



FIT Academy Charter School
Annual Report & World's Best Workforce Report
2022-23 School Year

7200 147th Street West, Apple Valley, MN 55124

Board Approved November 15, 2023



Volunteers of America

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Verification of Statutory Compliance:

This annual report complies with state statute by addressing all required elements as described in the table below.

Statutory or Contract Required Annual Report Element	Page(s)
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Introduction

FIT Academy, Minnesota charter school, #4244, has now completed its sixth year of operation and is pleased to present this annual report to its authorizer, school community and the public. FIT Academy is a public charter school in Apple Valley, Minnesota. The purpose of FIT Academy is to prepare the whole student for life. We believe our school empowers students to live fulfilling, responsible, and successful lives by purposefully integrating the three developmental areas of *Fitness*, *Intellect*, and *Teamwork*. These three areas make up the FIT acronym and this purposeful integration results in an impact on student development that is far greater than the sum of each individual developmental area.

The primary purpose of FIT Academy is to improve all pupil learning and all student achievement under Minnesota Statutes, section 124D.10. Additional charter contract defined statutory purposes are increasing the use of different and innovative teaching methods; and creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

FIT Academy opened in the Fall of 2017 as a K-8 school serving approximately 180 students and has added one grade in each subsequent year. In 2022-23, FIT Academy served students in grades K-12 with an enrollment of 350 and graduated fourteen seniors! The school experienced significant increase in enrollment for the 2023-24 school year, exceeding 400 students and will continue with its primary academic goal of increasing rigor.

Mission: FIT Academy believes children must have a healthy foundation in order to achieve academic excellence. Our mission is to prepare students by providing a balanced approach to the mental, physical, and emotional development of children.

What makes FIT Academy unique includes the following practices:

- Purposeful integration of Fitness, Intellect, and Teamwork
- School wide focus and commitment to our mission by all stakeholders
- Comprehensive health & physical education curriculum
- “Brain breaks” and physical activation throughout the day
- Monthly focus on a word supporting Emotional Intelligence

FIT Academy believes in this approach because research shows that students involved in regular exercise and sports:

- Perform better than the average student in school
- Are more likely to pursue higher education
- Are more confident and resilient in the face of adversity
- Are less prone to depression and lifelong health issues
- Are less prone to risky behaviors or self-defeating behaviors

Authorizer

FIT Academy is authorized by Volunteers of America:



Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager
VOA Charter School Authorizing Program
VOA-MN Education Center
924 – 19th Avenue South
Minneapolis, MN 55404
Phone: 612-345-8271
E-Mail: solsen@voamn.org

Addendum B to FIT Academy’s contract with the authorizer includes details of the authorizing relationship including how the authorizer carries out oversight of its schools. The Addendum specifies, in part:

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Does Not Meet Standard
- Partially Meets Standard

- Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

- 0 = Does Not Meet Standard
- 1 = Partially Meets Standard
- 2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Three essential questions guide VOA-MN authorizer oversight and charter school accountability plan.

- ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?
- FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?
- SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

Governance

FIT Academy was governed by a seven-person Board during 2022-23 with board membership shown below:

Name	Position / Affiliation	Date Elected	Date Seated	Term Expiration	Contact Info*
Jan Markison	Parent/Vice Chair	Sept. 2018	Sept. 2018	June 2023	jmarkison@fitacademymn.org
Christopher Stookey	Parent/Vice Chair	October 2020	October 2020	June 2023	cstookey@fitacademymn.org
Shannon Baker	Teacher	May 2022	May 2022	June 2025	sbaker@fitacademymn.org
Bill Schneider	Com. Member/ Treasurer	June 2021	June 2021	June 2024	bschneider@fitacademymn.org
Angie Halama	Teacher/ Secretary	Sept. 2020	Sept. 2020	June 2023	ahalama@fitacademymn.org
Tiffany Taylor	Parent	June 2021	June 2022	June 2025	ttaylor@fitacademymn.org
Megan Thiel foldt	Community Member	June 2021	June 2021	June 2024	mthielfoldt@fitacademymn.org
Claud Allaire	Exec. Director (ex officio)				

*Members can also be contacted through the school, at 952-847-3798

Board Training Completed by Board Members

Board Member	Date	Conducted By
Angie Halama		
Governance	9/21/20	https://www.mncharterboard.com
Finance	September 2020	https://www.mncharterboard.com
Employment Law	September 2020	https://www.mncharterboard.com
Governance	6/29/21	Laura Booth, Ratwik, Roszak & Maloney, PA
Finance	12/15/2021	Mindy Wachter, Bergen KDV, Board training
Governance	7/20/2022	Rod Haenke, VOA
MACS Finance	3/22/23	MACS Blue SKY Online Course
Shannon Baker		

