

# **ANNUAL REPORT**

## **2014-2015**

SUBMITTED NOVEMBER 1, 2015



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Crystal, MN 55427

[www.lionsgateacademy.org](http://www.lionsgateacademy.org)

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## OVERVIEW

Lionsgate Academy completed its seventh year of operation on June 30, 2015. During the academic year 2014 - 2015 Lionsgate Academy served 158 students. One hundred twenty seven students were educated in grades 7 through 12. Thirty one students participated in Lionsgate's Achieving Independence and Maturity program (AIM).

Lionsgate Academy is a public charter school that opened in 2008. Our program is inclusively designed to meet the needs of all students, especially those living with Asperger's syndrome and other autism spectrum disorders. These supports also benefit the needs of students without disabilities; and all students, regardless of their disability status are welcome at Lionsgate.

Due to the increasing enrollment of students in the AIM program, Lionsgate Academy expanded operations to a second site to 2342 Helen Street North, North St. Paul, MN 55109. The program opened its doors in September of 2014. While the North St. Paul location is 22 miles east of the Crystal location, there were many reasons why the North St. Paul property was selected. First, the community of North St. Paul was one of the few who were actually welcoming to the Lionsgate organization. Previous discussions with property owners in Robbinsdale, Brooklyn Park, Brooklyn Center and Crystal were not successful due to city zoning requirements. On the other hand, the city of North St. Paul, both the mayor and planning council were very interested in the project. The location also has a landlord who understands the needs of individuals with autism. Finally, the location was on a regularly scheduled bus route with access to fitness facilities and other community resources by public transportation.

The 2014-2015 school year was also a planning year for the new Lynx program which will also be housed in the North St. Paul location. Details of this project are provided in the update to strategic planning objectives section.

During the 2014-2015 school year, Lionsgate Academy continued to work on the strategic development of the school as outlined in Lionsgate's 5-year Strategic Plan. The main themes of the planning, Student Learning, Enhancing Resources, Systems Development and Innovation, and Strategic Partnerships were retained and a number of initiatives were either continued or undertaken to realize the strategic planning goals.

## LIONSGATE ACADEMY MISSION

The Mission of Lionsgate Academy is to provide a transition-oriented and personalized learning program focused on secondary students on the autism spectrum that supports their full potential, participation, and self-determination within their school, family, and community.

To this end, Lionsgate Academy will create an educational environment that will model best instructional practice and research-based techniques so that its graduates will—to the fullest extent possible—live independently, be involved in further education and/or gainful employment, and develop meaningful relationships with others.

## **PROPOSED MISSION STATEMENT REVISION**

The board of directors is proposing to modify the mission to read: The mission of Lionsgate Academy is to foster self-determination by providing a transition-focused, personalized learning program for all students, specializing in educating students on the autism spectrum. The board's proposed mission statement provides an assurance that the mission statement is inclusive.

## **VISION**

Lionsgate Academy is an academic community where students may safely experience the transition to young adulthood. Here students are partners in learning; empowered to become confident and disciplined. Students are challenged to grow through a balance of academic, social and emotional experiences so they are adequately prepared for transition into their communities.

## PROGRESS ON STRATEGIC PLAN

The balanced score card approach™ helps organizations plan their strategies around the four distinct, but inter-related perspectives. For Lionsgate Academy these perspectives are learning and development, internal processes, financial stewardship, and customer (or in this case) students and families. Within each perspective, objectives are written, performance measures are established, and initiatives are developed and executed.

### Perspective: Learning and Development

The following objectives were selected for emphasis in the 2014-2015 school year:

- Improve student outcomes
- Increase family engagement
- Increase access to community
- Enhance reputation

Each objective has a number of initiatives associated with it. Progress on the initiatives demonstrates progress toward the overall goals.

#### ***Improve student outcomes***

The following initiatives were undertaken to accomplish this goal:

- Establish mental health services on site
- Develop a system to capture IEP goal progress
- Comply with the World's Best Workforce Initiative

#### *Establish mental health services on site*

The need for mental health services to individuals with autism has never been so clear. In our attempt to research best practices around mental health and autism, we have found that there are virtually no resources from which to build our program.

Using the guidelines for developing a mental health plan for schools, Lionsgate has utilized a team of Joe Falkner, Emily Kafle, Ron Berger, Shawn Bortel and consultation from Will Dikel, MD, Ph.D. to help create a blue print of the services. The goal of the project is not only to serve our students who are struggling to succeed due to the nature of their mental health, but also to improve practices in mental health delivered to individuals with autism and to document those changes to better inform practice.

In the fall of 2015, Lionsgate will open a program specifically geared toward addressing the mental health issues of those students who cannot access their education due to mental illness. This program will provide a therapeutic, intensive environment aimed at helping students return to the mainstream program at Lionsgate crystal. This effort has required working with facilities, the authorizer, MDE, finance, and various other partners to ensure that we are ready for our students upon the start of school in 2016.

Lionsgate has contracted with Dr. Will Dikel to provide expertise in the establishment of mental health services on site. Dr. Dikel's advice has influenced the direction that Lionsgate is taking in providing mental health services to our students. The primary emphasis for the 2015-16 school year will be at launching a pilot program for students with autism and mental health needs at our NSP campus location. The 2016-17 school year will include an emphasis on mental health services provided to students at the Crystal campus.

### *Develop a System to Capture IEP progress*

Lionsgate continues to develop a robust system for capturing IEP progress. Lionsgate has laid the foundation for annual progress growth to be measured via the student's annual goals. Unlike standard assessments which measure from a given point at the beginning of the year to the end of the year, the annual mark for IEP goals is highly individualized, occurring throughout the year. Therefore, the collection of data must account for the shifting time frames.

### ***Comply with the World's Best Workforce Initiative***

The World's Best Workforce is a legislative initiative intended to coordinate the efforts of Minnesota schools to support students to be prepared for employment in today's competitive, technological environment. This framework requires that schools report on their progress in terms of goals for students as well as supports for teachers and administrators. The summary of the World's Best Workforce is included as a separate section of this document.

### ***Increase Family Engagement***

The following objectives were undertaken to accomplish this goal:

- Revitalize PAC/SEAC

PAC/SEAC meetings were held every other month. On one occasion, the meeting was during a school dance and included a speaker on guardianship. This was a well-attended PAC/SEAC meeting. Lionsgate's wide geographic enrollment is prohibitive when engaging families in a traditional model of after school or evening meetings. Although parents consistently express an interest in helping at school, the attendance remains sporadic. For the next year, a different mode of meeting will be attempted with meetings in different locations throughout the geographic enrollment area.

### ***Increase Access to the Community***

The following objectives were undertaken to accomplish this goal:

- Complete CBI and request process
- Further Develop and refine community connections

### *Community Based Instruction*

Community Based Instruction (CBI) is an educational experience out in the community that directly relates to the curriculum being taught in the classroom. The primary objective of CBI includes the following: to supplement general education curriculum, post-secondary planning, service learning, recreation and leisure, independent living and career exploration.

The CBI process was developed as follows:

- Teacher submits a request to the event committee
- Teacher completes the CBI organizer Template
- CBI permission forms are sent home
- Emergency contact information is verified
- Health coordinator is notified and any arrangements for medications or Epipen are documented and arranged.
- Lunch staff is contacted to verify any impact to lunch for the day

- Front office is notified by e-mail and permission slips are scanned and attached
- The SRT is contacted and any behavior plans are reviewed
- Funds are collected
- Transportation is arranged.

*Further Develop and Refine Community Connections*

See Gateway to partnerships.

***Enhance Reputation***

The following objectives were undertaken to accomplish this objective:

- Develop informational brochure/materials
- Redesign website

The decision was made not to redesign the website due to a lack of resources. Informational brochures and materials continue to be developed.

**Perspective: Financial Stewardship**

The following objectives were selected for emphasis in the 2014-2015 school year:

- Diversify funding sources
- Leverage Partnerships to Enhance Resources
- Improve Financial Stability

Each objective has a number of initiatives associated with it. Progress on the initiatives demonstrates progress toward the overall goals.

***Diversify funding sources***

The following initiatives were undertaken to accomplish this goal:

- Become CTSS Tier 2 Certified
- Improve 3<sup>rd</sup> party billing utilization

*Become CTSS Tier 2 Certified*

After due diligence and investigation, it was determined that the cost to benefit for Lionsgate was not substantial enough to justify the increased cost to recoup the revenue.

*Improve 3<sup>rd</sup> Party Billing Utilization*

On the other hand, third party revenue increased to \$55,287.

***Leverage Partnerships to Enhance Resources***

The following initiatives were undertaken to accomplish this goal:

- Develop a marketing plan
- Refocus Building Committee to emphasis of sustainable space



### *Develop a marketing plan*

Progress on this initiative came in defining the target audience to whom to market. Unlike some charter schools, Lionsgate has an extensive waiting list. However, the general education program needs to attract students; therefore, our marketing focus is on the population of twice exceptional students and those who are in non-specialized or autism programs.

