and newsletters. She has attended trainings, in person, online, or by telephone in order to continue to learn and keep updated on various topics related to her position, such as teacher mentoring, team building, reviewing and researching curriculum, and topics related to Special Education.

Special Education Coordinator
Our Special Education Coordinator's professional development plan includes continuing her administrative licensure in the area of Special education director. This year, she will complete her required hours of observation. Once her license has been completed, her title will change to Special Education Director.

Operations Director
Our Operations Director is seeking to further her professional development by continuing to attend Webinars offered by Medica and Associated Benefits and Risk Consulting in order to remain current on health care reform, benefit management, and leadership skills. She will continue to serve on both the Marketing, Facilities, and Finance Committee in order to develop leadership skills within the school board. She is also interested in pursuing new systems to streamline payroll, billing, and safety. She is also enrolling in college to complete her BA and MA.

Accountability Coordinator
Our Accountability Coordinator is addressing her professional development by continuing to work on her doctorate in Educational Policy and Leadership through the University of Minnesota. The timeline for this is no later than May 2020. She continues to attend seminars, workshops and trainings through MDE and Indigo Education in order to maintain an understanding of current student information system, policy, and reporting requirements and tools.

Special Education Coordinator
Our Special Education Coordinator is addressing her professional development by seeking out training opportunities through Indigo Education and the Minnesota Department of Education. Topics covered in trainings include Due Process Compliance, Special Education Law, and leadership seminars. She is also completing CEUs to renew her general education and special education teaching licenses. Additionally, she is taking courses to complete the administrative licensure program at Hamline University. This is currently scheduled to be completed in the summer of 2020.

Operations Manager
Our Operations Manager will be addressing his professional development by attending seminars offered by Associated Benefits and Risk Consulting to understand leadership goals and processes. He is continuing to attend MDE Translating/Interpreting workshops will help get connected with families that have a language barrier. Being a member of the Marketing Committee has helped him get out of his comfort zone to reach out to families and other community members and helping them understand our mission at Spero Academy. Going forward, he would like to pursue a degree in Business Administration.

Administrative Assistant
Our Administrative Assistant is working with the Operations Manager to help streamline all files and front desk processes. She is also working with Health Services. Professional Development growth is scheduled via webinars and online training.

C. Organizational Strengths, Challenges, and Plans

The current Board of Directors has been working hard over the past 10 months to complete a new 5-Year strategic plan. This plan has now been finalized and will be approved at the 9.24.19 Board meeting. Each Board member was part of three committees that sought input for the plan from a variety of external stakeholders, internal stakeholders, parents, staff, and students. After all data was gathered and analyzed by the Governance Committee and Consultant, a preliminary plan was created. The Board and Administration team continued to work through action steps to ensure that the plan was both representative of the needs of the school and addressed future goals. This process was seamless and demonstrated the quality of the Board and Administrative team.

Enrollment has been a positive issue over the last year. There are currently 142 students enrolled in FY20, with 140 being the minimal count that will be allowed for this year. The school is also above 90% special education students, which also meets the desired goals for the school as well as maintaining the fiscal goals in which the budget has been developed.

Staffing has been a positive issue this year as well. Each year, there is a challenge to secure dual licensed teachers in all grade level classrooms, as well as dual licensed PE/DAPE Teachers. This year, every grade level teacher but one is dual licensed WITHOUT A VARIANCE. All PE Teachers are either dual licensed or in process of obtaining that degree by December. We have also filled 57/59 paraprofessional positions this year. To fill this many specific staff positions is a major accomplishment.

The Board continued to evolve and currently has seven members. Three potential Board members will be interviewed over the next month, bring the total to 10 out of 11 possible Board positions being filled. The Board continues to be diligent in seeking out qualified candidates that add expertise in desired fields and not just fill positions because they are vacant.

Finally, Spero Academy continues to be challenged with obtaining quality dual-licensed teachers. We are, however, beginning to see some of the staff (paraprofessionals) complete education in special education, and will be looking to promote from within. Partnerships with Bethel University, St. Mary's University, and UST continue to grow, allowing for other possible pools to draw from.

D. School Enrollment and Attrition Trends

Spero Academy 2018-2019 Enrollment Trends

- We enrolled 45 new students.
  - 16 Kindergartners
  - 8 First graders
  - 8 Second graders
  - 6 Third graders
  - 4 Fourth graders
  - 3 Fifth graders
  - 0 Sixth Graders
- 30% of the new students are from Minneapolis
  - 80% students are from 15 other cities
- 3 students un-enrolled by 09/30/2018
  - 1 moved out of state
  - 1 try neighborhood school
  - 1 due to dissatisfaction
- 3 students un-enrolled after 10/01/2018
  - 1 try school with less SPED population
  - 1 to try alternate SPED school
  - 1 due to dissatisfaction
- Staff worked to increase enrollment by:
  - By continuing Marketing campaign to increase name awareness and social media
  - Completing an Informational Video for families
  - Conducting Friday information sessions from October – June.

Table 19. School Enrollment Trends.

School Year	K	1	2	3	4	5	6	Total Enrollment
2012-2013	19	16	14	14	12	10	0	85
2013-2014	14	19	11	14	12	6	0	76
2014-2015	14	13	16	12	14	9	0	78
2015-2016	7	18	16	19	12	11	0	83
2016-2017	15	10	19	16	21	12	0	93
2018-2019	12	14	14	18	17	22	11	108
2018-2019	16	19	21	18	18	19	18	129

Table 20. Student Attrition.

Grade	Students enrolled in the school on or before Oct 1	Students enrolled after Oct 1	Students who left after Oct 1	Students enrolled at the close of the school year	Students that remained enrolled in the school for the full year
K	16	0	0	16	14
1	20	0	0	19	18
2	21	0	0	21	20
3	20	0	1	18	18
4	19	1	1	18	18
5	19	0	1	18	18
6	18	0	0	18	18
Total	133	1	3	128	124

Spero Academy complies with Minnesota Statutes 124E.11 subd. 9 by reviewing and approving an annual enrollment preferences and lottery policy.

Spero Academy's Enrollment policy was updated December 2018 and follows requirements from MDE and Minnesota state statute. The current Enrollment Policy can be found in **APPENDIX E.** Spero Academy's current application form can be found in **APPENDIX F.**

E. Community Partnerships

Recently, Spero Academy has begun working with EdAllies, which is an organization that monitors and advocates for charter schools at the state capitol. This organization monitors special education funding concerns and will be visiting Spero Academy on 10/1 to tour the facility and work with the school to bring state and local representatives to the facility to see first hand what Spero Academy does. This organization will also help facilitate joint meetings and information with all 90% or more special education schools in MN.

F. Board Member Orientation and Training Plan

Newly appointed Board members receive an orientation meeting that is conducted by the governance committee. This includes training on the charter school statutes, Board policies, By-laws, procedures, committee expectations, meeting times, and strategic planning goals. In addition to the formal orientation, each new member is partnered with an existing board member for 6-8 months for mentoring. The expectation is to meet at least twice during this time, as well as speak before each Board meeting to be knowledgeable of agenda items. These mentor meetings are then to be communicated to the Board chair for tracking purposes.

Each year, the Board attempts to have quarterly trainings that are appropriate and applicable to imminent issues and ongoing education needs. In September, the Board had a training on funding for the school, and how each pot works to balance our budget. In November, we will have an additional training on finance. In the spring, the new social worker will present to the board a training on how social work functions within a school as well as the needed external connections. Other trainings will be shared when they are planned.

Donna Piazza, Spero Academy Board Chair and the Director track this information. Each training and purpose of training are now included in the agenda for historical reference as well.

G. Board Member Information

The Board Member Information Table can be found in **APPENDIX G.**

Financial Elements

A. Fiscal Heath

Current enrollment figures (ADM).
Current ADM is 141.95 with an enrollment of 142. 90.8% of the enrolled students qualify for Special Education services. This percent is expected to grow over the next few weeks as three students are currently in the process of evaluation.

Comparison of previous year target ADM to actual ADM.
Last year's target ADM was 128. Actual ADM was 129.

Average cash on hand for previous year
Preliminary FY19 year-end totals show an average cash-on-hand as 43.