Finance	11/19/19	Minnesota Association of Charter Schools - online course 200
Finance	3/18/20	Mindy Wachter, Bergen KDV, Board training
Employment	11/20/19	Minnesota Association of Charter Schools course 300
<i>Governance</i>	9/16/20	Minnesota Association of Charter Schools course 100
Governance	6/29/21	Laura Booth, Ratwik, Roszak & Maloney, PA
Finance	12/15/2021	Mindy Wachter, Bergen KDV, Board training
Governance	7/20/2022	Rod Haenke, VOA
Tiffany Taylor		
Governance	7/20/2022	Rod Haenke, VOA
Finance	3/25/2023	MACS
Employment	3/26/23	MN Charter Board
Jan Markinson		
Governance	1/16/19	Rod Hanenke, VOA Governance Analyst
Governance	11/20/18	Ken Thielman, Former F.I.T. Board Chair
Finance	10/17/18	Chuck Hertegen, F.I.T Finance Manager
Finance	3/18	Mindy Wachter, Bergen KDV, Board training
Governance	6/29/21	Laura Booth, Ratwik, Roszak & Maloney, PA
Finance	12/15	Mindy Wachter, Bergen KDV, Board training
Governance	7/20	Rod Haenke, VOA
Megan Olson/Thielfoldt		
Governance	6/29/21	Laura Booth, Ratwik, Roszak & Maloney, PA
Finance	12/15/2021	Mindy Wachter, Bergen KDV, Board training
Employment	1/12/2022	MSBA
Governance	7/20/2022	Rod Haenke, VOA
Bill Schneider		

Governance	6/29/21	Laura Booth, Ratwik, Roszak & Maloney, PA
Finance	12/15/2021	Mindy Wachter, Bergen KDV, Board training
Employment	3/20/2023	MN Charter Board
Governance	7/20/2022	Rod Haenke, VOA
Christopher Stookey		
Governance	12/1/20	https://www.mncharterboard.com
Finance	December 2020	https://www.mncharterboard.com
Financial Report Training	12/16/2020	Bergen KDV
Employment: Develop and Use Policies	12/30/2020	https://www.mncharterboard.com
Governance	6/29/21	Laura Booth, Ratwik, Roszak & Maloney, PA
Finance	12/15/2021	Mindy Wachter, Bergen KDV, Board training
Governance	7/20/2022	Rod Haenke, VOA

Board Composition & Elections

Board elections were held to elect new board members for the 2023-24 school year. Board elections were held electronically on May 19, 2023. We had five candidates running for three seats. Angie Halama was re-elected to return to the board in a teacher role and Anthony Buhr was elected to join the board at a parent and will be seated at the June meeting. Christopher Stookey's term will end in June.

Management

FIT Academy was led by a leadership team during 2022-23 school year consisting of the Superintendent, Principal, Director of Operations, three PLC Leads, a Curriculum Lead, and Special Education Director. Management duties were primarily performed by the Superintendent, Principal, and Director of Operations. The administrative team was supported by an Administrative Assistant/Receptionist, as

well as a cadre of specialized contractors. Biographical statements about the individuals filling the three lead administrative positions are included below. All members of the leadership team returned for the 2022-23 school year.

The school leadership team included teacher-based leadership roles including a curriculum lead, K-5 lead teacher, and secondary coordinator, all three also serving as teachers. The secondary coordinator assumed administrative duties for grades 6-12 including academic support for the high school students. The curriculum lead, K-5 lead teacher, and secondary coordinator make-up the curriculum committee to lead the school's curriculum development and advancing of academic rigor. The school's professional development, development of curriculum, and advancing of academic rigor are teacher led efforts coordinated by this committee. This is an effort by the school to establish a curriculum grounded in foundational knowledge that is research proven to support academic growth. The curriculum committee will work collaboratively with the superintendent, principal, and director of special education to ensure that curriculum and instruction is aligned and serves the needs of all students. The goal of the curriculum committee is to be collaborative and all staff will be welcome to join committee activities.

FIT Academy Administration, 2022-23					
Name and Position	Admin Lic.	File Folder #	Years Employed	Left During 2022-23	Returning in 2023-24
Claud Allaire, Superintendent	Y	334615	6	No	Yes
Tamra Paschall, Principal	Y	418980	6	No	No
Molly Hunholz, Director of Special Education	Y	496835	2	No	Yes
Mike Vang, Director of Operations	N	459405	2	No	Yes
Amie Killorin, Admin. Assistant/Receptionist	N	None	5	No	No
Angie Halama, Lead Teacher/Secondary Coordinator	N	460771	6	No	Yes

Here are bios of FIT Academy's management team:

- *Claud Allaire, Superintendent.* Claud began the long journey of developing a school in 2011 and has led the school through the founding and start-up process. He earned a teaching degree from the University of Michigan, a masters' in sport psychology from Ithaca College, and completed the Education Specialist program for principals from the University of Minnesota. He has spent the last 30 years as a teacher and administrator in traditional public schools as well as several charter schools. His passion for FIT Academy stems from his background working in traditional and alternative school leadership as well as experience as a high school and collegiate coach where he witnessed first-hand the benefits of developing the whole person through athletic participation.
- *Tamra Paschall, Principal.* Tamra earned her Bachelor's Degree in Biology and Physical Education from DePauw University and a Master's Degree in Athletic Training/Sports Medicine from Indiana State University. She completed the Teacher Licensure program at St. Mary's University in Minneapolis and is licensed as a middle and high school science teacher. Tamra has taught in

the traditional public school system in addition to teaching and having an administrative role in the private school setting. Tamra completed her administrative licensure in 2020.

- *Mike Vang, Director of Operations.* Mike is a licensed teacher who previously served as an educational assistant at Hmong College Prep and Director of Operations at New Millenium Academy where he oversaw development of a new facility.
- *Molly Hunholz, Special Education Director.* Molly previously served as a Special Education Director for Harvest Best Prep Academies and served as Director of Special Education for FIT in 2021-22.

