

PRAIRIE CREEK COMMUNITY SCHOOL

***2019 Annual Report on Curriculum, Instruction and Student Achievement &
World's Best Workforce Report***



Minnesota Charter School District #4090

Simon Tyler, Director

27695 Denmark Avenue Northfield, MN 55057

Phone: (507) 645-9640

Fax: (507) 645-8234

Email: pccs@prairiecreek.org

Prairie Creek Community School 2018- 19 Charter School Annual Report and World's Best Workforce Report

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1. School Information

This report provides the staff and families of PCCS Community School (PCCS), the Minnesota Department of Education (MDE), Northfield Public Schools, and the general public with information describing the progress of PCCS and its students during the 2018 - 2019 school year.

PCCS Community School (PCCS) is a charter public school, founded in 1983, that offers progressive education for students in kindergarten through fifth grade. PCCS focuses on progressive education for all students. PCCS is a non-profit trust registered with the Minnesota Attorney General's Office.

Mission Statement

- ***PCCS is a community school.*** Parents, teachers, staff, and students cooperate with one another and with others outside the school to create a joyful and challenging climate for learning.
- ***PCCS is a child-centered school.*** We help children discover the power and excitement of their minds, their feelings and bodies, their relationships, their art. We assure children of their value, encourage their accomplishments, and respect their individual learning styles. We value diversity.
- ***PCCS is a progressive school.*** We emphasize cooperation, promote self-reflection, support innovation, and value change. We share our philosophy and practice with others and learn from them.
- ***PCCS aims to make the world a better place.*** We value justice, gender-fairness, and conflict resolution. We educate children to live as responsive, responsible members of their own communities, now and in the future.

Authorizer

Northfield Public Schools
Matt Hillmann, Ph.D.
507-663-0600

Relationship with Authorizer

PCCS opened in 2002

Contract was renewed in 2005 (05/06 to 07/08), 2008 (08/09 to 10/11), 2011 (11/12 to 15/16) and 2016 (16/17 to 20/21)

Each fall, the Director sends a formal report to the Northfield Board of Education regarding the previous school year. The authorizer has been pleased with PCCS and the Board has been supportive of its goals. On January 18, 2010, Superintendent Dr. Hillmann spent a day reviewing the program and meeting with students, staff and parents.

School Calendar & Hours of Operation

The first day of school was September 4, 2018 and school ended on June 7, 2019. PCCS was open Mondays, Tuesdays, Thursdays, and Fridays from 8:15 am to 2:30 pm and Wednesdays from 9:15 am to 2:30 pm.

Student / Classroom Teacher Ratio

PCCS employed nine classroom teachers to serve 179 students in grades K-5. There are twenty children in each classroom.

Ratio of Licensed Teachers to Students for FY18 was 1:13 (data from Minnesota Report Card)

2. Student Enrollment

	14 - 15	15-16	16-17	17-18	18-19
Enrollment (K-5)	181	180	180	180	179
Average Daily Membership	180.95	180.00	179.93	179.78	

Key Demographic Trends (Data from Minnesota Report Card)

PCCS Students	14 - 15	15 - 16	16-17	17-18	18-19
Enrollment (K-5)	181	180	180	180	179
American Indian/ Alaska Native	0 (0%)	1 (0.6%)	0 (0%)	0 (0%)	0.0%
Asian	8 (4.4%)	9 (5%)	5 (2.7%)	4 (2.2%)	3 (1.7%)
Black/African American	4 (2.2%)	5 (2.8%)	6 (3.3%)	4 (2.2%)	5 (2.8%)
White	164 (90.6%)	161 (89.4%)	155 (86.1%)	157 (87.2%)	154 (86.0%)
Hispanic	5 (2.8%)	4 (2.2%)	3 (1.7%)	4 (2.2%)	4 (2.2%)
Native American / Pac. Islander			0 (0%)	0 (0%)	0 (0%)
Two or More Races			11 (6.1%)	11 (6.1%)	13 (7.3%)
PCCS Students	14 - 15	15 - 16	16-17	17-18	18 - 19
Students of Color	17 (9%)	19 (10.4%)	25 (13.9%)	23 (12.8%)	25 (14.0%)
Free and Reduced Lunch	26 (14.4%)	30 (16.7%)	28 (15.6%)	29 (16.1%)	25 (14.0%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0.0%)
Special Education Status	31 (17.1%)	32 (17.8%)	30 (16.7%)	29 (16.1%)	46 (25.7%)