The current Spero Academy Budget including Budget Projections can be found in **APPENDIX H.**

B. Internal Controls and Board Oversight

The following narrative outlines certain critical financial processes and procedures for Spero Academy, BerganKDV, and the school's Board of Directors, which include both preventive and detective controls that are designed to safeguard Spero's financial assets and ensure the integrity of financial reports and measures. Preventive controls include, but are not limited to, segregation of duties and password protection for access to critical information and documents, while detective controls include account reconciliations and review of actual performance versus budget.

General
Spero Academy utilizes the Skyward Finance System, which was designed for use by school districts and is approved by the State of Minnesota for compiling and reporting a school's financial results.

During the school year, financial transactions are maintained primarily on the cash basis of accounting. At year-end, accrual entries are recorded to convert the school's books from cash basis activity to accrual basis activity for audit and closeout purposes as required by UFARS. All entries recorded in the finance system are supported with underlying supporting documentation that is available for audit purposes.

Cash and Investments, Receipts, Revenue, Receivables
The School's primary revenue sources consist of state/federal grants and aids. State/federal grants and aids are received via wire transfers (received by filing of progress or completion reports or SERVS reports). Generally, BerganKDV computes and records receivables (accounts, IDEAS,

and state and federal programs) - including reconciling amounts with the IDEAS and various grant agreements. BerganKDV works with the School's Director to identify federal financial assistance and to reconcile differences between EDRS/SERVS and UFARS.

While the majority of the school's receipts are received via EFT from the state or federal government, a minimal number of cash/checks are received in the school office. When cash is received in person or by mail, the receptionist opens it and routes all checks to the Operations Director. After the Operations Director logs the check information into the Internal Security Record, the checks are transferred to the Director for review and weekly deposit. The Director prepares a deposit slip documenting the revenue source. All supporting documents for the non-state and federal deposits are delivered to BerganKDV which are reviewed on a monthly basis to ensure the proper UFARS account coding is applied before entering the revenue into Skyward.

The School Board has a policy that directs designated individuals on how to invest the cash on hand not required for immediate expenditure. On an as needed basis, the Board passes a resolution allowing these individuals to invest idle school cash in accordance with Minnesota Statute 475.66 as noted in the Minnesota Legal Compliance Audit Guide for Local Government. This resolution also allows these individuals to designate the depositories for investing and is considered to be the "investment policy" of the School.

BerganKDV is responsible for reconciling all banking and investing accounts and does so on a monthly basis. Any discrepancies between Spero accounting and the bank statements are researched and resolved prior to the close of the accounting period.

Cash Disbursements, Expenditures for Goods and Services and Accounts Payable
BerganKDV processes accounts payable for Spero Academy. As expenditures are required for the school, members of the school staff complete a Purchase Order or Reimbursement Request, which is routed to the School Director for approval. For those purchase requests, as well as all others, the Operations Director completes a Vendor Payment Request form that is routed to the Schools' Executive Director. The Executive Director reviews all Vendor Payment Request forms, adds specific information to aid in proper UFARS accounting, and approves expenditures by signing the forms. As vendor invoices come to the school for payment, a three-way match occurs between the Vendor Payment Request form, the goods receipt, and the invoice. Any discrepancies between the documents are investigated and resolved prior to payment.

Once matched, the invoices and accompanying Vendor Payment Request forms are sent to BerganKDV where they are entered for payment into the Skyward. The matched invoice and Vendor Payment Request form provide sufficient approval of the expenditure enabling BerganKDV to enter the invoices into Skyward. Once entered, a weekly summary of payables is sent to the School Director and Treasurer for review and approval. An affirmative approval is required from the School Director to proceed with payment, while the Treasurer is assumed to approve payment unless an objection is raised.

Once BerganKDV receives approval, the checks are printed. Check stock for the primary school account (Western Bank) is secured at the BerganKDV offices. Check runs are made on a regular weekly basis. "Emergency" checks are cut as needed which may or may not be included in the weekly payables reporting sent to the Finance Committee. Based on invoice due dates, checks are systematically prepared by BerganKDV and signed electronically. Only BerganKDV employees have access to the password allowing check printing on behalf of Spero Academy. Once a check is prepared and printed, BKDA remits payment to the vendor and the original invoice is filed at the school for payment.

All payments for the month are compiled in a report and delivered to the school for review by the School Director and the Board.

BerganKDV prepares monthly financial statements and ensures that the School Director, Finance Committee and Treasurer are aware of where the school is in relation to their budget.

Payroll and Related Liabilities
The school utilizes BerganKDV to prepare payroll. There are approximately 40 to 45 payroll checks cut each pay period. Payments made in cash are prohibited. All employees are paid twice each month. The Director and Board establish salaries/rates of pay. Salaried teaching and non-teaching positions are paid based on individual contracts. Time cards are not maintained, only attendance records are maintained for these positions. Hourly employees complete time cards that are approved by the Director. The approved time cards are submitted to BerganKDV. The personnel records are maintained at the school. Director approval of vacation, holiday and sick leave compensation is reviewed during each payroll run by the Operations Director to ensure the respective balances are accurate. Employment changes are generated by Director and subsequently sent to BerganKDV for inclusion into the finance system.

All payroll checks are prepared and signed by computer (digitized signatures). BerganKDV designates an employee who is the only person that has access to the payroll password. Payroll is made either by direct deposit or checks that are delivered by US Mail. The direct deposit payroll batch is prepared by BerganKDV and must be authorized prior to payment by either the School Director or the BerganKDV Finance Manager. Federal and State payroll withholdings are submitted electronically. All other withholdings are submitted by check through the US mail.

On a monthly basis, the BerganKDV Finance Manager reviews the payroll activity, prior to the drafting of the monthly financial statements. The payroll activity also is monitored at the school site to ensure accuracy of data; the School Director reviews the direct deposit checks before payment by Western (~70% of staff is paid via direct deposit) and reviews the payroll bank statement for reasonableness before it goes to BerganKDV. Since the School Director signs off on time sheets, manual checks are considered approved then.

Debt and Debt Service Expenditures
The school uses separate types of debt to finance operations and to provide funds for capital and other improvements. The Board approves all debt.

Significant Accounting Estimates
State Aid is estimated through the MARSS system, which utilizes student enrollment for the calculation a school's eligible aid. The MARSS system is a statewide database of student attendance and membership information by which each student has a unique identifying number that is used to track that student from one school to the next. This system significantly reduces the likelihood that a student could be inaccurately claimed for aid purposes since the State does not recognize a student for aid purposes if there are date overlaps for any student (no one District can claim a student if the dates the student was served overlap with those of another district—therefore all such differences are resolved between school districts, otherwise, no aid would be paid).

For capital assets, the Spero uses guidance made available from MDE and the national ASBO Association for purposes of estimating the useful lives of capital assets when calculating depreciation.

Fund Equity
Fund equity of the school is accounted for in accordance with prescribed accounts as determined by the Minnesota Department of Education and UFARS. The school is required to maintain reserved fund balances for unemployment, severance, transportation safety, equipment, facilities, disabled accessibility, building construction, and debt service. All other fund balances are unreserved. The BKDA 27 Finance Manager, in consultation with the Director and Board Treasurer, are responsible for ensuring that fund balances are properly accounted for.

Federal Grant Programs
Each spring the school is notified of the projected entitlements for the various Title programs. The School's Director is responsible for acknowledging/accepting the grant funds and developing the respective budgets. The school follows purchase/reimbursement protocol related to the various grants as outlined in the A133 circular. The required reports are filed on a timely basis with the federal government as well as state oversight agencies.

The school has developed a review system to ensure unallowable costs are avoided as follows: The initial expenditure is approved within the guidelines of the respective grant. Upon receipt of the invoice an analysis of the respective budget is performed. As long as the expenditures helps achieve the grant objective and is within the budgeted line item amounts, payment is processed. If a single audit is required the audit firm prepares the required audit reports and submits the audit to the MDE by the 12/31 deadline. Also, the audit firm reconciles the various grant reports with the EDRS/SERVS reports to ensure both information sources reflect the same information.

Federal Grant funds are received via EFT only. On a monthly basis the receipts are reviewed and accounted for correctly.

Spero Academy does have a finance committee that meets the third Tuesday of each month with the exception of July. The finance committee is made up of the Board Treasurer, Special Education Coordinator, School Executive Director, and Operations Director. Additional Board members will be assigned when expertise matches the need.

C. Awards

Spero Academy was recognized with a five star review of a recent tour that was part of an AIA conference. Spero Academy was the only tour host that received 5 stars across the board.

