

PRAIRIE CREEK COMMUNITY SCHOOL

2014 Annual Report on Curriculum, Instruction and Student Achievement



Minnesota Charter School District #4090

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1. School Information

This report provides the staff and families of Prairie Creek 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 its twelfth year of operation as a charter public school.

Prairie Creek 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 (see Appendix A).

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 co-operation, 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
Chris Richardson, 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), and in 2011 (11/12 through 15/16)

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 April 7, 2014, Dr. Richardson 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 3, 2013 and school ended on June 6, 2014. 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 182 students in grades K-5. The student/classroom teacher ratio in 2013-2014 averaged 20:1.

2. Student Enrollment

Enrollment is expected to stay at 182 students for the 2014 - 2015 school year and then return to the targeted 180 students for the 15 - 16 once the 5th grade “bubble” of 32 graduates.

	09-10	10-11	11-12	12-13	13 -14
Enrollment (K-5)	177	178	180	180	182
Average Daily Membership	177.42	179.15	178.39	178.71	181.05

Key Demographic Trends

Enrollment and gender balance has been consistent since the school expansion in 09 - 10. The 13 - 14 school year saw a significant increase in the number of Special Education students. The expectation is that these numbers will return to trend levels in 14 - 15 since a significant population of students on IEPs were in the graduating fifth grade class.

PCCS Students	09-10	10-11	11-12	12-13	13 -14
Enrollment (K-5)	177	178	180	180	182
Male	83 (47%)	98 (55%)	84 (47%)	86 (48%)	92 (51%)
Female	94 (53%)	80 (45%)	96 (53%)	94 (52%)	90 (49%)
American Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian/Pac. Islander	12 (7%)	8 (4%)	8 (4%)	10 (6%)	8 (4.4%)
Black/Non-Hispanic	4 (2%)	4 (2%)	2 (1%)	4 (2%)	3 (1.6%)
Caucasian	158(89%)	162(91%)	165 (92%)	165 (92%)	166 (91.2%)
Hispanic	3 (2%)	4 (2%)	5 (3%)	1 (1%)	5 (2.7%)
Students of Color	19 (11%)	16 (9%)	15 (8%)	15 (8%)	16 (9%)
Free and Reduced Lunch	30 (17%)	41 (23%)	32 (18%)	25 (14%)	23 (12.6%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Special Education Status	19 (11%)	20 (11%)	18 (10%)	24 (13%)	34 (18.7%)

3. Student Attendance, Attrition and Mobility

Attendance

Attendance percentage for 2014 was 95.5% and met AYP.
(percentage from Minnesota Report Card on MDE website)

Attrition

Prairie Creek Community School has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1, 2012 and October 1, 2013	96%
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Student Mobility

	09 - 10	10 - 11	11 - 12	12 - 13	13- 14
Mobility Index	0.03	0.01	0.05	0.05	NA

4. World's Best Workforce Components

4a. Educational Approach and Curriculum

Prairie Creek'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 dramatic arts and the development of social and emotional intelligence.

The academic program is centered on a philosophy, rooted in the teaching 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. Inter-disciplinary 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. Prairie Creek 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. Title I funding has supported the role of a licensed math/literacy intervention teacher. This teacher works with children in the K - 2 grades who require additional literacy and math support in the general education setting.

Prairie Creek is committed to a robust model of teacher evaluation. All teachers are supervised and evaluated by the school director each year. The school will pilot a revised teacher evaluation plan in 2014 - 2015 that meets World's Best Workforce Requirements.

4b. Innovative Practices & Implementation

Student Evaluation

Prairie Creek Community School 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 measured 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.

Professional Development

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 participates 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 2013-2014 school year, the faculty implemented a new committee process to guide its professional development work. Each committee has three classroom teachers, with the director, the special education teachers and the 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 PD 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.

Work in 2013-2014 primarily focused on community connections, service learning, the opera residency, math, teacher self-assessment, and habits of mind.

As can be seen in the table below, weekly professional development meetings included all teaching staff. Some teachers also participated in specialized professional development outside of the regular weekly session.

