



St. Croix Preparatory Academy
Board Meeting Agenda
September 20, 2022

1. Call to Order	
2. Open Forum	
3. Board Calendar	
4. Consent Agenda (Board Minutes, Executive Director Report)	
A. Board Minutes	2
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C. Governance -- Policy Approval, 1st Reading	9
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6. Adjourn Meeting	



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School Board Minutes

August 16, 2022

Members Present: N. Donnay, R. Hajlo, D. Keyes, S. Mueller, K. Denzer, A. Galati, C. Norman, M. Stiles

Members Absent: A. Melendres

Ex-officio Members Present: J. Gutierrez

Call to Order

R. Hajlo called the meeting to order at 6:34 pm.

Open Forum

1. C. Brown
2. T. Gulbransen
3. A. Sachs
4. A. Lee

Consent Agenda – R. Hajlo

The Consent Agenda includes the board minutes from the July 19, 2022 meeting and the Executive Director's Report.

- Motion to approve the Consent Agenda: A. Galati
- Second: D. Keyes
- Approved: All

Seating of New Board Members – R. Hajlo

New Board Members: C. Norman and M. Stiles

- Motion to approve the seating of both C. Norman and M. Stiles : A. Galati
- Second: N. Donnay
- Approved: All

Approve Board Officers for the 2022-2023 school year – Chair, Vice Chair, Treasurer, and Clerk

Board Chair: R. Hajlo

- Nominated by S. Mueller
- Second: D. Keyes
- Approved: All

Vice Chair: S. Mueller or C. Norman

- C. Norman
 - Nominated by K. Denzer
 - Second: S. Mueller
- S. Mueller
 - Nominated by R. Hajlo
 - Second: D. Keyes

SCPA Board Minutes June 29, 2021



Vice Chair Voting Results: S. Mueller will be Vice Chair for the 2022-2023 school year.

- C. Norman: 2 votes
- S. Mueller: 5 votes
- Recused: S. Mueller

Treasurer: K. Gutierrez

- Nominated by R. Hajlo
- Second: M. Stiles
- Approved: All

Clerk: A. Galati

- Nominated by S. Mueller
- Second: M. Stiles
- Approved: All
- Recused: A. Galati

2022-2023 e-Learning Days

- Motion to approve 3 e-Learning Days as stated in the SCPA Family Handbook: A. Galati
- Second: M. Stiles
- Approved: All

Board Election Committee Update: N. Donnay

- Reviewed the duties and responsibilities of the committee
- Asked: Is the Board Election Committee a subcommittee of the Governance Committee? Discussion followed; the Board acknowledged this committee runs well, has what it needs at this time, and does not need to be a subcommittee of the Governance Committee.

Succession Planning Committee Update: N. Donnay

- Link: [August 3, 2022 Succession Planning Minutes](#)
- K. Denzer: SCPA Board should focus only on the two positions (Executive Director and Executive Director of Finance and Operations) that report to the board.

Governance Committee Update: R. Hajlo, J. Gutierrez

- Link: [July 28, 2022 Governance Committee Minutes](#)
- Discussed the pre-CoVid process of reviewing existing policies, writing new policies as needed, and presenting policies to the board for review and approval. The committee will begin this process again.
- Discussed the need for more board member participation; all board members should be involved in at least one committee.
- Discussed possible composition of committees (to be continued at the next meeting)
- Discussed possible methods of recruiting new members for committees (to be continued at the next meeting). Some suggestions:
 - Send out mass emails
 - Have interested parties complete a form to express interest and show qualifications
 - Have each committee solicit recruits based on their needs
 - Asked: Do the committees need board approval for their new members?
 - M. Stiles recommended standardizing the process for all committees.

- M. Stiles volunteered to serve on the Governance Committee.
 - Motion: R. Hajlo
 - Second: D. Keyes
 - Approved: All

Compensation Committee:

- Discussed possibly changing the Compensation Committee to a board governed committee
 - At this time, the Compensation Committee will stay as it is.

Finance Committee Update: Paul McDowell

- Link: [Finance Committee Board Update](#)

Advisory Members Participation at Board Meetings

- The SCPA Board would like to reconnect with the various aspects of the institution and has asked that the division principals, the Director of Student Services, and others provide an update to the Board on a more regular basis. Tentatively, the division principals and the Director of Student Services will report monthly at scheduled board meetings and others (IT, Facility Director, Athletics Director) will report on a quarterly basis.

2022-2023 Annual Report - 1st Reading: J. Gutierrez

- Link: [2022-2023 Annual Report Rough Draft](#)
- Link: [Annual Report MN Statute](#)

Upcoming Board Retreat: R. Hajlo

- Date of Retreat: October 29, 2022
- Discussed possible location of retreat
- Agenda Items:
 - Succession Planning for Executive Director and Executive Director of Finance and Operations
 - Required board training for all members
 - SCPA Culture and Engagement

Adjourn Meeting

- Motion to adjourn at 8:41 pm: A. Galati
- Second: M. Stiles
- Approved: All

Respectfully Submitted by A. Galati
St. Croix Preparatory Academy Board Clerk

Commented [1]: I didn't write down the actual time. Please let me know the correct time! :)



Executive Director’s Report to the Board

Date of Report: September 2022

Report Prepared By: Jon Gutierrez

Operational Items:

- Weekly meetings with administrative leadership and individual leadership team members – A. Sachariason, J. Karetov, K. Gutierrez, P. Rosell, B. Blotske, R. Dippel, K. Seim, C. Olson; and weekly administrative leadership meeting.
- Refining and executing on the start of the 2021-2022 school year, including enrollment, Covid-19 updates to Covid Response Team, Back to School night attendance/review, participation in the Prep Golf Open, refining/directing the Character education roll-out for the next year, Informational meeting for new employees, kick-off for all employee, daily attendance and enrollment monitoring (first 10 days of school), etc.
- Performing duties of Communication, including reestablishing process for the informal branding committee and its associated approvals.
- Hosted Math & Science Academy for a building tour and discussion of their potential expansion.
- Hosted Friends of Education board member for a discussion of our phonics program (Riggs).
- Compilation and reporting of our 2021-2022 academic results to Friends of Education in accordance with Exhibit F of our charter agreement.
- Current enrollment information for the 2022-2023 school year wait list and registrations for 2023-2024 are:

Grade	2022-23 Enrollment	2022-23 Waitlist	2023-24 Applications
Kindergarten	90	174	53
1 st Grade	91	90	10
2 nd Grade	91	81	7
3 rd Grade	94	80	9
4 th Grade	91	82	12
LS Total	457	507	91
5 th Grade	93	80	9
6 th Grade	94	74	9
7 th Grade	95	56	4
8 th Grade	93	36	2
MS Total	375	246	24
9 th Grade	99	0	15
10 th Grade	90	0	2
11 th Grade	100	5	0

12 th Grade	97	0	0
US Total	386	0	18
School Total	1,218	753	133

Comments on Enrollment

- We are a bit over-enrolled in LS and MS due to maintaining full enrollment during the 2021-2022 school year and the return of some of the Cologne distance learning students back to St. Croix Prep.

Professional Development: *See Attachment*



ST. CROIX PREPARATORY ACADEMY BOARD COMMITTEE Policy #

I. PURPOSE

The purpose of this policy is to provide for the effective and efficient structure and operation of board committees

II. GENERAL STATEMENT OF POLICY

- A. An effective committee structure and the efficient operation of the work of board committees are indispensable to the Board in strategically fulfilling its responsibility for the care, management, and control of the School.
- B. Each board committee, whether designated as standing, ad hoc, or otherwise, shall be under the direction and control of the Board, and shall keep regular minutes of its proceedings, and all actions of each committee shall be reported to the Board and shall not be effective until approved by the Board, subject to revision and alteration by the Board.
- C. The Board will receive reports or recommendations from a committee for consideration. The Board, however, retains the right to make all final decisions related to such reports or recommendations. Committee actions are recommendations until approved by the Board.
- D. Board committees shall consist of standing committees established in the bylaws, as amended, or by resolution(s) of the Board, and such ad hoc and/or advisory committees, task forces, and other groups, if any, as established from time to time by resolution of the Board. Except as provided in the bylaws, the resolution establishing board committees or other advisory groups shall specify purpose, duration, powers, responsibilities, membership, and chair.
- E. The activities of all committees shall be conducted in such a manner as will advance the best interests of the School.

III. RESPONSIBILITIES OF THE CHAIR OF A BOARD COMMITTEE OR OTHER ADVISORY GROUP

- A. The chair of the committee, elected by the committee, is responsible for the following:
 - 1. Plan committee meetings and agenda, and lead committee meetings
 - 2. Determine annual goals and objectives for the committee within the expectations of the Board.
 - 3. Work in collaboration with other appointed board committees.
 - 4. Handle or delegate administrative tasks associated with the effective operation of the committee. These tasks include, but are not limited to:
 - i. Communicating consistently with committee members.
 - ii. Securing space for committee meetings, and reminding committee members about meeting times and location.
 - iii. Appointing a meeting secretary to take meeting minutes and being responsible for posting approved minutes to the School's website.
 - iv. Recommend membership on the committee, subject to the Board approval, and ensure vacancies are promptly and appropriately communicated to the committee and the Board. Committee members need not be members of the Board.
 - v. Conduct committee-specific orientations for new committee members as necessary.
 - vi. Arrange for the committee to evaluate its work at the end of each school year – or the completion of its task – to determine its effectiveness and potential for future improvement.



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ADOPTED BY THE BOARD:
REVISED BY THE BOARD:
EFFECTIVE DATE:

DRAFT



ST. CROIX PREPARATORY ACADEMY **School Board Director Requests to the SCPA Administration** **Policy #**

I. PURPOSE

The purpose of this policy is to establish general parameters for SCPA Board Member Requests from Administrative Staff.

II. DEFINITIONS

- A. Board Director: any individual who serves on the SCPA Board as a voting member.
- B. Administrative Staff: any individual who acts in an official, administrative capacity at SCPA.

