

2022 ASPEN ACADEMY ANNUAL REPORT



T H I N K

Tenacity | High Expectations | Integrity | No Excuses | Kindness



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Introduction

Aspen Academy 4184 is a state recognized 'High Quality' public charter school which is in its 15th year of operation. The school serves students in grades K-8. Founded in 2008 by a group of parents who wanted a more academically challenging curriculum option in the southern suburbs of the Twin Cities, Aspen Academy started with 104 students in a church building serving grades K-3. Today, Aspen Academy is in its own building after two expansions serving over 650 students. Authorized by Friends of Education, Aspen Academy offers a rigorous academic education that follows Minnesota Academic Standards and uses Core Knowledge Sequence as the content foundation.

The mission of Aspen Academy is to provide students with a well-rounded, Core Knowledge based education which meets the intellectual, creative, and social needs of each child.

The mission is achieved through our daily vision in preparing students for future educational opportunities and life in a global society by creating an academically rigorous, literature-rich environment where class sizes are small, and a strong sense of community is built and valued.



2021-2022 Highlights

Over a decade of growth and development has supported Aspen Academy in being a leader amongst other public schools. As we pivoted back from the pandemic years and began to reintegrate back to a more traditional school year, our semblance of 'normalcy' served as a catalyst for a renewed sense of gratefulness and appreciation.

The enhancement of our Title 1 programming allowed for us to serve more scholars than we have in past years. This programming change came at a critical time as the pandemic left many of our scholars with gaps in foundational reading and math skills. In reading interventions, we served 50 students last year in small groups and pairs and 30 students in Title 1 math. These scholars all reported growth through their progress monitoring.

First grade continued with their classroom transformation learning days with the favorite theme being construction workers! The real life application of math and literacy skills always makes for a high level of engagement and learning. They applied their technology skills as they researched American Symbols, made a model at home, and using Flipgrid, recorded their presentations. Second grade had a blast celebrating the day of "TWO's" 2/2/22! There were special math and literacy activities throughout the day that focused on the number two.

We had over 25 fourth graders participate in the Maud Hart Lovelace Book Club this year. Students read the ten nominated books for the award and voted at the end of the year for their favorite. They celebrated in May by having a doughnut party as "The Doughnut Fix" book was the top choice of the Aspen Academy fourth graders!

Fifth graders attended their annual trip to Junior Achievement's Biztown in October. Students learned about financial literacy, how to write a resume and interview for a job, balance a checkbook, and work together to run a city! They were also invited to attend the Vikings Field Day which was a day at the Vikings stadium with multiple fifth grade classes across the Twin Cities attending for drills and football activities. This was the first year this was offered.

Sixty sixth graders and 20 parents enjoyed being able to attend the Eagle Bluff environmental camp again after missing the opportunity the last couple of years due to the pandemic. The eighth graders ended their year with world wide Pi Day celebration and the traditional Advisory Olympics.

Engineering I tackled an authentic problem: plastics ending up in landfills. The students created bioplastics, plastics that would decompose in a compost pile, but still have the properties of regular plastic. They also looked at better ways of insulating homes by building

models of shipping container homes and determining how best to insulate it based on the climate it would be located in.

Penguin Corps continued to make a positive impact on the world of technology and future tech leaders. Over 50 students participated in the program during the year with presentations at:

- Open Education Conference (October 2021)
- Open Education Global Conference (December 2021)
- Minnesota Middle School Association Conference (February 2022)
- Open Source North (May 2022)

Aspen Academy had positive publicity when it was announced that their principal was one of the three finalists for the National Distinguished Principal of The Year award. It was a great way to promote all the great happenings at Aspen Academy across the state.

Governance and Management

School Management and Administrator Biographies

Melanie Jiskra, K-8 Principal/Executive Director

Ms. Jiskra has served as the K-8 principal for the past five years and has officially taken on the role of Executive Director in addition to principal. She has served as Interim Director for the past year and was officially named Executive Director in June of 2022. She has over 17 years of teaching and instructional coaching experience and 10 years in school administration. She earned her Masters of Education in Arts and Educational Administration through Saint Mary's University. She has been accepted into the doctoral program at Bethel University starting this fall. Melanie has worked in traditional public schools, rural and urban settings, K-12 schools and elementary schools. Ms. Jiskra teaches aspiring principals through Saint Mary's University and trains Reading Corps Tutors across the state of Minnesota. Melanie's educational career highlights include being one of the three finalists for the MN National Distinguished Principal of the Year award, the recipient of the 2021 MESPA STEM Innovation Award, the United States Department of Education 2019 National Blue Ribbon School award, and being a Minnesota Teacher of the Year Semi-Finalist. Melanie's passion lies in curriculum, instruction and assessment. She leads professional development, handles the day to day onsite operations of the school and has implemented data driven decision making to all aspects of Aspen Academy intervention and instructional models. She has been a part of the new partnership with the University of St. Thomas in the Charter School Residency program, is a selected member of the ServeMinnesota Education Stakeholder Committee, and has led Aspen Academy as a part of a research study with Reading Corps. Her favorite part of the day remains the morning when scholars arrive with smiles and a readiness to learn!

Mr. James Jotter, Assistant Principal

This is Mr. Jotter's third year as the assistant principal of Aspen Academy. He began his educational career as a middle school teacher for 11 years at a juvenile treatment and corrections facility. Mr. Jotter was then offered the position of Principal of MIB High School where he stayed in this position for 6 years. He earned his Master of Education in Arts and Educational Administration Degree through Saint Mary's University. He attended Bemidji State University for his undergraduate degree in K-8 education. He has enjoyed working with so many kids throughout his career in many different settings. He is passionate about restorative practices to help kids meet their full potential and grow socially and emotionally along with their academics.

Mr. Eric Sandberg, Dean of Students

Mr. Sandberg is in his fourth year at Aspen Academy in his role as dean of students and his 11th year in education. His role has expanded exponentially at Aspen Academy as he coordinates our transportation department, arrival and dismissal systems, and our student management system. He attended St. Olaf College where he graduated in 2011 with his bachelor's degree in Social Studies Education. After his undergraduate he obtained a high school social studies teaching position at Northfield High School. In addition to his teaching assignment at Northfield he coached high school football, softball, and headed up the strength and conditioning program. In 2013 Mr. Sandberg obtained the Youth Development Coordinator position for Faribault Public Schools. This position entailed coordinating numerous youth programs across the district focusing on academic and enrichment goals. After five years a new position was created to include additional programming and responsibilities; mainly coordinating after school and summer STEAM programming for 600 students in grades 1-8. Mr. Sandberg has developed a community summer program at Aspen Academy for the past two years with great success. He is currently wrapping up his master's degree in Educational Leadership through Minnesota State University-Mankato. Mr. Sandberg will continue with administration coursework upon completion of his master's degree. Mr. Sandberg makes it a goal each and every day to make a positive impact on as many scholars as he possibly can. He strives to attain that goal through his servant leadership and passion for education.

Development of Leaders

Melanie Jiskra, K-8 Principal

Licensed Principal Professional Development Plan 2021-2022 Summary

Goal 1: Establish relationships with staff, students and parents.

- Be present at arrival and dismissal to talk to parents
- Offer opportunities for family involvement through unique ways due to Covid 19
- Take time to be with the students and learn about their interests
- Create collaborative team building opportunities to deepen relationships with staff

Goal 1 Met: Melanie established more relationships with staff, students and families by being present during arrival and dismissal as much as possible, as well as visiting with students during lunch times, classroom visits, recess and monthly THINK awards to learn more about their interests and accomplishments. There were family meetings made available through Zoom during the times of hybrid and distance learning, including conferences, committee and board meetings, family engagement evenings through Zoom and also posted interactive resources for families on our website, student check ins and IEP meetings. Team meetings were held both through Zoom and in the school gym to facilitate all staff's needs. While in the gym, staff were able to participate in collaborative team building activities while keeping social distance.

Goal 2: Continue to learn more about social emotional learning and students in trauma to better support teachers and students.

- Participate in professional development on ACES and mental health
- Participate in trainings offered by MESPA, Minnesota Elementary School Principals Association
- Participate in the MDE Charter Schools Leadership Cohort

Goal 2 Partially Met: Melanie met all of the above goals other than the professional development on ACES. There was no training offered in the surrounding areas or through Zoom during the last school year. Participation in the MDE Charter Schools Leadership Cohort was increased in attendance from the previous year.