The FIT Academy board has adopted an evaluation process and timeline to evaluate the Executive Director, as stated below:

August/ September

- The FIT Director and BOD Executive Committee (officers) set measurable goals for the Director that are mutually agreed upon for the upcoming school year. This should include a review of the previous year's evaluation results.
- Goals are approved by the full BOD at the August/September BOD meeting.

March/April

- The BOD presents the staff and parent survey again to the FIT community to measure change (*end of year review*).
- The survey results are tabulated and shared with the BOD
- The Director may respond verbally and/or in writing to the findings from the survey.
- Board members complete FIT Director Evaluation anonymously and turn it in to the BOD Chair
- The FIT Director will complete a self-evaluation and turn it in to the Board Chair
- The Board Chair will compile the results of the Board and the Director's self- evaluation and complete an overall summary of each. This includes a generalization of the strengths and weaknesses.

May

- The BOD Chair presents the findings of the individual BOD member evaluations of the FIT Director and the Director's self-evaluation to the full Board.
- The full Board evaluates the performance of the FIT Director.
- Director's review is summarized and recommendation to renew Director's contract is/is not made.

June

- At the regular June BOD meeting, the BOD will offer the FIT Director a contract renewal, if applicable.

Faculty Information and Professional Development

FIT Academy has adopted a Teacher Development & Evaluation plan, the aim of which is to provide teachers with the feedback, training, and professional development necessary to best serve the school's students. The plan consists of four components, as outlined below:

Formal Teacher Observation & Evaluation

Each full-time teacher is formally observed once per year by the Executive Director or qualified appointed evaluator (must be a licensed teacher or administrator, experienced at teacher observations, serving in a leadership role, and MDE trained in teacher development in the last 2 years). Observations will be scheduled within a two-week period following a pre-observation meeting. The steps to each observation are as follows:

- The evaluator will schedule the observation and provide the teacher with a copy of the pre-observation form
- The evaluator and teacher will schedule a pre-observation planning meeting
- The pre-observation form & lesson plan should be submitted to the evaluator by the teacher at least 2 days prior to the observation
- The purpose of the planning meeting is to answer any questions that the teacher may have regarding the observation process
- The evaluator will perform the observation as scheduled using the State Evaluation Rubric
- Within 3 days following the observation, the teacher will provide the evaluator with a copy of the post-observation form
- The evaluator and teacher will schedule a post-observation meeting to take place within 5 days of the observation. The following will be discussed at the meeting: Review of the post-observation form; Review of the teacher's reflective scoresheet; and Review of the evaluator's scoresheet
- Upon review, the evaluator may modify his/her scoresheet to be presented as the final scoresheet
- The evaluator shall sign the final scoresheet and present it to teacher. Teacher has 24 hours to sign it and return it. This document then becomes the Formal Evaluation Document moving forward. Teacher may appeal the evaluator's final scoresheet in lieu of signing it as stated below under "Appeal of Evaluation".
- The teacher will develop an Individualized Growth & Development Plan using the IGDP Form and file it with the lead teacher within 5 days of the post-observation meeting.
- The *Formal Evaluation Document* will be filed in the teacher's personnel file and will be used to provide data for the teacher's 3 Year Review.
- Appeal of Evaluation: Teachers who wish to appeal the Formal Evaluation Document must do so by informing the evaluator, the Executive Director, and the Lead Teacher within 24 hours of being presented the Observer's final scoresheet.

Individualized Growth & Development Plan (IGDP)

IGDP's are developed in conjunction with formal evaluations and must be filed with the evaluator within 5 days of the formal observation meeting. Final review of the IGDP will take place during the next post-

observation meeting. The teacher must then develop a new IGDP to be turned in to the evaluator within 5 days of the post-observation meeting.

Peer Mentoring

Each teacher will participate in three peer-mentoring observations during the year. It is recommended to schedule one during each of the first three quarters. At least one of the three should be performed by the grade-level Professional Learning Community (PLC) lead. At least one of the mentoring activities should specifically address development in the area of IGDP. There is no formal record of peer mentoring and there is no requirement to report the outcome to administration, however, a log is maintained so that administration can confirm that peer mentoring has occurred.

Three Year Review¹

In accordance with Minnesota Statute 122A.40, the school is required to perform a three-year review of all teachers based on the following data distribution:

- 35% – Growth Measures as determined by MCA scores
- 45% – Teacher Practices as determined by rubric scores
- 20% – Engagement Measures as determined by rubric scores

There is a document entitled *3 Year Review Document* for additional information on the review process.

Professional Development

FIT Academy provided professional development for all its teachers throughout the school year during 2022-23. PD for the year focused on three areas: What we teach, How we teach, and Effective use of instructional data. Formal trainings in those areas was provided during the summer of 2022, before school opened; via refresher trainings with outside specialists during the middle of the year, and through weekly Professional Learning Community meetings. The PLC meetings provided for reviewing progress in terms of literacy across the curriculum and use of data to inform teaching. All teachers were involved.

Faculty Information

The below table lists all licensed instructional staff employed by FIT Academy during the 2022-23 school year.