Description	Hours	Participants
Committee meetings to plan PD sessions, track down resources, etc	12	Classroom teachers
Opera residency planning, discussion, reflection	8	Classroom teachers, Simon, sometimes SPED and specialists
Creativity for adults	1.5	Faculty

Updating of theme database	2.5	Classroom teachers
Reinvigorating our literacy practice	2	Faculty
Professional Educators Network Conference share	2	Faculty
Social Curriculum and habits of mind	5	Faculty
Number talks and professional review of practice (including videotaping and reviewing lessons)	8	Faculty
Childhood Anxiety with guest speaker Andrea Smothers	1	Faculty
Book club discussion of <u>How Children Succeed</u> by Paul Tough	2	Faculty
Outdoor education, outdoor classroom, nature journaling	4	Classroom teachers; Simon
Review of Common Core literacy standards	2	Faculty
Teacher Evaluation: addressing the state mandate	2	Faculty
Teaching yoga to kids	2	Classroom teachers
Smart Board training and technology	2.5	Faculty
Will Steger Summer Institute 2013	2 days	Cathy Oehmke Gabe Meerts Amy Haslett-Marroquin

Community Connections

Prairie Creek is a community school and is constantly seeking ways to engage parents and families with the daily life of the school. In 2013 - 2014, a Community Connections group was initiated to explore ways further these relationships. Activities included a series of parent education evenings on school and family related topics, social events such as movie nights and organized parent support for the management of school event activities.

Arts Initiatives

Progressive education requires a strong commitment to the arts. Prairie Creek provides music and visual arts specialist instruction for all students. In 2014- 2014 the school enhanced arts opportunities with the creation of a school orchestra serving children in fourth and fifth grade.

In January of 2014, Prairie Creek collaborated with St. Olaf College to create and perform an opera as part of a month-long residency experience for the children.

Play

Professional development in 2013-2014 included study on the critical importance of play in children’s learning and development. Prairie Creek has an outdoor environment with natural surroundings that lend themselves to play and exploration. With the help of fund-raising efforts, the school added a new piece of climbing equipment, the Albero climber, to further improve the scope of physical play activity for the children.

Service Learning

Prairie Creek hosted a Family Service event in February of 2013-2014. This was an event coordinated by both staff, students and parents. Students applied for a grant from the Healthy Community Initiative and solicited donations from families. “Stations” were hosted in classrooms throughout the evening. Each classroom learned about the organization they would be helping. Over 300 people attended the event and over 1000 items were created to support local charities. The projects were shared and items presented to the representatives of each charity at an All School Gathering.

4c. Academic Performance

I. Progress on PCCS Contractual Academic Goals including Mission Related goals.

PCCS developed two academic and two non-academic goals for the 2013-2014 school year.

Goal	Results	Explanation of Results
<p><u>Math Growth</u></p> <p>The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth in math will meet or exceed 73%</p> <p>PCCS students in each grade will, on average, show a significant increase in math scores from fall to spring. Work Sampling scores will show a mean average increase of 0.6 in each grade.</p>	<p>71.4% of PCCS students in grades 4 and 5 attained medium or high levels of growth.</p> <p>Work Sampling increases by grade</p> <p>K - 1.14 1 - 1.02 2 - 0.93 3 - 0.85 4 - 0.87 5 - 0.76</p>	<p>Although slightly below the goal percentage, this growth level is consistent with the prior year (71.7%).</p> <p>Each grade in the program achieved above the targeted mean average increase.</p>

<p><u>Reading Growth</u></p> <p>The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth will meet or exceed 72%</p> <p>PCCS students in each grade will, on average, show a significant increase in language and literacy scores from fall to spring. Work Sampling scores will show a mean average increase of 0.6 in each grade.</p>	<p>87.7% of PCCS students in grades 4 and 5 attained medium or high levels of growth.</p> <p>Work Sampling increases by grade</p> <p>K - 0.93 1 - 0.97 2 - 0.87 3 - 0.80 4 - 0.64 5 - 0.61</p>	<p>Each grade in the program achieved above the targeted mean average increase.</p>
<p><u>Social and Emotional Understanding</u></p> <p>Promote the importance of social and emotional intelligence in children’s learning.</p> <p>Work Sampling scores will show a mean average increase of 0.6 in the domain of Personal and Social Development.</p> <p>Deepen understanding of social/emotional terminology, meaning and implementation throughout the school community.</p>	<p>Work Sampling increases by grade</p> <p>K - 0.82 1 - 0.83 2 - 0.89 3 - 0.69 4 - 0.63 5 - 0.52</p>	<p>Faculty participated in at least seven hours of professional development on social and emotional intelligence.</p> <p>This professional development also encompassed a faculty book reading of Paul Tough’s <u>How Children Succeed</u>.</p> <p>Insights from this training was shared with the community via teacher and director blogs and newsletters.</p>
<p><u>Service Learning</u></p> <p>PCCS has a mission to “make the world a better place.”</p> <p>Promoting a culture of service learning supports this goal.</p>	<p>Board/Faculty retreat 2013</p> <p>Prairie Creek Family Service event February 2014</p>	<p>In November 2013, board and faculty engaged in a three hour reflective retreat on the school’s commitment to “making the world a better place.”</p> <p>Parents, staff and students collaborated in hosting a service event at the school that produced crafts and other needed items for local charities.</p>