III. GENERAL STATEMENT OF POLICY

- A. The School Board acts as a body. Individual board directors, therefore, have no authority to act on their own in the absence of a delegation of authority by the entire Board. Unless directed by the board as a whole, an individual board director has no power to give orders to an SCPA employee and cannot give orders to supervise or evaluate an employee. Individual Board directors have no individual authority to investigate a complaint, to formulate a policy, or to direct the Executive Director, Administration, or other employees to provide information that has not been requested by the Board as a body. Unless directed by the Board as a whole, a director cannot take any other action on behalf of the Board.
- B. If a Board director has legal questions or would like information to assist with performing his or her duties as a Board director, those requests should be directed to the Board Chair or [Executive Director].
- C. When requesting information, Board directors should be mindful that it is unreasonable to expect unbridled access to information. Board directors should also be mindful that District administrators are responsible for overseeing the day-to-day operations of the school district.
 - By way of example, administrative rules implementing the Minnesota Government Data Practices Act (“MGDPA”) provide that the internal disclosure of private or confidential information should be limited to individuals whose assignments within the District reasonably require access. Unnecessary or burdensome requests for information by Board



directors take away from the time District administration would otherwise allocate toward effectively and efficiently running the school district.

- D. District administration has the authority to deny an individual Board director's request for information if the request does not appear to be reasonably related to a matter pending before the Board.
- E. If it appears a Board director has taken action to conduct an investigation into an issue without being granted authority to do so by the entire Board, the Executive Director may decline access of information to that Board director and require the Board director to submit a data request under the MGDPA in his or her capacity as a private citizen. In that scenario, the Board director would not have access to private or confidential information that is not available to the general public and the Board director would need to pay applicable charges for copies of data, which may include the cost associated with staff time spent searching for and retrieving data if the individual Board director is not the subject of the requested data.
- F. If a Board director is censured for violating this policy, the Executive Director or Board Chair will work with the board director to better understand the policy and impose, if necessary, appropriate restrictions on that board director's future communications.

Legal References:

**Minn. R. 1205.0400, subp. 2; Minn. R. 1205.0600, subp. 2.
Minn. Stat. § 13.03, subd. 3(c)**

Cross References:

DOCUMENT #

ADOPTED BY THE BOARD:

REVISED BY THE BOARD:

EFFECTIVE DATE:



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Upper School Principal Report to the Board

Date of Report: September 2022

Report Prepared By: Andrew Sachariason Upper School Principal

Recent Operational Items:

- Preparation and planning for school kickoff
- New Teacher Orientation - Seminar
- Planning and Meeting on our work moving forward on character education
- Meeting with New Board Members
- Freshmen Orientation planning
- Back to School Night
- Numerous 504 and IEP meetings
- Prep Ambassador Program development
- Developing a referral process with Student Support Counselors
- Finalizing scheduling
- Onboarding exchange students
- Developing initial meetings with all 48 new students in US
- Senior Retreat Planning
- Faculty Meeting Planning

Upcoming Events:

- Homecoming Week Planning (September 26-30)
Dance & Pep Fest activities
Inviting k-12 to Friday Pep fest
Movie Night
Homecoming T-Shirts
College Fair Field Trip

Goals & Challenges:

Getting the year started smoothly. There are lots of events kicking off the year and we want to make sure there is a solid agenda for each event. Onboarding new teachers and ensuring returning teachers have what they need to be successful in the classroom. Re-establishing behavior expectations in school.



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Student Support Services Report to the Board

Date of Report: September 2022

Report Prepared By: Peggy Rosell

Recent Operational Items:

- New teacher and back-to-school week meetings, including a Student Support Services Retreat on August 25th.
- Consulted with MDE, prepared for and participated in a facilitated IEP meeting.
- Participated in 5, 504 meetings and 2 special education parent meetings.
- Met with division principals and school counselors to discuss the referral process.
- Interviewed (and hired) a special education teacher at the Lower School level.
- Participated in CSMHS (Comprehensive School Mental Health Systems) CollIN (Collaborative Improvement and Innovation Network) welcome and orientation session.
- Weekly meetings with division-level special education teams.

Upcoming Events:

- Special Education Parent Advisory Council meeting 9/26/2022.

Goals & Challenges:

- Continue to be short-staffed – one Special Education Teacher and five special education paraprofessionals (K-12).



Middle School Principal Report to the Board

Date of Report: September 2022

Report Prepared By: Amy Kleinboehl

Recent Operational Items:

- Onboarded 4 new staff members
- Organized 5 grade orientation for students and parents
- Planning for creating a deeper more concrete character education curriculum in the middle school.
 - We have 6 teachers who will be part of the character education team in the MS
- We had 31 new students join us this year.
- Held MS Orientation for $\frac{5}{8}$ and $\frac{7}{8}$ graders. Among the many things I spoke about, the two things I told students I hope they remember is that I have two main rules when it comes to school. 1) Everyone needs to feel safe. 2) No one is allowed to disrupt the learning of others.
- We really took off running the first two weeks of school and it felt great!
- Lead division meetings during PD week

Upcoming Events:

- Sept 30th is Mid-Quarter,
- Homecoming Pepfest
- Oct 6th - Two teachers and I are attending the LACCS conference in Milwaukee
- Monthly Division meetings
- Bi-weekly student support services meeting
- Bi-weekly middle school leadership meetings

Goals & Challenges:

- We are working through starting a student ambassadors/leadership group with MS.
- We still need to fill the Reading 6/Language and Logic position.
- One thing we are really working through as a team is helping students understand the importance of tardies. We will be starting to really enforce this and the natural consequences of being intentionally late to class starting 9/16.



Lower School Principal Report to the Board

Date of Report: September 2022

Report Prepared By: Joann Karetov

Recent Operational Items:

- Preparation and planning for school kickoff, which includes Back to School nights, presentation to new employees, presentation to returning employees, discussions with Foundation on initiating Annual Giving Campaign, EA meeting, etc.
- Planning and reinitiating the character education – this began in the first year of the school’s inception, was discussed/enhanced in 2012 based on a board initiative. The Lower School did some significant improvements and changes based our attendance at an MDE conference in 2015 and implementation of principles from Character.org. Leadership Advancing Character and Culture in Schools (LACCS). We now have the opportunity to work with the MS/US by attending the Leadership Advancing Character and Culture in Schools (LACCS) and rolling out our three-year plan to the faculty during the training prior to school. We will provide a board presentation regarding this in the future.
- Prep for Success Conferences were well received by the majority of parents and teachers as we prepared students to start school, assessed them in reading, and connected with the families.
- ADSIS report from 2021-2022 was due to MDE by September 15. This is an annual comprehensive report of every minute students received math/reading interventions, entrance/exit dates of support, and the amount of growth made.
- Interviewed and hired all classroom gen ed EAs and teachers to be fully staffed in the LS gen ed programming.
- Interviewed and hired a new sped teacher that will start this week.
- Interviewed and hired a new sped para who hopefully accepts (still looking for sped paras).
- Met with new LS counselor regarding students with behavioral concerns (weekly on Tuesdays).
- Met with all teaching faculty to review their ABC (academic, behavior, character) goals for the year.

Upcoming Events:

- Preparation and planning for school kickoff, which includes Back to School nights, presentation to new employees, presentation to returning employees, discussions with Foundation on initiating Annual Giving Campaign, etc.
- Division meetings (monthly – 9/6/2022, 10/6/2022), Grade level meetings (9/15/2022 & 9/28/2022)
- Homecoming pep fest to include LS students again.
- Weekly meetings with LS leadership team
- Weekly meetings for child study will begin on 9/20/22.
- ADSIS training through MDE on 9/20/2022.
- EA meeting 9/22/2022
- 1st Lion Pride Breakfast 10/6/2022.

Goals & Challenges:

- Preparation and planning for ADSIS/CEIS students who need additional support in reading/math services.
- Improve the number of students' skills in reading and math standards.
- Continue searching for special ed paras.



st. croix preparatory academy

Annual Report

2021-2022

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 18th year of operation. This study includes information on the 2021-2022 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124E.12 and E16.

During its 18th year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

1. School Vision, Mission Statement, and Educational Philosophy

A. Vision

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

B. Profile

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

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

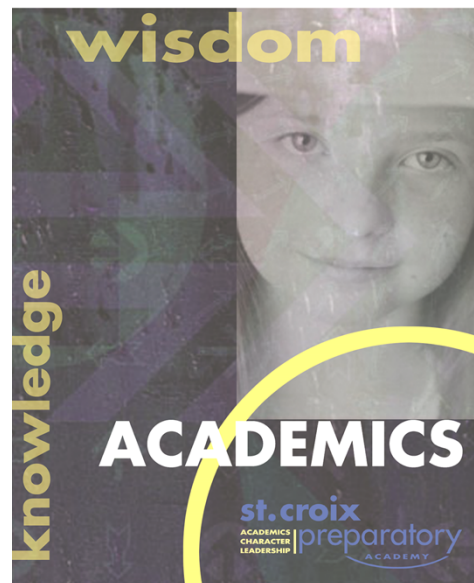
C. Mission Statement

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

D. Educational Philosophy

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

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



GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	13 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

2. Covid-19 Operations in 2021-2022

The second year of the Covid19 pandemic created different challenges than the 2020-2021 school year. These challenges related to the community’s differing positions on masking, vaccinations, and isolation/quarantine procedures. We were not unique as every school in the country had to address these issues.. With this said, the School was open the entire year, provided non-St. Croix Prep options for those desirous of distance learning, and operated the entire year in a face-to-face/in-person learning environment. Other relevant items are:

- The School opened with K-12 masks “strongly recommended”.
- On September 4, the School changed to K-8 masks “required” and 9-12 “strongly recommended”.
- The School changed to K-12 masks “required” from January 19 to February 18.
- The School returned to K-12 masks “strongly recommended” for the remaining of the school year.

Due to the challenges of the year, at the end of the year, the School was operating with staffing at approximately 85%-90% of normal staffing levels. This situation was not unique to St. Croix Prep.