Goal 3: Stay relevant and current on best practices of effective leadership (law, statute, etc.)

- Attend professional development on leadership when available
- Read and study professional resources
- Seek out past mentors for observations, feedback, etc.
- Attend MESPA professional development
- Special Education emphasis

Goal 3 Met: Melanie attended professional development on leadership and current best practices focusing on law, updated statute and policy updates. She attended the MESPA virtual conference and connected with past sped director for questions on sped issues and previous supt. for other day to day operational, finance and staffing questions. Melanie also met weekly the last half of the school year with CPA firm to learn more on the current and upcoming year's budget.

Melanie Jiskra, Principal, Executive Director

Professional Development Plan 2022-2023

Goal 1: Continue to develop leadership skills through the work of Brene Brown; “Dare to Lead: Brave Work. Tough Conversations, Whole Hearts.”

Goal 2: Continue to further my education to fulfill my personal goal of completing my dissertation in leadership.

Goal 3: Work to further understand and deepen my knowledge on charter school finance.

James Jotter, Assistant Principal

Professional Development Plan 2021-2022 Summary

Goal 1: Learn more about Charter school policies and finance

- Participate in school finance meetings
- Meet with school accountant and business manager
- Learn through MSBA policies
- Attend school board meetings

Goal 1 Met: Mr. Jotter attended school finance and facility committee meetings while also meeting with the school accountant and business manager on a regular basis. Mr. Jotter has also attended numerous board meetings and has read much information about charter school board policies through the MSBA site. The MSBA site is very insightful to how Charter schools are governed compared to a traditional public school. Mr. Jotter attended the Back to School Legal Update for School Administrators this summer. This was very informational on any new laws or court decisions based on school practices. The conference also addressed current issues that schools were facing around the state and what they are doing and what the law states on handling them.

Goal 2: Grow relationships with staff, students and their families

- Meet more parents at school functions and meetings
- Socialize with students during lunch and recess
- Use restorative practices to build relationships with students

Goal 2 Met: Mr. Jotter has remained visible to staff and students throughout the day and takes the time to be active with the students during lunch and recess. He has also been active in the daily activities of student management promoting and practicing restorative practices. Mr. Jotter attends staff meetings and speaks with staff often on students' behaviors and best practices. Speaking with the kids allowed for building relationships with the kids based on trust and understanding.

Goal 3: Continue and improve Support for the Administration Team

- Continue to have weekly admin meetings
- Check in daily for daily reviews of events
- Continue to ask and give support when needed

Goal 3 Met: Mr. Jotter has been active in his support of the administration team by attending meetings and continually checking in with the admin team to review best practices and ensure Aspen Academy is running smoothly and areas needing to be addressed get resolved quickly. Meeting regularly allowed for making sure situations were handled and by whom. Mr. Jotter also attended the Special Education Law and Leadership Conference this past summer.

James Jotter, Assistant Principal

Professional Development Plan 2022-2023

Goal 1: Continue to grow as an Aspen Administrator through staff development, active engagement around the school, attending meetings, and making myself available to staff and students when assistance is needed.

Goal 2: Continue to build strong relationships with staff through continued support, active listening, trust on follow through, and role modeling dependable and reliable leadership.

Goal 3: Continue to improve the school building, school grounds and curriculum through improvements and additions of current materials, supplies and equipment.

Eric Sandberg, K-8 Dean of Students

Professional Development Plan 2021-2022 Summary

Goal 1: Continue to grow as an educational leader

- Grow in knowledge of leadership and administrative practices
- Attend trainings through the Charter School Leadership Network and participate in leadership opportunities and professional development in educational leadership
- Continue formal education through additional university classes and complete coursework in educational leadership through Minnesota State University- Mankato

Goal 1: Met: Mr. Sandberg participated in Charter School Leadership trainings during the school year and additional professional development opportunities. Mr. Sandberg stays up to date with best practices in educational leadership from being a member in ASCD. Mr. Sandberg continued to complete coursework in Educational Leadership through Minnesota State University- Mankato. Throughout the year Mr. Sandberg continued to contribute to the administration team and to learn from the licensed administrators.

Goal 2: Grow as a leader in implementing culturally relevant practices

- Research and implement culturally relevant educational practices that support all learners
- Research best practices in regards to courageous conversations
- Organize events to engage and celebrate the cultures of our Aspen families

Goal 2: Partially Met: Mr. Sandberg continued to learn about best practices when working with culturally diverse students. Mr. Sandberg participated in the Dare2BReal training as part of efforts to grow a student-led group around efforts of inclusion. Mr. Sandberg implemented aspects of courageous conversations into his work when meeting with students. Students were able to speak their truth in regards to their story and their experience. Mr. Sandberg partially met this goal as he researched culturally relevant educational practices and best practices in regards to courageous conversations, however, due to COVID 19 restrictions he was unable to organize a Festival of Nations activity for Aspen Academy families.

Goal 3: Increase knowledge of effective summer and out of school time programming

- Research and implement best practices for summer and out of school time programming
- Implement and lead effective summer programming at Aspen Academy

Goal 3: Met: Mr. Sandberg led the planning and implementation of Aspen Academy's summer programming called Eagle Academy. This past summer best practices learned from the National Summer Learning Association were used in programming. The main two components added to programming were the use of a targeted reading intervention called SIPPS and the addition of field trips so that students received experiential educational opportunities. The program grew in number of participants and the number of days offered. Both student and parent/guardian feedback was very positive about the program.

Eric Sandberg, K-8 Dean of Students

Professional Development Plan 2022-2023

Goal 1: To become an effective educational leader with the knowledge and skills to positively impact the student experience.

Goal 2: To become a more impactful leader to ensure the educational success of all students.

Goal 3: To become a school leader that improves student achievement through high achieving staff



School Board

The Aspen Academy School Board is the governing body that sets policy and provides oversight of the school through its five standing committees. The Aspen board is composed of 5 parents, 3 teachers and 2 community members. Board elections take place every November and those elected are seated at the January meeting. Information about the election process is sent to parents and teachers in September with a deadline for responses. Candidates interested in running for a seat on the board are asked to respond to a slate of questions which is shared with parents and employees as well as complete a Conflict of Interest form.

The annual election of board officers took place at the January 19th meeting. At that time, Michael Faulise was elected Board Chair, Misty Schutrop was elected Vice Chair, Rob Allison was elected Treasurer and Stephanie Smitley was elected Secretary.

Board Member Name/Email	Type of Member	Term	Office Held	Committees	Meeting Attendance Rate
Michael Faulise michael.faulise@aspenacademymn.org	Parent	Jan. 2020 - Present	Chair	Governance Finance / Facility	92%
Misty Schutrop misty.schutrop@aspenacademymn.org	Parent	Jan. 2020-July 31 2022	Vice-Chair	Governance	83%
Robert Allison robert.allison@aspenacademymn.org	Parent	June 2021 - Present	Treasurer	Finance / Facility	83%
Stephanie Smitley stephanie.smitley@aspenacademymn.org	Teacher	Jan. 2020 - Present	Secretary	Program Services Governance	83%
Brandy Mosser brandy.mosser@aspenacademymn.org	Teacher	June 2021 - Present			100%
Rachel Mong rachel.mong@aspenacademymn.org	Teacher	November 2021- Present			86%

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Board Member Name/Email	Type of Member	Term	Office Held	Committees	Meeting Attendance Rate
Andrew Price andrew.price@aspenacademymn.org	Parent	Jan 2021 - Present		Marketing Strategic Planning	83%
Andrew Petrenko andrew.petrenko@aspenacademymn.org	Parent	Jan 2020- August 20 2022		Strategic Planning	92%
April Schafer april.schafer@aspenacademymn.org	Community Member	Jan. 2020 - Present		Marketing	100%
Stacy Crakes stacy.crakes@aspenacademymn.org	Community Member	Jan 2022 - June 2022			67%
Erica Schipani erica.schipani@aspenacademymn.org	Community Member	Jan 2022 - June 2022			33%

Special Board meetings during the 2021/2022 school year were held on: August 16, 25, October 6, November 4, May 13, May 14.