3. Student Attrition

PCCS has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1 of 2018 and October 1 of 2019	92.7%
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4. 2018-2019 World's Best Workforce Report

World's Best Workforce Components

All Students Ready for Kindergarten

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
1. 95% of students' families who have been accepted for a place in 2019-2020 will attend the spring orientation session, or engage in a teacher interview with a Kindergarten teacher	1. 100% of students' families attended the spring orientation or engaged in a teacher interview	X Goal Met
2. A questionnaire on Kindergarten Readiness will be developed by K/1 teachers. 95% of incoming families will complete the questionnaire prior to beginning the 2019-2020 school year.	2. 96.7% of incoming families completed the questionnaire prior to the beginning of the 2019 - 2020 school year	X Goal Met

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
80% of 3rd grade students will attain Level O for comprehension in the spring of 2019 as measured by the Fountas and Pinnell independent leveled reading program.	29 of 30 students met goal (96.7%)	X Goal Met

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Achievement Gap Reduction. By the conclusion of FY 2021, for each reading and math, the proficiency index for the Special Education subgroup will be: [One-third of (100 - 2016 Special Education subgroup proficiency index)]+2016 Special Education subgroup proficiency index.</p> <p>Goal Rationale: 2016 Math special ed proficiency index = 46.43 2016 Reading special ed proficiency index = 55.36</p>		

<p>Math $1/3 (100 - 46.43) + 46.43 = 64.29$ Math achievement gap goal is to reach a 64.29 proficiency index rate in math for special education students by 2021.</p>	<p>Proficiency Index in FY19 76% (FY18 47.73; FY17 44.00)</p>	<p>X In progress</p>
<p>Reading $1/3 (100 - 55.36) + 55.36 = 70.24$ Reading achievement gap goal is to reach a 70.24 proficiency index rate in math for special education students by 2021.</p>	<p>Proficiency Index in FY19 60% (FY18 50.00; FY17 44.00)</p>	<p>X In progress</p>

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>100% of fifth grade students will complete and present an Honors Project in the spring of 2019.</p>	<p>Goal Met: 29 of 29 fifth grade students completed an Honors Project in the Spring of 2019</p>	<p>X Goal Met</p>

5. Academic Performance

As a public, progressive charter school, PCCS chooses to focus on authentic assessment of the whole child, and de-emphasize the importance of standardized testing as a construct for knowing children. While we recognize the current charter school law mandates test score comparisons with other schools, and the data below fulfills that mandate, we do not regard this approach as a helpful tool to inspire innovation. It will more likely lead to distrust, and not collaboration, between charter schools and traditional districts.

Progress on PCCS Contractual Academic Goals including Mission Related goals.

PCCS is authorized by the Northfield School District. As part of the contractual agreement with our authorizer, PCCS establishes academic goals each year.

Goal 1: State Assessments

Sub Goal 1.1: Absolute Proficiency:

By the conclusion of FY 2021, the schoolwide proficiency rate for students who have been in the school for at least three consecutive years will meet or exceed the state average proficiency for all students for math and reading.

Goal result for 2019: PCCS exceeded the state average proficiency in both reading and math.

	PCCS	State
Math	70.5%	55.5%
Reading	70.5%	59.7%

PCCS exceeded the state average proficiency in 2019 fifth grade science MCAs.

	PCCS	State
Science	85.7%	54.9%

Sub Goal 1.2: Comparative Proficiency:

a. During the contractual period, the School will demonstrate, on average, higher school wide proficiency rates in math and reading than New Discoveries Montessori Charter School.

b. During the contractual period, the School will demonstrate, on average, higher school wide proficiency rates in math and reading than Sibley Elementary School.