3. School Governance

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

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

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

A list of the Board members as of June 30, 2022 is provided below. Board members attend over 80% of the meetings; and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Seated	Term Expiration	Phone Number	Email Address
Nicole Donnay		Teacher	03/25/2014	08/18/2023	651-395-5900	ndonnay@stcroixprep.org
Kristen Denzer		Parent	08/21/2018	08/20/2024	651-353-2085	kristendenzer@stcroixprep.org
Deanna Thompson		Teacher	01/18/2022	08/17/2023	651-395-5900	deannathompson@stcroixprep.org
Bob Hajlo	Chair	Parent	09/20/2016	08/23/2022	952-500-0751	bobhajlo@stcroixprep.org
Deb Keyes		Teacher	03/20/2012	08/23/2022	651-395-5900	dkeyes@stcroixprep.org
Drew Melendres		Parent	09/15/2020	08/18/2023	651-303-5776	drewmelendres@stcroixprep.org
Shane Mueller	Vice Chair	Community	08/18/2015	08/31/2025	612-309-6237	shanemueller@stcroixprep.org
Angela Galati		Teacher	10/19/2021	08/18/2023	651-395-5900	angelagalati@stcroixprep.org
Kim Pleticha		Parent	11/16/2021	08/31/2022	612-242-0613	kimpleticha@stcroixprep.org

Board members serve a three year term and elections are held during the last week in May of each school year. As was experienced across the country, the School did experience some board transition (resignation of a parent board member – Jason Langfield; resignation of teacher board members – Jake Gottschalk and Christoph Brown). These positions were filled by appointment (Deanna Thompson and Angela Galati – teachers; Kim Pleticha – parent) with two of these appointments having previously served on the Board. As of June 30, 2022 two parents (Christina Norman and Matt Stiles) have been elected to the board; and one parent member (Bob Hajlo) have been reelected to the board. New parent board members, will be seated upon the completion of his St. Croix Prep board required training. All of the re-elected board members have completed their board training (Board Training Policy adopted by the St. Croix Prep Board) they will continue in their service. During the current year, the board members, aside from the state statute requirements, received training which included but was not limited to the following:

- Governance Training and Governance Manual Composition/Release.
- Succession Planning and Development Plan design for identified successors
- Legislative Awareness. Identification and discussion of key legislative initiatives impacting charter schools.
- Additional detailed training is noted below:

Name	Board Training
Shane Mueller Bob Hajlo Kristen Denzer Drew Melendres Kim Pleticha Deb Keyes Angela Galati Nicole Donnay Deanna Thompson	Legal Training – MN Stat 120A.41 Hours of Instruction; MN Stat 120A.414 e-Learning days Minn. Stat. 124E.021 Authorizers, specifically related to Friends of Education, terms of charter agreements, monthly compliance,

	<p>network of schools, and general partnership</p> <p>Minn. Stat. 123B.38 School fees not authorized or prohibited</p> <p>Board Election – School bylaws – Article IV Section 7, Minn Stat 124E.07;</p> <p>MN Stat 13D – Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements</p> <p>MN Stat 124D.78 – requirements related to the American Indian Parent Advisory Council (e.g. membership, meetings, vote of compliance, etc.)</p> <p>Annual Charter School Assurances, specifically the history and circumstances of TIZA school, issues related to the separation of church and state – Minn. Stat. 124E.13 (facilities), 124E.06 (non-sectarian) and related policies (e.g. dress code, equal access, religion, and data practices)</p> <p>Minn. Stat. 124E.16 – Audit reports and annual report submission</p> <p>Minn. Stat 124E.17 – Dissemination of school information to underserved communities</p>
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4. School Management and Administration.

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

5. Teaching Faculty Information

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

6. School Admissions and Enrollment

Enrollment is one of the keys to viability in the first years of a charter school’s operations. St. Croix Prep’s enrollment (over 1,200 students) and long waiting list (over 700) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School’s enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)
- In 2016, enrolled 1,155 students in grades K-12 (waiting list of over 700)
- In 2017, enrolled 1,164 students in grades K-12 (waiting list of over 700)
- In 2018, enrolled 1,157 students in grades K-12 (waiting list of over 700)
- In 2019, enrolled 1,207 students in grades K-12 (waiting list of over 700)
- In 2020, enrolled 1,208 students in grades K-12 (waiting list over 700)
- In 2021, enrolled 1,213 students in grades K-12 (waiting list over 700)

St. Croix Prep’s Open Enrollment period normally runs from the 22nd week in August to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School’s enrollment period coincides with the

Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 14% of the students are Special Education students; approximately 77% of the students are Caucasian, the remaining 23% consist of Latino, Asian, African American, and students of two or more races.

In accordance with MN Statute 124E.17 Subd. 1, the School disseminates school information in the form of flyers to local organizations that provide services to low-income families, students of color, and students who are at risk. This information includes appropriate contact information, informational meeting dates, etc. Flyers were distributed to the following locations: Stillwater – Goodwill, Family Means, Trinity Lutheran Church Family Resource Center, and Valley Outreach; Woodbury -- Family Achievement Center, Goodwill, Savers, Christian Cupboard Food Shelf; White Bear Lake – Solid Ground, White Bear Lake Food Shelf; Mahtomedi -- St. Andrew's Community Resource Center.

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27			444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	73	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
2013-14	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	5%
2014-15	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	6%
2015-16	90	90	90	90	90	90	90	93	90	85	86	87	92	1,163	5%
2016-17	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	5%
2017-18	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	6%
2018-19	90	90	90	90	90	92	92	90	92	95	96	83	67	1,157	5%
2019-20	90	90	91	90	90	92	91	92	91	109	98	98	85	1,207	4%
2020-21	90	90	90	90	90	92	92	92	91	105	98	96	92	1,208	3%
2021-22	90	90	90	91	90	92	93	92	93	105	98	96	93	1,213	3%

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2022-2023 enrollment is 1,200 students.

7. Academic Program/Performance.

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. This year the MCA tests were administered but opt-out percentages increased significantly due to families' choices related to distance learning and associated decisions related to safety during the Covid-19 pandemic. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
MATH		
2021-2022	46%	79%
2020-2021	44%	74%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	56%	86%
2017-2018	58%	85%
2016-2017	59%	83%
2015-2016	59%	85%
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2021-2022	23 52%	82%

2020-2021	53%	87%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	60%	90%
2017-2018	60%	89%
2016-2017	60%	89%
2015-2016	60%	87%
2014-2015	59%	87%
2013-2014	59%	85%
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%
2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2021-2022	41%	75%
2020-2021	43%	76%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	51%	86%
2017-2018	53%	86%
2016-2017	54%	83%
2015-2016	55%	80%
2014-2015	53%	86%
2013-2014	53%	79%
2012-2013	53%	69%
2011-2012	51%	75%
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

Although scores do not reflect the entire student body, the scores posted by St. Croix Prep's students are among the highest in the state of Minnesota.

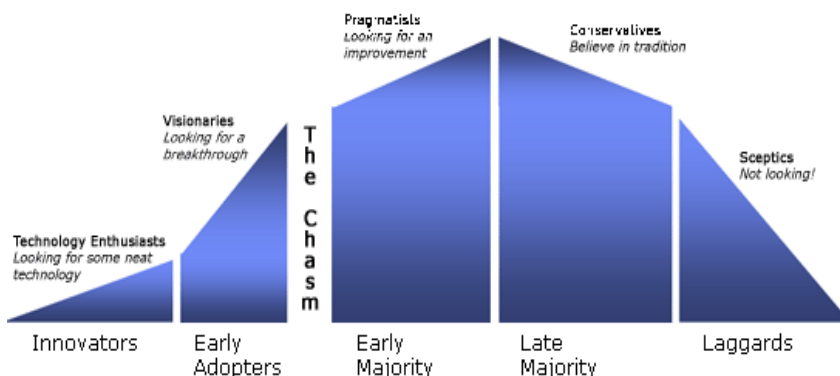
St. Croix Preparatory Academy's high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, SchoolDigger (ranked the #1 district in MN for the past six years), The Washington Post (Minnesota's Most Challenging High School), Niche (#2 Elementary School in Minnesota; #6 Middle School in Minnesota; #4 High School in Minnesota), These sources have continually ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores (26.6 in 2020), percentage of students taking Advanced Placement classes, graduation rates (97.7% in 2021). In addition, in the fall of 2021, St. Croix Prep's Middle School was awarded the National Blue Ribbon Award.

Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school also offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. Aside from field trips and service projects, St. Croix Prep also offers educational travel opportunities, with 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities; the 2018-2019 class spent 12 days in Italy; future travels are scheduled for Greece. The School also offers a Marine Biology educational travel opportunity to the Cayman Islands and a service travel opportunity to Guatemala. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, National English Honor Society, Quiz Bowl, Battle of the Books, Continental Math League, Upper School Math League, Lego League, School Newspaper,
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, hockey, softball, girls lacrosse, girls tennis, track, golf, dance team, alpine skiing, and ski club.
- Performing arts activities – Chamber choir, Concert choir, Jazz band, Pep Band, Show Choir, Honors Choir, Lower School Theater, Middle School Theater, Upper School Theater, Speech, and Debate.

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

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



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

9. Program Challenges

The operations at St. Croix Prep were impacted by the Covid-19 pandemic; and those challenges were noted in Section 2.

The goals of the 2022-2023 school year will be to implement tactics to return the school community to a more normal and stable environment reflected in the years prior to Covid-19. In practice this means:

- Identifying the challenges and steps of transitioning students back into a more normal school environment. Students staying power has been diminished, mental health challenges have increased, and student maturity development is behind due to time away from a normal school environment.
- Reestablishing teams (e.g. Lower School, Middle School, Upper School, Student Services, Activities, Administration, and Board) after they have experienced the previous year's educational challenges. This will be done via communication, team building, and activities/events.
- Rebuilding parent-faculty relationships and school community that have been disrupted by the challenges of the Covid-19 school years. This will be done via communication and community building events and activities.
- Identifying aspects of technology utilization that will be continued in the upcoming year to increase the efficiency of the organization and increase parent satisfaction.

10. Finances

The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. The School has received a "clean" audit for the previous 16 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (14 years in total). At June 30, 2022, the School had an unassigned general fund balance of 48%. In addition, the School has maintains a line of credit (\$500,000) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 120 months. A copy of the School's 2012-2021 Audit Report is on file with the State of Minnesota. The field work related to the 2021-2022 audit will occur in August-September 2022.

11. Future Plans

The School's future plans consist of continued work in addressing the challenges noted in Section 9. In addition, The School has finalized the organization of a separate 501c3 public charity – St. Croix Preparatory Academy Foundation. The purpose of

this organization is to raise capital to improve the long term financial viability of the organization, issue scholarships, fund faculty leaves of absence, etc. The organization is in the early stages of its operations and will begin fulfilling the tasks of its strategic plan.

12. Authorizer

The School is authorized by Friends of Education. Contact information for them is noted below.