The School Board has five committees which meet throughout the year. Committee meetings are published on the school's community calendar located on the school website, as well as on the board in the lobby outside of the main office and the weekly newsletter. The board agenda lists all five committees and has room for discussion by either the committee chair or the Director/admin team to address any matter that falls under the purview of the committee. In addition the Director/admin team provides the board with a monthly report that covers these areas. This report is also used as the vehicle for administration to report to the board its compliance with MDE and authorizer reporting.

The following is a list of committees, chair of the committee and meeting dates.

Committee	Committee Chair	2020-2021 Meeting Dates
Governance	Misty Schutrop	Oct 7, Feb 11, Jul 21
Facility & Finance	Robert Allison	Aug 17, Sep 21, Oct 12, Nov 16, Jan 18, Feb 15, Mar 23, Apr 19, May 17, Jun 21
Strategic Planning	Andrew Price	Sep 14, Nov 11
Marketing	Andrew Price	Oct 26 , Mar 14
Program Services	Stephanie Smitley	Aug 11, Jan 25

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The school board members completed the following trainings:

Date	Training Topic	Attendees
September 21	Open Meeting Law, Gender Inclusion	Schutrop, Allison, Mosser, Price, Petrenko, Faulise, Smitley, Schafer, Jiskra, Jotter, Sandberg
October 12	Fastbridge Data and Goals Review	Schutrop, Allison, Mosser, Price, Petrenko, Faulise, Schafer, Smitley, Jiskra, Jotter, Sandberg
November 16	World's Best Workforce Summary and Plan	Schutrop, Allison, Mosser, Price, Petrenko, Faulise, Schafer, Smitley, Jiskra, Mong
March 15	Winter Data, Fastbridge and Fountas and Pinnell Assessment Results	Schutrop, Mong, Smitley, Allison, Faulise, Crakes, Price, Jiskra, Mosser
May 17	Special Education Update	Smitley, Price, Petrenko, Mosser, Jiskra, Crakes, Allison

Individual board member trainings:

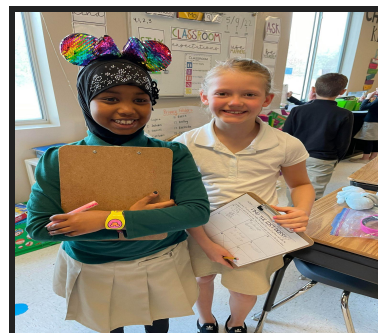
Date	Training Topic	Attendee
December 2021	Governance, Employment, Financial Board Trainings	Mosser and Mong

Staffing

In the 2021-2022 academic year, Aspen Academy employed 51 full time licensed and 2 part time teachers. All teachers employed by Aspen Academy are licensed, or approved for licensing, and meet state requirements for public education instructors. In addition, Aspen Academy employed 24 non-teaching support staff.

Aspen Academy had one staff that worked with an Out of Field Permission granted by the Minnesota Department of Education: Mandi Berndt for Grades 4-8 Latin, 0.2% FTE.

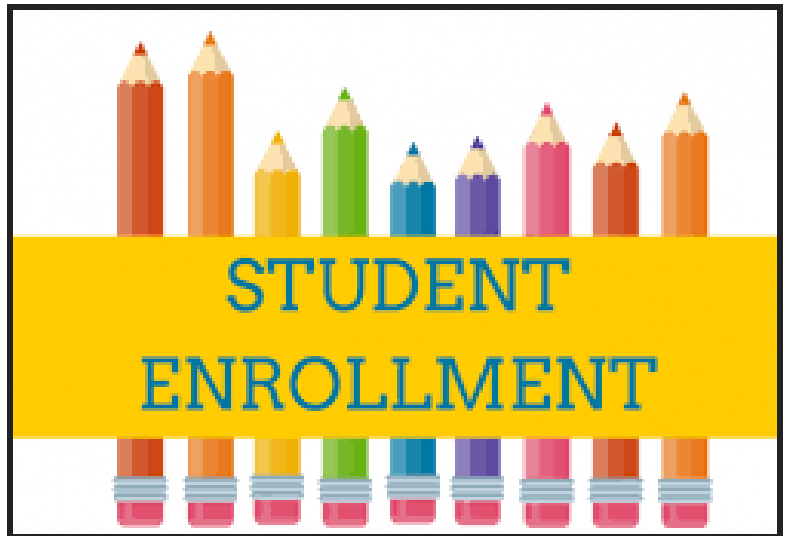
Aspen Academy teaching staff is selected through license review, interview with hiring team and final interview with administrator to review job description, policies, procedures, salary and benefits.



School Enrollment Process

Aspen Academy offers a free-access, well rounded Core Knowledge public education. Aspen follows all Minnesota statutes regarding the application and admission procedures for public charter schools.

Each year, applications are available fall/winter for enrollment the following fall. Procedures and deadlines are posted on www.aspenacademymn.org and explained during prospective parent open houses. School administrators have attended the Prior Lake Community Expo and Dan Patch Days in past years before the pandemic in addition to prospective parent open houses and school tours to promote Aspen Academy and the open enrollment process. This past year we returned to in person tours for prospective families.



All applications received during the open enrollment period prior to the deadline will be on equal footing for the lottery. Applications are time- and date- stamped upon receipt. If more applications are received than space per grade level are received, the school holds a public lottery. In the fall of 2020 we started the application process for the 2021/2022 school year.



Applications were released online on October 1st with a due date of December 22nd at noon. The lottery was held on Thursday, January 5, 2021 at 4:30 PM virtually. Aspen provides sibling/foster and sibling/staff preference to families with currently-enrolled students and children of staff. Current families/staff must submit an application before the close of the open enrollment period for sibling/foster and sibling/staff preference. Applications

received after the open enrollment period are numbered and responded to in the order in which they were received.

School Enrollment History

Aspen Academy opened in the fall of 2008 with 134 students enrolled K-3rd grade and has grown to an enrollment of 659 students in K-8th grade at the end of the 2021/2022 school year. Aspen has had two significant events due to growth; the first was breaking ground to build its own school structure in 2012 and an addition to that structure in the 2017/18 school year. In 2021/2022 Aspen Academy served 5 sections in Kindergarten through 2nd grade, 3rd and 4th grade had 4 sections, 3 sections in 5th and 6th grade, 2 sections in 7th grade and 1 section in 8th grade.

The tables that follow show Aspen's school year historical and projected enrollment by grade level. Our actual counts were holding steady with two sections of sixth grade, not three, so the projections were updated to reflect two sections of sixth grade to align with current data. Numbers represent actual average head counts based on state-reported data.

HISTORICAL ENROLLMENT BY GRADE LEVEL

Year	K	1	2	3	4	5	6	7	8	Total
2014-15	66	66	66	67	66	66	47	50	45	539
2015-16	66	66	66	65	64	64	39	23	30	485
2016-17	76	68	68	69	67	57	41	26	14	486
2017-18	85	86	64	67	65	59	27	38	23	512
2018-19	82	83	87	66	67	65	43	19	25	537
2019-20	111	88	92	84	67	70	39	31	14	596
2020-21	107	110	91	87	79	70	38	30	26	638
2021-2022	95	107	95	87	82	74	60	34	25	659

PROJECTED ENROLLMENT BY GRADE LEVEL

Year	K	1	2	3	4	5	6	7	8	Total
2022-23 *projected	88	88	110	88	88	88	50	50	25	675
2023-24 *projected	88	88	88	88	88	88	50	50	25	653
2024-25 *projected	88	88	88	88	88	88	50	50	25	653
2025-26 *projected	88	88	88	88	88	88	50	50	25	653