¹ A Portfolio Evaluation option is available as an alternative to both the Formal Evaluation Document and the Three Year Review. Teachers choosing this must inform the Executive Director in a written email prior to September 15th of the applicable year.

Name	Licensure Field(s)	Years	Folio #	Subject	Returning
Allaire, Claud	K-12 Phys Ed, Dist K-12 Prin./Supt.,WBL	6	334615	Director	Yes
Andersen, Harmony	Special Education ABS	3	1012218	SPED	Yes
Anderson, Julie	1-6 Elem Ed	3	484370	1st Grade	Yes
Baker, Shannon	K-6 Elem Ed, Age3-K Pre-Prim	6	459851	2nd Grade	Yes
Cassidy, Ed	K-12 Phys Ed	6	365307	Phy Ed	Yes
Elasky, Taylor	B-Grade 3	6	499422	3rd Grade	Yes
Gall, Chelsea	B-Grade 3	6	499617	1st Grade	Yes
Coffey, Lisa	Substitute teacher / SPED Math	3	505707	Sub/SPED/ELL	Yes
Gatti, Aimee	Life Science	1	351794	Science	No
Halama, Angie	Grades 5-12 Social Studies	6	460771	Social Studies	Yes
Holland, Ruth	Pre-K, K-6 Elem Ed	5	335659	Kindergarten	Yes
Hunholz, Molly	SPED Director	2	496835	SPED Director	Yes
Hurley, Keelin	Grades 5-12 Social Studies / SPED ABS	6	503086	SPED	Yes
Jeske, Bill	Grades 5-12 Social Studies	4	506161	Social Studies	Yes
Johnson, Eric	K-6 Elem Ed, 5-8 Comm Arts & Lit.	6	434085	5th Grade	Yes
Johnson, Kate	Elementary Education K-6	1	469752	5th Grade	Yes
Johnson, Shane	Special Education ABS	4	1006462	Substitute	Yes
Kalenze, Eric	Grades 7-12 English/Language Arts	4	375988	Language Arts	Yes
Kline, Shannon	K-12 Visual Arts	4	350492	Art	Yes
Krmpotich, C.	Instrumental & Classroom Music	1	423452	Music	No
Kuhlman, Jenna	Physical Education	1	1017546	Fitness	Yes
McGuire, Amy	Elementary Education K-6	4	1002431	Reading	Yes
Mersereau, Mark	5-8 Science	1	1003470	Science	No
Montgomery, K.	Elementary Education K-6	1	1013826	1st Grade	Yes
Nelson, Lindsey	Spanish Language	1	1018273	Spanish/ELL	Yes
Notermann, Nicola	K-6 Elementary (OFP submitted)	2	308144	4th Grade	Yes
Paschall, Tamra	Grades 5-8 Science, 9-12 Life Sciences	6	418980	Asst Director	No
Pierpont, Jonathon	K-6 Elem Math, 5-8 Mathematics	4	430384	Math	Yes
Pierson, Heather	Elementary Education K-6	1	480339	3rd grade	Yes
Renn, Janet	Grades 1-6 Elem Ed, K-12 EBD, LD	4	292187	SPED	Yes
Salzman, Amber	K-12 Phys Ed, 5-12 Health - OFP	5	510558	Health & PE	No
Solbrack, Laura	K-6 Elem Ed, 5-8 Mathematics	6	506119	3rd Grade	Yes
Sorensen, Nicole	Special Education ABS	2	1013466	Strategies	Yes
Sullivan, Cynthia	7-12 Mathematics	4	475589	Math	No
Wileman, Mary	K-12 SPED, EBD, LD, Behavior	4	1002493	SPED	Yes

The school had an 84% employee retention rate from the end of 2022-23 to the beginning of 2023-24.

Non-faculty Staff

- Alison Winge, Health Aide
- Amie Killorin, Receptionist / Administrative Assistant

- Betsy Hall, Lunchroom Supervisor
- Dion Wallisch, Educational Assistant
- Marie Kuegah, Educational Assistant
- Isabelle Arroyo, Educational Assistant
- Devan Wilour, Educational Assistant
- Alexandra Head, Educational Assistant
- Levi Martin, Educational Assistant
- Kendra Zschokke, Educational Assistant
- Alyssa Schultz, Special Education Educational Assistant
- Jennifer Jacobsen, Special Education Administrative Assistant
- Oronde Giles, Behavior Interventionist
- Iza Day, Special Education Educational Assistant
- Linda Brunsvold, Special Education Educational Assistant
- Nikki Kabat, Lunch Server & Betsy Hall, Lunchroom Supervisor

School Enrollment

FIT Academy's average enrollment for 2022-23 was 354. The table below provides FIT Academy's enrollment at each grade level as of June 1, 2023:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2022-23	37	33	39	36	45	29	25	26	25	21	15	11	13

Here are some further details regarding FIT Academy's student demographics, as of October 1, 2022:

- The majority of students were Caucasian (61.4%)
- Students of color included 18.5% identified as Black, 5.8% multi-racial, 9.7% Hispanic, and 4.5% American Indian or Asian
- 43% of students qualified for free or reduced-cost school meals
- 15.3% received special education services
- 12.7% were English Learners
- Student retention from the 2022-2023 school year to 2023-24 was 83%

FIT Academy welcomes any student in its served grades, assuming space is available. The school has adopted an enrollment policy including potential lottery procedures, modeled on the Minnesota School Boards Association's model policy. This policy and student application form are available on the school website, at <http://fitacademymn.org/student-application/>.