Friends of Education
11100 Wayzata Blvd; Suite 800
Minnetonka, MN 55305
Executive Director: Beth Topoluk
Website: improvek-12education.org
Email: director@improvek-12education.org

St. Croix Prep Administration Information

1. School Management and Administration.

The following table lists the School's management and administration for the 2022-23 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	File #	Assignment	Years Employed by School	Left 21/22	Not Returning 22/23
Jon Gutierrez	None*	Executive Director	18	n/a	n/a
Kelly Gutierrez	n/a	Executive Director of Finance and Operations	18	n/a	n/a
Joann Karetov	428939	Lower School Principal	8	n/a	n/a
Amy Kleinboehl	439041	Middle School Principal	14	n/a	n/a
Andrew Sachariason	378934	Upper School Principal	16	n/a	n/a
Peggy Rosell	343001	Student Support Services Director	14	n/a	n/a
Terri Smith	n/a	HR Director	10	n/a	n/a
Sarah Garceau	N/A	Development Director	0	n/a	n/a
Candace Westlund	413594	Nurse	13	Yes	Not Returning
Jessica Skilling	1014995	Nurse	1	n/a	n/a
Heidi Osborn	n/a	Health Office Assistant	1	n/a	n/a
Bill Blotske	n/a	Facilities Director	8	n/a	n/a
David Ogura	n/a	Facilities Assistant	0	n/a	n/a
Chad Olson	416406	Technology Director	18	n/a	n/a
Corey Shim	n/a	Technology Assistant	3	n/a	n/a
Marianne Thole	n/a	Food Service Director	9	n/a	n/a
Tish Coons	n/a	Food Service Manager	14	n/a	n/a

Rich Dippel	307827	Activities Director on Special Assignment	13	Yes	Not Returning
Keven Seim	383385	Activities Director	7	n/a	n/a
Medora Benson	515367	Activities Dept & Events Coordinator	2	n/a	n/a
Susan Peterson	n/a	District Communication Coordinator	5	n/a	n/a
Beth Grubisch	n/a	Senior Accountant	12	n/a	n/a
Ellen Halverson	n/a	District Administrative Assistant	1	n/a	n/a
Christine Mehlhorn	n/a	Lower School Office Manager	8	n/a	n/a
Kelly Vossen	n/a	Middle School Office Manager	11	n/a	n/a
Diane Runge	n/a	Upper School Office Manager	13	n/a	n/a
Theresa Seichter	n/a	US Administrative Assistant	7	n/a	n/a
Mathew Williams	940310	College Counselor	8	n/a	n/a
Terri Ellingson	n/a	Special Education Office Manager	10	n/a	n/a
Nancy Bauman	n/a	Student Support Services Administrative Assistant	7	n/a	n/a

St. Croix Prep Faculty Information

The following table lists the School's faculty information for the 2022-23 school year.

Name	File #	Assignment	Left 21/22	Not Returning 22/23
Kirsten Osberghaus	474720	K	n/a	n/a
Trista Reuter	472003	K	Yes	Not Returning
Ellie Davenport	1005050	K	Yes	Not Returning
Alison Kath	1017731	K	n/a	n/a
Elizabeth Sparks	1018409	K	n/a	n/a

Deb Keyes	443478	1	n/a	n/a
Jade Carey	487923	1	Yes	Not Returning
Kimberly Schluesner	475213	1	Yes	Not Returning
Abigail Boos	463371	1	n/a	n/a
Hannah Haslach	1011268	1	n/a	n/a
Allison Brimmell	483539	2	n/a	n/a
Ashley Winger	469076	2	n/a	n/a
Sarah Peterson	468886	2	n/a	n/a
Natalie Yannarely	461572	3	n/a	n/a
Jenna Staso	493992	3	n/a	n/a
Kaitlin Ricker	479949	3	n/a	n/a
Amanda Preisler	436387	4	n/a	n/a
Sarah Jacobson	463090	4	n/a	n/a
Kellie Nelson	376435	4	n/a	n/a
Alec Brandt	488705	Phy. Ed.	n/a	n/a
Angie Griffin	411868	Art	n/a	n/a
Heidi Gonzalez	403103	Music	n/a	n/a
Emily Taylor	050194	Reading	n/a	n/a
Nicole Donnay	417266	Lower School TLC/Math	n/a	n/a
Chad Prater	480380	Math	n/a	n/a

Kurt Vallin	455202	Math	n/a	n/a
Gretchen Tiede	490956	Science	n/a	n/a
Maria Reichow	437617	Math/Science	Yes	Not Returning
Joey Korba	496851	Math/Science	n/a	n.a
Lindsey Schutte	412403	Math/Science	n/a	n/a
Deanna Thompson	463769	Middle School TLC/English	n/a	n/a
Helen Tracy	492579	English	n/a	n/a
Angie Schumacher	431292	English	n/a	n/a
Michael Clinger	505628	Social Studies	Yes	Not Returning
Patrick Kerrigan	479995	Social Studies	n/a	n/a
Corrinne Clark	1018163	Social Studies	n/a	n/a
David Sorenson	412335	Art	Yes	Not Returning
Jessica Dykstra	507400	Art	n/a	n/a
Dustin Vincent	417546	Phy Ed	Yes	Not Returning
Robin Moore	1013436	Phy Ed	n/a	n/a
Katie Bukowski	478465	Classical Studies	n/a	n/a
Amanda Erickson	463603	Classical Studies	Yes	Not Returning
Nicki McGurran	366251	Classical Studies	n/a	n/a
CarlaJoy Strand	497638	Latin	n/a	n/a
Matt Eckel	499504	English	n/a	n/a

Stacy Mittag	422932	English	n/a	n/a
Elaine Bransford	440678	English	n/a	n/a
Matthew Davis	473468	English	n/a	n/a
Rita Thorson	440031	English	n/a	n/a
Karen Vidlock	362906	Social Studies	Yes	Not Returning
Brown, Christoph	480148	Social Studies	n/a	n/a
Matthew Kortz	503611	Social Studies	n/a	n/a
Kate Gilman	412944	Social Studies	n/a	n/a
Jake Gottschalk	446806	Social Studies	Yes	Not Returning
Elliott Warden	500124	Social Studies	n/a	n/a
Carolyn Bagne	382493	Science	n/a	n/a
Michael Haselberger	420966	Science	n/a	n/a
Christina Miller	503652	Science	n/a	n/a
Sandy Schreyer	475187	Science	Yes	Not Returning
MacKenzie Bilunas	1019825	Science	n/a	n/a
Anna Maakestad	385002	Art	Yes	Not Returning
Laura Pidgeon	1002952	Art	n/a	n/a
Claire Fiedler	514224	Art	n/a	n/a
Marcus Erickson	360660	Spanish	n/a	n/a
Meredith Smith	473362	Spanish	n/a	n/a
James DeCaro	434159	Band	n/a	n/a

Olive Winter	1006042	Orchestra	n/a	n/a
Mary Kate Maney	501727	Choir	n/a	n/a
Craig Wolke	366690	Latin	n/a	n/a
Eddie Crupper	1001085	Math	n/a	n/a
Varsha Bhatia	459545	Math	n/a	n/a
Will Palus	481273	Math	n/a	n/a
Erin Richgels	424348	Math	n/a	n/a
Anna Tiffany	449947	Phy Ed	n/a	n/a
Jessica Ducklow	377172	Special Ed	n/a	n/a
Lisa Mast	507502	ELL/Special Ed	n/a	n/a
Nicole Case	442259	Special Ed	n/a	n/a
Shannon Obi	507312	Special Ed	n/a	n/a
Alyssa Molde	1007461	Special Ed	n/a	n/a
Kimberly Haney	487191	Special Ed	n/a	n/a
Destiny Pulos	1011910	Special Ed	n/a	n/a
Ashley Koehnen	479766	Special Ed	n/a	n/a
Jeff Larson	466715	Special Ed	n/a	n/a
Jeanne Hodgdon	1004935	Special Ed	n/a	n/a
Hannah Sislo	506889	Language Arts/SPED	Yes	Not Returning
Gina Schimschock	381421	Special Ed.	n/a	n/a

Lynn Ellis	478514	Special Ed/Language Arts	n/a	n/a
Carmel Eastman	1002091	Special Ed	n/a	n/a
Jacob Goebel	493637	Special Ed	Yes	Not Returning
Stephen Nelson	471130	Special Ed	Yes	Not Returning
Ellen Kramer	348895	Special Ed	Yes	Not Returning
Hallie Gallmeier	1002577	Special Ed	n/a	n/a
Wendy Watts	346250	Special Ed	n/a	n/a
Lauren Moore	506676	DAPE (Developmental Adaptive PE)	n/a	n/a
Ksenia Carpenter	455646	ELL	n/a	n/a
Kimberly Goettl	104727	Occupational Therapist	n/a	n/a
Katie Kaari	404724	Speech Language Pathologist	n/a	n/a
Mike Fisher	461234	Speech Language Pathologist	n/a	n/a
Shannon Janssen	In Process	Student Support Specialist	n/a	n/a
Nicole Dockham	427123	Student Support Specialist	n/a	n/a
Jason Augustine	1008549	Building Sub	n/a	n/a
Courtney Ogaard	513194	Building Sub	n/a	n/a
Graham Weitala	1010358	Building Sub	n/a	n/a