Spero Academy was also nominated by the architecture firm of our new building, HDR, to be highlighted in an architectural magazine and website. The Director and three parents were interviewed for this publication that will come out in Sept or October. Additionally, Spero Academy was chosen to receive a $3000 grant as part of this recognition.

On June 15th, the Director was privileged to give a tour to a jury from the AIA. Spero Academy was nominated by HDR and is a finalist for an innovative educational design award. No timeline is known regarding the award determination.

Appendix A. Curriculum and Resources at Spero Academy

Literacy	Math	Science	Social Studies	Handwriting	Arts	Social and Functional Skills	Media and Technology	Physical Education and Health	Online Resources and Subscriptions
McGraw-Hill Reading Wonders K-6	Math Expressions/ Houghton Mifflin	Foss Science Kits – 2 for each grade level	Scholastic News	Handwriting Without Tears	Scholastic News	Social Thinking®	Keyboarding Without Tears	SPARK K-6	Brainpop - online cross-categorical curriculum
Wilson Fundations Phonics K-2 with Geodes companion readers through Great Minds, Inc.	EQUALS/Able net	Scholastic News and Science Spin	Harcourt Social Studies K-6		District Created Lessons	Zones of Regulation®	Proloquo2Go (iPad-based AAC software)	Five for Life: Nutrition Kit eCurriculum from Focused Fitness	Tumblebooks online story books
Learning A-Z (Reading a-z, Headsprout, Writing, Raz Kids, Science, Vocabulary)			News2you online current events for students with special needs		Special Events from outside artists	S.M.A.R.T® Brain-based movements	1-to-1 devices in all PLS and ASR rooms, most grade level rooms	Health World Education online http://healthtworldeducation.org/	education.com
Edmark Kits (alternative reading program)			Northern Lights - 6th grade MN studies					Mad Hatter Wellness (Sexuality curriculum for all abilities)	Class Dojo
Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	
Scholastic News/Storytime/Storyworks	Touchmath	Ablenet Focus on Science	Online Device Resources	Online Device Resources	Online Device Resources	Online Device Resources	Online Device Resources		GoNoodle Plus
IXL online ELA resources	IXL online mathematics	IXL online science resources	IXL online social studies resources	Wet Dry Try App	Fun Music Company	MeVille to WeVille	Tynker- online coding for kids		Seesaw - online Parent communication
MeVille to WeVille (Literacy & Communication)		Engineering is Elementary		Don Johnston Co-Writer Universal					
Don Johnston - Snap and Read									
MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	
Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	
The Bridge	Unit Assessments	Unit Assessments	Unit Assessments	Handwriting Assessments	Unit Assessments	Unit Assessments	Unit Assessments	Unit Assessments	
Early Reading Screening Instrument	Spero Academy Math Inventory (K-2)	MCA 5th Grade				Spero Academy Skills Inventory	Spero Academy Skills Inventory		
Whole to Part/Basic Reading Inventory	NWEA (MAPS)	MTAS 5th grade				Social Thinking Rubrics			
MCA 3rd-5th Grade	MCA 3rd-5th Grade					Story Grammar Marker Rubrics			
MTAS 3rd-5th grade	MTAS 3rd-5th grade								

2019-2024
Strategic Plan

Introduction

The following information will serve as a working
document to help establish a new 5-year strategic plan for Spero Academy.
This working plan will be broken down into two parts,
which will be completed sequentially, and will allow for
future planning in years four and five of the strategic plan process.
Within each goal, Board committee(s) and/or the
School's Administration will be assigned to focus work in these areas.

Part 1	*(1) Financial Sustainability* **(Finance, Facilities, Administration, Marketing)**

The financial sustainability of Spero Academy is of utmost importance to the overall health and long-term plans for the school. The following information outlines the goals associated with ongoing fiscal management/goals and the creation of external funding sources.

Goal	Action Steps	Progress Update
● Create and manage a fiscal plan to reach 18-20% fund-balance	○ Develop a forecasting model as part of annual budgeting process to anticipate future year's fund balance percentages (Finance) ○ Include plans for financial impact of full enrollment on fund-balance ratios(Finance w/ Jenny Bergan KDV) ○ Review potential external funding sources, including foundation support (Admin)	
● Develop a plan for utilization of funds over 18-20% fund-balance to be used for programmatic needs	○ Identify major spending needs which are not already funded (Admin) ○ Develop an application process for one-time project spending (Finance)	
● Create and manage a comprehensive and sustainable facility budget with the goal of replication in future planning.	○ Utilize monthly detailed spending reports provided by accountant in preparing annual budgets and monitoring spending (Facilities)	

	○ Create documentation system for facility expenses as a tool for anticipating costs for secondary facility.(Facilities) ○ Create a detailed facility budget including utilities, FFE, repairs & maintenance, and service contracts/preventative maintenance. The budget should provide a sufficient level of detail to enable the Facilities Committee to benchmark the facility operating costs against similar facilities and identify areas of concern or opportunities for improvement. (Facilities) ○ Create a mechanism to track variances from budget for each line item on a monthly basis, with a YTD comparison for prior years. (Facilities) ○ Review & update scopes of work for annual service contracts a minimum of four months prior to the start of the contract and obtain two bids for each service whenever possible. (Facilities)	
● Create a comprehensive compensation plan for all employee categories	○ Research existing market value for therapist (Admin) ○ Create a comparison sheet for Governance review (Admin)	

● Maintain current enrollment and upward trend of reaching family and meeting enrollment goals.	○ Maintain social media presence. (Marketing) ○ Continue information sessions. (Marketing)	

Part 1	*(2)* *Programmatic Excellence and Innovation-Measurements* (Accountability, Administration)

First and foremost, Spero Academy is an academic institution with the mission of creating educational opportunities, which benefit children with disabilities. The following information outlined in this goal will support and enhance academic achievement and innovative practices that support academic achievement.

Goal	Action Steps	Progress Update
● Analyze current curriculum content to discover potential gaps	○ Survey Teachers (Accountability) ○ Review Test Data (Accountability) ○ Review curriculum as laid out in curriculum review cycle (Accountability)	
● Research external curricula that align with Spero Academy's educational goals and student needs	○ Refine and/or create curricula that align with Spero Academy's educational goals (Accountability) ○ Research external curricula based on student needs using internal assessment data (Accountability)	
● Develop a protocol from the data to support innovative curriculum	○ Create a school-wide cohesive and comprehensive curriculum menu (Accountability) ○ Develop procedures to assist teachers in utilizing the most	

	effective curricula for student achievement across grade level transitions. (Accountability)	

Part 1	(3) Strategic Partnerships (Governance)

Spero Academy recognizes that while the primary focus of the school is to educate students, there are strategic partnerships with external organizations that would benefit the learning, social, emotional, and financial programs associated with the school. The following information outlined in this goal will provide a plan for increased partnerships for a more holistic programmatic offering of services.

Goal	Action Steps	Progress Update
● Identify potential gaps in all programmatic elements of Spero Academy	○ Identify partnerships, agencies, and organizations that could potentially fill those gaps (Governance) ○ Develop a plan for engagement and partnership, which includes contact information, purpose, outcome, and resources (Governance)	
● Continue partnership with MACS to monitor legislation affecting special education funding and programming	○ Maintain involvement in MACS task force opportunities (Governance) ○ Create immediate sub-committee to address and act on behalf of Spero Academy (Governance) ○ Report all actions taken as a representative of Spero Academy to the Board of Directors (Governance)	

● Create and maintain relationships with affiliated or like-minded organizations that align with our school mission	○ Identify affiliated or like-minded organizations (Governance) ○ Establish opportunities for exchanges of information and partnerships through joint forums (Governance) ○ Create opportunities for joint sharing of mission/vision for referral/recruitment of staff/students (Governance)	

Part 1	(4) Staffing Retention, Development, Cultivation (Accountability, Finance, Marketing, Administration)

Spero Academy recognizes that a major focus on staffing needs is critical to the overall educational programmatic elements of the school. The following information outlined below will provide focal areas that must be created and monitored to help strengthen existing staff development, and create new ways to cultivate, retain, and secure future staff in all areas of need.