Innovative Practices and Implementation

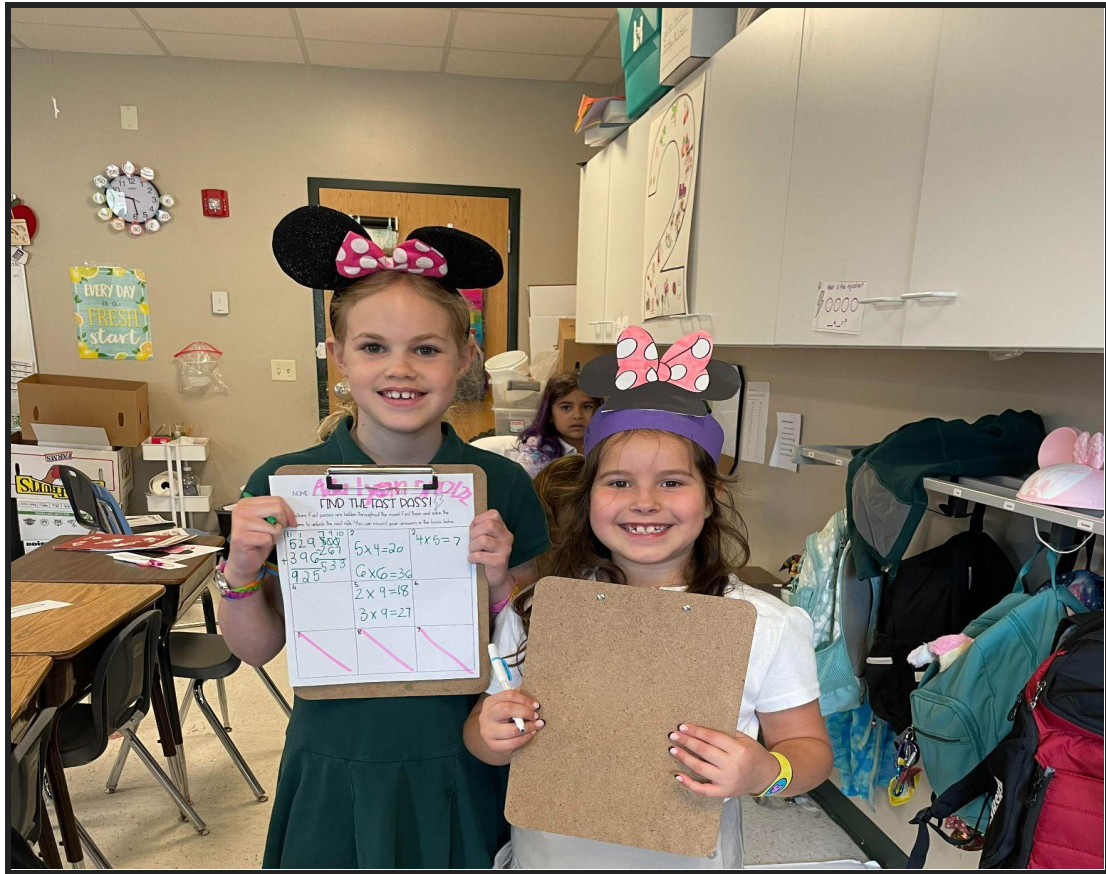
In the 2021-2022 school year, Aspen Academy encountered the struggle as many districts did in the debates over masking and transgender policies. Families were very vocal and it encouraged larger board meetings and a renewed interest in board policy and oversight. However, in the midst of the challenges, Aspen Academy had some successes in our innovative practices.

Our annual fall fundraiser was record breaking in the amount raised. Our families went above and beyond to show their support as the fundraiser funds went to support all of our specialists' areas. The large climbing wall was installed in the gym over the summer and was a huge success, along with new instruments, new music, a pottery wheel, and multiple story books in Latin and Spanish.

We were excited to be able to bring back many of our previous innovative practices in the spring. With the reduction of CDC and MDH Covid recommendations, we were able to offer our multi-grade book buddies, parent volunteers began to come back into the building and classrooms, our concerts and end of the year celebrations were back in person.

We offered spring AAA, Aspen After School Activities, which had many of our scholars able to participate in new and different opportunities of learning interests such as basketball, crocheting and knitting, strategy games, International Club, and Penguin Corps.

Aspen's THINK values continue to be the most influential in the school's success in meeting the mission and vision, the thread that runs through all that we do every day for every student is our continuing application of THINK (Tenacity, High Expectations, Integrity, No Excuses, and Kindness) principles. The THINK principles encompass developing those critical character traits that are necessary for reaching the district's mission and vision. With the implementation of THINK principles, the explicit teaching, modeling, and practice of the human values that make the world a better place not only leads to students reaching outcomes, but to developing agents of change who will have far-reaching positive impact in the world.



Curriculum

Language Arts

The Common Core ELA standards are the driving force for what we teach in Reading/English language arts. To meet standards, Aspen Academy implements Core Knowledge. Core Knowledge is a curriculum which systematically outlines topics to be studied by each grade level, ensuring that no gaps in instruction occur; teachers know what students have experienced in previous years and build on the common foundation to deepen and enhance additional learning.

Three times a year, elementary students are assessed on their early literacy skills, comprehension, and fluency. Using running records from the Fountas and Pinnell Benchmark Assessment System, teachers determine instructional reading levels. From the data, teachers are able to differentiate lessons and develop leveled guided reading groups to target specific skills and address standards that are not mastered. The use of informational text is the primary genre used during reading lessons. Additionally, universal screening is conducted in fall, winter, and spring for both elementary and middle school students. This screening is conducted through Fastbridge. Students not on target for seasonal benchmarks are identified with further diagnostic testing and

provided additional support through interventions. All students undergoing interventions have their progress monitored weekly for response.

Best-practice instructional strategies are utilized to bring the curriculum resources to life for Aspen Academy scholars. This includes training for all teachers on the Teach Like A Champion/ Uncommon Schools strategies, which involve teachers implementing habits of discussion, formative assessment, cooperative learning, and project-based learning. Support staff, including Title 1 and EL teachers, push into classrooms to support guided reading groups during core instruction, as well as having some pull out groups for intervention work. Aspen Academy utilizes a balanced literacy approach and guided workshop model within the classrooms. Through use of running records, universal and diagnostic screening, and common grade level assessments, teachers use data to determine flexible groups and instructional decisions.

Aspen Academy has continued to update their scope and sequence with a new reading curriculum in grades K-4. It is the first time that the school has had a common curriculum used across all primary elementary grade levels. Collaborative Classroom has supported social emotional learning in addition to the guided reading workshop model for our youngest readers. Implementation of Collaborative Classroom in grades K-4 is now established, in addition to the intervention program of SIPPS, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, which aligns with Collaborative Classroom.

Aspen Academy continues to have literacy tutors from Impact, formerly known as MN Reading Corps, who deliver evidence-based interventions for young readers below target in grades K-3. Due to the strong partnership between Aspen Academy and Impact, we were approached to take part in a research study led by Impact researchers.

Math

Math instruction is designed to address the Minnesota Math Standards. Multiple curriculum resources are used to meet standards. Aspen Academy follows the Singapore Math philosophy, which is defined as instruction that supports students as they move through the stages of deeper math. The school uses Math in Focus as their curriculum, having adopted the newest edition in 2019 - 2020.

Teachers utilize the CPA (concrete, pictorial, abstract) approach, which allows for students to be introduced to concepts in a tangible, hands-on way and then deepens understanding and application as they progress to increasing levels of abstraction. Specific strategies Aspen Academy teachers implement include number bonds, bar modeling, and mental math. The important component in this math instructional

approach is that, at any time, students are fluidly moving between the CPA levels with concepts. This creates a natural differentiated experience for students.

Aspen Academy uses the Math In Focus cumulative assessments to monitor student retention of the curriculum. Aspen recognizes that Math In Focus does not meet all of the Minnesota State Standards and therefore teachers have worked with the math specialist to design and implement instruction to meet those standards and incorporate those standards into the cumulative assessments. The cumulative assessments are designed to be standard-specific and rigorous and provide detailed data on each student.

Following these assessments, teachers and teacher leaders review the data and make instructional decisions. One important piece of the data meetings is planning “re-teaching” lessons for students who did not demonstrate mastery. The grade level will create and offer choices for how the re-teaching lesson(s) will be delivered. Following the re-teaching lesson(s), students are given a formative assessment to assess mastery, and the data review continues. In addition to the cumulative assessments, Aspen Academy utilizes the best practice of triangulating data. Students also take the FastBridge math assessment three times a year, and, along with examining student work samples, the educational team is able to create an individualized learning plan for each student.

Aspen Academy also had two Math Corps tutors focused on scholars below target in grades 4-8. Huge gains were shown in fact fluency which supported scholars in their problem solving and number sense.

Science

Our science teaching supports student interest, inquiry, and project-based learning and is aligned to the MN State science standards. With the core knowledge thread of science running through the classes, students are able to dive deeper each year into the biological, physical, and earth sciences.