Academic Performance

FIT Academy aims to meet its primary purpose under the Minnesota charter statute, to improve all pupil learning and all student achievement, including meeting academic and nonacademic performance standards/goals in Addendum B to the charter Contract.

MCA & MTAS ASSESSMENTS: Spring 2022

The MCAs and the alternative assessment Minnesota Test of Academic Skills (MTAS) are used each year to measure the academic progress of Minnesota's students. These assessments administered in Reading in grades 3-8, and 10, Math in grades 3-8, as well as 11, and Science in grades, 5, 8 and once in high school. Provided below is three years of comparative data.

FIT Academy 2023 MCA Score Summary

READING	Proficiency	Growth Since 2022	Growth Since 2019
State	49.9%	-1.2%	-9.3%
FIT School Wide	38%	.8%	-5.1%
Comparison Schools			
FIT Elementary	42.8%	4%	1.1%
Adams Elementary	30%	-5.9%	-13.9%
FIT Middle School	32.5%	-3.2%	-10.3%
Eagle Ridge MS	36.6%	-3.6%	-15.6%
FIT High School	42.9%	12.9%	NA
Burnsville HS	38.3%	-7.2%	

MATH	Proficiency	Growth Since 2022	Growth Since 2019
State	45.5%	.7%	-9.5
FIT School Wide	33.7%	8.4%	9.1%
Comparison Schools			
FIT Elementary	46.6%	16.1%	17.8%
Adams Elementary	38.2%	-2.4%	-11%
FIT Middle School	12.30%	-4%	-2.7%
Eagle Ridge MS	26.7%	-2.2%	-13.2%
FIT High School	10%	-2.2%	NA
Burnsville HS	19%	-4.5%	

SCIENCE	Proficiency	Growth Since 2022	Growth Since 2019
State	39.2%	-2.1%	-11.5%
FIT School Wide	30%	6.7%	5%
Comparison Schools			
FIT Elementary	42.4%	16.4%	9.4%
Adams Elementary	37.7%	4.7%	-12.3%
FIT Middle School	5.9%	-22.1%	-6.1%
Eagle Ridge MS	13.9%	2.1%	-20.5%
FIT High School	54.4%	24.4%	NA
Burnsville HS	20.6%	-8.6%	

FIT Academy 2023 MCA Proficiency & Growth Comparisons

School Wide Proficiency Growth from 2019 to 2023

	Reading	Math	Science
FIT Academy	-5.1%	12.4%	5%
State	-9.3%	-9.5%	-11.5%

Grade Level Comparison School Proficiency Growth from 2019 to 2023

READING COMPARISON	2023 Proficiency Difference #	Growth Differential % Points Since 2019 *
FIT Academy Elementary	12.8%	15%
FIT Middle School	-3.9%	5.3%
FIT High School	4.6%	20.1% (since 2022)
MATH COMPARISON		
FIT Academy Elementary	8.4%	28.8%
FIT Middle School	-14.4%	10.5%
FIT High School	-9%	2.3%
SCIENCE		
FIT Academy Elementary	-4.7%	21.7%
FIT Middle School	-8%	14.4%
FIT High School	33.8%	33% (since 2022)

Proficiency difference between FIT and comparison school in percentage points

* Difference in growth or decrease between FIT and comparison school in percentage points

Summary:

FIT Academy comparison schools were selected based on a combination of ELL, SPED, and Ethnic demographics. These schools are Adams Elementary in Anoka, Eagle Ridge Middle School in Burnsville, and Burnsville High School.

Elementary Summary: FIT Academy's elementary grades (3-5) average proficiencies in reading and math exceed those of Adams elementary and growth differential percentage points in all three subjects far exceed those of Adams Elementary.

Middle School Summary: FIT Academy's middle school grades (6-8) average proficiencies lag behind those of Eagle Ridge for all three subjects. However, FIT Academy's growth differential percentage points exceeds those of Eagle Ridge for all three subjects.

High School Summary: FIT Academy's high school proficiencies in reading and science exceed those of Burnsville High School and growth differential percentage points in all three subjects exceeds those of Burnsville High School.

FASTBRIDGE ASSESSMENT

Fastbridge is a locally administered nationally normed academic screener and progress monitoring tool which provides immediate results. It is used to evaluate growth and inform interventions within the school year, from Fall to Spring. FIT Academy completed Fall, Winter, and some Spring Fastbridge assessments and will therefore report this data.