Goal	Action Steps	Progress Update
● Research and secure differing identified professional development programs designed to strengthen various staffing needs	○ Administration Director level positions will continue to research and secure all professional development opportunities and needs. (Admin) ○ PD committee will function as an avenue for staff development needs to be addressed within staff training days as represented by the 4 staff groups within the school (teachers, admin, paras, and therapists). (Accountability) ○ Work with UST to plan professional development opportunities regarding evidence based practices such as High Leverage Practices. (Accountability)	

● Develop an internal retention plan	○ Design and implement a paraprofessional support system, which includes mentoring (Admin) ○ Expansion of Teacher Mentor program that is included as part of the TDE program (Admin)	
● Create alternative ways to cultivate external pipelines for school staffing needs	○ Develop ongoing partnerships with institutions of higher learning for student teaching opportunities and internships (Admin) ○ Develop a system of tracking all teacher placement websites, which includes identifying, updating, and marketing opportunities (Admin) ○ Create and share an employment promotional video. (Marketing) ○ Find and attend general job fairs 1x a year for hiring paraprofessional support. (Marketing)	
● Analyze current compensation plans and address any potential areas that may inhibit securing or retaining quality staff	○ Finalize a school-wide compensation plan for publication (Finance & Administration)	

Part 1	(5) *Center of Excellence - ROOTS - (Marketing, Accountability, Administration)*

Spero Academy recognizes that an incredible amount of experience and expertise exists within the staffing body of the school. While external partnerships are essential to the enhancement of internal programs, the school also recognizes that it is equally important to share knowledge and practices associated with the school in order to continue to move Spero Academy toward an expanded model for special education instruction. The following information will outline focal areas to share these internal practices and experiences.

	Action Steps	Progress Update
● Develop an education level program for the Spero Academy community	○ Design parent education nights (Admin) ○ Host seminars with strategic partners (Admin)	
● Create an awareness of the expertise and potential support that Spero Academy may be able to provide to the special education community	○ Develop mutual partnerships for sharing of resources (Marketing) ○ Attend relevant functions i.e.: Fraser walk, AuSm events, school fairs etc. (Admin)	

Part 1	(6) Extended Learning Connections (Facilities, Administration)

Spero Academy's new facilities now allows for the possibility of extended day programs. The following information will provide options for new and innovative use of the building for enhanced educational opportunities, as well as possible funding streams.

Goal	Action Steps	Progress Update
● Research available funding from the Minnesota Department of Education that focuses on extended day programs	○ Administration will work with the financial management company to secure information and submit possible applications for available funding. (Admin)	
● Survey stakeholders and create extended day programs that are desired and supported by potential participants	○ Administration will seek to find a leader for this program, who will assist with creating surveys and potential programs for summer camps. (Admin)	
● Research potential partnerships for programs and summer usage of the facility	○ Identify areas of the building and times of day/year when the facility might be used for enhanced educational time. (Admin) ○ Evaluate costs and potential risks with enhanced educational time and make a recommendation on the structure of potential programs that will	

	create a revenue stream for Spero. (Facilities) ○ Identify the physical requirements and potential liability risk associated with the proposed programs that are being explored. Types of programs to evaluate should include: (Facilities & Admin) 　■ Summer educational/camp programs 　■ After School Programs 　■ After School Adaptive Sports Programs 　■ Specialized Partnerships (eg Special Olympics, I Can Bike, etc)	
● Evaluate the building usage for potential external programs as a funding source	○ Administration will field inquiries and work with the Facilities committee to establish security needs and cost breakdowns. (Facilities & Admin)	

Transition

As noted above, the sequencing of the 5-year strategic plan
is vital to the long-term goals of the school.
Part 1 of the strategic plan is designed to complete
a comprehensive plan of fiscal, educational, and programmatic
analysis/creation, with the intent of creating a replication/expansion model.
After Part 1 of the strategic plan has been adequately completed,
Part 2 will use the data and outcomes from Part 1 to create a future plan for
expansion, if deemed viable.

SPERO
Academy

Part 2	**_(7) Future Planning (Board, Administration)_**

	Spero Academy, has a goal of creating an educational model that is designed to support students with special needs. Once a sustainable model has been created and analyzed during Part 1 of the strategic plan, Spero Academy will begin the possible process of planning for future replications of the current program and/or expansion of programs/grades. The following information will outline steps associated with this goal.

Goal	Action Steps	Progress Update
● Complete Part 1 of strategic plan	○	
● Create a business plan that includes data from financial goals, programmatic and educational systems, and a needs study that outlines the appropriate direction of the school's expansion goal	○	
● Create staffing plans and programmatic licensure processes	○	
● Secure partnership with project manager to begin process	○	

Appendix C. Teacher Licensure Verification.

District #	School Name	Teacher	File Folder #1	Subject Taught	Grade Taught	SY 2018-2019	Status: Yes-Returning No-Not Returning New SY 2019-2020
4113	Spero Academy	Ann Bakeman	447269	Special Education Teacher/ Behavior Specialist	K-6	Yes	Yes
4113	Spero Academy	Jordan Bennett	498530	Special Education Teacher ASR 6	6	Yes	New SY 2019-2020
4113	Spero Academy	Brittany Crouse	499260	Special Education Teacher ASR 2	2	Yes	Yes
4113	Spero Academy	Brittany Enslin	491158	Special Education Teacher PLS 1	1, 2	Yes	Yes
4113	Spero Academy	Maureen Fink	488213	English Language Teacher	K-6	Yes	Yes
4113	Spero Academy	Timothy Geer	433866	5th Grade Teacher/Special Education Teacher	5	Yes	Yes
4113	Spero Academy	Amy Hansen	512159	Special Education Teacher ASR 3	3	Yes New Hire January 2019	Yes
4113	Spero Academy	Hassan Hassan	504755	Special Education Teacher ASR 1	1	Yes	No
4113	Spero Academy	Elizabeth Hatt	432787	3rd Grade Teacher	3	Yes	No
4113	Spero Academy	James Hepner	475802	School Social Worker	K-6	Yes	No
4113	Spero Academy	Stephanie Horton	387254	School Psychologist	K-6	Yes	Yes
4113	Spero Academy	Chris Hugo	509700	Physical Education/ DAPE	K-6	Yes	No
4113	Spero Academy	Katherine Kammerude	489510	Special Education	3, 4, 5	Yes	Yes

				Teacher ASR 5			
4113	Spero Academy	Erica Kirsch	455708	Special Education Teacher PLS 6	5, 6	Yes	Yes
4113	Spero Academy	Katherin Kohorst	441267	Special Education Teacher PLS 3	3	No	New SY 2019-2020
4113	Spero Academy	Trevor Krahn	504058	Special Education Teacher PLS 4	4, 5	Yes	Yes
4113	Spero Academy	Matthew Lee	514373	3rd Grade Teacher/Special Education Teacher	3	Yes February 2019	Yes
4113	Spero Academy	Lindsey Levorson	483815	Special Education KPLS	K	No	New SY 2019-2020
4113	Spero Academy	Timothy McCarren	1001109	Speech and Language Therapist	K-6	No	New SY 2019-2020
4113	Spero Academy	Taryn McGovern	471626	Special Education Teacher ASR 1	K-1	Yes	Yes
4113	Spero Academy	Sharla McIntosh-Ziegler	440694	Speech and Language Therapist	K-6	Yes	Yes
4113	Spero Academy	Jared Mickelson	476146	Physical Education/ DAPE	K-6	Yes	No
4113	Spero Academy	Hannah Miller	467314	2nd Grade Teacher/Special Education Teacher	2	Yes	Yes
4113	Spero Academy	Sarah Neitzell	1001325	Special Education Teacher PLS 2	2, 3	No	New SY 2019-2020
4113	Spero Academy	Davonte Robertson	508735	4th Grade Teacher/Special Education Teacher	4	Yes	Yes
4113	Spero Academy	Katelyn Ruprecht	509012	6th Grade Teacher/Special Education	6	Yes	Yes

4113	Spero Academy					Teacher			
4113	Spero Academy	Mya Russell	508306	Kindergarten Teacher/Special Education Teacher	K	Yes	Yes
4113	Spero Academy	Susan Scheller	308821	Academic Director	Administration	Yes	Yes
4113	Spero Academy	Eryn Segar	1002310	Speech and Language Therapist	K-6	No	New SY 2019-2020
4113	Spero Academy	Ashley Sellwood	475524	Speech and Language Therapist	K-6	Yes	Yes
4113	Spero Academy	Anthony Shepherd	429467	Special Education Teacher ASR 5	4, 5	Yes	No
4113	Spero Academy	Allison Stevens	509478	1st Grade Teacher/Special Education Teacher	1	No	New SY 2019-2020
4113	Spero Academy	Kelly Tiedemann	454493	Special Education Coordinator	Administration	Yes	Yes
4113	Spero Academy	William Ryan Toland	1001225	Physical Education/ DAPE	K-6	No	New SY 2019-2020
4113	Spero Academy	Jennell Walker	489772	Kindergarten Teacher	K	Yes	No
4113	Spero Academy	Alexandria Ward	465290	Special Education Coordinator	Administration	Yes	Yes
4113	Spero Academy	Susan Zondlo-Seiple	418924	Special Education Teacher ASR 4	3, 4	Yes	Yes

Appendix D. Administrative Responsibilities.