For example, if we take biological science throughout the scholar’s years at Aspen, kindergarteners learn about their five senses and by third grade, students dissect cow eyes. In fifth grade, they dissect fish and frogs, and by middle school, students are dissecting rats, squids, and owl pellets. Additionally, our physical building location offers a backyard pond that connects inside learning to outdoor learning. During the winter season, students in grades K-8 set out bird feeders and learn to identify and classify the different bird species through observation. Our kindergarten students sprout plants in

their classroom and then plant them in the front of the school, while second graders develop an insect museum where their research and model insects are on display.

Students in the middle school grades apply their learning of cross-curricular areas during the SciVentBerg Fair. This project-based learning experience includes the use of a scoring rubric aligned to standards. Fifth grade gets introduced to the SciVentBerg fair with an entry level research project. Sixth grade students are responsible for conceiving, building, and demonstrating an invention. Seventh graders take their unit on engineering and simple machines to a new level by working together to build a complex Rube Goldberg machine. Eighth graders apply their knowledge of the scientific method to perform an experiment and gather data. They then analyze their results and draw conclusions by use of a scientific paper, display board, and oral presentation. Through these events, parents and community members join the school as competition judges. Students in grade 6 attend Eagle Bluff, an environmental camp for three days each year to experience hands-on lessons of various science projects in an authentic nature setting. Students build community through this camp and learn valuable skills to promote responsible behavior and treatment of our Earth and local environment.

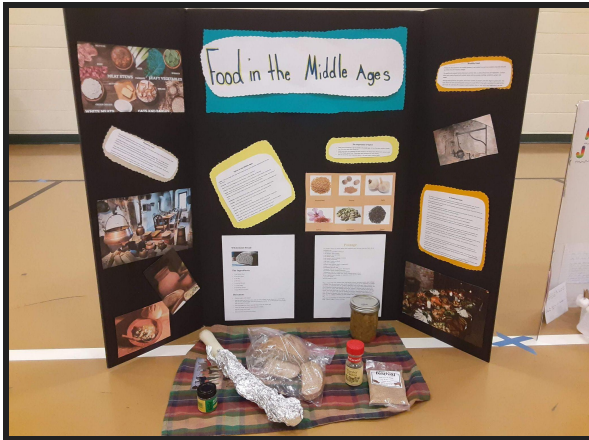
Students are assessed through rubric scores on projects, classroom assessments, and, in grades 5 and 8, state standardized science tests.

Social Studies/History

Teaching in social studies/history/civic learning and engagement incorporates the depth of rich literature from the Core Knowledge curriculum, aligned to the state standards, and allows for students to have choice in ways to demonstrate their learning. Project-based learning is the major type of instruction utilized. In first grade, students learn about Early World Civilizations and created an American Symbol and used Flipgrid to teach their classmates about their symbol.



Third graders focused on individual projects because of Covid restrictions. Students completed and presented individual research reports on different regional Native American groups. Students also wrote their own myths after studying Roman and Norse mythology in our Ancient Rome and Vikings Units, integrating social studies and writing skills. Sixth grade students create illuminated manuscript pages in art and then use Latin text to create their own manuscript page.



The literary selections within each grade level for the social students/history/civic learning and engagement are often set in those parts of the world and time periods being studied. Some of the texts used include *The Narrative of the Life of Frederick Douglass*, *King Arthur and the Round Table*, and *Animal Farm*. Assessments include rubric scoring on projects and reports, along with classroom tests and Socratic seminars.

Other Curriculum Areas

Aspen Academy offers music, band, physical education and health, art, Spanish, and Latin as our specialist curriculum areas. All students in grades K-8 receive 50 minutes of specialists daily. All of the specialist curriculum areas integrate the Core Knowledge curriculum into their classes.

Art

Art supports the acquisition of the essential skills of the elements of art and principles of design. Students learn about the artists, art periods, artworks, and elements of art listed in core knowledge. For example, students in 4th grade study Gothic architecture and art of the Middle Ages. They make their own art with inspiration from different artists, artworks, and art movements. Much of the core knowledge for art at each grade level complements what they are learning in history class.



Music

Band is offered for students in fifth grade through eighth grade and meets twice a week. Musicians learn about reading and writing music notation, improvisation, and composers from different eras. The middle school band also integrates the Core Knowledge history periods into their music selection, studies, and performances. Band supports state standards and essential skill acquisition every day as students

perform alone and in groups. Band students evaluate music after concerts and small group performances to refine skills. Orchestra is offered before school twice a week, starting with students in fourth grade. Individual and group lessons are offered throughout the school day for mastery of skills.

Choir is a budding program at Aspen. Now in its fourth year as a program, students are building off of previous years knowledge in Music class and applying musicianship skills of reading rhythms and tonic solfa as well as standard choral octavos. In the past year the program has had both mixed choir, TTBB, and treble ensembles. In the past year students have worked individually on their voices by submitting videos of their singing and utilizing technology tools. Students have resumed singing together and are continuing to refine ensemble skills such as diction, blend, balance, articulation, and partwork.

Music is offered weekly for 50 minutes for students in grades K-4. The MN state standards define the essential skills needed to be acquired by students. Through these grades, music study and learning happens through the different eras, which align with the Core Knowledge curriculum. Students in grades K-5 are taught through a Kodaly based approach. Music history of the medieval, renaissance, baroque eras are studied.

Physical Education/Health

Physical Education lessons in grades K-8 are skill based on the National Physical Education standards. Students in grades K-4 get PE class 1 time per week for 50 minutes, and students in grades 5-8 receive PE 1 time per week for 43 minutes. Students in grades 5-8 get health education once a week for 43 minutes. Topics covered in health

include the social emotional curriculum of Second Step. The topics covered include goal setting and growth mindset, bullying and harassment, emotional health, and empathy. The usual health topics of personal health, nutrition and body systems continue to be covered. Due to the PLC work, gym teachers have intentionally incorporated more social emotional learning lessons into their PE lessons.

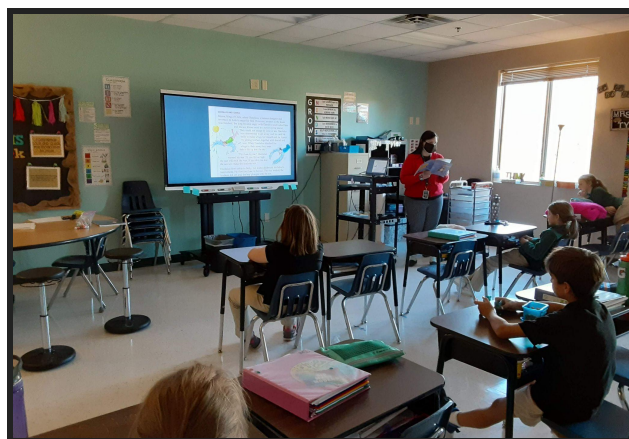


World Languages

In the fourth grade, Latin is offered for 49 minutes once a week. During these grades, the focus of Latin instruction is on enjoyment, exploration of another language, culture, time period, and supporting general education goals. Latin specifically ties into grammar and vocabulary acquisition and connecting Latin roots to words in English, which students are learning in language arts, and reinforces the Core Knowledge subjects of mythology and Roman history that were taught in primary grades, while deepening and expanding students' understanding of these topics. Students also learn about prominent Roman mythology through reading and examination of related Roman art and architecture.

In middle school grades, Latin is offered once a week. While there are no Minnesota state standards for Latin, the class adheres to the new American Council on the Teaching of Foreign Languages (ACTFL) standards and the most recent Standards for Classical Language Learning. This means students focus on communication, cultures, connections, comparisons, and communities. Students in grades 5-7 read from Latin for Children which is published by the Classical Academic Press and in grade 8 they read the second Minimus Book. Then they enrich their understanding of the topics covered through independent research, creative projects, and discussion of archaeological artifacts and primary texts. Students use Latin to read, write, speak, and listen to level-appropriate texts and use those texts to learn about Roman culture and history. This supports Core Knowledge covered in Social Studies, for which Greco-Roman history is a major unit in sixth grade. Students meet standards for connections and comparisons through drawing connections between what they learn about the Latin language and Roman culture to what they are studying in their other classes; they are encouraged through games, assignments, and class discussion to find the similarities and differences between Romans and themselves, the Latin language and the other languages they know, and to recognize the Latin roots of their vocabulary in health, science, language arts, and other core subjects.