### *Refocus building committee to the emphasis of sustainable space*

To provide context, the building committee and the current and past school boards have extensively explored the possibility of Lionsgate purchasing our own building. After three years of hard work, including an intensive year of work with a real estate agent in 2013, the committee reached the conclusion that Lionsgate's funding structure does not support the financial model for purchasing a building. Our focus during the past year has been on long-term leasing. We have been exploring the options of working with both Cornerstone and a developer, Wellington Management.

As Lionsgate has grown, a number of challenges have arisen around space. Currently, Lionsgate is occupying all available spaces. Space constraints have limited enrollment and lengthened the waiting list. For example, for the 2015-2016 school year, Lionsgate will enroll 14 seventh graders, leaving 9 potential student spaces unfilled. This impacts the enrollment in classes, most particularly elective classes.

The building committee worked with Wellington Management for the 2014-2015 school year and continues to work to identify sustainable space.

### ***Improve Financial Stability***

- Develop and maintain relationships with MDE financial representatives

The director of finance and operations maintained relationships with the MDE financial representatives. In addition, the director of finance and operations led a legislative effort sponsored by Lyndon Carlson and Ann Rest to modify the reimbursement schedule for Lionsgate Academy to support the current year costs of the program. This legislative action was introduced and passed by the MN legislature and will result in more timely payments to Lionsgate, as well as a considerable savings in the use of lines of credit from both Venture Bank and Non-profit's Assistance Fund. The State will save over \$30,000 of interest costs due to this administrative change.

## Perspective: Internal Processes

Within this perspective, Lionsgate Academy elected to continue with two objectives: the development of a state-compliant teacher evaluation process and the use of the epicenter documentation system. Also the Keep Certified program has been institutionalized for ensuring that licensed teachers maintain their licensure. The only new objective was the development of a communication plan for LGA.

### *Goals of the Communication Plan*

1. To engage all stakeholders as ambassadors of Lionsgate Academy.
2. To ensure two-way communication with stakeholders to ensure that the mission, vision, and values of Lionsgate Academy are accurately represented and that the values, opinions, and attitudes of our stakeholders are understood.
3. To celebrate with pride the success of our students, staff, and community.
4. To market Lionsgate Academy as a school of destination for students along the entire continuum of the autism spectrum.
5. To market Lionsgate Academy as a school of best practice including the use of evidence based practices, the bridge between research to practice and a center for teacher innovation.
6. To ensure that effective communication strategies are employed throughout the District.

## Perspective: Learning and Development

The following objectives were selected for emphasis in the 2014-2015 school year:

- Complete and refine Gateway to Independence
- Complete and refine Gateway to Partnerships
- Complete and refine Gateway to Success

**Work continued on the Gateway to Independence. In 2014-15, three activities have been completed with the Gateway to Independence:**

The gateway summary sheet was completed.

The gateway was subjected to a cognitive lab (think-aloud) validation procedure.

The gateway was piloted on a group of students to gain insight into inter-rater reliability.

While the Gateway is not completed, work is ongoing.

### **Gateway to Partnerships**

A survey was developed to support Gateway to Partnerships that queries parents regarding their places of work. The purpose was to secure more businesses from which to draw informational interviews.

### **Gateway to Success**

The Gateway to Success is an internal system of training and development that ensures that all staff members are engaged in professional growth. Licensed and professional staff must maintain their

status and numerous trainings are provided during the in-service weeks of school. These trainings are included to this report as Appendix C.

In addition, Lionsgate Academy has adopted a system of ongoing Cohort learning. The purpose of Cohort learning is to ensure that as individuals enter the Lionsgate system, they are provided a consistent scope and sequence of best practices around teaching individuals with autism. Initial cohorts were created in the 2014-2015 school year. Individuals with no formal training in ASD, were assigned into an introductory cohort. These cohorts worked through the modules on the Ohio Center for Autism and Low Incidence (OCALI) disorders webinars addressing autism basics. For those professionals who already were familiar with autism basics, cross categorical cohorts undertook the study of Antecedent Based Interventions (ABI). These participants also utilized the materials from the OCALI website. The system is set up so that next year, those who were in the beginning program will move with their cohort through the ABI sequence of instruction and those who completed the ABI materials will advance to a new year-long program of study. For the 2015-16 school year, the cohort topic will be mental health in students with autism.

## **INNOVATIVE PRACTICES AND IMPLEMENTATION**

### **Continuation of Comprehensive Programming**

Lionsgate Academy continues to offer a learning program for middle and high school students who have a wide range of learning needs. The educational philosophy is highly student-centered, and IEPs (Individualized Education Plans) and 504 Plans (academic accommodations) are implemented for all students as appropriate. As part of the transition focus of Lionsgate Academy, all students develop specific goals toward completion of high school and post-secondary schooling/career options.

For those students who, at the end of grade 12, have remaining IEP goals to meet, Lionsgate Academy offers a program, Achieving Independence & Maturity (AIM). This program is highly individualized and serves to provide students of transition ages (18 – 21) with skills and support in the areas of independent living, post-secondary education, and employment.

Lionsgate continues to meet student needs with differentiated instruction, an inclusion delivery model and a transition framework. Further, Lionsgate continues to develop individualized learning programs and embed social skills instruction to students throughout the day.

### **Addressing the Needs of Students with ASD & Mental Health Needs**

The 2014-15 school year was a planning year for the development of a setting IV program designed specifically for the ASD-plus student, i.e., students with autism and co-morbid mental health disorders. This work included the initial development of a mental health plan for the district. The program was designed with the help of William Dikel, M.D., a respected national expert on mental health in schools. The new program, entitled “Lynx” will open in the fall of 2015.

### **Academic Credits, Course Structure, and Graduation Requirements**

Middle school students are expected to complete a minimum of 16.25 credits in their required subject areas either through teacher-facilitated projects, traditional coursework, computer-based courseware, or adapted subject matter. High school students complete a minimum (depending on their post-secondary goals) of 23 credits in the required subject areas.

All students participate in traditional mathematics, English language arts, social studies, and science.

All core academic courses imbed literacy and social skills within the curriculum. Students also take additional courses such as language electives, music, art, physical education, and transition skill courses. In addition to teacher-directed learning, students work closely with their advisors to develop areas of particular interest.

Lionsgate Academy students meet the Minnesota high school graduation requirements through a combination of credits assigned to subject area courses and credit equivalencies given for interdisciplinary projects and community-based activities.

In addition, each student receives a progress report each quarter. This is an assessment of their credit progress and an overview of the academic rigor of their personalized academic program, learning skills, and community participation.

By utilizing the NWEA/MAP, assistive technology, and formal and informal assessment data (including curriculum-based assessments of individual skills in literacy, mathematics, and other subject areas),

Lionsgate Academy teachers are able to develop student’s IEPs, PLPs, or 504 Plans that ensure goal attainment for all students, regardless of their learning needs.

### **Extracurricular Activities**

Lionsgate Academy students have the opportunity to be active in a variety of extra-curricular activities. These activities include clubs such as yearbook, athletics, board games, instrumental music, and theater. The Lionsgate club program is provided free of charge to participating students.

### **Lionsgate Academy’s Collaborations and Partnerships**

Lionsgate Academy has partnered with many organizations to provide the best and most cost-effective experiences and enrichment for its students. These have included Novations Educational Opportunities (the authorizer of Lionsgate Academy), the Minnesota Association of Charter Schools (Providing charter school training, governance, accountability, and a range of other school specific services), Autism Works, the Autism Society of Minnesota, and the Department of Vocational Rehabilitation. During the 2014-15 school year, the Autism Society of Minnesota hosted two skill shops on site at Lionsgate Academy.

## **AUTHORIZER**

The authorizer for Lionsgate Academy is Novation Education Opportunities (NEO). Novation Education Opportunities (NEO) Vision: To be the leading Minnesota Authorizer of high quality charter schools. During the 2014 2015 school year, Lionsgate Academy underwent review for a renewal of their contract with NEO. A contract with an approved authorizer is required for operation of the school. NEO granted Lionsgate Academy a five year extension to the contract. The administration and the authorizer will work to creating contract goals for Lionsgate Academy that take into account the many measures of performance that are important to consider for Lionsgate Academy.

NEO is located at 3432 Denmark Ave., Suite 130; Eagan, Minnesota 55123. Their contact information is as follows: [executive.director.neo@gmail.com](mailto:executive.director.neo@gmail.com); 612-889-2103.