Executive Director

Administration	Business Manager Contact	Strategic Plan Management	Official School Correspondance	Daily School Operation	State	Parent Mediation	Legal	Mission Alignment	Climate / Culture	Procurement practices
Board	Governance	Finance	Facilities	All Board distribution of information	Board Recruitment	Board Files	Board Orientation			
Finance	Development	Insurance	Deposits	Servs	Fiscal Oversight	Budgeting	Investments			
Human Resources	Employee Agreements	Action Plan / Coaching	Final Interviews	Admin / Staff Management						
UST	Reporting Oversight	Contract Oversight	Compliance	Reviews						
Facility	Building Oversight	Inventory	Contracts							
MDE	DIRS	Title II	STAR	Policy Questions						

Academic Director

Curriculum	Curriculum Adoption Process	Curriculum planning (MDE standards, school-wide scope and sequence and unit planning)	Teacher Lesson Planning Oversight	Instructional Management and Interventions		
Professional Development	Professional development (all staff & teachers)	Professional Learning Committees	Training requests (teachers)	Teacher Related Services/ Specialist growth & development		
Licensed Teacher Oversight and Support	Relicensure/ Licensing/Working with MACS	Teacher recruitment & retention	Classroom Support/ New Teacher Support/Teacher Mentoring	504 Coordinator	ELL (teacher and program support)	Teacher Development Evaluations (TDE)
Asssessment and Accountability	District assessments (training, scheduling, coordinating results, family involvement)	State Assessments (DAC, Proctor, Trainer, family)	PLP's Wtih Accountability Coordinator	Accountability (Sections of Annual Report)	Accountability Committee	
Minnesota Department of Education	ESSA(tracking updates)	Title II (highly qualified teachers)	ELL oversight - WIDA (tracking updates with program and assessment)			
Program Support	Program development and oversight	Teacher and Paraprofessional Mentoring Program	All School Schedule Monitoring	Parent Teacher Group (PTG)		
Human Resources	Teacher interest/Teacher Application Interview Process	Assist with Teacher Action Plans and Coaching	Paraprofessional Letter of Agreements			
Misc.	Facilities Committee					

Special Education Coordinator - K. Tiedemann

Due Process	Incoming Eval / accepting paperwork for new student/transition	Compliance monitoring (oversight of due process)	District rep	Student placement setting	Special ed purchases related to IEPs	Transportation related to IEPs	ESY coordination	Exiting student transition (6th)	SETT process	TSES manual updates	SEAC meetings	Conciliation, Facilitation, Mediation	Teacher training in due process processes	Sped assessment	programming needs and development of programs	Indigo Point of contact
School Nutrition																
Behavior	Restrictive procedures	Oversight Committee	Oversight Behavior P	MDE reporting on behavior and compliance												
Finance	Review tuition billing tie with MARSS	Tuition agreements	Finance Committee													
		Teacher interviews and recruitment	Program development	Staff planning	para interviews	teacher due process end of year assessemnt	end of year para evals									

Special Education Coordinator - A. Ward

Accountability	Data Accountability	District & State assessments (MTAS)	Accountability Committee	District Assessments	PAR Reports/SAC	Progress Report Data				
Due Process	High Quality IEP/ Evaluation Compliance/ IEP review	Child Find	District representative at IEP meetings	Gen Ed./Special Ed. representative at IEP meetings	Due Process check-in updates to case managers	Evaluation planning	Special Education Assessments	Special Education Re-evaluations	Transisiton meetings/ Accepting new students	SpEd Records oversight
Due Process (cont.)	Timeline Managment	Case Manager support with due process	Para interviews	Assessment inventory & tools/supports inventory	Gen Ed./Special Ed. representative for IEP meetings	SEAC	ESY		Teacher and ther	Maintain SpEd fo	3rd party/outside paperwork oversight
Special Education Professional Development	Staff Trainings on Due Process									
Program	Behavior program support	Academic intervention support								

Operations Director

Building	Maintenance and utility oversight	Crisis Plan (Development, Drills, Training)	Inventory: Fixed Asset list and depreciation, Audits	Procurement Procedure	Facilities Committee	Oversight Health Services		
Human Resources	Payroll (PTO, time sheets, payroll changes, new hire paperwork, reconcilliation)	Benefits (paperwork, orientation, online enrollment, cobra, reconcilliation, FMLA)	First report of injury	Job Fairs	Paraprofessional Oversight	Para Action Plans, Legal consult, coaching	Para Mentor Program	
Marketing	Event planning & coordination(school dance, fundraising, ect)	Video's, materials	Marketing Committee					
Office	Billing (Weekly bills, VPR, tracking,Bergan, Audits	Internal/External Affairs	Internal/External Affairs	Erate	Annual school calendar			
Staffing	Hiring - Paraprofessionals (Interviews, references, new hire paper work, orientation, folders)	Teacher paperwork - onboarding and changes	Staffing (daily, request off, subs)	Staffing oversight, issues	STAR reporting	Para and teacher agrrements/end of year	Para Hiring and Placement	School Input Committee
Students	Enrollment: Information sessions, enrollment, media	SYNERGY (family, student, attendance	Asst with developing all school student schedule					
Transportation	Transportation Bids	Route development	Parent contact	Daily routes	Crisis issues	Training	MDE Reporting	
Finance	Food Service	Audits	Vendor Contracts					
PTG								
Finance Committee								
Facilities Committee								
Marketing Committee								

Accountability Coordinator

Databases	Synergy	MARSS Coordinator/Ed-Fi	MDE Student ID Verification	Cognos/iCue	JAMF (iPad/Computer)		
Accountability	Accountability Committee	Student Assessment files	UST Report Coordination	CRDC	MDE Reporting (WBWF, Read Well, MARSS 62, MCCC)	Annual Report/WBWF	ESSA/North Star
Technology	Budget & Planning	Purchasing	School Website	Media Center Lab	Daily IT/Security	Email/Seesaw/Synergy/NWEA/etc. staff accounts	Parent Notifications
Assessments	State Assessment Coordination	District Assessment Coordination					
Data	New student/student changes data input	MDE Secure Reports	Skills Checklist	Report Card Oversight	Assessment/Data Analysis	PLP's	
Policy & Procedures	State statute monitoring	Committee/Board meeting minutes	Policy updates/board work				
Marketing Committee	Marketing Committee	Planning	Website/FB/Insta Updates				
Program	Program survey & development	Asst. with events					

Operations Manager

	Transportation, Daily routes, cancellations, monitoring, end of day. Update Student Info, Parent contact	Maintenance copier, phone system, laminator	Point of contact for all school information	Donations Montary, Letters,	Student files Record request	Records Supply Ordering, Recieving, Billing, File Maintenence	Purchasing Orders Sped, Therapy, Curriculum	Assits with bills Invoices, filing	Deposits
Office									
All-Staff Schedules	Maintain updated daily schedules for each staff member								
Marketing	Newletter photos	Marketing materials development	Event planning & coordination (school dance, fundraising, ect)	Mass Emails PTG					
Staffing	Request off, Subbing, PTO Available	Assist with payroll organization	Support team	1st, ASR 1 Gym					
Students	Enrollmen Enrollment paperwork, Letters, Waitlist	Synergy Student Info. Staff info. Report Cards, Attendance, Daily contact with families							
Translatting/Interp.	Documents, Meetings								
Building	Crisis Plan (coordination, Drills, Training)	Inventory Classrooms, Offices, Kitchen, Assest list, Tracking and Monitoring	Security System Badges, Door schedules.						
Facilities									

Administrative Assistant

Office	3rd party outside paperwork management	Job Posting	TOC Weekly Invoice	TImeline Managment
Staffing	Subs	Tracking New hire paperwork, Interviews, Folders, Tracking		
HR	Assist payroll	Benefits, Orientation, FROI		
Students	Record Request			

Adopted: December 20, 2001
Revised : March 27,2018

900   ENROLLMENT

I.   PURPOSE

The purpose of this policy is to ensure the practice of a fair and equitable enrollment process at Spero Academy that is in accordance with Minnesota State Statutes.