II. Reading and Math Growth

MDE Report Card Data:

MATH	2013	2014
Percent of students “On Track for Success” The percentage of on track students are those who made medium or high growth and non-proficient students who made high growth.	52.8%	53.6%
Percent of students making high growth	22.6%	19.6%
Percent of students making medium growth	49.1%	51.8%
Percent of students making low growth	28.3%	28.6%

READING	2013	2014
Percent of students “On Track for Success” The percentage of on track students are those who made medium or high growth and non-proficient students who made high growth.	69.8%	73.7%
Percent of students making high growth	37.7%	54.4%
Percent of students making medium growth	35.3%	33.3%
Percent of students making low growth	17%	12.3%

Comparison Growth Data with State and local traditional school (Sibley Elementary)

MCA Assessments - Medium or High Growth	2012-2013	2013-2014
PCCS		
<i>Reading</i>	83.00%	87.7%
<i>Math</i>	71.70%	71.40%
Sibley Elementary (Northfield School District)		
<i>Reading</i>	79.9%	72.10%
<i>Math</i>	76.3%	79.40%
State of Minnesota		
<i>Reading</i>	72.10%	72.10%
<i>Math</i>	72.60%	73.90%

III. Proficiency Results in Reading, Math, and Science

For comparison purposes, the data tables below show proficiency percentages from statewide data and three other schools. New Discoveries Montessori School is a charter school in Hutchinson. It is similar in size to PCCS and has similar demographics. NDMA has a comparable progressive education mission fostering inquiry, exploration and the nurturing of a life-long learner. North Shore Community School is charter school in Duluth that serves children in Pre-K - Grade 6 and focuses on developing the life-long learner with an emphasis on environmental education. Sibley Elementary is a traditional elementary school in the Northfield School district that serves as Prairie Creek’s authorizer.

Proficiency Index	Prairie Creek	State	New Discoveries Montessori	North Shore Community	Sibley Elementary
Math					
2014	53.8%	61.9%	47.6%	63.4%	74.7%
2013	62.5%	61.6%	33.3%	62.9%	78.1%
2012	47.7%	62.7%	28.4%	66.7%	79.7%

Proficiency Index Reading	Prairie Creek	State	New Discoveries Montessori	North Shore Community	Sibley Elementary
2014	63.7%	59.8%	62.2%	61.1%	71.2%
2013	65.5%	58.75	43.3%	61.4%	70.2%
2012	81.8%	76.4%	54.7%	74.6%	85.7%

Proficiency Rates Science	Prairie Creek	State	New Discoveries Montessori	North Shore Community	Sibley Elementary
2014	63.3%	54.5%	47.8%	68.3%	73.9%
2013	71.4%	53.4%	42.9%	69.6%	78.1%
2012	86.2%	51.9%	30.4%	75.6%	71.0%

Recent years have seen multiple changes to the MCA assessments. Several factors need to be considered during the comparison of standardized test score data. Prairie Creek Community School continues to be mindful of the fact that its small cell size will likely result in significant swings in proficiency ratings from year to year. Consequently, the school has developed growth model goals for students in fourth and fifth grades that measure proficiency ratings for continuously enrolled students.

V. Other Subject Areas, other Academic or Academic-Related Performance

Gallup Student Poll

In the fall of 2013 Prairie Creek fifth graders participated in a survey that was piloted by the Northfield Promise initiative to obtain baseline data related to social and emotional development in students. A series of questions generated student responses in the domains of Hope, Engagement and Well-Being.

	PCCS	National Scores
Hope (on a scale of 5)	4.35	4.42
Engagement (on a scale of 5)	4.49	4.39
Well-Being (on a scale of 10)	7.97	8.46

The Northfield Promise initiative is reviewed the usefulness of this data and looking at alternative measures for determining social and emotional growth. In 2014-2015 baseline data will be collected using the DESSA- Mini survey and the Developmental Assets Profile (survey administered to students in 5th grade through 12th grade in Northfield Schools).