Goal result for 2019: PCCS exceeded the proficiency rates for New Discoveries Montessori Charter School both reading and math. Sibley Elementary School narrowly exceeded the proficiency rates of PCCS in reading and math

		PCCS	New Discoveries Montessori Charter	Sibley
Math	2019	70.5%	26.1%	70.9%
Reading	2019	70.5%	43.2%	73.9%
Science	2019	85.7%	CTSTR	54.8%

Sub Goal 1.3: Growth.

During the contractual period, the School's combined (Reading and Math) weighted average growth z-score will, on average, exceed 0

Goal result for 2019: The School's combined (Reading and Math) weighted average growth z - score was 3.8065. Goal met.

Goal 2: Nationally Normed Assessment (15% weight)

During the contractual period, an average of 50% of students in grades 1 - 5 will meet their targeted rate of growth in math, as measured by the NWEA MAP Math assessment, from fall to fall.

Goal result for 2019: 49.3% of students met the targeted rate of growth in math from fall of 2018 to fall of 2019. Goal not met.

Goal 3: Reading Growth Goals (15% weight)

During the contractual period, the School will establish fall to spring growth goals, aligned with ELA standards, for children in K through 3 utilizing the Fountas and Pinnell comprehensive system. An average of 66% of all students will meet growth targets.

2018 - 2019 fall to spring literacy growth goals:

Kindergarten

a. Students who come in knowing 12 or fewer letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "A" (Grade K) books by the end of the year. Goal not met (62.5%)

b. Students who come in knowing 13 or more letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "C" (Grade 1.0) books by the end of the year. Goal met (91%)

c. Students who come in reading Fountas and Pinnell "A" (Grade K) books or above will move forward at least 3 levels in the Fountas and Pinnell system by the end of the year.

Goal met (100%)

First Grade

a. Students at B and above will move forward at least three reading levels in the Fountas and Pinnell system. Goal met (95%)

b. Students at A or below will move forward at least 2 levels in the Fountas and Pinnell system. Goal met (71%)

Second Grade

a. Students entering 2nd grade at or below Level I (Grade 1.8) will progress at least 3 reading levels by the end of the school year. Goal met (100%)

b. Students entering 2nd grade at or above Level J (Grade 2.0) will progress at least 2 reading levels by the end of the school year. Goal met (67%)

Third Grade

a. Students entering 3rd grade below Level M (Grade 2.9) will progress at least 3 reading levels by the end of the school year. Goal met (100%)

b. Students entering 3rd grade at or above Level M (Grade 2.9) will progress 2 levels by the end of the school year. Goal met (92%)

Note: "Independent" level = 95% accuracy and satisfactory or excellent comprehension

6. Innovative Practices & Implementation

PCCS's progressive philosophy aligns closely with current research and best practices for developing 21st century skills. The school is a multi-age, active learning environment that fosters creativity, critical thinking, and a passion for learning. The school places a strong emphasis on the value of play, the arts and the development of social and emotional intelligence. PCCS is committed to strategic action work centered on educating for equity. This work is reflected in the strategic action goals.

The academic program is centered on a philosophy, rooted in the teachings of John Dewey and other progressive educators, that holds that children will construct an understanding of the world from genuine experiences. Consequently, children engage in thematic study and individual projects throughout the school year. Teachers tailor this study to the children's developmental stages as they progress through the K - 5 program. Interdisciplinary study is aligned to standards through an annual review by teacher professional development committees. Comprehensive literacy and math plans support this work and ensure continuity and opportunity for reading, writing and numeracy to also connect in authentic ways with other subject areas. PCCS has a strong commitment to the arts, and specialists teach all children in the fields of visual art, Music and Spanish. A team of teaching assistants provides an additional level of child-centered support in each classroom.

The general education program is supported by a team of three licensed special education teachers and paraprofessionals that serve Individual Education Program Plan needs. A licensed Title 1 Math/Literacy Intervention teacher works with children who require additional literacy and math support in the general education setting.

PCCS is committed to a robust and authentic model of teacher evaluation. All teachers participate in a peer coaching program and are evaluated by the school Director in accordance with the school's teacher evaluation plan.