Our Spanish program starts in kindergarten and goes through eighth grade. Elementary students receive Spanish instruction on a weekly rotation. Elementary Spanish classes use the TPRS approach (Teaching Proficiency through Reading and Storytelling), with stories, songs, activities and games to help students acquire the language.



Middle school students (grades 6th-8th) have one 49-minute Spanish classes each week. Spanish also uses the ACTFL proficiency standards and primarily focuses on the four modes of communication (speaking, reading, writing and listening) in class. Cultural topics are also discussed during class and students are encouraged to make connections and comparisons to their own cultures. Core knowledge topics are also included throughout the middle school lessons. Additionally, middle school students in 6th-8th grade also have the option to take a Spanish literature elective. In Spanish Lit, students read books specifically written to teach the language using familiar vocabulary and language structures. These novels also include the opportunity to discuss more cultural topics.

Academic Performance

Aspen Academy follows the Core Knowledge curriculum scope and sequence and aligns it with Minnesota state standards. Aspen uses a variety of standardized assessments to measure student achievement and academic growth, including standardized tests (MCA III and FastBridge), interim testing, content area assessments, formal and informal teacher observations, and formative and summative assessments.

Aspen Academy compares performance with the State of Minnesota and with the neighboring district of Prior Lake/Savage according to the charter contract with Friends of Education. The following data will outline the performance of Aspen with regard to the charter goals.

The new charter began on July 1, 2021 and therefore our updated goals are used and listed below for the 2022 school year.

Charter Goal 1: State Assessments (weighted 50%)

Sub Goal 1.1: Absolute proficiency: At the conclusion of the FY 2025, the school-wide proficiency rate for the preceding four years will average no less than:

- *20 percentage points higher than the state average for all students in math*
- *13 percentage points higher than the state average for all students in reading*
- *18 percentage points higher than the state average for all students in science, the state average for each subject computed for the same grades as offered by the School.*

Result: Based on the 2022 MCAs, Aspen Academy was 14.1 percentage points higher than the state in math, 10.2 percentage points higher in reading, and 16.9 percentage points higher in science.

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World's Best Workforce Charter Contract Target: All third graders can read at grade level. In addition, by the conclusion of FY 2025, the third grade proficiency rates will be no less than 10 points higher in reading than the state average.

Result: In Progress - Aspen Academy's third grade proficiency rate was 6.5 points higher in reading than the state average.

No less than 13 percentage points higher in reading than state average for all students in reading.

Result: Aspen Academy's percentage points in reading was 10.2 percentage points higher than the state average for all students in reading.

MCA Subject	2018 Aspen	2018 State	2019 Aspen	2019 State	2021 Aspen	2021 State	2022 Aspen	2022 State
Math 3-8	79.3%	57.6%	73.9%	55.4%	55.0%	44.0%	59.6%	45.5%
Reading 3-8	72.2%	60.3%	69.3%	59.6%	64.2%	52.3%	61.9%	51.7%
Science 5 & 8	72.5%	51.7%	66.7%	50.4%	58.4%	42.7%	58.2%	41.3%

Sub Goal 1.2: Comparative Proficiency: Each year, the school district will demonstrate higher school wide proficiency rates than the Prior Lake-Savage School District for reading, math and science (for the same grades as offered by the school).

Result: Aspen demonstrated higher proficiency rates in all tested content areas in 2021. This was an increase of Aspen Academy scoring higher proficiency rates in all tested areas since standardized assessments two years ago. All data across the state showed decline due to Covid 19 pandemic.

MINNESOTA COMPREHENSIVE ASSESSMENTS - HISTORICAL PROFICIENCY RESULTS

Subject	2017		2018		2019		2021		2022
	AA	PLS	AA	PLS	AA	PLS	AA	PLS	AA
Math 3-8	82.1%	81.0%	78.1%	76.9%	73.9%	74.5%	55.0%	51.9%	59.6%
Reading 3-8	75.4%	73.4%	71.6%	72.7%	69.1%	71.3%	64.2%	56.9%	61.9%
Science 5 & 8	83.6%	81.1%	72.5%	69.9%	66.7%	68.3%	58.4%	46.8%	58.2%

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*AA = Aspen Academy, PLS = Prior Lake Savage (comprised of data from Jeffers Pond Elementary and Twin Oaks Middle School)

An important part of this academic goal is the comparison of Aspen Academy to the district in which it lies, Prior Lake Area Schools. Below is a table showing comparison of demographic information.

DEMOGRAPHIC COMPARISON: ASPEN ACADEMY AND PRIOR LAKE AREA SCHOOLS

Demographic Category	Aspen Academy K-8	Prior Lake/Savage-Hamilton Ridge (k-5)
English Learner	9.5%	6.2%
Special Education	11.1%	12.8%
Free and Reduced Lunch	12.1%	12.1%
Native American	1.3%	2.6%
Asian	16.2%	4%
Black	17.3%	5.1%
Hispanic	3.8%	4.4%
Native Hawaiian or other Pacific Islander	0.1%	0%
Caucasian	56.4%	78.3%
Two or More Races	5.4%	7.5%

Sub Goal 1.3: Growth: At the conclusion of FY2025, the average number of progress points generated by all students based on changes in their achievement levels, for the immediately preceding four years, will average no less than 2.30 in math and reading combined, as published by the Minnesota Department of Education NorthStar system.

Result: No Data available since we do not have the immediate four years of data published by the MDE NorthStar system.

Sub Goal 1.4: Achievement Gap Reduction: World's Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

Each year, for reading and math, the average number of progress points generated by School students based on changes in their achievement levels, for students identified in the FRP subgroup, will exceed two.

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Result: Did not Meet

2022: FRP - 28.2% proficient in math 6 scholars improved ; 25.6% proficient in reading 8 scholars improved

2019: FRP - 60% proficient in math 1 scholar improved; 54.3% proficient in reading 10 scholars improved

Sub Group	2019		Goal		2021	
	Reading	Math	Reading	Math	Reading	Math
Special Education	32.3%	45.2%	76.9%	81.5%	28.6%	26.0%
Free/Reduced Lunch	54.3%	60.0%	66.9%	77.3%	36.2%	36.2%
Asian	87.0%	95.7%	86.1%	95.4%	70.6%	68.6%

Result: Aspen Academy did not meet this goal with any of these subgroups.

Each year, the School will demonstrate higher school-wide proficiency rates than the Prior Lake-Savage School District for reading, math, and science (for the same grades as offered by the school) for economic subgroups, and higher than the Shakopee school district for racial subgroups.

Result: Goal in Science:

Gr. 3 N/A

Gr.4 N/A

Gr.5 Not Met 66.7/69.8

Gr. 6 N/A

Gr. 7 N/A

Gr. 8 Not Met 26.3/40.2

Goal in Reading:

Not Met 55.3/60.7

Met 64.6/62.9

Not Met 70.4/77.8

Met 63.8/63.4

Not Met 55.2/60.0

Met 52.6/48.8

Goal in Math:

Not Met 75.3/75.4

Not Met 64.6/73.4

Met 54.9/54.7

Not Met 48.3/61.7

Not Met 41.4/59.8

Met 47.4/47.0

Result: ECONOMIC SUBGROUP: F/R Lunch

Science:
Not Met 0/27.6

Reading:
Not Met 25.6/38.7

Math:
Not Met 28.2/31.9

Result: RACIAL SUBGROUP: Hispanic/Latino American Indian/Alaska Native Asian Black/African American

Science:
N/A
N/A
Met 82.4/47.3
Not Met 21.4/24.4

Reading:
Met 30.0/28
N/A
Met 72.1/62.
Met 45.0/44.4

Math:
Met 30.0/22.2
N/A
Met 77.0/57.5
Met 40.0/29.9

Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	Met 59.6/46.3	Not Met 64.2/64.6	Met 61.6/57.1
2 or More Races	N/A	Met 69.6/53.8	Met 56.5/41.4

Goal 2: Nationally Normed Assessments (25% weight)

Each year, the School will administer a nationally normed assessment in at least grades 4 and 8. For 4th grade students who remain in the School through 8th grade:

- If their 4th grade national percentile ranking was less than 70%, at least 50% of the students will increase their national percentile ranking.*

Result: Goal Met - There are eight continuously enrolled scholars at Aspen Academy during the 2022-2023 school year. Two scholars were below the 70th percentile in both reading and math as 4th graders. 50% of those students increased their national percentile ranking in both reading and math based on this Fall 2022 administration of the nationally normed assessment.