## **SCHOOL ENROLLMENT POLICY IMPACT**

For the school year 2014 – 2015, a determination will be made of the number of students who can safely be enrolled in Federal Setting III resource rooms. This number of places will be open to incoming 7<sup>th</sup> graders. Students in grade 7 will be admitted until the number of resource room program spaces are full. Following that, the grade will be closed and no other students will be admitted to the program. The result of this policy will be seen in the 2015-2016 school year. As of June 30<sup>th</sup>, due to the admission restrictions, the incoming 7<sup>th</sup> grade class will only enroll 14 students, leaving 7 slots open and extending the waiting list.

## STUDENT ENROLLMENT & ATTRITION RATES

During the 2013 – 2014 school year, Lionsgate served 161 students in grades 7 through 12 and in the 18 – 21 year old transition program. Students who withdraw from Lionsgate during the school year are usually replaced by students on the waiting list.

Grades										
Year	7	8	9	10	11	12	12 & 13	PSEO	Total Average	Attrition Rate
08-09	26.5	12.74	14.36	14					67.6	18%
09-10	21.08	21.16	19.77	16.55	15.08				93.64	21%
10-11	28.78	28.28	25.82	22.02	25.52	12.87			133.29	19%
11-12	20.40	28.12	25.17	24.73	17.95		22.66		139.22	3.5%
12-13	21.32	21.95	25.33	24.0	22.58		32.05		147.86	9%
13-14	22.94	22.08	23.70	25.87	22.26		38.92		155.77	6%
14-15	21.15	23.81	23.78	22.00	24.78		46.42	.28	162.22	6%

Table 1. Student Enrollment & Attrition Rates

The waiting list for students for the 2014 – 2015 school year was as follows:

Grades									
Year	7	8	9	10	11	12	13	12 & 13	Total
12-13	56	57	51	4					168
13-14	32	39	29	30	-	-	-	-	130
14-15	65	39	45	15					164

Table 2. Waiting List for 2014-15 by Grade

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*Lionsgate has been such a blessing for our son and our family. Our favorite thing is that he loves to come to school and it has changed his life for the better*  
LGA Parent

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## GOVERNANCE

Lionsgate Academy is governed by a 9 member board composed of 3 teachers, 3 community members and 3 parents. The 2014-2015 school board roster is provided below.

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Meeting Attendance Rate
Thorstad, Alicen	Chair	Parent	7/16/13	763-537-8556	Board.athorstad@lgamn.org	91% 12/13
Weber, Ryan	Vice Chair	Teacher 431654	06/19/12	763-486-5359	Board.rweber@lgamn.org	83% 11/13
Bydzovsky, Sara	Secretary	Teacher 449169	6/17/14	651-214-4484	Board.sbydovsky@lgamn.org	91% 12/13
Nisi, Kurt	Treasurer	Parent	5/20/2013	763-521-1426	Board.knisi@lgamn.org	75% 10/13
Barker, John	Director	Community	8/20/13	651-236-5815	Board.jbarker@lgamn.org	91% 12/13
Johnson, Darren	Director	Community	7/17/13	612-432-2097	Board.djohnson@lgamn.org	58% 8/13
Kenealy, Chris	Director	Parent	6/17/14	763-227-1023	Board.ckenealy@lgamn.org	100% 13/13
Kosher, <sup>1</sup> Malory	Director	Teacher 449779	10/17/2013	763-486-5359	Board.mkosher@lgamn.org	90% 10/11
Peper, Christine	Director	Community	8/20/2013	651-503-5849	Board.cpeper@lgamn.org	100% 13/13
Halpin, Diane	Ex-Officio	Executive Director	7/1/2012	763-486-5359	dhalpin@lgamn.org	100% 13/13
Klug, Tracy	Director	Teacher 462748	9/17/13 Resigned 8/19/14	763-486-5359	Board.tklug@lgamn.org	100% 2/2

Table 3. Board of Directors 2014-15

### **Board Training**

All newly seated board members for 2013 - 2014 attended board training. For the second consecutive year, Mr. Hatlie of non-profit assistance fund provided training to the full board of directors. This training was conducted in November of 2013. The Minnesota Association of Charter Schools offered training on the basic board requirements: governance, personnel, and finances.

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<sup>1</sup> Appointed to Replace Klug



### **Board Committees**

Every member of the board of directors must volunteer for one of three standing committees: finance, executive director evaluation, and governance. The chairs of the committees are as follows:

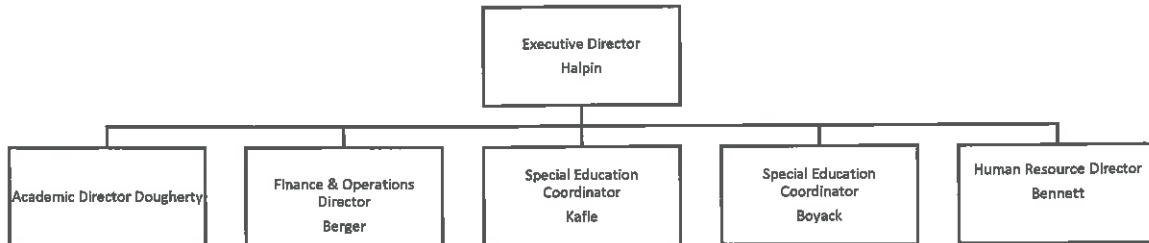
- Finance – Kurt Nisi (parent, treasurer)
- Governance – John Barker (community member)
- Director Evaluation – Christine Peper (community member)

The finance committee met monthly prior to the full board of directors meetings. Governance met monthly on the second Tuesday of the month. In the 2014-2015 school year, the governance committee continued a robust overhaul of policies. They committee reviewed and approved over 20 school policies.

The director evaluation committee met monthly to ensure a fair, timely, and accurate evaluation of the performance of the executive director. The committee developed a method for evaluation drawing heavily from the MASA, MESPA, MASSP, and BOSA for Minnesota School Principals. The director’s evaluation was conducted in a closed meeting of the board in June of 2015.

### **Management**

The management structure was refined in 2014-2015 to include an executive team as follows:



## STAFFING

Lionsgate Academy employed 149 regular employees during the 2014-2015 school year. The majority of the staff (46%) were educational assistants who play important and varied roles at the school. All educational assistants are hired to support the needs of our special education students, many of whom have a documented need for 1:1 support.

Support service providers at Lionsgate include licensed clinical social workers, speech and language pathologists, school psychologists, adaptive physical education teachers, and occupational therapists. School nursing services were contracted. These service providers meet identified needs from comprehensive evaluations and may include services around mental health, emotional regulation, social skills, skills of daily living, transition skills, speech & language needs, fine and gross motor needs and other health needs.

Administrative support personnel include operations and building staff, human resources, MARRSS coordinators and other supports required for special education documentation and accounting.

Figure 1 below illustrates the distribution of staff by the position held.

Staff Distribution by Position

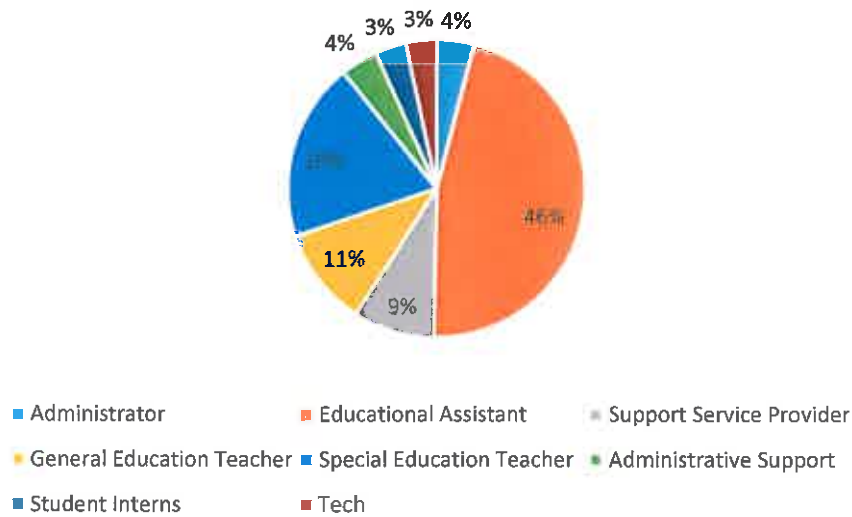
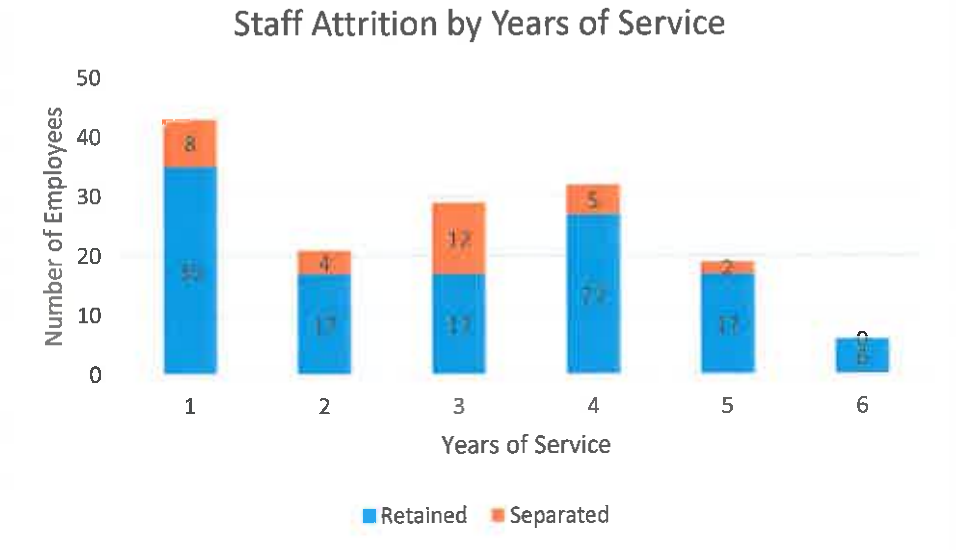