II.   GENERAL STATEMENT OF POLICY

a. Spero Academy is a public charter school. Enrollment policies comply with the admission requirement of Minn. Stat § 124E.11 or its successor statute. Enrollment in Spero Academy is open to all students, without regard to race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other factors including intellectual ability or measures of achievement or aptitude.

b. Definition of Enrollment:

A student is considered enrolled in Spero Academy when the student's name has been selected as set forth in this policy.

c. Enrollment Process:

i.   Available Enrollment Capacity:

The Board will determine the enrollment capacity for each year based on anticipated capacity within each grade level and within each program.

ii.   Application for Admission:

Spero Academy allows an on-line enrollment application or a paper enrollment application for potential students. All applications are date stamped.

Applicants to Spero Academy must apply for a specific grade, and must supply the information requested on the Admission Application during the enrollment period. The enrollment period for a school year falls between July 1 and the last day of February of the prior school year. Admission Applications may be submitted via electronic submission, in

person, or by mail. Enrollment closes at midnight the last day of February.

iii.   Enrollment Preferences:

Spero Academy will comply with Minn. Stat § 124E. 11(c) and shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents.

iv.   Enrollment Eligibility:

Spero Academy follows Minn. Stat § 120A.20(b) and
   a. will not accept students into a Kindergarten class unless they are at least five years of age on September 1 of the calendar year in which the school year for the pupil seeks admission commences;
   b. will not accept a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten.

v.   Enrollment Limitations:

Spero Academy Enrollment limitations comply with Minn. Stat § 124E.11 subd.(a)3. The Spero Academy Board of Directors has determined that only current residents of Minnesota may be included in the lottery.

d. Lottery Procedures:

If the number of applications received during the open enrollment period exceeds the available enrollment capacity as established by the Board and all Preferred Applicants have been admitted, then a general lottery will be held within one week after expiration of the enrollment period. All applications for each such grade(s) from current residents of Minnesota received before the expiration of the enrollment period are included in the general lottery. Applicants may only apply for admission into the one grade/class level and program into which the applicant will matriculate the next school year.

Spero Academy conducts all lotteries through a method of random selection.

Students are admitted to the school in the order in which they are numbered in the lottery in accordance with Minn. Stat § 124E.11(b).

e. Waiting List:

There are two waiting lists: (a) a waiting list for preferred applicants, and (b) a general applicant waiting list.

Preferred Applicants are admitted to available spaces in the order in which applications were received by the school. If there are no applicants on the preferred applicant waiting list, students from the general waiting list are admitted to available spaces in the order in which the application was received by the school.

The general waiting list does not carry over from year to year.
A student may simultaneously be on two separate waitlists for two separate academic years, i.e. if a student is not accepted by July 1 of any year, that student can re-apply to Spero Academy for the next academic year without giving up his/her position on the current academic year waitlist.

The school board reserves the right to close admission in accordance with Minn. Stat § 124E.11.

f.   Accepting and Confirming Enrollment:

Students are offered admission or notified of their status on the waitlist by letter. Submitting an application to Spero Academy will not take a student out of their current school enrollment until registration is completed. The student's current school will not be notified until Spero Academy receives an acceptance of an offer of admission.

A student must return the Spero Academy enrollment form by the deadline specified in the Offer of Admission letter. Once the acceptance of enrollment form is received by the school, the student is considered enrolled in Spero Academy.

If Spero Academy does not receive a response of acceptance by the specified deadline, the student is placed at the end of the wait list.

g.   Rejection of Enrollment:

If a family declines admission to Spero Academy after an offer of admission is made, the student's name will be removed from the waitlist. If a family declines admission and then chooses to reapply, the enrollment period criterion applies and the student will be considered for admission for the next academic year.

Legal References: *Minnesota Statute Section124E.11Amission Requirement and Enrollment*
Minn. Stat. Section 363.13 Human Rights-Educational Institution
Minn. Stat. Section 363A.14 Human Rights-Aiding and Abetting and Obstruction
Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
Part B of the Individuals with Disabilities Education Act (IDEA)

Spero Academy Student Application Form

Student Information   ☐ **2019-2020 School Year**

Student's Legal Name: _____
First   Middle   Last

Enrollment Grade:(*Circle one*) **K   1   2   3   4   5   6**

Address:_____
Street   Unit #   City   State   Zip code

Family Data   **Sibling Currently Enrolled** ☐ Yes ☐ No
Parent/Guardian 1

Print Name:_____
First   MI   Last   Relationship   ☐ **Legal Guardian**

Address(if different from student)_____
Street   Unit #   City   State   Zip code

Email:_____   **Cell Phone:**_____

Parent/Guardian 2

Print Name:_____
First   MI   Last   Relationship   ☐ **Legal Guardian**

Address(if different from student)_____
Street   Unit #   City   State   Zip code

Email:_____   **Cell Phone:**_____

I understand the above information and have provided all necessary information for student enrollment at Spero Academy

Parent/Guardian Signature: _____   **Date:** _____

Parent/Guardian Signature: _____   **Date:** _____

Date Application received: _____
Date Application entered on list:

Please complete this application and email to: info@spero.academy
Or Mail/Fax to: Spero Academy Admissions

Spero Academy   2701 California Street NE, Minneapolis, Minnesota 55418   Phone: 612-465-8600   Fax: 612-465-8603

Appendix G. Board Member Information.

Board Member Information

School: Spero Academy

Updated As Of: 9/25/2019

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	19-20 Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Training
Donna Piazza	2011	2020	Chair	Education	Education, Special Education, Legislation, Policy, Law, Strategic Planning	dpiazza@spero.academy	612.387.3615	2/2	3/8/12 MACS	3/8/12 MACS	2/25/12 MACS	• Best Practices–Dr. David Arendale (8/27/19) • Data Use by Boards–Karen Klinzing (9/24/19)
Curtis Windham			School Director (Non-Voting)	School Director		cwindham@spero.academy	612.770.6913	2/2	11/11/15 MACS	12/2/15 MACS	11/13/15 MACS	• Best Practices–Dr. David Arendale (8/27/19) • Data Use by Boards–Karen Klinzing (9/24/19)
Katie Rose Kammerude	2019	2022	Member	Teacher	Special Education, Instruction, Marketing	kkammerude@spero.academy	651.335.0979	2/2	11/29/16 The Wilder Center	11/10/16 The Wilder Center	11/18/16 Online Training	• Best Practices–Dr. David Arendale (8/27/19) • Data Use by Boards–Karen Klinzing (9/24/19)
Taryn McGovern	2019	2022	Secretary	Teacher	Special Education, Instruction, CPI	tmcgovern@spero.academy	612.280.0856	2/2	11/29/16 The Wilder Center	11/10/16 The Wilder Center	11/18/16 Online Training	• Best Practices–Dr. David Arendale (8/27/19) • Data Use by Boards–Karen Klinzing (9/24/19)
Shannan Paul	2018	2021	Member	Parent	Marketing, Development	spaul@spero.academy	512.417.8493	1/2	11/10/18 MACS	9/21/19 MACS	In Progress	• Data Use by Boards–Karen Klinzing (9/24/19)
Karen Marshall	2017	2020	Treasurer	Community	Nonprofits, Finance	kmarshall@spero.academy	763.370.3068	2/2	11/10/18 MACS	11/10/18 MACS	9/24/18 MACS	• Best Practices–Dr. David Arendale (8/27/19) • Data Use by Boards–Karen Klinzing (9/24/19)
Amy Wood	2018	2021	Member	Education	Special Education	awood@spero.academy		1/2	6/12/19 The Wilder Center	4/16/19 The Wilder Center	1/29/19 MACS	• Best Practices–Dr. David Arendale (8/27/19)
Jim Lawrence	2018	2021	Member	Community	Administration, Finance, Facilities	jlawrence@spero.academy		2/2	2/9/19 MACS	2/9/19 MACS	2/26/19 MACS	• Best Practices–Dr. David Arendale (8/27/19) • Data Use by Boards–Karen Klinzing (9/24/19)