Student Evaluation

PCCS is structured around a small, multi-age classroom model to provide a child-centered learning environment. Academic and non-academic goals are established for each child at a fall parent/student/teacher conference. Beyond state accountability measures that are detailed in this report, progress is monitored through formative assessments in math and literacy and a variety of measures including work samples, portfolios, reports, projects and performance in thematic study areas. Narrative reports that detail student progress are provided to families at the winter and spring conferences.

Innovative Professional Development Model

Student learning is designed by teachers in an innovative community of professional collaboration. Teachers team in professional development committees that review standards and best practices across the curricular areas. These committees meet and plan the weekly two hour professional development sessions for faculty. In addition, the teaching staff participated in two days of professional development at the end of the year for reflection on the year's work and goal setting focused on the mission and purpose of the school. The staff also participates in four days of workshops prior to the start of the school year. The faculty functions as an authentic learning community with teacher leadership employed to develop workshops related to academic and non-academic goals.

During the 2018-2019 school year, the faculty participated in a professional development committee process. Each committee has three classroom teachers, with the Director, the special education teachers and the part-time specialists joining as interest and time allow. During a meeting in September, the teachers took the entire list of professional development goal areas and topics that had been determined during faculty retreat in June and work week in August and divided them out among the three committees. They set aside one Wednesday meeting per month for committees to meet. During these meetings, the committees planned upcoming professional development and school events. The committee assigned a particular topic was responsible for leading the Wednesday meeting(s) on that topic or finding a speaker or facilitator to lead. Each committee planned to facilitate about one meeting per month. Committees prioritized the list of tasks to reflect their relative importance.

Weekly professional development meetings included all teaching staff. Some teachers also participated in specialized professional development outside of the regular weekly session. In 2018, Prairie Creek Community School was honored with the Minnesota Association of Charter School's Innovation Award for its innovative and teacher powered professional development design.

PD Committee Narrative Arcs for 2018-2019

Committee	Topics	Sessions:
1	<p>Mental and physical health: PE (including new standards), mindfulness, anxiety, connecting to nature</p> <p>Literacy</p>	<ul style="list-style-type: none"> · Yoga and mindfulness · Anxiety in children (all-staff) · Teaching English learners · Children’s mental health with Nancy Gregerson · Highly sensitive children with Mary Upham · Review of literacy plan with SPED team · PE equipment, lessons, and planning ·
2	<p>Math, lesson study</p> <p>Theme</p> <p>Social curriculum</p>	<ul style="list-style-type: none"> · Codifying our social curriculum · SEL Toolkits · Mathematical habits of mind · Social skills videos and discussion (all staff) · Math lesson study · Math fact fluency
3	<p>Progressive education: living our mission. Outreach, parent ed, developmental needs of the whole child</p> <p>Educating for equity: courageous conversations, social justice</p>	<ul style="list-style-type: none"> · Writing progressive spotlights · Cognitive coaching around courageous conversations · Native people and their history with Tonya Kjerland · Book Club Discussion: We Can’t Teach What We Don’t Know (white teachers and race) · Planning an equity focused lesson and sharing about it · Equity case studies (all staff) · Attended talk by Gloria Ladson-Billings at Carleton about Culturally relevant pedagogy

NOTE: We lost four sessions to weather related closures.

Imagine Conference

On November 5 , 2018 PCCS hosted a one day progressive education conference. This was the second time that PCCS faculty organized and led the Imagine Conference. A panel of authors presented on topics of equity in children’s literature. A series of workshop sessions on progressive education topics were presented by PCCS teachers and guest experts.

Parent Education

In 2018 - 2019, parent education evenings were hosted on the topics of Children and Anxiety (presented by Andrea Smothers) and Number Fact Fluency.

Arts’ Initiatives

Progressive education requires a strong commitment to the arts. PCCS provides Music and Visual Arts specialist instruction for all students. The school has a school orchestra serving children in fourth and fifth grade that has become an established part of our program. The PCCS arts’ committee comprising of teachers, parents and community members provides guidance and planning for a three year cycle of residency experiences for the children.

PCCS continued its rich tradition of arts’ residency programming. In January of 2019, students engaged in a circus arts residency. The residency was supported by a Minnesota Arts’ Board Grant that enabled the school to procure a residency experience with the Circus Juventus company.