Figure 1. Staff Distribution by Position

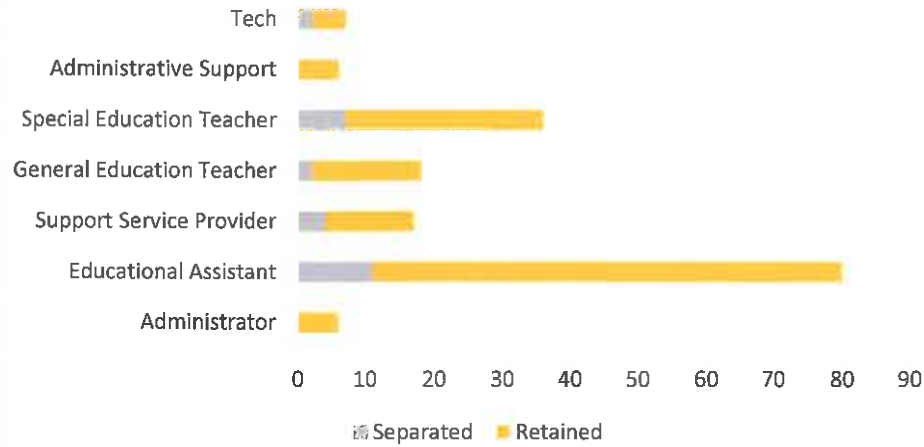
**Staff Retention and Attrition**

Overall the attrition rate of staff was 19%. Figure 2 shows the retention of staff through year's employed at Lionsgate Academy. Appendix A details the entire list of staff for the school.



**Figure 2. Staff Attrition by Years of Service**

### Staff Retention by Position



**Figure 3. Retention by Position**

When considered as percentages, Lionsgate retained 100% of its administrative team and its administrative support. This is important as churn in the administrative positions at charter schools is reported as a serious threat to the schools’ stability. Percentages were highest for turnover in tech (40%), support services (31%) and special education teachers (24%). It is notable that these job classifications are ones where there are many jobs. Reasons for resignations included, relocation (4), other employment (10), health (4) retirement (1) return to school (4) family choices (1) and quitting the profession altogether (1).

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*The social aspects for my son have been wonderful. He had the desire to have friends but not the skills. But here at Lionsgate he has found friends and the social skills to enjoy being with them.*  
 LGA Parent

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## FINANCES

Since almost all of Lionsgate Academy's students' education programming includes at least some special education components, the cost to educate our students is significantly greater than those for other charter schools. Lionsgate's revenue is derived primarily from Special Education allocations from the State of Minnesota.

The Lionsgate Foundation, an unaffiliated non-profit foundation, provides the largest share of private contributions to the School.

Ron Berger's role was expanded to include operations as well as finance. Mr. Berger is responsible for finance, technology, building operations, transportation and food service.

### **Lionsgate Academy Revenue and Expenditures - Charts Combined General and Food Service Fund Annual Report for FYE 2015**

Revenues:	
Special Education	7,681,677.42
General Education	1,538,246.28
Federal	102,740.97
Other	161,326.17
	9,483,990.84
Expenditures:	
Special Education	5,596,977.75
General Education	1,130,050.51
Admin	666,332.06
Pupil Support	182,575.48
Facilities & Operations	699,268.98
Transportation	1,070,776.63
	9,345,981.41

**Table 4. Lionsgate Academy 2014-2015 - Revenue and Expenditures**

### 2014-15 Revenues

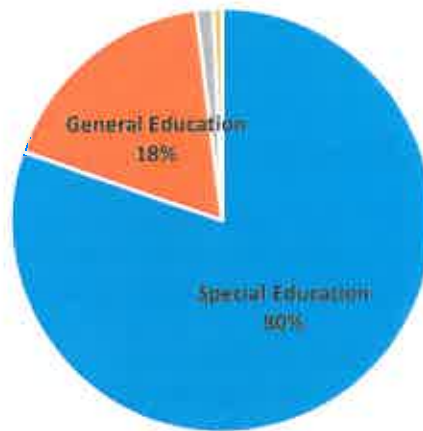


Figure 4. 2014 Revenues

Lionsgate uses Charter School Accounting, LLC, an accounting services firm that specializes in charter schools, for accounting, financial statement preparation, and audit coordination. Lionsgate’s audit firm is MMKR. The 2014-15 audit was completed with no material findings.

Lionsgate’s total budget was approximately 9.3 million dollars. Transportation accounted for 8% of the total budget. Administration accounted for 7% of the budget, with usual administrative costs for schools representing 8%.

### 2014-15 Expenditures

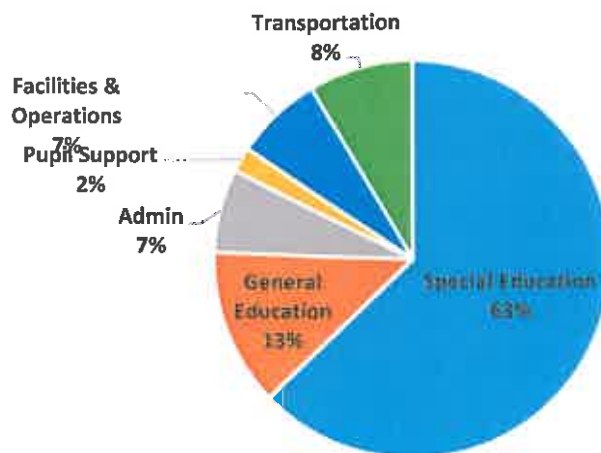


Figure 5. 2014-15 Expenses

## STUDENT PERFORMANCE

Student growth and performance cannot be measured through the results of standardized assessments alone. While Lionsgate takes seriously its commitment to student achievement, the results of such tests do not fully reflect the benefit that students receive from a Lionsgate experience.

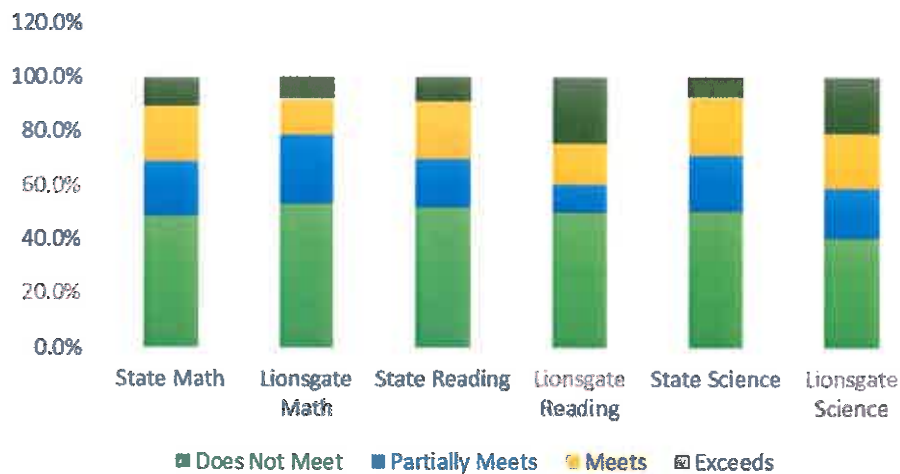
Student behavior, willingness to come to school, social competence, decreases in work refusal, and reductions in challenging behaviors are all notable gains made by students at Lionsgate that are not reflected in standardized assessments. Therefore, while important, the following results should be interpreted in a larger context of student performance.

Students at Lionsgate Academy are required to take State standardized assessments. In addition, Lionsgate uses the North West Educational Association's Measures of Student Progress (NWEA-MAP) assessments to track student growth across the year.