Spero Academy
Budget Projection Model
Long Range Budget Projection Model

8/23/2019

		NEW BUILDING					
	Enrollment	128	140	155	155	155	155
	SPED Percentage	92%	92%	90%	90%	90%	90%
		Working	*Approved*	*Projections*			
		2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2022-2023**
Enrollment Projections							
Number Students Grade K		15.90	19	20	20	20	20
Number Students Grade 1		19.04	20	25	25	25	25
Number Students Grade 2		20.85	20	25	25	25	25
Number Students Grade 3		18.34	20	22	22	22	22
Number Students Grade 4		17.9	17	22	22	22	22
Number Students Grade 5		18.44	22	19	19	19	19
Number Students Grade 6		17.93	22	22	22	22	22
Enrollment totals by state pupil unit weighting category							
Total Number of Students Grade K		16	19	20	20	20	20
Total Number of Students Grades 1-3		58	60	72	72	72	72
Total Number of Students Grades 4-6		54	61	63	63	63	63
Total Number of Students		**128**	**140**	**155**	**155**	**155**	**155**
Percentage of Special Education Students		92%	92%	90%	90%	90%	90%
Total Number of Current Year Pupil Units		128.40	140.00	155.00	155.00	155.00	155.00
Membership Hours		127,116	151,970	168,253	168,253	168,253	168,253
Students with IEPs Membership Hours		116,592	139,812	151,427	151,427	151,427	151,427
Setting 3 and above Service Hours		27,966	33,433	37,016	37,016	37,016	37,016

State Revenue Assumptions and Calculations

General Education Aid						
State Averages Per Pupil Unit	$6,312	$6,438	$6,567	$6,698	$6,832	$6,969
Inflation Rate Assumption - Basic only	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	$6,017.52	$6,143.76	$6,272.51	$6,403.85	$6,537.81	$6,674.44
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.78	29.78	29.78	29.78	29.78	29.78
Operating Capital	226.30	226.30	226.30	226.30	226.30	226.30
Equity	117.26	117.26	117.26	117.26	117.26	117.26
Referendum	108.71	108.71	108.71	108.71	108.71	108.71
Transportation	294.14	294.14	294.14	294.14	294.14	294.14
Total Per Pupil Unit State Aid	**$6,806.71**	**$6,932.95**	**$7,061.70**	**$7,193.04**	**$7,327.00**	**$7,463.63**
Total General Education State Aid	**873,982**	**970,612**	**1,094,564**	**1,114,921**	**1,135,684**	**1,156,863**

		NEW BUILDING					
Enrollment		128	140	155	155	155	155
SPED Percentage		92%	92%	90%	90%	90%	90%
		Working	*Approved*		*Projections*		
		2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2022-2023**

Pension Adjustment Revenue							
PY Member Salaries		1,750,292	1,772,412	1,975,981	2,175,500	2,219,010	2,263,391
Pension Adjustment Rate		0.0021	0.0021	0.0021	0.0021	0.0021	0.0021
Pension Adjustment Revenue		**3,676**	**3,722**	**4,150**	**4,569**	**4,660**	**4,753**
		48%	40%	39%	38%	38%	38%
Compensatory Revenue		actual	actual	estimate	estimate	estimate	estimate
A: 'Number of Students prior yr.		108	127	145	155	155	155
B: Number of Free Lunch Students prior yr.		38	36	41	42	42	42
C: Number of Reduced Lunch Students prior yr.		14	15	15	17	17	17
D: Adjusted Counts = 100% Free, 50% Reduced - (A)		45.00	43.50	48.50	50.50	50.50	50.50
G: PU = .6 * D * F		14.06	11.17	12.17	12.34	12.34	12.34
Calculated Compensatory State Revenue ((A) x (B))		**76,950**	**61,133**	**69,687**	**72,299**	**73,952**	**75,639**

EL (English Learners) Revenue		9%	4%	3%	3%	3%	3%
Prior Year EL Eligible ADM		4	4	5	5	5	5
Current Year EL Eligible ADM		11	5	5	5	5	5
ADM Served		128	140	155	155	155	155
EL Revenue		**14,000**	**14,000**	**14,000**	**14,000**	**14,000**	**14,000**
EL Concentration Revenue		**2,049**	**388**	**351**	**351**	**351**	**351**
Total EL Aid		**16,049**	**14,388**	**14,351**	**14,351**	**14,351**	**14,351**

Building Lease Aid							
Building Lease Expense		1,294,638	1,294,638	1,364,638	1,434,563	1,559,050	1,563,750
Lease Aid at per WADM as per state cap - $1,314		168,718	183,960	203,670	203,670	203,670	203,670
Aid at 90% of Lease		1,165,174	1,165,174	1,228,174	1,291,106	1,403,145	1,407,375
90% of lease payment - per pupil unit		9,075	8,323	7,924	8,330	9,053	9,080
Lesser of pupil unit cap or 90% of lease payment		**168,718**	**183,960**	**203,670**	**203,670**	**203,670**	**203,670**
Estimated Proration of Lease Aid Revenue		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Total Prorated Building Lease Aid Revenue		**168,718**	**183,960**	**203,670**	**203,670**	**203,670**	**203,670**
Lease Aid Revenue per pupil unit (before proration)		1,314	1,314	1,314	1,314	1,314	1,314

Spero Long Range
Budget Projection Model

		NEW BUILDING					
Enrollment		128	140	155	155	155	155
SPED Percentage		92%	92%	90%	90%	90%	90%
		Working	*Approved*	*Projections*			
		2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2022-2023**

Long-Term Facilities Maintenance Revenue

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
Revenue per Adjusted Pupil Unit	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	**16,949**	**18,480**	**20,460**	**20,460**	**20,460**	**20,460**

Special Education Revenue

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
Special Education Aid (includes tuition billing)	**4,810,532**	**6,285,481**	**6,481,993**	**6,587,198**	**6,694,509**	**6,809,076**

Gen. Ed. to Defray the cost of Special Education

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
Total Gen. Ed. Expenditures	1,069,451	1,033,994	1,020,868	1,039,507	1,058,477	1,077,883
Instructional Expenditure Percentage	18%	18%	18%	18%	18%	18%
Instructional Gen. Ed. Expenditures	192,501	186,119	183,756	187,111	190,526	194,019
Gen. Ed. Revenue per Total Membership Hour	6.88	6.39	6.51	6.63	6.75	6.88
Instructional Portion of Gen. Ed. Revenue	1.24	1.15	1.17	1.19	1.21	1.24
Total Gen. Ed. to Defray (Based on Setting 3 or higher Service Hours)	**34,610**	**38,436**	**43,345**	**44,151**	**44,973**	**45,812**

Special Education Appeal Revenue

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
General Ed. Expenditures including lease and transportation	2,467,679	2,472,487	2,520,927	2,609,491	2,752,948	2,777,054
General Ed. Revenue including Lease Aid	1,166,662	1,263,174	1,418,322	1,442,040	1,464,548	1,487,506
Total Unreimbursed Costs	**1,335,627**	**1,247,750**	**1,145,950**	**1,211,601**	**1,333,373**	**1,335,360**
Appeal Rate	10.51	8.21	6.81	7.20	7.92	7.94
Total Special Education Appeal Revenue	**1,225,049**	**1,147,930**	**1,031,355**	**1,090,441**	**1,200,036**	**1,201,824**
Additional Appeal Revenue if SPED 90% or over	110,577	99,820	114,595	121,160	133,337	133,536

	NEW BUILDING					
Enrollment	128	140	155	155	155	155
SPED Percentage	92%	92%	90%	90%	90%	90%
	Working	*Approved*	*Projections*			
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2022-2023**