J. Gutierrez
Professional Development Plan
2021-2022

Month	Category	Title	Description/Comments
July 2021	Video – 70 minutes	Glenn Loury – Charles Murray, Facing Reality, Two Truths About Race in America	Discussion of Murray’s latest book in light of his previous book, The Bell Curve
	Video – 81 minutes	Glenn Loury – John McWhorter, Rejecting Racial Determinism	Discussion of Charles Murray’s book, Facing Reality, Two Truths about Race in America
	Video – 59 minutes	John McWhorter – Leslie Harris, 1619 vs 1776, When was America Founded	Discussion of New York Times (Nikole Hannah-Jones) 1619 Project and impact on historical studies, classroom education
	Podcast – 31 minutes	The Debate Over Critical Race Theory – The Daily	
	Video -- 54 minutes	Thomas Sowell, The Myths of Economic Equality	A summary of Thomas Sowell’s book, The Conflict of Visions, with an introduction to his new book, Discrimination and Disparities
	Video – 16 minutes	Critical Race Theory, Everything is Racist, Voddie Baucham	34
	Video – 21 minutes	A Guide to Critical Race Theory, Ryan Chapman	
	Video – 21 minutes	What Exactly is Postmodernism, Ryan Chapman	
	Video – 25 minutes	The Evolution of American Liberalism, Ryan Chapman	
	Video – 25 minutes	The Marxism Behind Leftist Identity Politics, Ryan Chapman	
	Book	Critical Race Theory: An Introduction, by Richard Delgado and Jean Stefancic	A book by two of the original legal scholars who started critical race theory
	Video – 50 minutes	Race, Gender, Inequality, and Intersectionality, Kimberle Crenshaw	Lecture from one of the founders of critical race theory
	Videos/Lectures – 120 minutes	Various lectures on intersectionality, Marxism, the Communist Manifesto and critical theory, the precursor to Critical Race Theory	
	Videos/Lectures – 180 minutes	Various lectures on key court cases related to race discussions in the United States – Dred Scott v Sandford, Plessy v Ferguson, Brown v Board of Education	
	Video – 80 minutes	Nativism in American History and its Resurgence Today, David Bennet, Professor of History Emeritus Syracuse University	
	Book	The Souls of Black Folk, by W. E. B. DuBois	
	Video -- 55 minutes	Glenn Loury -- John McWhorter, CRT in the Schools	
	Movie	What Killed Michael Brown, by Shelby & Eli Steele	
	Book, Videos	Euthyphro, by Plato; Lectures from Greg Sadler, President of ReasonIO; Jeffrey Kaplan – Explanation of the of the Central Argument in Plato’s Euthyphro	
	Book, Videos	Apology, by Plato; Yale Courses, Socratic Citizenship, Lectures from Greg Sadler, President of ReasonIO	
	Video Lecture – 60 minutes	Aristophanes’ Critique of the Gods, by Wayne Ambler, University of Dallas	

August 2021	Video 65 minutes	Glenn Loury – John McWhorter, The Life and Work of Thomas Sowell	
	Play – Comedy	The Clouds, by Aristophanes	A comedy/satire on Socrates; Aristophanes referenced throughout The Apology, by Plato.
	Book	Phaedo, by Plato	Dialogue of Socrates prior to his death where he discusses immortality of the soul
	Play, Videos, Podcasts – 6 hours	Hamlet, a variety of lectures, videos, podcasts on Hamlet, by Shakespeare	
	Videos, Podcasts – 3 hours	A variety of videos, podcasts on Thomas Hobbes, John Locke, and Jean-Jacques Rousseau and the social contract, state of nature, life, liberty, property rights, etc.	
September	Video – 66 minutes	Reckoning with Relics of Racism, Glenn Loury and John McWhorter	
	School Law Conference	Rupp, Anderson, Squires and Waldspurger – Freedom of Speech and Student Protests, Disciplining Students with IEP and 504 Plans, Title IX Update, Lingering Legal Issues from the Pandemic, Legal Considerations from the DEI Efforts/Programming, Managing Board Meetings in Polarized Times, LGBTQ+ Update	
October	Book	1984, by George Orwell	
	Book – Essay	The Lost Tools of Learning, by Dorothy Sayers	
	Presentation Classical Conference	Presented at the MN Classical Conference – Civil Discourse with Classical Texts	
December	Video – 59 minutes	Beyond the Bias Narrative, Glenn Loury and John McWhorter	
	Video – 57 minutes	Love and Friendship in Hamlet: David Bevington Harper Lecture	
	Book, Videos, Movie	The Merchant of Venice, Shakespeare – the play, videos and movies	
January			35
	Video – 38 minutes	Thomas Sowell, Conflict of Visions Summary	
February	Videos – 5 hours	Trans 101 – Youtube influencer Chase Ross on introduction to transgender definitions, issues, etc.	
	Book	Irreversible Damage: The Transgender Craze Seducing our Daughters, by Abigail Shrier	
	Podcast – 3 hours	Parkland, One Year Later, CBS	
	Video – 58 minutes	Science, the Transgender Phenomenon, and the Young, by Abigail Shrier	
	Video – 93 minutes	Jonathan Haidt: The Righteous Mind: Why Good People are divided by Politics and Religion	
	Video – 80 minutes	Jonathan Haidt: The Three Terrible Ideas Weakening Gen Z and Damaging Universities and Democracies	
	Video – 66 minutes	Unsettling the “Settled Questions” – Glenn Loury and John McWhorter	
	Video – 65 minutes	Two incompatible sacred values at American universities, by Jon Haidt	
March	Video – 64 minutes	Richard Thaler on “Nudge” The Final Edition – Think Better Speaker Series	
	Book	Nudge, The Final Edition, by Richard Thaler and Cass Sunstein	
	Video – 54 minutes	Waters of the World – Sarah Dry, lecture at the Institute of Advanced Study	Six scientists (1800s-1900s) and their contributions to climate science
	Podcasts- 4 hours	Lectures on Iliad, by Homer, Books 1-3, Alex Schmid	
April	Podcast – 81 minutes	Mythology Podcast: Athena, Part 1 – War and Wisdom – 40 minutes; Athena Part 2 – Lady of Athens – 41 minutes	

	Podcast – 82 minutes	Mythology Podcast: Hercules, Part 1, Strength in Suffering; Hercules Part 2 - Apotheosis	
	Podcast – 36 minutes	Mythology Podcast: The Epic of Gilgamesh, Part 1	
	Podcast – 36 minutes	Mythology Podcast: The Epic of Gilgamesh, Part 2	
	Video Lectures – 3+ hours	Various lectures on the Epic of Gilgamesh – e.g. Andrew George, Professor of Babylonian Studies, University of London 1 hour 28 minutes; Full Audio book 1 hour 43 minutes,	
	Video Lectures – 3 hours	Various introductory lectures on the Aeneid – summaries, themes, motifs, ties to Iliad/Odyssey, etc.	



August 25, 2022

Ms. Beth Topoluk
 FRIENDS OF EDUCATION
 11100 Wayzata Blvd; Suite 800
 Minnetonka, MN 55305

Dear Ms. Topoluk,

The official 2021-2022 MCA results were released this morning. While we are still working through the details of the results we want to provide some preliminary observations on St. Croix Preparatory Academy's scores.

2021-2022 Overall School Proficiency in Comparison to MN State Average

	Math	Reading	Science
Prep – ALL SCHOOL	79.0	82.2	74.7
State Average	45.5	51.7	41.3
Difference	33.5	30.5	33.4

	Math	Reading	Science
Prep – Lower School	90.4	80.8	n/a
Prep – Middle School	73.3	81.5	77.5
Prep – Upper School	76.2	85.2	68.7
State Average	45.5	51.7	41.3

2021-2022 Overall School Proficiency in Comparison to Resident District & Other Schools

	Math	Reading	Science
Prep – ALL SCHOOL	79.0	82.2	74.7
Stillwater	56.4	58.7	50.9
Nova Classical	76.4	79.0	72.7
Math & Science	66.7	83.2	64.0
Eagle Ridge	70.4	68.9	60.9
Orono	68.2	73.1	65.1
Mahtomedi	69.1	68.8	61.6
Wayzata	77.8	77.0	67.8
Minnetonka	72.6	73.3	70.5
Edina	67.0	73.2	63.1

2021-2022 Math Proficiency in Comparison to MN State Average

Math		Prep	State	Difference
Grade 3		90.0	59.0	31.0
Grade 4		90.9	56.4	34.5
Grade 5		75.3	43.1	32.2
Grade 6		69.7	39.3	30.4
Grade 7		71.9	37.6	34.3
Grade 8		76.4	40.1	36.3
Grade 11		76.2	36.6	39.6

2021-2022 Reading Proficiency in Comparison to MN State Average

Reading		Prep	State	Difference
Grade 3		78.7	48.1	30.6
Grade 4		83.0	49.6	33.4
Grade 5		77.5	59.4	18.1
Grade 6		84.3	54.4	29.9
Grade 7		88.8	45.5	43.3
Grade 8		75.3	46.4	28.9
Grade 10		85.2	55.2	30.0

2021-2022 Science Proficiency in Comparison to MN State Average

Science		Prep	State	Difference
Grade 5		75.3	50.0	25.3
Grade 8		79.8	29.2	50.6
Grade HS		68.7	45.6	23.1

We will begin compiling the results as it relates to our charter agreement goals. We will have this information to you later today or tomorrow.

We are pleased by our results. Once again, they are among the highest in the state of Minnesota. We believe it is a testimony to the entire school community and its commitment to the mission of St. Croix Prep.

Sincerely,

Jon Gutierrez
Executive Director
St. Croix Preparatory Academy



September 3, 2022

Ms. Beth Topoluk
 FRIENDS OF EDUCATION
 11100 Wayzata Blvd; Suite 800
 Minnetonka, MN 55305

Dear Ms. Topoluk,

This communication is a follow-up note on 2021-2022 MCA results that were released in late August. In addition to the MCA proficiency scores, we have included our School and the State's participation rates, where appropriate.