Fastbridge Reading National Percentile 2022-23 School Year				
	Fall	Winter	Spring	% Change from Fall to Spring
Kindergarten	58	43	50	-8
1st	24	22	31	7
2nd	58	61	54	-4
3rd	57	63	56	-1
4th	70	66	69	-1
5th	60	65	64	4
6th	43	50	57	-14
7th	44	52	46	2
8th	74	71	67	-7
9th	45	44	53	8
10th	40	54	54	14

School-wide average change in
National Percentile
Fall to Spring

-1.0%

Fastbridge Math National Percentile 2022-23 School Year				
	Fall	Winter	Spring	% Change from Fall to Spring
Kindergarten	64	73	72	8
1st	64	66	59	-5
2nd	56	63	62	6
3rd	60	58	65	5
4th	41	55	63	22
5th	51	54	51	0
6th	39	29	52	13
7th	28	28	31	3
8th	46	45	39	-7
9th	40	45	36	-4
10th	49	50	67	18

School-wide average change in
National Percentile
Fall to Spring

5.3%

Findings & Plan for Addressing Needs

The SY2023 MCA and Fastbridge results demonstrate that while the school proficiency in math and reading are lower than that of the state, the school growth has been significantly higher than the state and comparison schools. FIT Academy has particularly surpassed the state and comparison schools in growth during the pandemic period of 2019 to 2022 and is now performing with comparable proficiency with the state in elementary math and elementary and high school science. When compared to comparison schools, FIT Academy has experienced competitive proficiency and significantly higher growth differential in all three tests for elementary, middle school, and high school. Overall, FIT Academy's proficiency and growth demonstrate steady improvement in elementary but stagnant underperformance in middle school and spotty improvement in high school. The school continues to grow intervention programs and strategies, including adding reading and math interventions and developing its plan for multi-tiered intervention systems. FIT Academy will continue with additional intervention strategies to help address deficiencies such as all-star time and the Student Assistance Team. In the short term, FIT Academy will also increase the availability of Tier 2 interventions for reading and math by adding an intervention teacher. Implementation of our Core Knowledge curriculum is a long-term strategy aimed at improving student performance.

Additional Statutory Purposes

FIT Academy has a robust teacher led professional development plan which empowers teachers to be leaders in the classroom, provides new professional opportunities for teachers, and includes opportunities to be responsible for the learning program. In addition to the two teacher positions on the

school's governing Board, all teachers are responsible for managing and improving the learning program through participation in FIT Academy's Professional Learning Communities (PLCs), which meet weekly for analysis of student assessment results, discussion of instructional strategies, joint planning, and professional development. The school's academic program is led by a leadership committee comprised of lead teachers, program coordinators, three grade cluster lead teachers, a special education coordinator, and representatives from the school administration. All major decisions impacting teaching and learning begin with a discussion by the leadership committee followed-up by PLC level discussions with teachers. PLC level discussions are often reflected back to the leadership committee for further discussion and planning. For the purpose of organization, our PLC grade clusters in 2022-23 were K-1, 2-5, and 6-12.

World's Best Workforce Report

The below data summarizes FIT Academy's performance during 2022-23 in the five World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
 - *90% of students enrolled on October 1 in Kindergarten, who are evaluated on the NWEA MAP² in both the fall and spring, will test at or above grade level on the NWEA MAP at the end of the school year.*
 - Fastbridge Kindergarten--At or above grade level: Reading: 50%, Math 72%
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
 - *The percentage of all students enrolled October 1 in grade 3 at FIT Academy who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 57% in reading on all state accountability tests (MCA).*
 - MCA 3rd Grade—40.5% Meet or exceed (3% increase from 2022)
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
 - *For students enrolled at FIT Academy on October 1, the racial achievement gap between white and non-white students will be less than 10% on all state accountability tests.*
 - Reading: White Students at 49.6%, All Students at 38.3%. Achievement Gap is - 11.3%.
 - Math: White Students at 39.3%, Non-White Students at 32.4%. Achievement Gap is 6.9%.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
 - *Students enrolled at FIT Academy on October 1 in grade 8 will demonstrate proficiency on all state accountability tests (MCA) in the spring.*
 - MCA 8th Grade--Meet or exceeds: Reading = 47%, Math = 11.8%, Science = 5.9%. FIT students outperformed the state average in Reading by 2.3% but lagged significantly behind in math and science.

² FIT Academy used the Fastbridge assessments, as described in the preceding section, rather than the NWEA MAP.

- **Graduate from High School [GRAD]:** All students graduate from high school.
 - *Students enrolled at FIT Academy on October 1 in HS will demonstrate proficiency on all state accountability tests (MCA) in the spring.*
 - HS Test Results: Meet or exceeds: Reading = 42.9%, Math = 10%, Science = 54.4%.
 - FIT Academy had 100% graduation rate with 13 graduates in 2022-23.

Academic Program

Overview

Here is a description of FIT Academy's educational philosophy and instructional strategies for grades K-12, as implemented during 2022-23:

Academic Goals:

- Highly rigorous instruction with a focus on building knowledge content. This will be accomplished through the long-term development of knowledge-based curriculum
- Effective use of data to inform instruction. Continued training and professional development to improve effective use of these resources as well as improvement in data practices.
- Opportunities for improving instruction through professional development and peer coaching, particularly in the areas of best practices in routines, classroom management, and student assessments.