### MCA Assessments

Lionsgate Academy continued to compare favorably in Science and Reading with other students receiving special education services across the state. Mathematics remains an area of focus for the 2015 -2016 school year.

**Comparison of State and Lionsgate 2015  
MCA Scores Special Education**





## NWEA-MAP ASSESSMENTS

Lionsgate Academy uses the Northwest Education Association’s, Measures of Academic Progress (NWEA-MAP) assessments as a nationally normed benchmark for student achievement. MAP assessments are particularly useful as they demonstrate growth across the academic year.

### NWEA Mathematics – Fall 2014 to Spring 2015

Mathematics growth according to the MAP test demonstrates that students across all grades demonstrated growth. Students in grades 8 and 10 exceeded the expected mean of growth, while students in grades 7 and 9 made growth, but as a group did not meet the expected mean of growth. Overall, mathematics will remain a focus area for school-wide growth. Also of note for our student population is the standard deviation. The standard deviation for Lionsgate exceeds the national statistics by 8 points, indicating that the dispersion of scores is much higher for students at our school than the nationally normed data.



#### Student Growth Summary Report

Aggregate by School

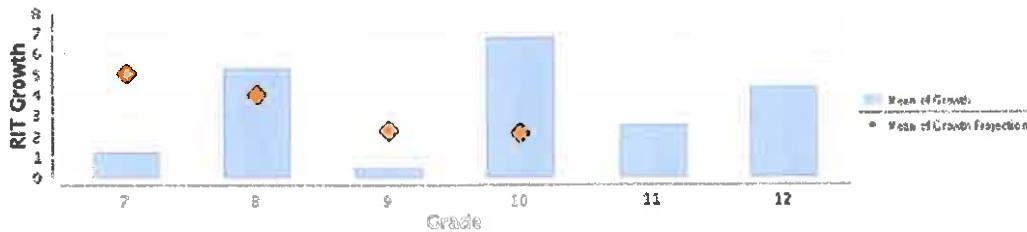
Year: Spring 2014-2015  
District: Lionsgate Academy

Norm Reference Date: 2015 School  
Growth Completion Period: Fall 2014 - Spring 2015  
Weeks of Instruction: Start - 4 (Fall 2014)  
End - 30 (Spring 2015)  
Grouping: None  
Small Group Display: No

#### Lionsgate Acad

Grade (Spring 2015)	Fall 2014				Achievement Status				Growth				Comparative			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile	Growth Count	Observed Growth	Observed Growth OE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
7	30	208.3	22.0	31	26	209.0	23.0	7	18	0.3	7.3	0.4	5	28	-0.27	2
8	28	217.6	23.7	19	28	222.6	23.8	29	21	6.5	3.8	4.8	13	42	0.69	75
9	28	218.9	27.3	30	29	218.6	23.8	7	21	0.6	0.1	2.8	13	33	-0.77	22
10	21	225.4	26.8	20	28	227.0	27.4	20	20	0.8	0.2	2.4	18	67	1.29	88
11	20	218.9	21.8	7	19	220.0	22.2	8	18	1.6	0.8					
12	17	230.9	23.3	8	16	240.3	19.1	8	16	4.4	7.2					

#### Mathematics



*We love Lionsgate! When we won the lottery we really won. We feel blessed. Our daughter is happy to come to school every day.*  
LGA Parent

## NWEA Reading Fall 2014 – Spring 2015

Students at Lionsgate exceeded growth targets for reading in grades 7 and 10, but did not meet growth targets for grade 8 and 9. Again, standard deviations for national norms ranged from 15.31 to 16.75 for reading. Standard deviations among Lionsgate students ranged from 21.8 to 26.3, indicating a much wider average of variability in student scores.



### Student Growth Summary Report

Aggregate by School

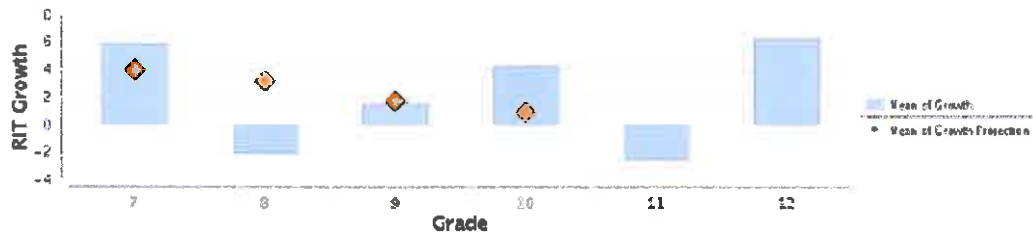
Term: Spring 2014-2015  
District: Lionsgate Academy

Norms Reference Date: 2015 (School)  
Growth Comparison Period: Fall 2014 - Spring 2015  
Weeks of Instruction: 40 (Fall 2014)  
End: 12 (Spring 2015)  
Grouping: None  
Small Group Display: No

Lionsgate Acad

Grade (Spring 2015)	Achievement Status								Growth							
	Fall 2014				Spring 2015				Grade Level			Growth				
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile	Growth Count	Observed Growth	Observed Growth CE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
7	40	167.0	20.3	3	38	176.0	26.5	3	17	6.9	0.9	4.9	11	65	1.84	84
8	35	190.0	16.2	14	22	201.5	26.8	4	22	-3.1	0.5	3.3	7	32	-0.37	4
9	34	209.0	20.0	4	22	212.0	27.5	9	29	1.8	7.7	1.9	11	55	-0.75	47
10	22	216.0	16.0	23	22	219.0	26.9	37	11	8.2	7.7	1.9	15	68	1.33	89
11	15	220.0	22.5	10	22	218.0	21.9	29	11	-3.6	0.1					
12	11	228.0	21.9	8	18	222.0	18.3	9	11	0.3	0.3					

Reading



# NWEA Language Usage Fall 2014 – Spring 2015

Students at Lionsgate demonstrated excellent growth in Language Usage from the fall of 2014 to the spring of 2015. While standard deviations in grades 7 through 10 maintain a wide dispersal, standard deviations among 11<sup>th</sup> and 12<sup>th</sup> graders indicate a much tighter distribution of scores.



## Student Growth Summary Report

Aggregate by School

Term: Spring 2014-2015  
District: Lionsgate Academy

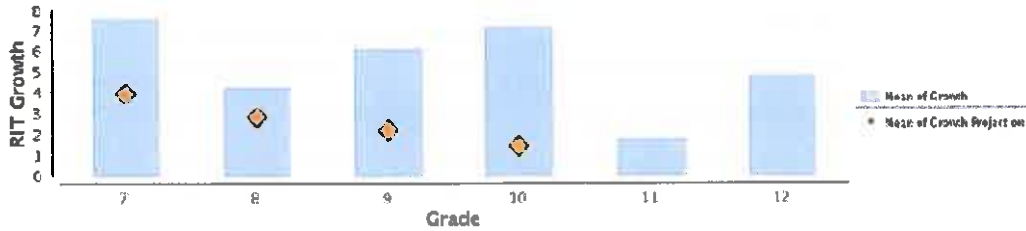
Norms Reference Data:  
Growth Comparison Period: 2014 School  
Weeks of Instruction: Fall 2014 - Spring 2015  
Sun - 4 (Fall 2014)  
End - 32 (Spring 2015)  
Grouping: None  
Small Group Display: No

### Lionsgate Acad

#### Language Usage

Grade (Spring 2015)	Achievement Status								Growth							
	Fall 2014				Spring 2015				Grade Level				Comparative			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile	Growth Count	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percentiles Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
7	20	195.3	28.0	1	20	203.9	21.7	1	18	7.6	7.6	3.9	9	50	1.67	86
8	12	205.5	23.9	5	19	208.7	23.7	9	18	4.2	7.9	2.8	10	50	0.74	77
9	18	204.9	23.6	2	22	218.6	25.3	8	22	6.1	7.9	2.2	13	45	1.80	86
10	21	210.6	22.8	10	19	219.8	16.8	44	19	7.2	6.2	1.4	11	55	2.31	99
11	25	212.1	16.1	73	20	214.3	18.3	15	20	1.7	5.3					
12	17	221.6	13.1	8	16	226.4	9.6	0	15	4.8	4.4					

#### Language Usage



# NWEA Science Fall 2014 – Spring 2015

Data for students in grades 8 and 10 indicate that Lionsgate students met or exceeded growth for those grades in science.