7. Student and Parent Satisfaction

Each spring, PCCS distributes a parent engagement and satisfaction survey to parents/guardians of PCCS students. The survey was designed to measure four domains of parent satisfaction:

(a) Community and Climate (6 questions); (b) Curriculum and Learning (9 questions); (c) Faculty and Staff (6 questions); and (d) Governance and Administration (4 questions).

Questions in the four domains were close-ended with four response options (4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree).

A fifth domain (Progressive Education) was an open-ended question and parents were asked to identify ways that “PCCS is staying true to its mission as a progressive school.” The last section of the survey consisted of demographic questions (e.g., city of residence, volunteering) and was a mix of close-ended (yes/no, multiple choice) and open-ended questions. Of the 137 families at PCCS, there were 91 completed surveys for a response rate of 66%.

The results of the survey were very positive:

- There was an overall positive response in all four domains: Community and Climate (99%), Curriculum and Learning (96%), Faculty and Staff (98%), and Governance and Administration (98%).
- Average ratings across the four survey domains of the Parent Satisfaction Survey were also very positive. On average, parent ratings were between 3 (“Agree”) and 4 (“Strongly Agree”) for Community and Climate (3.82), Curriculum and Learning (3.65), Faculty and Staff (3.81), and Governance and Administration (3.69). Averages were very similar to previous survey administrations.
- The largest proportions of parents indicated they volunteered at PCCS between 1-5 hours (49.4%), less than an hour (39.1%) per month.
- Of the respondents, 91.2% indicated they attend parent events at PCCS.

Proportion of Parents Averaging Positive Responses across Domains

Domain	Proportion of Parents with an Average Positive Response (3.0 or higher)
Community and Climate	99%
Curriculum and Learning	96%
Faculty and Staff	98%
Governance and Administration	98%

The table below shows the average score for the four survey domains. The average rating for all four domains fell between the “Agree” (a rating of 3) and “Strongly Agree” (a rating of 4) response options.

Average Response on Parental Engagement and Satisfaction Survey over Time

Domain	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Community and Climate	3.72	3.75	3.72	3.78	3.82
Curriculum and Learning	3.57	3.56	3.55	3.66	3.65
Faculty and Staff	3.74	3.71	3.67	3.77	3.81
Governance and Administration	3.61	3.63	3.76	3.72	3.69

Statements with the highest proportion of “**Strongly Agree**” and “**Agree**” responses. These are all of the questions for which there were no negative responses or a single negative response (the varying percentages reflect different total numbers of respondents).

- *“PCCS leadership promotes the mission of the school effectively.” (100%)*
- *“Communication with parents from the director is informative.” (100%)*
- *“The office staff are welcoming and helpful.” (100%)*
- *“I am provided with opportunities to be involved in the life of the school.” (100%)*
- *My child is learning to research topics of interest, develop, and present his/her learning.” (99.1%)*
- *“My child’s teacher creates a culture for learning in the classroom.” (99.1%)*
- *“At PCCS, my child has many opportunities to make connections with children in other grades.” (99.1%)*
- *“The social curriculum at PCCS is supported in my child’s classroom.” (99.1%)*
- *“PCCS provides a safe and secure environment for children” (98.9%)*
- *“I am satisfied with the arts’ experiences at PCCS (music, art, drama...).” (98.9%)*
- *“I feel well informed about what is going on at PCCS.” (98.9%)*
- *“The Director is responsive to parent concerns.” (98.9%)*

Statements with the largest proportion of “Disagree” and “Strongly Disagree” responses were:

- “I am satisfied with the foreign language experiences my child has at PCCS.” 14.9% (12.1% in 2017-2018)(23.9% in 2016- 2017)(17.9% in 2015 - 2016)(17% in 2014 - 2015)
- “I am satisfied with my child’s progress in becoming a competent and confident mathematician.” 9.8% (6.5% in 2017-2018)(17.4% in 2016 - 2017)(6.4% in 2015 - 2016)(13.4% in 2014-2015)
- “I feel informed about the work of the Board.” 7.7% (8.4% in 2017 - 2018) (12.4% in 2016 - 2017) (14.8% in 2015 - 2016) (12.9% in 2014 -2015)

8. Staffing

PCCS employs highly qualified staff throughout its program. In support of the school’s child-centered mission, teachers oversee class sizes capped at 20 students. Additionally, the school commits to providing additional classroom staffing support with five general education teaching assistants. These teaching assistants provide morning support in the three K/1 classes with scheduled support in the 2/3 and 4/5 grade teams. Targeted academic support is provided by a team of Special Education teachers and paraprofessionals and a licensed Title 1 Math /Literacy Intervention teacher. Specialist classes are provided by part-time licensed Visual Arts, Music and Spanish teachers.