Budget Projections

Revenue Summary and Projections

State Aids

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
General Education Aid	873,982	970,612	1,094,564	1,114,921	1,135,684	1,156,863
Pension Adjustment Revenue - begins FY19	3,676	3,722	4,150	4,569	4,660	4,753
Compensatory Revenue	76,950	61,133	69,687	72,299	73,952	75,639
EL Revenue	16,049	14,388	14,351	14,351	14,351	14,351
Subtotal	**970,656**	**1,049,855**	**1,182,751**	**1,206,140**	**1,228,647**	**1,251,605**
General Education Revenue - PY over/under accrual	(520)					
Endowment Aid	4,213	4,232	4,794	5,124	5,124	5,124
Literacy Aid	6,647	6,647	6,647	6,647	6,647	6,647
Building Lease Aid	168,718	183,960	203,670	203,670	203,670	203,670
Long-Term Facilities Maintenance Revenue	16,949	18,480	20,460	20,460	20,460	20,460
Special Education Aid (includes tuition billing)	4,810,532	6,285,481	6,481,993	6,587,198	6,694,509	6,809,076
Special Education Aid - PY over/under accrual	75,707					
Gen Ed Revenue to Defray the Cost of Special Education	(34,610)	(38,436)	(43,345)	(44,151)	(44,973)	(45,812)
Total State Aids	**6,018,292**	**7,510,218**	**7,856,970**	**7,985,087**	**8,114,084**	**8,250,770**
Other Revenue						
Special Education Appeal Revenue	1,225,049	1,147,930	1,031,355	1,090,441	1,200,036	1,201,824
Additional Special Education Appeal Revenue if SPED 90% or over	110,577	99,820	114,595	121,160	133,337	133,536
MA Billing Revenue	280,777	209,267	231,488	231,488	231,488	231,488
Federal Title Grants (offset by expenses)	3,882	5,735	4,686	4,686	4,686	4,686
Federal Special Ed (offset by expenses)	63,134	59,348	76,213	76,213	76,213	76,213
Donations, Fundraising, Gifts, Fees from Patrons, E-Rate, etc.	45,941	0	0	0	0	0
Food Service Program	51,008	52,798	52,658	53,711	54,785	55,881
Transfer from Fund 01 to Fund 02	36,695	10,485	32,834	31,780	30,706	29,610
Total Other Revenue	**1,817,064**	**1,585,383**	**1,543,828**	**1,609,479**	**1,731,251**	**1,733,238**
Total Revenue	**7,835,356**	**9,095,601**	**9,400,798**	**9,594,566**	**9,845,335**	**9,984,008**

	NEW BUILDING					
Enrollment	128	140	155	155	155	155
SPED Percentage	92%	92%	90%	90%	90%	90%
	Working	Approved	Projections			
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023

Expenditure Calculations

Inflation Calculations

Other Costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Payroll	3.0%	follows schedule	2.0%	2.0%	2.0%	2.0%

Budget Calculations

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
Salaries	354,628	348,814	354,574	361,665	368,899	376,277
Benefits	94,015	91,892	104,800	106,900	109,000	111,200
Contracted Services	131,590	128,624	137,110	139,852	142,649	145,502
Communications Services	31,913	38,719	33,202	33,866	34,543	35,234
Postage	61	54	63	65	66	67
Utilities	161,913	200,000	183,600	187,272	191,017	194,838
Property & Liability Insurance	17,307	25,000	25,500	26,010	26,530	27,061
Repairs and Maintenance	18,310	56,310	57,436	58,585	59,757	60,952
Contracted Transportation	103,591	143,855	135,421	135,421	135,421	135,421
Travel, conferences and staff training	2,043	7,500	5,000	5,000	5,000	5,000
Field Trip Registrations	838	3,000	3,000	3,000	3,000	3,000

Building Lease

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
2017 Bonds Issued - Principal and Interest	1,139,775	1,139,775	1,209,775	1,279,875	1,404,725	1,410,125
Annual fees for Issuer	44,863	44,863	44,863	44,688	44,325	43,625
Annual fees for trustee, accounting and audit, rating fee, other	30,000	30,000	30,000	30,000	30,000	30,000
Capital Repair & Replacement Account funding	80,000	80,000	80,000	80,000	80,000	80,000
Total Building Lease Amount	**1,294,638**	**1,294,638**	**1,364,638**	**1,434,563**	**1,559,050**	**1,563,750**
Other Rentals and Operating Leases	10,115	15,983	11,034	11,255	11,480	11,709
Non Instructional Supplies, Software, and Licensing	47,693	45,067	30,956	30,956	30,956	30,956
Supplies - Maintenance	21,278	19,369	20,353	20,760	21,175	21,598
Instructional Supplies, Textbooks, Testing, Media	3,631	8,141	8,897	8,897	8,897	8,897
Other Equipment (Furniture)	49,122	8,984	9,604	9,604	9,604	9,604
Technology Equipment	95,593	13,832	14,786	14,786	14,786	14,786
Capital Lease - Principal & Interest	3,906	6,732	4,064	4,145	4,228	4,312
Dues and memberships	13,991	15,974	16,890	16,890	16,890	16,890
Funds Transfer to Fund 02	36,695	10,485	32,834	31,780	30,706	29,610
Moving Expenses	11,505	0	0	0	0	0
Federal Title Funds	3,882	5,735	4,686	4,686	4,686	4,686

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Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements.
No CPA provides any assurance on these financial statements.

Spero Long Range
Budget Projection Model

Spero Academy
Budget Projection Model
Long Range Budget Projection Model

		NEW BUILDING					
Enrollment		128	140	155	155	155	155
SPED Percentage		92%	92%	90%	90%	90%	90%
		Working	Approved	Projections			
		2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2022-2023**
MA Billing Expenditures - nonreimbursable		45,312	85,523	82,941	84,600	86,292	88,018
Federal Special Ed		63,134	59,348	76,213	76,213	76,213	76,213
Food Service Expenditures		87,703	63,283	85,491	85,491	85,491	85,491
Total General Fund Expenditures excluding State Special Ed		2,704,405	2,696,861	2,803,092	2,892,261	3,036,336	3,061,073
Special Education - State							
01-740-100's Special Ed Salaries		2,903,375	3,897,049	3,996,427	4,076,356	4,157,883	4,241,040
01-740-200's Special Ed Benefits		837,781	1,144,829	1,242,600	1,267,500	1,292,900	1,318,800
01-740-350 Special Education Repairs & Maintenance		17,041	25,172	17,730	18,084	18,446	18,815
01-723-360 Special Education/Homeless Transportation		665,011	717,104	783,156	783,156	783,156	783,156
01-740-394 Special Ed Contracted Services		246,951	273,489	219,351	223,738	228,213	232,777
01-740-433 Special Ed Instructional Supplies		38,105	128,507	137,521	137,521	137,521	137,521
01-740-533 Special Ed Other Equipment & Furniture		21,408	28,200	30,100	30,100	30,100	30,100
01-740-556 Technology Equipment		18,488	14,283	17,508	17,508	17,508	17,508
01-000-582 Capital Lease Principal/Interest		62,371	56,848	37,600	33,235	28,782	29,358
Reclass of MA Billing Expenditures fr. State Special Education		(235,465)	(123,744)	(148,547)	(146,888)	(145,196)	(143,470)
MA Billing Expenditures - Reimburseable		235,465	123,744	148,547	146,888	145,196	143,470
Total State Special Ed Expenditures		4,810,532	6,285,481	6,481,993	6,587,198	6,694,509	6,809,076
Total Expenditures		**7,514,937**	**8,982,342**	**9,285,084**	**9,479,458**	**9,730,845**	**9,870,148**
Total Revenue		**7,835,356**	**9,095,601**	**9,400,798**	**9,594,566**	**9,845,335**	**9,984,008**
Total Expenditures		**7,514,937**	**8,982,342**	**9,285,084**	**9,479,458**	**9,730,845**	**9,870,148**
Cost per Student		58,528	64,160	59,904	61,158	62,780	63,678
Annual Surplus (Deficit)		**320,419**	**113,259**	**115,713**	**115,108**	**114,490**	**113,860**
Beginning Fund Balance		972,101	1,292,519	1,405,778	1,521,492	1,636,600	1,751,090
Projected Ending Fund Balance		**1,292,519**	**1,405,778**	**1,521,492**	**1,636,600**	**1,751,090**	**1,864,949**
	per audit						
Fund Balance Percentage of Annual Total Expenditures		**17.2%**	**15.7%**	**16.4%**	**17.3%**	**18.0%**	**18.9%**
Days Cash on Hand		**43**	**33**	**40**	**44**	**48**	**52**

(Bonds require 15 Days FY18 & FY19, 20 Days thereafter)

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Spero Long Range
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