## Student Growth Summary Report

Aggregate by School

Term: Spring 2014-2015  
District: Lionsgate Academy

Norms Reference Data: 2015 School  
Growth Comparison Period: Fall 2014 - Spring 2015  
Weeks of Instruction: Start - 4 (Fall 2014)  
End - 32 (Spring 2015)  
Grouping: None  
Small Group Display: No

### Lionsgate Acad

Science - General Science

Grade (Spring 2015)	Achievement Values								Growth							
	Fall 2014				Spring 2015				Grade Level				Comparative			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile	Growth Count	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
8	24	295.8	18.2	22	22	298.8	18.8	26	22	4.9	5.7	3.3	8	36	0.39	65
10	22	272.5	24.7	8	20	275.8	22.3	8	20	4.3	6.8					

### Science - General Science





## OPERATIONAL PERFORMANCE

Operational performance at Lionsgate is measured indirectly through student and staff attrition rates as well as the number of families on the school's waiting list. Low student and staff attrition suggest that the organization is well run and provides a good environment for both learning and teaching. Operational performance is also measured directly through surveys delivered to three stakeholders: students, parents and staff.

### Staff Survey

An annual staff survey was administered in the spring of 2015. There were 100 total responses, representing 67% of the 149 employees. The survey is anonymous, therefore, it is not possible to secure every employee. Of those responding with a preference:

- 89% of staff report that they would recommend Lionsgate as a good place to work.
- 89% of staff report they get a personal sense of accomplishment from their work.
- 47% of staff report that their salary is adequate for their position

### Parent Survey

The parent survey was administered online using google forms, and distributed in paper at the school picnic. Response rate increased from 16% to 60%. Of those responding:

- 100% of families agreed that Lionsgate was a good choice of school for their student.
- 90% of families agree that they are pleased with the quality of educational programming at Lionsgate.
- 87% report that they are satisfied with their student's academic progress at Lionsgate.

### Student Survey

The student survey was administered to 57% of the student body. Questions were Likert-type with 5 points and anchors of strongly agree and strongly disagree. Percentages represent responses of either 4 or 5.

- 85% reported that LGA is a positive and supportive place to learn.
- 55% reported feeling challenged at Lionsgate.
- 66% reported that they liked to learn.
- 98% reported that people at Lionsgate liked them.
- 97% reported that they have friends at Lionsgate.
- 76% that they felt respected.
- 83% reported that they felt safe at Lionsgate.

## PROFESSIONAL DEVELOPMENT

Lionsgate Academy staff engage in extensive and comprehensive professional development. Unlike many districts, Lionsgate provides 2 weeks of intensive training and preparation to licensed staff and educational assistants. In addition to required trainings such as blood borne pathogens and harassment training, Lionsgate preparation includes:

- Autism 101
- Non-Violent Crisis Prevention Intervention
- CPR
- Social-Emotional Learning
- Classroom Management
- Educational Differentiation
- Executive Functioning
- Mental Health

### Cohort Learning

In order to provide up-to-date knowledge and skills to staff, Lionsgate Academy has created a cohort learning system whereby all staff participate in a prescribed course of study. As new staff enter the system, they form a cohort that examines an area of study for students with autism. These cross-categorical cohorts then progress through an annual curriculum to ensure that all employees have a base of knowledge, while allowing those who remain with the program to advance their knowledge. For 2014-15, two tiers of cohorts were established:

Foundation cohort - These cohort groups explored the OCALI modules on understanding autism.

Advanced cohort- I – These cohort groups explored the OCALI modules on antecedent based interventions

Advanced Cohort II – This cohort explored primary source material in addition to the OCALI website modules on antecedent-based interventions.

## FUTURE PLANS

- Lionsgate was awarded a 5 year contract with Novation Education Opportunities (NEO). In the fall, NEO and Lionsgate Academy will establish goals for the new contract.
- Lionsgate will investigate new space and consider a possible move for the Crystal Campus.
- Lionsgate's board of directors will consider completing an affidavit for expansion to open a campus on the east side of the metropolitan area.
- Lionsgate will continue to collaborate with Universities and other outside providers to ensure that our practices remain current with the most recent research and recommendations.

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*The staff is very caring. We have seen amazing social and emotional growth in both of our students.*

*LGA Parent*

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## WORLDS BEST WORKFORCE

*The World's Best Workforce is a legislatively mandated, long-term strategic planning framework to create the "World's Best Workforce." The following is a summary of Lionsgate Academy's efforts to date. This summary was provided in a separate document to MDE.*

### Stakeholder Engagement

#### Report

*Lionsgate Academy publishes its report on the World's Best Workforce via our webpage. The following is the link:*

- <https://sites.google.com/a/lqamn.org/world-s-best-workforce-plan-for-lionsgate-academy/home>

#### Annual Public Meeting

*Lionsgate will hold its annual, public meeting on December 15th, 2015 at 4:00 p.m. in Room 6 of the Crystal Campus.*

#### District Advisory Committee

*Lionsgate Academy is a unique school with a unique student body. Lionsgate draws from over 50 townships throughout the greater metropolitan area. Unlike school districts that are geographically defined, Lionsgate's students represent a broad range of communities. With only 164 students in the entire district, the WBWF committee is commensurately smaller than large districts.*

#### Lionsgate Academy District Advisory Committee

<b>Member Name</b>	<b>Position</b>	<b>Representing</b>	<b>Contact</b>
<i>Phyllis Berger</i>	<i>Community Member</i>	<i>Health Industry</i>	<i>952-240-1137</i>
<i>Luke Russell</i>	<i>Student</i>	<i>Student Perspective</i>	<i>763-360-0347</i>
<i>Dean Restorff</i>	<i>Community Member</i>	<i>Manufacturing</i>	<i>763-807-3444</i>
<i>Jenny Russell</i>	<i>Parent</i>	<i>College Prep</i>	<i>763-360-0347</i>
<i>Jonathan Schwab</i>	<i>Community Member</i>	<i>Public Works</i>	<i>651-216-0405</i>
<i>Dana Wheeler</i>	<i>Parent</i>	<i>Engineering</i>	<i>612-889-3242</i>
<i>Sara Byzovsky</i>	<i>Staff</i>	<i>Transitions</i>	<i>763-486-5359</i>
<i>Jennifer Mueller</i>	<i>Staff</i>	<i>Social Services</i>	<i>763-486-5359</i>
<i>Brandy Dougherty</i>	<i>Staff</i>	<i>Administration</i>	<i>763-486-5359</i>
<i>Noah Hitchen</i>	<i>Student</i>	<i>Student Perspective</i>	<i>612-747-3795</i>

The committee met on Monday, November 23<sup>rd</sup> to review the goals and the World’s Best Workforce framework.

**Goals and Results**

In order to validly evaluate the progress of Lionsgate students toward meeting the goals of closing the achievement gap and all students being career and college ready requires an understanding of the Lionsgate student population. Over 95% of students at Lionsgate Academy receive special education services. The school is open to students of all abilities; however, the specific expertise in addressing the needs of learners with autism spectrum disorders draws many families. In all racial categories except for “White,” Lionsgate has less than 20 students and is therefore excluded from these measures. Many families and students with disabilities have the expectation that college is within their reach. Additionally, research suggests that individuals with ASD are among the most underemployed and unemployed of all individuals with disabilities. Therefore, it is critical that Lionsgate prepare students for both work and post-secondary education. Because our focus group for closing the gap is special education students, the targets for assessment achievement for career and college readiness are identical to those for closing the gap. We wish the reviewers to also note that the elimination of the GRAD retests has had a negative impact on student achievement scores. Our student population benefits immensely from multiple opportunities to demonstrate what they know and can do. Without this safety net, scores from our students may underestimate their ability.

AREA	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>		
	<i>Not applicable</i>	<i>Not applicable</i>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>		
	<i>Not applicable</i>	<i>Not applicable</i>
<b>All Students Career- and College-Ready by Graduation &amp; Closing the Achievement Gap</b>		
<i>Note: Due to the fact that the majority of students at Lionsgate Academy fall in the category of special education, these goals are the same for reducing the gap.</i>		
<b>Reading</b>		
<b>2014-15 Goal</b>	<b>Status &amp; New Goal</b>	
The proficiency index rate of the student 2016 Cohort, receiving special education services at Lionsgate Academy who earn an achievement level of Meet or Exceeds level of Proficiency on the appropriate state accountability tests (MCAIII, MCA IV, MTAS, GRAD, GRAD retest or other applicable tests adopted by the state of Minnesota) in <b>reading</b> will increase from 60% in 2014 to 70% in 2015.	<i>Lionsgate increased the number of students achieving reading proficiency from 60% to 68%. Although we fell short of the goal by 2%, we are confident that measures taken to continually close this gap will maintain growth toward the target.</i>	