2018-19 Licensed Teaching Staff

Name	File #	License / Agreement	2018-19 Status	Comments
Amy Narveson	385212	K/1	R	
Christopher Coffey	492511	K/1	NR	
Amy Brown	398391	K/1	R	
Molly McGovern Willis	427419	2/3	R	
Nancy Dennis	394260	2/3	R	
Amy Haslett - Marroquin	374525	2/3	R	
Michelle Martin	406690	4/5	R	

Cathy Oehmke	421554	4/5	R	
Gabriel Meerts	462802	4/5	R	
Angie Ekern	397282	Visual Arts Teacher	R	
Olivia Krueger	471728	Music and Orchestra Teacher	R	
Jennifer Sanders	482424	Spanish	R	
Carley Maley	486408	Special Education Teacher	R	
Kelsey Fitschen Hemmah	450336	Special Education Teacher	R	
Michelle Bigalke	419188	Special Education Teacher	R	
Lisa Molitor	291729	Literacy / Math Intervention	R	

* R = Return, NR = Not Returning

2019-20 Licensed Staff

Name	File #	License / Agreement	Comments
Amanda Solinger	477588	K/1	
Amy Brown	398391	K/1	
Amy Narveson	385212	K/1	
Molly McGovern Willis	427419	2/3	
Nancy Dennis	394260	2/3	
Amy Haslett - Marroquin	374525	2/3	
Michelle Martin	406690	4/5	
Cathy Oehmke	421554	4/5	
Gabriel Meerts	462802	4/5	
Angie Ekern	397282	Visual Arts Teacher	
Olivia Krueger	471728	Music and Orchestra Teacher	
Jennifer Sanders	482424	Elementary Ed (Spanish)	
Carley Maley	486408	Special Education Teacher	
Kelsey Fitschen Hemmah	450336	Special Education Teacher	
Michelle Bigalke	419188	Special Education Teacher	
Lisa Molitor	291729	Math/Literacy Intervention Teacher	

Licensed teacher percentage turnover rate:

2018-19 to 2019-20: (non-returning teachers / total teachers x 100) = 6.25%

Licensed teacher percentage turnover trend data:

	14-15 to 15-16	15-16 to 16-17	16 -17 to 17-18	17-18 to 18-19
Percentage	13%	13%	0%	6.25%

2018 - 2019 Non-Licensed Staff

Name	Assignment	2019-20 Status	Comments
Colleen Braucher	Office Manager	R	
Keith Johnson	Financial Officer	R	
Theresa Nemec	Office Assistant	R	
Carolyn Joyce	Office Assistant	NR	
Olivia Moraczewski	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Mary Poole	Teaching Assistant	R	
Carolyn Joyce	Teaching Assistant	NR	
Christa Udelhofen	Teaching Assistant/Media Paraprofessional	R	
Natalie Ojala	Special Education Paraprofessional	R	
Casey Piekarski	Special Education Paraprofessional	R	
Nikki Teske	Special Education Paraprofessional	R	
Cale Steinhoff	Special Education Paraprofessional	R	
Abby Dennis	Special Education Paraprofessional / After School Care Supervisor	NR	
Liz Grossman	Lunch Program / Special Education Paraprofessional	R	
Connie Menssen	School Nurse	R	
Brandon Braucher	After School Care Assistant	R	