Research Grounded Academic Beliefs

- PLC driven professional development and best practices
- Emphasis on guided instruction
- Emphasis on a language rich learning environment

Programmatic Strategies:

- A balanced approach to course offerings aligned with our mission
- Ensuring a safe, respectful, and encouraging learning environment
- Challenging at standard level during instructional time
- Use of academic all-star time for re-teaching and remediation
- Providing tiered support for those who need additional academic support

Multi-Tiered Support Systems:

Tier 1:

- Core instruction
- Academic All-Star Time

Tier 2:

- Pull-out supports in Reading, Push-in in Math
- After-school programs

Tier 3:

- Research Based Classroom Interventions
- Special Education support

In an effort to ensure optimal class sizes, FIT Academy has established the following class size limits:

- Kindergarten: 23
- First Grade: 25
- Grades 2 & 3: 26
- Grades 4-8: 28

Summary of FIT Academy's daily schedule for 2022-23:

Grades K-5 School Schedule	Grades 6-12 School Schedule
<ul style="list-style-type: none"> • Morning Meeting: 20 Minutes • English / Language Arts: 90 Minutes • Mathematics: 60 Minutes • Science & Social Studies: 40 minutes (alternating days) • Health & Physical Education: 30 minutes (alternating days) • Art: 45 minutes (once per week) • Recess/Extended Brain Breaks: 30 minutes per day • All-Star Training: 40 minutes per day • World Language – Spanish 30 minutes (Twice a week) 	<ul style="list-style-type: none"> • English / Language Arts: 50 Minutes • Mathematics: 50 Minutes • Social Studies: 50 minutes • Study Hall: 50 minutes • Health & Physical Education: 50 minutes (alternating days) • World Languages: 50 minutes • Art / Electives: 50 minutes • Recess/Extended Brain Breaks: 20 minutes per day

Successes, Challenges, & Program Improvement

FIT Academy was successful during 2017-18 in establishing itself as a new charter school with an innovative mission and educational program organized around the elements of Fitness, Intellect and Teamwork. In 2018-19, the school's enrollment grew significantly and the percentage of students with disabilities increased significantly from 17% to 23%. The school also suffered a setback on student achievement in MCA testing with student proficiency dropping in both reading and math from the first year to the second. The school has operated under the impact of COVID from 2019 through 2021 and provided a combination of onsite, distance, and blended learning as a result prior to returning to full-onsite in 2021-22.

The school has developed a professional development plan to address the challenges of low proficiency and regression in reading as a result of the pandemic. The purpose of this plan is to support our goal of continued growth towards increased academic rigor. In 2019-2020, the school hired a Curriculum Lead to help FIT Academy continue to develop and advance a curriculum that is academically challenging and rigorous. It is important to mention that the goal is to accomplish these while staying true to the school's guiding philosophy and principles. FIT Academy has experienced significant growth since setting a goal of increased academic rigor following the 2018-19 school year as evidenced by significantly higher growth differential percentage points on MCA scores when compared with state averages and comparison schools. FIT Academy still lags behind state averages in proficiency but rivals comparison schools in proficiency.

Guiding Philosophy

FIT Academy believes children must have a healthy foundation in order to achieve academic excellence. Our mission is to prepare students by providing a balanced approach to the mental, physical, and emotional development of children.

Academic Program

Our educational program consists of effectively coordinating the following priorities:

- Understanding and adherence to the state academic standards
- Development of content or curriculum supporting the building of foundational knowledge
- Implementation of research proven effective teacher directed instructional practices
- Regular and effective use of data to inform instruction
- Focus on a language rich environment & teaching literacy across content areas
- Effective multi-tiered system of interventions

Professional Development Priorities Supporting Academic Program

- Curriculum project (What We Teach): Alignment of state standards and development of content rich curriculum plan supporting the building of foundational knowledge
 - Professional development during August workshops and professional development days
 - PLC alignment during staff data days
- Teacher development (How We Teach): Teacher development supporting the development of research proven effective teacher directed instructional practices
 - State aligned formal teacher observations
 - Peer mentoring and coaching events
 - Teaching lab discussions on staff data days
- Regular and effective use of data to inform instruction
 - Developing this as a constant
 - Administration and review of benchmark data three times per year
 - Administration and review of checkpoint assessment data eight times per year
 - Planning informed by data for instruction, intervention, and extension

Multi-Tiered Intervention Plan

- Tier 1: Intervention during regular instruction in the form of differentiation
- Tier 2: Academic interventions implemented during All-Star time & student assistance team developed researched based interventions in the classroom
- Tier 3: Pull-out intervention for reading or math with possible special education evaluation

Classroom Instructional Practice Pillars

- Promoting a language-rich environment promoting the use of rigorous academic language
- Establishing classroom routines that promote and support an academic culture

- Provide high expectations and clear feedback that promote a growth mindset

Also in place at FIT Academy is a Board Plan of Action for Oversight of Student Performance, Achievement, and Success, with the following five elements:

1) The board can articulate a shared definition of student performance, achievement, and success. The FIT Academy board of directors defines student performance, achievement, and success as reflecting the school's mission of education the whole child. With this in mind, the board's evaluation will be framed by the context provided through review of student and family satisfaction survey. The board's evaluation of student academic achievement will consist of the following:

- Evaluate aggregate yearlong growth in reading and math using pre and post Fastbridge assessment scores
- Evaluate school MCA score growth by comparing year to year results with particular attention to a cohort of continuing students.
- Evaluate school MCA growth in comparison with local district and state subgroups.