2021-2022 Overall School Proficiency in Comparison to MN State Average

	Math Score	Reading Score	Science Score	Math Participation	Reading Participation	Science Participation
Prep - ALL SCHOOL	79.0	82.2	74.7	96.7	98.4	96.9
State Average	45.5	51.7	41.3	92.1	94.4	69.8
Difference	33.5	30.5	33.4	4.6	4.0	27.1

	Math Score	Reading Score	Science Score	Math Participation	Reading Participation	Science Participation
Prep - Lower School	90.4	80.8	n/a	98.9	98.3	n/a
Prep - Middle School	73.3	81.5	77.5	98.6	98.6	98.9
Prep - Upper School	76.2	85.2	68.7	85.4	97.8	92.6
State Average	45.5	51.7	41.3	See below	See below	See below

2021-2022 Overall School Proficiency in Comparison to Resident District & Other Schools

	Math	Reading	Science
Prep - ALL SCHOOL	79.0	82.2	74.7
Stillwater	56.4	58.7	50.9
Nova Classical	76.4	79.0	72.7
Math & Science	66.7	83.2	64.0
Eagle Ridge	70.4	68.9	60.9
Orono	68.2	73.1	65.1
Mahtomedi	69.1	68.8	61.6
Wayzata	77.8	77.0	67.8
Minnetonka	72.6	73.3	70.5
Edina	67.0	73.2	63.1

2021-2022 Math Proficiency in Comparison to MN State Average

Math		Prep Score	State Score	Difference	Prep Participation	State Participation	Difference
Grade 3		90.0	59.0	31.0	100.0	97.3	2.7
Grade 4		90.9	56.4	34.5	97.8	97.0	0.8
Grade 5		75.3	43.1	32.2	98.9	96.9	2.0
Grade 6		69.7	39.3	30.4	98.9	96.0	2.9
Grade 7		71.9	37.6	34.3	97.8	94.7	3.1
Grade 8		76.4	40.1	36.3	98.9	93.0	5.9
Grade 11		76.2	36.6	39.6	85.4	70.4	15.0

2021-2022 Reading Proficiency in Comparison to MN State Average

Reading		Prep Score	State Score	Difference	Prep Participation	State Participation	Difference
Grade 3		78.7	48.1	30.6	98.9	97.5	1.4
Grade 4		83.0	49.6	33.4	97.8	97.2	0.6
Grade 5		77.5	59.4	18.1	98.9	97.2	1.7
Grade 6		84.3	54.4	29.9	98.9	96.3	2.6
Grade 7		88.8	45.5	43.3	97.8	95.2	2.6
Grade 8		75.3	46.4	28.9	98.9	93.9	5.0
Grade 10		85.2	55.2	30.0	97.8	84.2	13.6

2021-2022 Science Proficiency in Comparison to MN State Average

Science		Prep Score	State Score	Difference	Prep Participation	State Participation	Difference
Grade 5		75.3	50.0	25.3	98.9	96.6	2.3
Grade 8		79.8	29.2	50.6	98.9	91.9	7.0
Grade HS		68.7	45.6	23.1	92.6	19.8	72.8

Academic & Non-Academic Outcomes/Goals per Charter Agreement

St. Croix Preparatory Academy's progress toward achieving goals per our charter agreement (Exhibit F) are noted below:

Goal 1: State Assessment, Sub Goal 1.1: Absolute Proficiency

At the conclusion of FY2024, the School's third grade reading proficiency rate will be no less than 25 percentage points higher than the state average reading proficiency rate for all third grade students.

Reading		Prep Score	State Score	Difference
Grade 3		78.7	48.1	30.6

All-School: Each year, the School-wide proficiency rates will be no less than 20 percentage points higher than the state proficiency rate for all students in math and no less than 23 percentage points higher than the state proficiency rate for all students in reading.

	Math Score	Reading Score	Science Score
Prep - ALL SCHOOL	79.0	82.2	74.7
State Average	45.5	51.7	41.3
Difference	33.5	30.5	33.4

Goal 1.2: Comparative Proficiency

Each year, the School-wide proficiency rates will be no less than 10 percentage points higher than the Stillwater school district proficiency rate for all students in each reading, math, and science, and will exceed either the Edina, Orono, or Wayzata school districts for each reading, math, and science.

	Math	Reading	Science
Prep - ALL SCHOOL	79.0	82.2	74.7
Stillwater	56.4	58.7	50.9
Difference	22.6	23.5	23.8
Orono	68.2	73.1	65.1
Wayzata	77.8	77.0	67.8
Edina	67.0	73.2	63.1

Goal 1.3: Growth

Growth scores are no longer calculated by MDE.

Goal 1.4: Achievement Gap Reduction

Each year, for each reading and math, the proficiency rate for each racial or economic subgroup, for which the School had publicly-reportable/sufficient counts, will exceed state proficiency rates for the subgroup by no less than 25 percentage points.

	Prep Score	State Score	Difference
Hispanic/Latino Reading	87.5	31.0	56.5
Hispanic/Latino Math	75.0	22.4	52.6
Asian Reading	85.3	46.6	38.7
Asian Math	77.3	42.2	35.1
Black/African American Reading	76.0	30.7	45.3
Black/African American Math	81.0	20.1	60.9
White Reading	81.3	59.4	21.9
White Math	78.9	54.3	24.6
Two or More Races Reading	80.6	48.9	31.7
Two or More Races Math	80.0	40.0	40.0
Special Education Reading	50.6	25.7	24.9
Special Education Math	54.1	23.8	30.3
English Learners Reading	21.1	11.5	9.6
English Learners Math	44.4	12.2	32.2
Free & Reduced Lunch Reading	71.1	31.5	39.6
Free & Reduced Lunch Math	57.9	23.4	34.5

Goal 2: Nationally-Normed Assessment

Elementary:

Each year, the School will administer a nationally-normed assessment in at least two grades, and more than 50% of the students taking the assessment will exceed the national average for their respective grade.

Due to the Covid-19 pandemic we chose not to administer a nationally-normed assessment for our Lower School.

Secondary:

Each year, at least 90% of graduating School students will have taken either the ACT or SAT, and a minimum of 70% of those students will exceed the state-average score.

93% of the graduating students took the ACT with the mean score of 25.3; the Minnesota state average is 21.3. Approximately 83% of the students had scores exceeding the state average.

Each year, a minimum of 50% of School students in grades 9-12 will take an Advanced Placement course, and at least 80% of those students will receive a grade of C or better.

60% of the School's students were enrolled in at least one Advanced Placement course during 2021-2022; and 80% of those students received a grade of C or better.

Each year, a minimum of 50% of School students in grades 9-12 will have taken an Advanced Placement test and at least 75% of those students will achieve a minimum score of 3.

60% of the School's students took an Advanced Placement test; and 75% of those students achieved a score of 3 or better.

Each year, at least 90% of the graduating class will have been accepted to a post-secondary institution.

95% of the School's graduating class was accepted to a post-secondary institution.

Goal 3: Ready for School

Each year, 95% of all the School's kindergarten students continuously enrolled since the first day of school will be able to

- Generate all sounds of the first 26 phonograms (letters a-z) by the end of Quarter 2
- Count to 32 by December 15, and
- Identify all 26 upper and lower case letters by May 15

During the 2021-2022 school year, all of these goals were met.

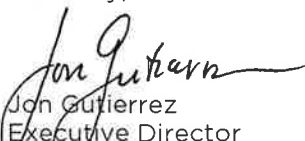
Goal 4: Graduation

Each year, at least 90% of 12th grade students will graduate.

The 2021-2022 graduation rate was 97.8%.

We will continue with our analysis and look for ways to increase performance. Once again, we believe this scores are a testimony to the entire school community and its commitment to the mission of St. Croix Prep.

Sincerely,


Jon Gutierrez
Executive Director
St. Croix Preparatory Academy



Q Comp Site Goal Update Form

Due: October 3, 2022

General Information: This form is to be used by all implementing schools as a means of updating the annual schoolwide (site) goal, as outlined in Minnesota Statutes, section 122A.414, subdivision 3(a).

Send the completed form via email to mde.q-comp@state.mn.us.

COMPLETE ONE FORM PER SCHOOL SITE

School Site Name: St. Croix Preparatory Academy Lower School

District/Charter School Name: St. Croix Preparatory Academy

Superintendent or Director: Jon Gutierrez

Email: jongutierrez@stcroixprep.org

Q Comp Coordinator (or common contact person)

Name: Deanna Thompson

Phone: 651-209-7371

Email: deannathompson@stcroixprep.org

The Minnesota Department of Education (MDE) will work with the identified coordinator or common contact person for all questions related to each site goal in the district/charter school.

Accuracy of the goal(s) is the responsibility of the school site. MDE staff is available for assistance.

Please supply information where indicated (Steps 4 and 5):

In order for students to be successful, goals should be aligned across classrooms, learning teams, school sites, the district, and the state. As each school site develops their goal(s) for Q Comp, they should keep in mind the goals established by the district and state.

Step 1: Review existing state and district goals, including supporting state and district data as well as other plans (e.g., Title I, staff development, World's Best Workforce).

Step 2: Review schoolwide results for all state accountability tests [Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)] for *all students* in reading, mathematics, and science, as well as other schoolwide standardized academic achievement tests.

Step 3: Based on the data review, determine the academic content area focus and select a standardized assessment for the identified content area.

Step 4: Identify a measure of achievement defined by the standardized assessment and collect trend data. (If there is more than one goal for the site, please copy and complete this step for each goal.)

Trend data must match all information identified in the specific and strategic, measurable, attainable, results-based, and time-bound (SMART) goal in Step 5.

Identify the standardized assessment in the SMART goal: [Enter text here](#)

Identify the academic content area assessed:

Reading Mathematics Science Other: [Enter text here](#)

Identify assessed grades in the SMART goal: 3rd and 4th grade

School Trend Data

(Note: All percentages must be calculated to at least one decimal place.)

School Year	Assessment Result
2019-20	N/A
2020-21	83.8 %
2021-22	80.8 % Starting Value

Goals must include the following: grades assessed, school name, valid measure defined by the standardized assessment, academic content area, and a quantified starting and ending value. The starting value must match the assessment result found in the School Trend Data table and must be based on actual student achievement results and not based on an average over time.

If a site is using a goal for reducing the achievement gap, as outlined in Step 5, please add data showing proficiency trend data for the two student groups. Adjust the table accordingly by adding columns, or copying and adding another table.

Step 5: Write a schoolwide SMART goal using one of the templates listed below.

The percentage of all students enrolled in 3rd and 4th grade at St. Croix Preparatory Academy Lower School who are proficient on the Reading MCA III will increase from 80.8% in 2022 to 81.3% in 2023.

- *All State Accountability Tests (MCA and MTAS)*

The percentage of all students enrolled in grades #-# at SCHOOL NAME who are proficient on the ACADEMIC CONTENT AREA tests (MCA and MTAS) will increase from ##.##% in 2022 to ##.##% in 2023.

NOTE: Data can be found in the Minnesota Report Card under: Are Students Mastering Standards?>Test Achievement Levels, Test Results and Participation>Test: All Academic Accountability Tests>Students Included: All tested

- *ACT*

The percentage of all students in grade # at SCHOOL NAME who meet or exceed the College Readiness Benchmark composite score as measured by ACT will increase from ##.##% in 2022 to ##.##% in 2023.

- *FAST*

The percentage of all students in grades #-# at SCHOOL NAME who are in the “low risk” and “above average” categories on the FAST aReading (aMath) standardized assessment will increase from ##.##% in spring 2022 to ##.##% in spring 2023.