2019-2020 Non-licensed Staff

Name	Assignment	Comments
Colleen Braucher	Office Manager	
Keith Johnson	Financial Officer	
Theresa Nemecek	Office Assistant	
Diana Drager	Office Assistant	
Olivia Moraczewski	Teaching Assistant	
David Pennock	Teaching Assistant / After School Care Assistant	
Mary Poole	Teaching Assistant	
Anna Lisa Rustad	Teaching Assistant	
Natalie Ojala	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Cale Steinhoff	Special Education Paraprofessional/ After School Care Assistant	
Jakob Anderson	Special Education Paraprofessional/ After School Care Supervisor	
Casey Piekarski	Special Education Paraprofessional/ After School Care Assistant	
Donna Eicher	After School Care Assistant	
Connie Menssen	School Nurse	
Christa Udelhofen	Media Paraprofessional	
Liz Grossman	Lunch Assistant/Special Education Paraprofessional	
Brandon Braucher	After School Care Assistant	
Olivia Rezac	After School Care Assistant	

9. Governance and Management

Board of Directors

The membership of the Board is composed of parents and/or guardians of currently enrolled PCCS students, staff members and community members. The School Board consists of nine members. The Director and Chief Financial Officer serve as non-voting members. Terms of the members run from July 1 to June 30.

There were nine voting members of the PCCS Board for the 2018-2019 school year. Specific information for each board member can be found in Table 14 below. Overall, board members had an average attendance rate of 83%.

Agendas, meeting minutes, policies, budgets and audited statements are posted on the website: www.prairiecreek.org

Board Members 2018-2019

Member Name	Board Position	Affiliation	Term End Date	Email Address
Ben Miller	Chair	Parent	6/30/2021	bmiller-board@prairiecreek.org
Kelsey Fitschen Hemmah	Secretary	Teacher	6/30/2020	kfitschen@prairiecreek.org
Ryan Krominga	Treasurer	Parent	6/30/2020	rkrominga-board@prairiecreek.org
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2021	bjflom-board@prairiecreek.org
Lisa Percy	Member	Parent	6/30/2021	lpercy-board@prairiecreek.org
Jason Buckmeier	Member	Parent	6/30/2020	jbuckmeier-board@prairiecreek.org
Jodi Doeden	Member	Parent	6/30/2019	jdoeden-board@prairiecreek.org
Gabe Meerts	Member	Teacher	6/30/2019	gmeerts@prairiecreek.org
Trish Beckman	Member	Parent	6/30/2020	tbeckman-board@prairiecreek.org

Board Training Record

Board Member	Governance	Financial	Employment
Lisa Percy	10/20/15	9/18/15	12/2/15
Ryan Krominga	2/24/18	11/27/17	2/24/18
Trish Beckman	2/24/18	12/15/17	2/24/18
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen Hemmah	9/15/12	9/15/12	9/15/12
Jodi Doeden	11/11/17	1/18/17	11/11/17
Jason Buckmeier	2/24/18	10/30/17	2/24/18
Gabe Meerts	10/14/17	10/14/17	10/14/17
Ben Miller	3/14/14	3/12 /14 - 3/24/14	6/11/14

Director Professional Development Plan

PCCS Community School's Director, Simon Tyler completed his eighth year as Director in 2018-2019. Principal Licensure: File Folder # 367631

10. Finances

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Colleen Braucher is the Office Manager/Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The PCCS School Board and Finance Committee meet on the 4th Thursday of each month and the school's financial information is carefully reviewed and discussed at each meeting.

PCCS has steadily built a strong fund balance reserve, finishing FY19 with a fund balance of \$682,691 (32.1% of annual expenditures) which has kept the school fiscally sound and well positioned to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2019 show General Fund total revenue at \$2,154,665 and General Fund total expenses in the amount of \$2,138,539 resulting in a Net Income of \$16,126.

CliftonLarsonAllen, an independent auditor, has conducted PCCS's financial analysis. PCCS will submit audited financial statements to Northfield Public Schools and the Minnesota Department of Education on or before December 31, 2019.

11. Future Plans

Strategic Planning

In 2017 - 2018 PCCS board and faculty led a reflective process on growth and accomplishments of the current strategic plan cycle. This review incorporated multiple retreats and listening sessions with stakeholders. The strategic development plan is organized by guiding statements to reflect mission, key strategic focus areas and annual action goals. Each year, new strategic action goals are developed with faculty and board oversight.