2) The board regularly reviews school results related to school performance achievement and success. The Executive Director and Academic Committee will communicate elements of item 1 to the board at board meetings. This will include:

- General review of Fall Fastbridge pre-assessment results
- Fall review of previous year MCA scores including growth analysis
- Review of student and family satisfaction surveys in the Spring
- Review and analysis of Spring Fastbridge post-assessment and yearlong growth
- Development of academic improvement plan in the Spring for the following year

3) The board has a basic understanding of the educational strategies utilized by the school:

- The Executive Director will present the Academic Improvement Plan to the board in the Spring
- The Executive Director and Academic Committee will present the Academic Plan including educational strategies to the board in the Fall

4) The board has a basic understanding of the assessments and accountability systems the school utilizes to assess and evaluate student performance, achievement, and success:

- The Executive Director and Academic Committee will present this plan of action to the board in the Spring for discussion and understanding
- Board members will review this plan of action and research additional information and knowledge as needed

5) The board understands the relationship between student performance, achievement, and success goals and the terms of the charter contract with the authorizer:

- The board will review and understand the terms of contract with the authorizer
- The board understands its responsibility as it relates to oversight of student performance

Finances

FIT Academy school contracts with BergankDV to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials please contact:

Position: Mindy Wachter, Financial Manager

Phone: 952-563-6860

Email: Mindy.Wachter@bergankdv.com

Information presented below is derived from preliminary audited figures. The full financial audit will be completed and presented to Minnesota Department of Education and Volunteers of America in December of 2023.

FY21 Finances	General Fund (1)	Food Service Fund (2)	Community Service Fund (4)
Total Revenues	5,499,442*	114,608	18,034
Total Expenditures	4,867,989	147,739	16,313
Net Income	631,443	(33,131)	1720
End of Year Fund Balance	\$903,899	\$26,495	\$6997

* Note that revenues included Employee Retention Credit payments

Overview

This was the sixth year of operation for the school. The school's enrollment grew significantly from the previous year to reach a daily average of 354 for the year. During the pandemic, FIT Academy accessed relief funding in 2020 in the form of a forgiven PPP loan and also received ERC funds in 2023 which significantly increased the fund balance which now represents about 18% of the annual budget. FIT Academy has experienced challenges with its facility over the years in the form of high rent and overcrowding. The school's building was purchased by Charter School Capital which helped secure a more viable long term lease agreement of 20 years. FIT Academy is now exploring options for growth of its facilities either in the form of additions to the current building or new facilities nearby or both.

Revenues

General Fund

General Fund revenues came from the following sources:

State Aids and Grants: \$4,242,704

Federal Aids and Grants: \$301,476

Fees Collected and other Miscellaneous Revenues: \$955,262*

* Note that this includes ERC funds

Food Services Fund

The programs operated in the Food Service fund operated with a surplus, with program revenues collected exceeding the expenses incurred. The school received state and federal reimbursements for meals served to students. During the 2022-23 year the Food Service fund had revenues from:

State Source & Federal Sources: \$\$114,608

Sale of Lunches and Other Local Revenues: \$27,534

Community Service Fund

The school operated an afterschool care program for its students. This program operated at a small loss during the year, resulting in a transfer from the General Fund. During the year the Community Service Fund had revenues from:

Fees Collected from participants: \$18,034

Expenditures: \$16,313

Expenses

General Fund

The school's largest expense was for employee salaries and benefits, at \$3,456,047. The school's second largest expense was for the lease on its school building at \$497,784.

Service Learning

FIT Academy is involved in several service learning opportunities throughout the year. High school students engaged with various organizations outside of school to volunteer. Some of these organizations included the Dakota County park system, area churches and elder care facility, and food banks. Students must complete 8 hours of service at a pre-approved site, complete a service learning reflection essay, and participate in our service learning fair sharing their work on a tri-fold and answering interview questions from students, staff, and community members. Students summarized their experiences including providing testimonials, pictures, and other artifacts that were displayed for a parent fair. School-wide, FIT Academy was involved in a food drive with the Open Door Pantry and completed a Winter clothing drive to serve our families. FIT Academy is also increasing opportunities for high school students to partner with elementary classes providing opportunities for students to serve in mentor roles including serving as reading buddies in elementary grades.

Innovative Practices

One element that makes FIT Academy unique is the integration of the practices of Fitness, Intellect and Teamwork. With more health and fitness offerings than the typical school, and brain breaks during regular classroom instruction, FIT Academy aims to integrate health and fitness into the program in the service of students' academic development.

FIT Academy established a goal of increasing the school's academic rigor and development of a comprehensive curriculum. This effort is driven by teachers and supported by the hiring of a curriculum

lead guiding the staff through this process. FIT Academy also engaged families in many community building events such as a the Apple Valley 4th of July Parade, Fall Festival, family bowling day, Spring carnival & Art Fair, Gala Dinner fundraising, and many other community building events. The school prides itself in high parent involvement and visibility with parents of current students making up close to 25% of the school's staff.

Future Plans

FIT Academy remains focused on achieving its mission while focusing on increased academic rigor in the classroom. The school is also actively exploring facility growth opportunities to serve its growing enrollment. Along with this growth comes an increase in opportunities for students. In 2022-23, FIT Academy will host its own high school sports teams for the first time in school history. The school is also adding concurrent enrollment offerings to its already broadening list of elective courses. FIT Academy has become a school of choice in Apple Valley. Voted the Sun This Week Reader's Choice *Best Public School in Apple Valley* in 2023 and 2024, FIT Academy continues to establish a strong presence and reputation in the community.