The percentage of all students in grades #-# at SCHOOL NAME who meet their growth projection on FAST aReading (aMath) will increase from ##.##% in spring 2022 to ##.##% in spring of 2023.

- *NWEA RIT Growth Projection*

The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in ACADEMIC CONTENT AREA will increase from ##.##% in spring 2022 to ##.##% in spring 2023.

- *Teaching Strategies GOLD*

The percentage of all students ages #-# at SCHOOL NAME who move up one level on the Teaching Strategies GOLD in DOMAIN AREA will increase from ##.##% in 2022 to ##.##% in 2023.

Note: The goal must use all the indicators under one of the following sections: Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, English Language Acquisition

- *Other Standardized Assessment*

The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed the VALID MEASURE on the STANDARDIZED ASSESSMENT in ACADEMIC CONTENT AREA will increase from ##.##% in 2022 to ##.##% in 2023.



Q Comp Site Goal Update Form

Due: October 3, 2022

General Information: This form is to be used by all implementing schools as a means of updating the annual schoolwide (site) goal, as outlined in Minnesota Statutes, section 122A.414, subdivision 3(a).

Send the completed form via email to mde.q-comp@state.mn.us.

COMPLETE ONE FORM PER SCHOOL SITE

School Site Name: St. Croix Preparatory Academy Middle School

District/Charter School Name: St. Croix Preparatory Academy

Superintendent or Director: Jon Gutierrez

Email: jongutierrez@stcroixprep.org

Q Comp Coordinator (or common contact person)

Name: Deanna Thompson

Phone: 651-209-7371

Email: deannathompson@stcroixprep.org

The Minnesota Department of Education (MDE) will work with the identified coordinator or common contact person for all questions related to each site goal in the district/charter school. Accuracy of the goal(s) is the responsibility of the school site. MDE staff is available for assistance.

Please supply information where indicated (Steps 4 and 5):

In order for students to be successful, goals should be aligned across classrooms, learning teams, school sites, the district, and the state. As each school site develops their goal(s) for Q Comp, they should keep in mind the goals established by the district and state.

Step 1: Review existing state and district goals, including supporting state and district data as well as other plans (e.g., Title I, staff development, World's Best Workforce).

Step 2: Review schoolwide results for all state accountability tests [Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)] for *all students* in reading, mathematics, and science, as well as other schoolwide standardized academic achievement tests.

Step 3: Based on the data review, determine the academic content area focus and select a standardized assessment for the identified content area.

Step 4: Identify a measure of achievement defined by the standardized assessment and collect trend data. (If there is more than one goal for the site, please copy and complete this step for each goal.)

Trend data must match all information identified in the specific and strategic, measurable, attainable, results-based, and time-bound (SMART) goal in Step 5.

Identify the standardized assessment in the SMART goal: [Reading MCA III](#)

Identify the academic content area assessed:

Reading Mathematics Science Other: [Enter text here](#)

Identify assessed grades in the SMART goal: [Grades 5-8](#)

School Trend Data

(Note: All percentages must be calculated to at least one decimal place.)

School Year	Assessment Result
2019-20	N/A
2020-21	86.6%
2021-22	81.5 % Starting Value

Goals must include the following: grades assessed, school name, valid measure defined by the standardized assessment, academic content area, and a quantified starting and ending value. The starting value must match the assessment result found in the School Trend Data table and must be based on actual student achievement results and not based on an average over time.

If a site is using a goal for reducing the achievement gap, as outlined in Step 5, please add data showing proficiency trend data for the two student groups. Adjust the table accordingly by adding columns, or copying and adding another table.

Step 5: Write a schoolwide SMART goal using one of the templates listed below.

The percentage of all students enrolled in grades 5-8 at St. Croix Preparatory Academy Middle School who are proficient on the Reading MCA III will increase from 81.5% in 2022 to 82% in 2023.

- *All State Accountability Tests (MCA and MTAS)*

The percentage of all students enrolled in grades #-# at SCHOOL NAME who are proficient on the ACADEMIC CONTENT AREA tests (MCA and MTAS) will increase from ##.##% in 2022 to ##.##% in 2023.

NOTE: Data can be found in the Minnesota Report Card under: Are Students Mastering Standards?>Test Achievement Levels, Test Results and Participation>Test: All Academic Accountability Tests>Students Included: All tested

- *ACT*

The percentage of all students in grade # at SCHOOL NAME who meet or exceed the College Readiness Benchmark composite score as measured by ACT will increase from ##.##% in 2022 to ##.##% in 2023.

- *FAST*

The percentage of all students in grades #-# at SCHOOL NAME who are in the “low risk” and “above average” categories on the FAST aReading (aMath) standardized assessment will increase from ##.##% in spring 2022 to ##.##% in spring 2023.

The percentage of all students in grades #-# at SCHOOL NAME who meet their growth projection on FAST aReading (aMath) will increase from ##.##% in spring 2022 to ##.##% in spring of 2023.

- *NWEA RIT Growth Projection*

The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in ACADEMIC CONTENT AREA will increase from ##.##% in spring 2022 to ##.##% in spring 2023.

- *Teaching Strategies GOLD*

The percentage of all students ages #-# at SCHOOL NAME who move up one level on the Teaching Strategies GOLD in DOMAIN AREA will increase from ##.##% in 2022 to ##.##% in 2023.

Note: The goal must use all the indicators under one of the following sections: Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, English Language Acquisition

- *Other Standardized Assessment*

The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed the VALID MEASURE on the STANDARDIZED ASSESSMENT in ACADEMIC CONTENT AREA will increase from ##.##% in 2022 to ##.##% in 2023.



Q Comp Site Goal Update Form

Due: October 3, 2022

General Information: This form is to be used by all implementing schools as a means of updating the annual schoolwide (site) goal, as outlined in Minnesota Statutes, section 122A.414, subdivision 3(a).

Send the completed form via email to mde.q-comp@state.mn.us.

COMPLETE ONE FORM PER SCHOOL SITE

School Site Name: St. Croix Preparatory Academy Upper School

District/Charter School Name: St. Croix Preparatory Academy

Superintendent or Director: Jon Gutierrez

Email: jongutierrez@stcroixprep.org

Q Comp Coordinator (or common contact person)

Name: Deanna Thompson

Phone: 651-209-7371

Email: deannathompson@stcroixprep.org

The Minnesota Department of Education (MDE) will work with the identified coordinator or common contact person for all questions related to each site goal in the district/charter school.

Accuracy of the goal(s) is the responsibility of the school site. MDE staff is available for assistance.

Please supply information where indicated (Steps 4 and 5):

In order for students to be successful, goals should be aligned across classrooms, learning teams, school sites, the district, and the state. As each school site develops their goal(s) for Q Comp, they should keep in mind the goals established by the district and state.

Step 1: Review existing state and district goals, including supporting state and district data as well as other plans (e.g., Title I, staff development, World's Best Workforce).

Step 2: Review schoolwide results for all state accountability tests [Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)] for *all students* in reading, mathematics, and science, as well as other schoolwide standardized academic achievement tests.

Step 3: Based on the data review, determine the academic content area focus and select a standardized assessment for the identified content area.

Step 4: Identify a measure of achievement defined by the standardized assessment and collect trend data. (If there is more than one goal for the site, please copy and complete this step for each goal.)

Trend data must match all information identified in the specific and strategic, measurable, attainable, results-based, and time-bound (SMART) goal in Step 5.

Identify the standardized assessment in the SMART goal: [Reading MCA III](#)

Identify the academic content area assessed:

Reading Mathematics Science Other: [Enter text here](#)

Identify assessed grades in the SMART goal: [10th grade](#)

School Trend Data

(Note: All percentages must be calculated to at least one decimal place.)

School Year	Assessment Result
2019-20	N/A
2020-21	91.5%
2021-22	85.2% Starting Value

Goals must include the following: grades assessed, school name, valid measure defined by the standardized assessment, academic content area, and a quantified starting and ending value. The starting value must match the assessment result found in the School Trend Data table and must be based on actual student achievement results and not based on an average over time.

If a site is using a goal for reducing the achievement gap, as outlined in Step 5, please add data showing proficiency trend data for the two student groups. Adjust the table accordingly by adding columns, or copying and adding another table.

Step 5: Write a schoolwide SMART goal using one of the templates listed below.

The percentage of all students enrolled in grade 10 at St. Croix Preparatory Academy Upper School who are proficient on the Reading MCA III will increase from 85.2% in 2022 to 85.7% in 2023.

- *All State Accountability Tests (MCA and MTAS)*

The percentage of all students enrolled in grades #-# at SCHOOL NAME who are proficient on the ACADEMIC CONTENT AREA tests (MCA and MTAS) will increase from ##.##% in 2022 to ##.##% in 2023.

NOTE: Data can be found in the Minnesota Report Card under: Are Students Mastering Standards?>Test Achievement Levels, Test Results and Participation>Test: All Academic Accountability Tests>Students Included: All tested

- *ACT*

The percentage of all students in grade # at SCHOOL NAME who meet or exceed the College Readiness Benchmark composite score as measured by ACT will increase from ##.##% in 2022 to ##.##% in 2023.

- *FAST*

The percentage of all students in grades #-# at SCHOOL NAME who are in the “low risk” and “above average” categories on the FAST aReading (aMath) standardized assessment will increase from ##.##% in spring 2022 to ##.##% in spring 2023.

The percentage of all students in grades #-# at SCHOOL NAME who meet their growth projection on FAST aReading (aMath) will increase from ##.##% in spring 2022 to ##.##% in spring of 2023.

- *NWEA RIT Growth Projection*

The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in ACADEMIC CONTENT AREA will increase from ##.##% in spring 2022 to ##.##% in spring 2023.

- *Teaching Strategies GOLD*

The percentage of all students ages #-# at SCHOOL NAME who move up one level on the Teaching Strategies GOLD in DOMAIN AREA will increase from ##.##% in 2022 to ##.##% in 2023.

Note: The goal must use all the indicators under one of the following sections: Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, English Language Acquisition

- *Other Standardized Assessment*

The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed the VALID MEASURE on the STANDARDIZED ASSESSMENT in ACADEMIC CONTENT AREA will increase from ##.##% in 2022 to ##.##% in 2023.