Guiding Statements

1. Education Program

Our school continues to breathe the philosophy and practice of progressive education as determined by our founding families. By sustaining our initial values, PCCS will continue to provide leadership in the area of progressive education and examples of best practices for child centered learning. We will showcase student growth with relentless attention to the developmental needs of each learner. We will continue to attend to the individual and social growth of each child as we enhance our educational program. Thoughtfulness and care will be taken as we integrate technology and innovation within our educational program. Through shared experiences and intentional program development, our school will fulfill its mission to make the world a better place.

2. Communication / Outreach

PCCS has been a local leader in progressive education for over 30 years. We have a rich tradition and a vibrant present that we will share with our school community, our region, and the broader progressive education movement. PCCS will continue to examine, celebrate and reflect upon the school’s core values and develop a coherent voice when articulating our philosophy. We will systematically communicate our mission and purpose to a diverse audience. We will establish partnerships with educators to deepen our own understanding of progressive education and best practices in the teaching of children.

3. Program Sustainability

As a public progressive community school we are committed to providing a well-resourced child-centered environment that recognizes the importance of small class size. PCCS supports and develops progressive educators, invests in their continuing professional development, and creates an inspiring work environment. PCCS seeks the community’s engagement in volunteer service and fundraising initiatives. The School Board will guide fundraising strategies that will be implemented within the context of responsible, multi-year budget projections.

Strategic Focus Areas

Education Program	Communication / Outreach	Program Sustainability
<p>1. Educating for Equity: Practicing our commitment to make the world a better place</p> <p>2. Developmental Needs of Children <i>Focus group to study developmental design of educational groupings and early years (Pre-K) opportunities</i></p> <p>3. Attending to the mental and physical health of children</p>	<p>1. Communication <i>Use technology to balance the amount and types of information we share with families (website, videos, school-wide journal or newsletter, etc)</i></p> <p>2. Family Education and Community <i>Building community through shared commitment to progressive education practices</i></p> <p>3. Educator Outreach and Networking: Initiate connections with a broader educational community</p>	<p>1. Sustainable budgeting <i>Development, legislative outreach, teacher compensation</i></p> <p>2. Facility Management</p> <p>3. Teacher Development and Leadership</p>

Strategic Action Areas for 2019 - 2020

Review of Mission Statements

Prairie Creek will engage in a review of the language that supports the four pillars of the school's mission statement. The school board, community and staff will all be part of this reflective process.

Review mission statement language. Revise as needed.

Educating for Equity Initiatives

Prairie Creek will begin a comprehensive review of the school policy utilizing an equity lens. The school will also reform the required District Advisory Committee, inviting the participation of a diverse group of community members. The Council will oversee required accountability work, review strategic initiatives, and give insight into opportunity gaps in our education program.

Education Program

Prairie Creek continues to seek innovative professional development, curricular and parent education opportunities in the area of math. A primary focus in 2019-2020 will be Basic Fact Fluency. As well as a focus on professional development for teachers, fact fluency strategies will be shared with parents through team level outreach and a whole school math parent education evening.

Outdoor Learning

A key focus area in 2019 - 2020 will be outdoor learning. A professional development committee of teachers will lead studies of our outdoor spaces, environmental education curriculum and climate change. Educational experts in this field will support this initiative. The school will also construct a shelter to support access to outdoor learning activities.

Outreach / Networking

In the fall of 2019 the national Progressive Education Conference is being hosted in the Twin Cities. Director Simon Tyler is on the conference planning committee and PCCS staff and board will participate in the conference. Teachers will also present at the conference.

PCCS will also host a series of visits from educators in 2019 - 2020. This is an opportunity to both showcase our progressive practices, and also forge connections with, and learn from, educators from all over the country.

Program Sustainability

The PCCS finance committee will undertake a five year budget review and fund balance forecast. This review will be followed by the development of action options for maintaining our strong tradition of fund balance and sustainable budgeting into the future.

Arts' Residency

PCCS continues to maintain a strong commitment to arts' education. An arts' committee of teachers, parents and board members plans an annual arts' residency experience for the children. In January of 2020 all PCCS students and staff will collaborate with St. Olaf faculty and students to co-create an opera.