Goal 3: Ready for School (15% weight)

World's Best Workforce Charter Contract Target: All children are ready for school.

Each year through FY2025, 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 April 1 of each year.
- count to 32 by June 1 of each year
- identify all 26 upper and lower case letters by February 1 of each year

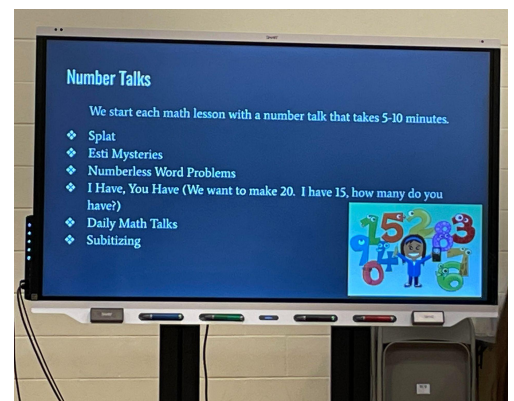
Result: Did Not Meet - 87% were able to make the sounds of the first 26 phonograms

Did Not Meet- 27% of students were able to identify all letters by February 1

Did Meet - 95% of students were able to count to 32 by June 1

Goal 4: Professional Development (5% weight)

100% of teachers will receive professional development training annually through FY2025, as determined by School records.



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Month	Professional Development Topic
August	Aspen Philosophy, Core Knowledge, HR, Technology, Catalyst, Envoy, Infinite Campus, PBIS-THINK and reTHINK Values and Expectations, Collaboration and Communication for Leaders, Math in Focus, Amplify Science, Legal Updates, CPI Verbal Interventions, Sensory Room, Benchmark Assessment Training, ALICE, Math in Motion, SIPPS, PCA, CFSS Support Worker
September	SPED/SST/Early Interventions, Truancy, PLC* - 1 time this month
October	PLC* - 2 times this month
November	Inclusivity in Classrooms, Using Data to Design Interventions, PLC* - 1 time this month
December	PLC* - 1 time this month
January	New board member required training, SPED-Gradual Release Model training, MSBA Charter Board financing and HR, Sensory Systems in the School, PLC* - 2 times this month
February	MCA requirements, PLC* - 2 times this month
March	Suicide and Early Onset Mental Health, Engaging the Reluctant Learner, MCA requirements, PLC* - 4 times this month
April	Truancy Reporting Training, PLC* - 2 times this month
May	Seizure Training, PLC* - 2 times this month
June	Dare to Lead for Educational Leaders - Administration Team

**All Licensed Staff PLC topics: Tab:Teaching for Artistic Behavior; Implemental mental health and social/emotional strategies in PE; Recharge-increase diversity in Music; Scope and Sequence for Northern Lights Social Studies; Math alignment to standards; Updated Scope and Sequence; Differentiation for guided math and book club groups; develop math activities and interventions; increase student engagement through explicit instruction (Anita Archer Work); Research based SEL practices; Enhance use of Envoy

Goal 5: School Culture (15% weight)

The School will implement an Academic Governance Plan and Calendar to critically evaluate and strategically lead the School's academic performance and improvement. The School shall include a summary of its findings in the School's board minutes no less than twice annually through FY2025.

Result: Goal Met: The School has created a Board calendar to ensure the governance plan is kept up to date monthly on timely implementation of requirements. In addition, the Academic Calendar is created to include assessments and updates to the board on a regularly scheduled basis.

Aspen Academy's goal is to retain as many of its students as possible in middle school. Typically, Aspen sees a dip in retention in the 5th to 6th grade year, which is a result of families

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deciding to start middle school with their district of choice due to concern over open enrollment restrictions at the highschool level, academic elective options, and athletic sports options. Aspen changed its middle school model a couple of years ago to add grade 5 to hopefully retain our middle school students. In the 2021/2022 school year, grades 5-8 are considered middle school, with a retention rate of 80% which exceeds our middle school goal. The goal is still to increase retention between fifth and sixth grade.

Our school wide retention rate is 85%, the highest it has been in 5 years.

HISTORICAL STUDENT RETENTION

Grade	2017-2018	%	2018-2019	%	2019-2020	%	2020-2021	%	2021-2022	%
K Returning to 1st	86/88	98%	68/87	78%	66/83	80%	93/111	84%	96/107	90%
1st Returning to 2nd	86/95	91%	85/93	91%	68/83	82%	77/88	88%	91/110	83%
2nd Returning to 3rd	64/70	91%	85/91	93%	79/87	91%	76/92	83%	80/91	90%
3rd Returning to 4th	67/77	87%	65/73	89%	59/67	88%	73/84	87%	75/87	86%
4th Returning to 5th	64/78	82%	71/73	97%	63/67	94%	58/67	87%	69/79	87%
5th Returning to 6th	59/97	61%	35/70	50%	53/65	82%	24/70	34%	49/68	72%
6th Returning to 7th	27/38	71%	41/49	84%	24/43	56%	30/39	77%	32/38	84%
7th Returning to 8th	37/41	90%	20/26	77%	13/19	68%	24/31	77%	23/30	77%
Average	490/584	84%	470/562	84%	425/514	83%	455/582	78%	521/610	85%

Sub Goal 4.2 Continued: ...and a minimum 70% teacher retention rate for those teachers the School asks to return.

Teachers and non-licensed staff are reviewed two to three times during the school year. This past year, we had a number of staff members that left during the academic school year. Of the 51 licensed staff members, we didn't have any licensed teachers resign during the school year. Aspen Academy invited 48 staff back for the 2022/2023 school year. Of those offered positions, 14 chose to resign for the following reasons: taking a different position, taking a position closer to home, and not returning to teaching due to family changes.

Results: Retention rate of staff asked to return was 94%, which exceeds our goal.

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2021-2022 LICENSED STAFF

Name	File Folder No.	Assignment	Year Hired	Resigned	Non-Renewal	Returning Fall 2022
Gretchen Boie	458520	Kindergarten	2013	X		No
Darby Thomas	422730	Kindergarten	2008			Yes
Jackson Miller	1003881	Kindergarten	2021			Yes
Jennifer Japel	449625	Kindergarten	2017			Yes
Kristine Kemppainen	426944	Kindergarten	2013	X		No
Marilyn Torvik	308819	Grade 1	2013			Yes
Lauren Trovarello	1002893	Grade 1	2019	X		No
Carissa Moe	503793	Grade 1	2018			Yes
Melody Sandell	510704	Grade 1	2020	X		No
Johanna Haseltine	1001892	Grade 1	2020	X		No
Kristin Behrens	348313	Grade 2	2011			Yes
Taylor Kruse	501772	Grade 2	2020			Yes
Cara Wiese	421058	Grade 2	2013			Yes
Veronica Woodward	472318	Grade 2	2018			Yes
Mitchell Hopkins	506310	Grade 2	2021			Yes
Rachel Mong	503174	Grade 3	2020			Yes
Diane Sterna	403650	Grade 3	2010			Yes
Kerry Tieman	415975	Grade 3	2021			Yes
Amanda Wolf	513141	Grade 3	2020			Yes
Lindsey Adams	396061	Grade 4	2018		X	No
Olivia Lietzau	1002149	Grade 4	2020			Yes
Rebecca Bauer	1005671	Grade 4	2020	X		No
Kirsten Tyler	472335	Grade 4	2013			Yes
Sarah Ross	1010751	MS English	2021		X	No
Madison Zoromski	1000376	MS English	2019			Yes
Jodi Ovrebo	411237	MS Math	2019			Yes
Patrick Walters	487785	5/6 Math	2019	X		No
Sarah Westad	1003018	5/6 Social Studies	2021	X		No
Alan Hergott	501664	MS Social Studies	2019			Yes
Deb Olson	404745	5/6 Science	2021			Yes
Cindy Carey	440594	MS Science	2017			Yes
Sarah Meyer	501091	Art - K-8	2017	X		No
Madison Leslie	1005826	Art - MS	2021	X		No