<b>Writing</b>	
<b>2014-15 Goal</b>	<b>Status &amp; New Goal</b>
The proficiency index rate of the student 2016 Cohort, receiving special education services at Lionsgate Academy who earn an achievement level of Meet or Exceeds level of Proficiency on the appropriate state accountability tests (MCA III, MCA IV, MTAS, GRAD, GRAD retest or other applicable tests adopted by the state of Minnesota) in <b>writing</b> will increase from 30% in 2014 to 32% in 2015.	<i>Goal Met. LGA is implementing ELA standards to ensure that students maintain proficiency in the absence of a state assessment.</i>
<b>Mathematics</b>	
<b>2014-15 Goal</b>	<b>Status &amp; New Goal</b>
The proficiency index rate of the student 2016 Cohort, receiving special education services at Lionsgate Academy who earn an achievement level of Meet or Exceeds level of Proficiency on the appropriate state accountability tests (MCA III, MCA IV, MTAS, GRAD, GRAD retest or other applicable tests adopted by the state of Minnesota) in <b>mathematics</b> will increase from 68% in 2014 to 80% in 2015.	<i>The number of students meeting proficiency in mathematics dropped from 68% to 34.62%. This drop was mostly attributable to the loss of the GRAD retest. Students in special education are at a disadvantage with a one-time opportunity to demonstrate what they know and can do. .</i>
<b>All Students Graduate</b>	
<b>2014-15 Goal</b>	<b>Status &amp; New Goal</b>
The percentage of students will graduate or continuing to a transition program from 90% in year 2014 to 95% in year 2015	<i>Lionsgate held steady with graduation rates (which include continuation into transition programming) at 90%. While we fell short of our 95% goal, we have exceeded 2017 goals for the state.</i>

#### Identified Needs Based on Data

Lionsgate Academy reviewed a number of data sources to determine and prioritize needs for the World's Best Workforce. Data reviewed included: standardized test scores (MCAs and NWEA-MAP), MMR data, big five PBIS referral data, IEP reviews, and enrollment data. Based on these data, Lionsgate identified the following needs:

- *Students need targeted instruction in both content and strategies to improve scores on standardized tests.*
- *Students need direct instruction in skills in the domain of executive function: i.e., planning, working memory, reasoning, task flexibility and problem solving.*
- *IEPs should be reviewed annually to ensure that students are meeting their goals.*

- *MAP data should demonstrate growth from spring to fall of each year, with students entering more than 2 grade levels below demonstrating accelerated growth.*
- *Student enrollment for 7th grade dropped in 2015 due to space restraints at the Crystal campus. Data suggest that LGA needs to improve its space capacity to serve more students on its waiting list of over 174 families.*
- *Big five PBIS data demonstrate a need for students to have access to mental health services in order to receive FAPE. Lionsgate must address the need to provide mental health services at school.*

## **Systems, Strategies and Support Category Students**

*Supporting Lionsgate students to demonstrate what they know and can do requires a unified, robust review of formative assessments throughout the year. During the fall and spring, administrators and language arts, science and math teachers meet with the District Assessment Coordinator (DAC) to review assessment data. At that time, teachers are asked to evaluate the assessment scores to judge how well the score reflects the students' ability as demonstrated in the classroom. Wide discrepancies flag students for interventions focused on test-taking skills and language. Support service providers, such as speech-language pathologists are called on to consult in such cases, and may even provide "push in" services directly in the classroom. Content teachers meet monthly throughout the year to review their scope and sequences and measure where students are in comparison with curriculum maps. Key indicators of success are formative and summative assessments. Prior to the spring testing season, the DAC reviews data from teachers and may work directly in the classrooms to help students prepare for the assessment. Current methods of MDE reporting on student groups does not allow disaggregation of special education from racial classifications, thus our white students are double counted. Because they are also in special education, the relevant focus area for our school is special education.*

## **Teachers and Principals**

*Because students at Lionsgate Academy require specialized instruction in order to demonstrate what they know and can do, Lionsgate takes a cross-disciplinary approach to professional development. For teachers, student achievement is disaggregated by teacher to determine if there are trends in the data that warrant support for the teacher. Special education and general education teachers work together to ensure that best practices for students are implemented across all instruction. These include predictable and visual scheduling, differentiation for students at varying ability levels, and utilizing methods of scaffolding experiences to accommodate students who learn differently. Professional development is available throughout the school year. Teachers attend two weeks of pre-session preparation and professional development. All teachers are encouraged to attend at least one conference per year in their discipline. The executive director is accountable to the school board and the school board is held to achieving student growth via the charter school authorizer. The executive director attends a monthly cohort training for school superintendents. For probationary teachers, two formal and two informal evaluations are conducted for the first two years of practice. A detailed third year evaluation is conducted and then repeated once every 3 years, unless otherwise indicated.*

## **District**

*Lionsgate as a district implements a number of programs that support high-quality instruction, ensure rigorous curriculum and utilize technology to support a collaborative professional culture. Some of the district-wide programs include the 6-part ELA standards training attended by members of the language arts department throughout the 2014-15 school year. In addition, 2014-15 was the second year of school wide PBIS implementation. Teachers are regularly supported to participate in peer observations both within and outside of LGA. As the school has matured and is entering into its 8th year of operation, a schedule of curriculum review has been drafted and will commence in the 2015-16 school year. Due to the large population of students with IEPs, the district provides time for collaboration between special and general educators. Students with IEPs and objectives in math and language arts are followed closely by their special education teachers and progress reports on objectives are sent home quarterly. Students with IEPs have annual meetings where progress against goals is reviewed, and new goals set. Student achievement is a standing agenda item for every board meeting. In addition to traditional middle and high school programming, LGA students may elect to attend a transition program in order to address unmet IEP goals. Transition skills explicitly address post-secondary education and employment.*



**APPENDIX A. STAFF 2014-2015**



	Last Name	First Name	Position at Conclusion of 2014-15 School Year	File Number	Years Employed by School	Left During the 2014-2015 School Year	Not Returning for 2015-2016 School Year
1	Ahlgren	Cherish	Educational Assistant	N/A	4	X	
2	Anderson	Heather	Occupational Therapist	N/A	1		
3	Anderson	Kiefer	Educational Assistant	N/A	2		
4	Anderson	Nate	Teacher-Science	455006	3		
5	Armour	Nicole	Educational Assistant	N/A	3		
6	Ashley	Dana	Special Education Case Manager	458607	3	X	
7	Barnes	Benjamin	General Education Teacher	463551	1		
8	Bearmon	Michael	Educational Assistant	N/A	2		
9	Bennett	Angela	Human Resources Director	N/A	2		
10	Bennett	Troy	Special Education Case Manager	469391	1		
11	Berger	Ronald	Financial Director	N/A	2		
12	Berris	Julie	Lead Educational Assistant	N/A	5		
13	Betz	Hannah	Educational Assistant	N/A	2		
14	Bickers	Christine	Educational Assistant	N/A	1		
15	Bingham	Devin	Educational Assistant	N/A	1.5		
16	Bjorkman	Jessica	Board Certified Behavior Analyst	N/A	1		
17	Blaisdell	Mary	Teacher-Social Studies	391699	3		
18	Blakeley	Jessica	Educational Assistant	N/A	2		
19	Bolt	Matt	Educational Assistant	N/A	4		X
20	Bortel	Shawn	Special Education Coordinator	396599	5		

	Last Name	First Name	Position at Conclusion of 2014-15 School Year	File Number	Years Employed by School	Left During the 2014-2015 School Year	Not Returning for 2015-2016 School Year
21	Bothum	Krisan	Lunch Assistant	N/A	3		
22	Boyack	Rachel	Special Education Coordinator	416399	6		
23	Buboltz	Todd	Special Education Teacher		.25	X	
24	Burks	Colin	Student Recycling Intern		1		X
25	Busse	Katrina	Educational Assistant	N/A	4.5	X	
26	Bydzovsky	Sara	Special Education Teacher	449169	6		
27	Campbell	Nicole	Educational Assistant	N/A	1.25	X	
28	Crowe	Jared	Educational Assistant	N/A	1		
29	Cottingham	Andrew	Teacher - Math	460453	2.5		
30	Czajkowski	Nancy	Special Education Teacher/DAC	428362	4		
31	Damerow	Chad	Special Education Case Manager	997056	2		
32	Dorsey	Kelly	Lunch Coordinator	N/A	4		
33	Dorsey	Mark	Lunch Program Substitutue	N/A	1		
34	Dougherty	Brandy	Academic Director	402907	7		
35	Edwards	Amber	Educational Assistant	N/A	6		
36	Falcon	Steven	Educational Assistant	N/A	2.5		
37	Falkner	Joe	Clinical Coordinator	394782	6		
38	Farrar	Rose	Educational Assistant	N/A	4	X	