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The background features a large, faint watermark of the University of North Florida logo. The logo is circular with a serrated edge and contains a central figure of a panther. The text "UNIVERSITY OF NORTH FLORIDA" is written around the top inner edge, "EXEMPLAR" at the top, and "EST 2004" at the bottom.

Welcome to the
22-23 School Year!

“No man ever steps into the same river twice,
for it’s not the same river, and he is not the
same man.”

— **Heracitus**

Goals for 2022-2023

- Reestablish **Teams**
 - Reestablish **Mission**
 - Reestablish **Community**
 - Reestablish **Student Routines**
-
- **Have Fun!**



Character Development
as a way to meet goals

Mission

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

History of Character Traits

- St. Croix Prep Logo
- Classical Virtues
- Marketing Traits
- Mascot Traits
- 2004 Character Traits
- Honor Code
- Partnership Agreements

Original Site

K - 7

2004 - 2007

14781 59th Street
Stillwater MN



	Character Trait	Classical Virtues 2004	Website 2004	Lower School 2004	Mascot 2004-05	Middle School 2007	Partnership Agreement 2011	Honor Code Pledge 2011	Character Traits 2022
1	Prudence	x							
2	Justice	x							
3	Temperance	x							
4	Fortitude	x							
5	Citizenship		X			x		X	X
6	Courage		X	X	X	x		X	X
7	Honesty		X	X		x	X		X
8	Integrity		X		X	x		X	
9	Perseverance		X	X		x	X	X	X
10	Respect		X	X	X		X	X	X
11	Responsibility		X	X			X	X	X
12	Compassion		X	X	X		X		X
13	Self-control		X	X			X		X
14	Service		X	X		x	X	X	X
15	Determination				X				
16	Pride				X				
17	Teamwork				X				
18	Loyalty				X				
19	Faith								
20	Hope								
21	Charity								
22	Hard Work								
23	Cooperation					x			

Character Traits - 2022-2023

- Citizenship
- Courage
- Honesty
- Perseverance
- Respect
- Responsibility
- Compassion
- Self-Control
- Service

Adoption Curve

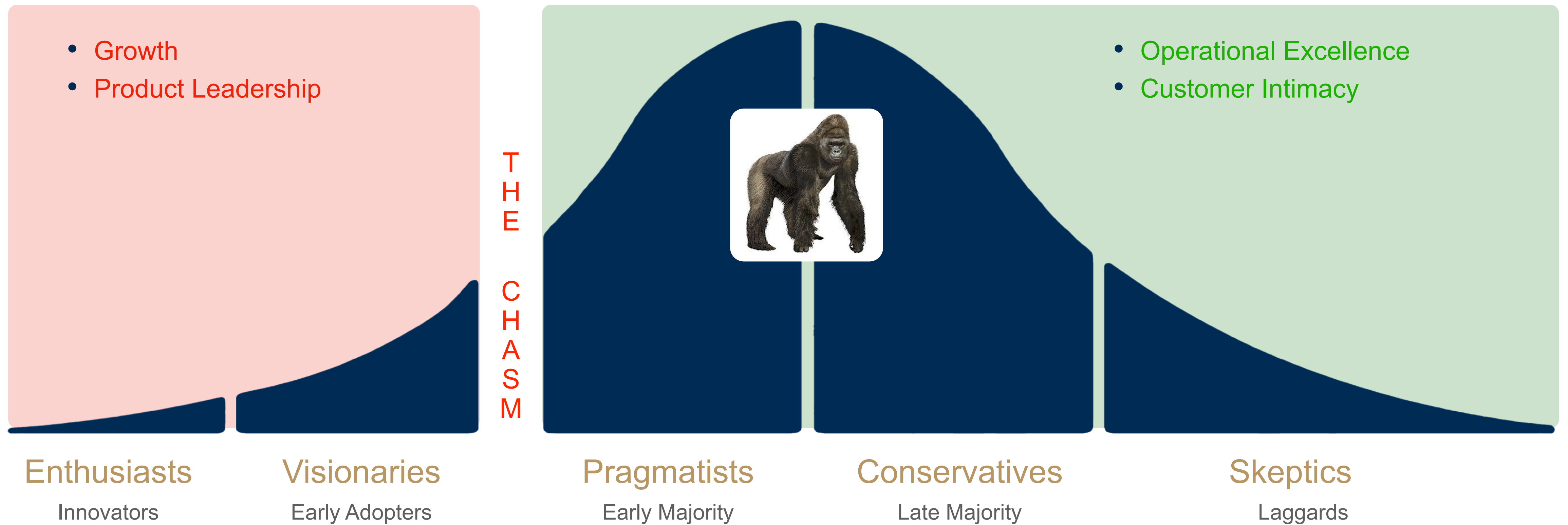
Objectives at different parts of the curve

Objectives **BEFORE** Chasm:

- Growth
- Product Leadership

Objectives **AFTER** Chasm:

- Operational Excellence
- Customer Intimacy



Character Traits – Next Steps

- PLC Discussion
- Friday Session – Mark Chapin
- Assessment after sessions
- LS – adding Citizenship
- MS – embedding it in discipline
- US – advisory
- Partnership Agreements

Character Traits – Next Steps

- Leadership Advancing Character and Culture in Schools (LACCS)
- Training in October – Interested?
- Minimum Viable Product (MVP) and Build, Measure, Learn
- Honesty vs. Integrity; Compassion vs. Kindness
- Empower each employee to reinforce good behavior and guide better behavior
- 3 year roll-out and then reassessment



Enjoy the
22-23 School Year!



Members Present: R. Hajlo, A. Galati, M. Stiles, J. Gutierrez

Members Absent:

Ex-officio Members Present:

Meeting began at 4:25 pm

Board Governance Goals and Objectives

Discussed the objectives of the committee which includes the annual review of required policies, appropriate migration to Minnesota School Board Association (MSBA) verbiage, and scheduling of review of other policies on a two/three year cycle. In October, the committee will begin with policies 402 – Disability Nondiscrimination and 410 – Family and Medical Leave.

Board Member Vacancy – Next Steps

We have currently received no interest in teachers wanting to serve on the board. We will publicize this once more, then proceed to targeted recruitment coordinated by current faculty members and principals.

Committee Member Recruitment

Discussed committee member recruitment based on last board meeting. Governance committee recommends, as has been previous practice, that each committee recruit members to fulfill their duties. The committee will bring their recommendations to the board for approval. It is recommended that each committee determine the ideal number of committee members and composition (e.g. board members, employees, parents, community members, etc.) and give consideration to its own succession plan. Note: A policy on this will be drafted and included in the board packet for initial review.

Board Officer Discussion

Discussed requiring board officers have the pre-requisite of having served on the board for at least one year.

Board Policy on Board Member Requests of Administration

Discussed the first draft, which will be included in the board packet for September 20.

Committee Recommendations for Board Retreat

Discussed topics for the board retreat. Recommendations include Open Meeting law since this directly relates to committee work and a discussion of reestablishing pre-Covid culture, which J. Gutierrez can lead.

The meeting ended at 5:50 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



Members Present: S. Mueller, N. Donnay,

Members Absent:

Ex-officio Members Present: R. Hajlo, J. Gutierrez

Meeting began at 4:25 pm

Review of Succession Planning Timeline

Discussed the current succession timeline and made the following conclusions.

This committee has different phases of its operations (at least two) with the first phase focusing on gathering information related to employment agreements and Executive Director job descriptions. The second phase of the committee's work will focus on the means of identifying and evaluating potential Executive Director candidates. This will involve changing committee membership, evaluating stakeholder involvement, and identifying steps in the process (by the committee and the Board).

Governance Committee Proposed Policy on Committee Functions:

Discussed the draft of the policy on Committees drafted by the Governance Committee. Based on this, and on the Phase 1 focus of the committee, the Succession Planning Committee:

- Appointed Nicole Donnay as Chair of the committee
- Appointed Jon Gutierrez as Clerk of the committee
- Recommends the board approve the following members to the committee:
 - Drew Melendres, based on his interest and his involvement on the Executive Committee
 - Terri Smith, based on the work/feedback necessary to accomplish the objectives of Phase 1 of this committee's work.
 - Chad Olson, based on the work/feedback necessary to accomplish the objectives of Phase 1 of this committee's work

Status of the Succession Planning Timeline

Discussed the Succession Planning timeline and noted the following:

- Moved the identification and evaluation of internal candidates to align with the Board approving a job description for the Executive Director.
- Job Descriptions. This information is still being gathered.
- Employment Agreements. This information is still being gathered, but preliminary observation on how these differ from the current situation at St. Croix Prep are:
 - Offer letters vs. employment agreements. Other schools have multi-year employment agreements with the Executive Director, versus an annual employment-at-will offer letter.
 - Many of the employment agreements have benefits that differ from other employees and bonus structures.

Board Retreat Agenda:

Discussed retreat agenda items and noted the following recommendations:

- Board Succession
- Requirements of board officers for board succession
- Open Meeting Law training, since this impacts board committee operations
- Goals for the next five (5) years – strategic planning
- Discussion of school culture

- Succession planning related to Executive Director
- Streamlining board/committee operations to be more mainstream market

The meeting ended at 5:25 pm

Submitted by J. Gutierrez, St. Croix Preparatory Academy



Succession Planning Timeline

2022

2023

2024

2025

DOCUMENTS

Job Description Gathering



Employment Agreement Gathering



Board Approved Job Descriptions



INTERNAL CANDIDATES

Identification of internal candidates with their expression of interest



Assessment/Evaluation of Internal Candidates



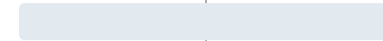
EXTERNAL CANDIDATES

Assessment/Evaluation of External Candidates



TRANSITION

One year Transition Plan





**BOARD RETREAT
AGENDA FOR OCTOBER 29, 2022**

Time	Item	Comments
8:30am - 9:00am	Breakfast Review of Agenda Items for Approval	
9:00am - 9:45am	Board Succession Board Officers - Qualification, Process Executive Committee Board Composition	
9:45am - 10:00am	Break	
10:00am - 10:45am	Open Meeting Law Training Committee Impact	
10:45am - 11:30am	Succession Planning, Next Steps and Discussion	
11:30am - 12:00pm	LUNCH Miscellaneous	
12:00pm - 1:00pm	School Culture Adoption Curve Exit, Voice, Loyalty Built to Last Good to Great	
1:00pm - 2:00pm	Strategic Planning - 5 year goals	