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Name	File Folder No.	Assignment	Year Hired	Resigned	Non-Renewal	Returning
Nate Sickmann	500350	PE K-8/Health	2018			Yes
Zach Jiskra	507543	PE/Health	2019			Yes
Barry Gross	417902	Music - K-8	2014			Yes
Scott Fairweather	370968	Band/Music - MS	2017			Yes
Amy Jacobson	451230	Spanish - K-8	2012			Yes
Nate Burdick	495777	Spanish K-4	2021	X		No
Mandi Berndt	488896	ELL/Latin	2019			Yes
Stu Keroff	428164	Technology	2019			Yes
Lynn Hanson	430739	Sped 5-8	2021		X	No
Alicia Valiant	460425	Sped - K-8	2018	X		No
Katelyn Pieper	1009939	SPED - K-4	2021			Yes
Brandy Mosser	411676	SPED K-4	2019			Yes
Nicole Harris	385975	SPED 5-8	2020	X		No
Stephanie Smitley	433554	In House Substitute/Math Support	2017			Yes
Rebecca Veer	516262	In House Substitute/Media	2020			Yes
Hannah Graham	1011423	In House Substitute	2021			Yes
Stacie Milton	1006500	In House Substitute	2020			Yes
Angela Dunn	465719	Title 1	2012	X		No

SUPPORT STAFF

Name	Assignment	Year Hired	Resigned	Non-Renewal	Returning
Ryan Fritze	Paraprofessional	2017	X		No
Sara Berge	Paraprofessional	2021			Yes
Maia Caldwell	Paraprofessional	2021			Yes
Nicole Grams	Paraprofessional	2016			Yes
Kayla Bramhall	Paraprofessional	2018			Yes
Tim Spika	Paraprofessional	2018			Yes
Tuyen Stephany	Paraprofessional	2019			Yes
Sarah Krueger	Paraprofessional	2020			Yes
Phillip Poole	Paraprofessional	2019			Yes
Jenna Hatch	Paraprofessional	2019			Yes
Paul Anderaos	Paraprofessional	2021	X		No
Angie Juergens	Paraprofessional	2021			Yes

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Name	Assignment	Year Hired	Resigned	Non-Renewal	Returning
Lynn Zemlin	Paraprofessional	2021	X		No
Jennie Teichman	Paraprofessional	2021			Yes
Nancy Schwartz	Paraprofessional	2021		X	No
Jasmin Brusas	Educational Assistant	2021			Yes
Sara Berkness	Educational Assistant	2020			Yes
Nora Carlson	Educational Assistant	2020		X	No
Victoria Ceplecha	Educational Assistant	2021		X	No
Rachel Humensky	Educational Assistant	2020			Yes
Katherine Smith	Educational Assistant	2021			Yes
Alicia Wolf	Educational Assistant	2022			Yes
Jodi Herlick	Special Education Coordinator	2018			Yes
Lorien Parson	Reading Interventionist	2021			Yes
Nathan Tuma	Counselor	2021			Yes
Emily Hedberg	Mental Health Facilitator	2021	X		No
Rita Marshall	Custodian	2018			Yes
Nereyda Mina	Custodian	2018			Yes
Jean Brening	Receptionist	2018			Yes
Diane Hummel	Business Manager	2008			Yes
Julie Martini	Enrollment/MARSS	2019			Yes
Christi Heitzman	Communications	2019	X		No
Maureen Stevenson	Health Aide	2019	X		No
Molly McGrath	Nutrition Services	2019			Yes

ADMINISTRATION

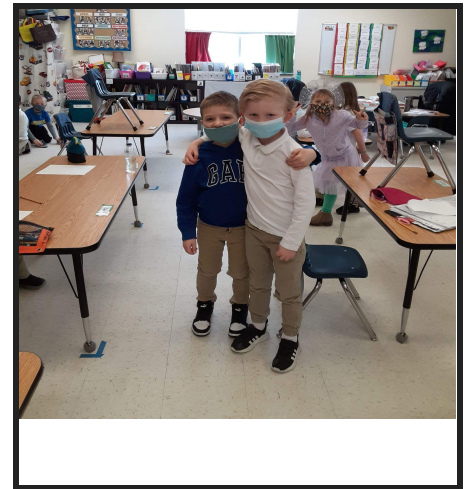
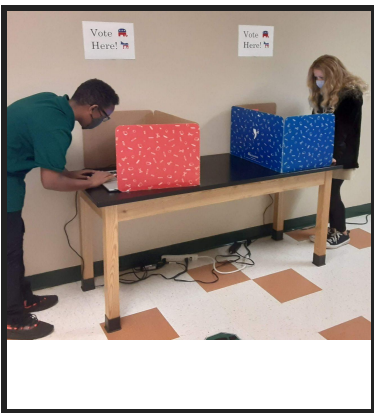
Name	File Folder No.	Assignment	Year Hired	Resigned	Non-Renewal	Returning
Melanie Jiskra	380483	Director/Principal	2017			Yes
James Jotter	412142	Vice Principal	2020			Yes
Eric Sandberg	462825	Dean of Students	2019			Yes

Operational Performance

Aspen Academy began its charter school contract with Friends of Education on June 11, 2007 and had its first five-year renewal on June 1, 2016 and recently had its second five-year renewal on June 15, 2021. Friends of Education monitors Aspen Academy in the areas of programming, reporting and academic performance. In the area of programming, Friends of Education continues to provide oversight and support for both Core Knowledge implementation and the Singapore Math program. Friends of Education requires monthly financial reports which also includes a board approved budget and audit report. They also monitor the school's reporting to the Department of Education. Aspen Academy also reports student academic performance to Friends of Education four times a year. These reports include data and trends for both nationally normed tests as well as state required tests. Friends strongly encourages the use of data to guide instruction and the monitoring of student test scores and checks with the school to find out what steps are being taken toward meeting these goals.

Aspen Academy is sponsored by:

Friends of Education
Beth Topoluk - Liaison
11100 Wayzata Blvd
Suite 800
Minnetonka, MN 55305
Phone: 952-745-2718



Financial Performance

Key financial highlights for the 2021-2022 fiscal year include the following:

Total net position at June 30, 2022, was (\$4,167,342).

Overall General Fund revenues were \$7,749,999 compared to \$7,795,307 of expenditures

Days cash on hand as of June 30, 2022, was 59 days.

Debt service coverage ratio as of June 30, 2022, was 1.48.

Future Plans

Aspen Academy will continue to focus on the growth of our student enrollment. Some families still ask about the option of a high school. There is a study group focusing on researching offering a Pre-K program in the future. The youngest students entering into school have minimal school readiness skills in social, emotional, academic, and behavioral domains. There is a growing need for early childhood to support the preparation of our Pre-K scholars. In the study, we are researching designing our building to first transition to a K-5 configuration and then a Pre-K-Grade 5 configuration. The middle school has stayed steady in enrollment, however, we are reviewing if the programming is robust enough, is offering enough options, and is the most effective use of resources for student achievement. In lieu of doing a lot with a more shallow focus (K-8) in comparison of doing less better and deeper with greater rigor (K-5) we may have a more effective way of delivering programming to meet individual needs. We will continue to look at the current strategic plan as it was designed in 2019 and much has changed since then - a pandemic, demographic changes, level of community engagement/involvement, etc. There are a lot of options to explore to stay competitive and a school of excellence.

The school will continue with a dedicated focus on school safety. While there are procedures in place for emergencies, a more comprehensive school emergency plan is needed. A risk assessment has been completed and administration is bringing recommendations forward to the board for enhanced security options. School administration will attend and be certified as part of the School Crisis Emergency Team and provide more extensive school safety training for teachers. Aspen Academy will continue to work with the Prior Lake School District to partner as a safety response school. The next steps will include more in depth training for staff and also parent education on the protocol along with development of a reunification plan.

MTSS, Multi-Tiered Support System, continues to be a strength for Aspen Academy. With the early interventions and progress monitoring in place, we do have a need for a dedicated curriculum coordinator to support the work of teachers and interventionists. We need to be keeping everyone up to date on best practices, researching evidence based curriculum, and planning professional development. This is a critical next step for Aspen Academy.

Aspen Academy is extremely proud of its scholars and the dedicated teaching and support staff. Moving past the pandemic pivots, there is a renewed sense of appreciation for the start of the return of 'normalcy' of a traditional school year. We view the end of the 2022 school year as the beginning of our re-new, re-engage, and re-discover movement in re-establishing our family and community partnerships and expectations of rigor and excellence.

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