	Last Name	First Name	Position at Conclusion of 2014-15 School Year	File Number	Years Employed by School	Left During the 2014-2015 School Year	Not Returning for 2015-2016 School Year
39	Feld (Thompson)	Stephanie	Special Education Teacher	475085	3		
40	Fink	Adam	Educational Assistant	N/A	2		
41	Finnerty	Michael	Special Education Teacher	455131	5		X
42	Forshee	Brittany	Teacher - Social Studies	434499	5		
43	Freeman	Antonia	Student Recycling Intern	N/A	.5		
44	Fricke	Matthew	Teacher - Spanish	471668	2		
45	Fritz	Emmy	Speech-Language Pathologist	475969	1		
46	Fuller	Margaret	Special Education Case Manager	451646	5.5		X
47	Gahler	Malia	Educational Assistant	N/A	4		
48	Gand	Tony	Educational Assistanat	N/A	1.5	X	
49	Godfrey	Stephanie	Educational Assistant	N/A	2		
50	Golfis	Jesse	Special Education Assistant	N/A	1		
51	Gonzalez	Nancy	Educational Assistant	N/A	5		
52	Goodwin	Nicholas	Educational Assistant	N/A	7		
53	Gran	Bradford	Teacher - Physical Education	321517	5		
54	Groen	Eric	Educational Assistant	N/A	1		X
55	Guenzler	Erin	Substitute Teacher	482768	2		
56	Ha	Janet	Special Education Case Manager/Teacher	463480	2		
57	Halpin	Diane	Executive Director	N/A	3		

	Last Name	First Name	Position at Conclusion of 2014-15 School Year	File Number	Years Employed by School	Left During the 2014-2015 School Year	Not Returning for 2015-2016 School Year
58	Harbison	Angie	Educational Assistant	N/A	2		
59	Harms	Jim	General Education Teacher	467907	7		
60	Hatton	McKenzie	Application Management Specialist	N/A	2		
61	Hauer	Sarah	Special Education Case Manager	997052	4		
62	Hennessey	Erin	Educational Assistant	N/A	7		
63	Hennessey-Purdy	McKenzie	Social Worker	459381	5		
64	Herbes	Aimee	General Education Administrative Assistant	N/A	4		
65	Higbe	Jane	Educational Assistant	N/A	4		
66	Hillman	Susan	Executive Administrative Assistant	N/A	2.5		
67	Hitzeman	Kelly	Special Education Teacher	996851	2.5		
68	Jackson	Jillane	Educational Assistant	N/A	1		
69	Joseph	Johnson	Student Recycling Intern	N/A	.5		X
70	Johnson	Steven	Educational Assistant	N/A	2		
71	Jones	Alexander	Student Recycling Intern	N/A	1		
72	Jost	Laurie	Educational Assistant	N/A	3		
73	Justin	Joel	Special Education Teacher	265316	1		
74	Kafle	Emily	Special Education Supervisor	446904	6		
75	Kent	Derek	Occupational Therapist	N/A	.33	X	

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76	Kitzman	Jessica	Teacher - Art	449909	5		
77	Klug	Tracy	Social Studies Teacher	462748	3	X	
78	Kosher	Malory	Teacher-Health	449779	6		
79	Krause	Annette	Special Education Teacher	248071	.25	X	
80	Krown	Kalen	Educational Assistant	N/A	2		
81	LaFleur	Jeff	Educational Assistant	N/A	3		X
82	Landers	Michael	Educational Assistant	N/A	3		
83	Laschinger	Katie	Educational Assistant	N/A	2		
84	Lauderbaugh	Cayla	Transitions Teacher	477815	.5	X	
85	LeCuyer	Therese	Educational Assistant	N/A	5		
86	Mann	Monica	Educational Assistant	N/A	1		
87	Martin	Justin	Systems & Network Administrator	N/A	6		
88	Martinson	Susan	Special Education Teacher	N/A	1		
89	McKinney	Mallory	Special Education Case Manager	459939	5		
90	Mehle	Tom	Educational Assistant	N/A	2		
91	Meissner	Ryan	Educational Assistant	N/A	5		
92	Mills	Alison	Teacher - Language Arts	411379	6		
93	Morgan	Sean	Educational Assistant	N/A	4		
94	Morse	Amanda	School Psychologist	420228	2	X	

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95	Mueller	Jennifer	Licensed Clinical Social Worker	394616	1		
96	Mundy-Evans	Sarah	Special Education Administrative Assistant	N/A	5		
97	Myhand	Adam	Educational Assistant	N/A	1		
98	Naab	Courtney	Educational Assistant	N/A	1		
99	Newfield	Olivia	Educational Assistant	N/A	.25		
100	Nguyen	Tu	Educational Assistant	N/A	2		
101	Noble	Kari	Educational Assistant	N/A	1		
102	Nygaard	Lindsay	Educational Assistant	N/A	5		
103	Nyvold	Madeline	Educational Assistant	N/A	4	X	
104	O'Donnell	Theresa	Special Education Case Manager	380713	4		
105	O'Meara	Therese	Special Education Case Manager	445135	4	X	
106	Ondich	Laura	Educational Assistant	N/A	6		
107	Osterhout	Jeffrey	School Psychologist	455323	2		
108	Pearson	Elizabeth	Educational Assistant	N/A	5		
109	Pellinen	David	Educational Assistant	N/A	5		
110	Person	Kristi	Business Teacher	458524	2		
111	Petersen	Spencer	Information Technology Intern	N/A	1		
112	Peterson	Annemarie	Teacher - Science	460580	4		X
113	Peterson	Darby	Educational Assistant	N/A	1.5	X	

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114	Peterson	Kinga	Educational Assistant	N/A	4		
115	Pettit	Dawn	Special Education Teacher	345377	.5	X	
116	Pfeffer	Megan	Special Education Teacher	447739	6		
117	Quach	Tony	Educational Assistant	N/A	1		
118	Quass	Lindsay	Special Education Case Manager	453916	5		
119	Ramsden	Michael	Educational Assistant	N/A	4		
120	Richards	Emily	Administrative Assistant	N/A	3.5		
121	Richert	Brittany	Educational Assistant	N/A	1		
122	Rieke	Rebekah	Educational Assistant	N/A	1		
123	Ringgenberg	Eric	SRT/PBIS Coach	N/A	5		
124	Robinson	Kayla	Educational Assistant	N/A	2		
125	Sander	Jo	Special Education Case Manager	996989	2		
126	Saunders	James "Andy"	IT Director	N/A	.25		
127	Schalow	Ted	Teacher - Math	251888	5		
128	Schirvar	Wendi	School Psychologist	431047	.5		X
129	Schmidt	Jenny	Special Education Teacher	466540	4		
130	Schoener	Amariah	Educational Assistant	N/A	1		
131	Schlueter	Melisa	Educational Assistant	N/A	1	X	
132	Scott	Lucas	Educational Assistant	N/A	4		
133	Scott	Olivia	Educational Assistant	N/A	2		

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134	Seif	Michele	Special Education Teacher	316105	.75		X
135	Simm-Palmer	Laura	Educational Assistant	N/A	7		
136	Simons	Lindsay	Educational Assistant	N/A	.5		
137	Sinclair-Wood	Lorna	Educational Assistant	N/A	5		
138	Sprunk	Janelle	Educational Assistant	N/A	1		
139	Suggs	Dustin	Educational Assistant	N/A	6		
140	Swanson	Lori	Educational Assistant	N/A	5		
141	Strunk	Michaela	Occupational Therapist	N/A	1		
142	Stuedemann	Angela	Speech-Language Pathologist	481457	1		
143	Thiesse	Molly	Special Education Teacher	483720	.5		
144	Thipavong	Victor	Educational Assistant	N/A	1		
145	Thomas	Donald	SRT/Educational Assistant	N/A	5		
146	Thomas	Meta	Teacher - Art	448056	5		
147	Tisch	Lyndsey	Social Worker	433500	5		
148	Torgerson	Sam	Health Coordinator	N/A	2		
149	Van Esch	Kelly	Special Education Case Manager	N/A	3		
150	Vosters	Ryan	DAPE Teacher	481740	1		
151	Walker	Dallas	Educational Assistant	N/A	1		
152	Walton	Amy	Educational Assistant	N/A	2		
153	Walz	Jason	Teacher - Transitions	454901	5		
154	Wandrie	Jessica	Speech Pathologist	475511	2		



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155	Weber	Ryan	Special Education Teacher -DAPE	431654	5		
156	Weiss	Stephen	Educational Assistant	N/A	1		
157	West	Mary Ellen	School Psychologist	N/A	5		X
158	Wheeler	Jean	Educational Assistant	N/A	1		
159	White	Amanda	Special Education Case Manager/Teacher	449763	6		
160	Whitmore	Alicia	Educational Assistant	N/A	2		
161	Will	Desi	Educational Assistant	N/A	2		
162	Willis	Drake	Operations Manager	N/A	5		
163	Wilson	Ellie	Educational Assistant	N/A	2	X	
164	Wirth-Davis	Spencer	Educational Assistant	N/A	2	X	
165	Wojciechowski-Prill	Sarah	Teacher - Drama/Theater	430728	7		
166	Wojciechowski-Prill	Oscar	Technology Coordinator	N/A	6	X	