VI. Multiple Measures Rating

Multiple Measurements Rating (MMR) is 55.27%	
Proficiency	12.50 points
Weighted percentage of subgroups reaching targets	50%
Growth	13.52 points
Average Growth Z-Score	0.06
Achievement Gap Reduction	12.49 points
Achievement Gap Reduction Score	0.11
TOTAL POINTS (across two years)	82.91 points
Possible points	150 points

Focus Rating (FR) is 50.04%	
Achievement Gap Reduction	12.49 points
Achievement Gap Reduction Score	0.11
Focused Proficiency	12.50 points
Weighted percentage of subgroups reaching targets	50%
TOTAL POINTS (across two years)	50.04 points
Possible points	100 points

VII. Additional World's Best Workforce Data

Prairie Creek takes several measures to ensure that children are ready for kindergarten. The school hosts an orientation and student time with kindergarten teachers during an orientation held in the spring prior to the child's entry into school. The special education team is part of this process to ensure that students with disabilities have a smooth transition to school services. The school nurse checks and monitors pre-school screening.

Prairie Creek has a robust literacy plan with assessments that monitor student progress to the goal of all students reading well by third grade. Prairie Creek provides additional staffing to support students who require additional services in the form of a reading intervention specialist.

4d. 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 (5 questions); (b) Curriculum and Learning (9 questions); (c) Faculty and Staff (7 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." For the first time this year, parents were able to comment on each of their children's experiences individually if they had more than one child in the 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 134 total families at PCCS, there were 115 completed surveys for a response rate of 86%.

The results of the survey were very positive.

- There was an overall positive response in all four domains: Faculty and Staff (98%), Community and Climate (99%), Curriculum and Learning (92%), and Governance and Administration (95%).
- 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 Faculty and Staff (3.65), Community and Climate (3.75), Curriculum and Learning (3.46), and Governance and Administration (3.56). Averages were very similar to previous survey administrations.
- Parents overwhelmingly agreed that PCCS effectively implements a progressive education approach with students.

- Parents were also asked to identify the city of their mailing address. A majority of parents listed Northfield (77%) as their mailing address.
- The largest proportions of parents indicated they volunteered at PCCS between 1-5 hours (50%), less than an hour (30%), or 6-10 hours (10%) per month and the most commonly reported ways they volunteered included: in the classroom, serving lunch, assisting with events, and assisting/chaperoning field trips. The number of parents who reported volunteering less than 1 hour a month increased by 3% from last year. We continue to seek ways for all families to contribute to the school.
- Of the respondents, 91.2% indicated they attend parent events at PCCS and the most commonly reported events attended were concerts, classroom events, May Day, and curriculum night. 100% of parents attended all of their child’s conferences, held three times throughout the year.

The table below displays the proportion of parents averaging positive responses across the four domains. Nearly all parents (99%) averaged positive responses when asked their opinions about faculty and staff and community and curriculum, while the large majority averaged positive responses related to curriculum and learning (92%) and governance and administration (95%).

Proportion of Parents Averaging Positive Responses across Domains

Domain	Proportion of Parents with an Average Positive Response (3.0 or higher)
Faculty and Staff	98%
Community and Climate	99%
Curriculum and Learning	92%
Governance and Administration	95%

The table below shows the average score for the four survey domains. As can be seen in the table, 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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty and Staff	3.72	3.70	3.69	3.69	3.65
Community and Climate	3.55	3.62	3.67	3.66	3.75
Curriculum and Learning	3.45	3.51	3.44	3.47	3.46
Governance and Administration	3.38	3.38	3.52	3.52	3.56

Statements with the highest proportion of “**Strongly Agree**” and “**Agree**” responses on the Parent Satisfaction Survey were:

- *“I am provided with opportunities to be involved in the life of the school.” (100%)*
- *“PCCS leadership promotes the mission of the school effectively.” (100%)*
- *“Communication with parents from the director is informative.” (100%)*
- *“My child is happy at Prairie Creek.” (99.3%)*
- *“My child is known by his/her teacher.” (99.3%)*
- *“At PCCS, my child has many opportunities to make connections with children in other grades.” (99.3%)*

This is the first year that all of our families have felt they had opportunities to be involved in the life of the school. We initiated several new projects this year to develop community connectedness and will continue that initiative in the coming year.

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.” (13% weren’t satisfied)(17% in 2012-2013) (32.2% in 2010-2011)*
- *“I am satisfied with my child’s progress in becoming a competent and confident mathematician.”(18% weren’t satisfied)(10.5% in 2012-2013) (12.6% in 2011-2013)*
- *“I feel informed about the work of the Board.” (18.8% didn’t feel informed)(21.6% in 2012-2013)(18% in 2011-2012)*

In all other areas, well over 90% of parents were satisfied. In two of the three areas, growth was made from the previous year. We were surprised by the shift in parent satisfaction in math. It may be that parents were able to share information about individual children's experiences instead of having to average the experience of multiple children in years past. It may reflect a need for greater communication. Math continues to be an area of professional and curriculum development focus for the school. Communication from the board continues to be a need felt by the community. Please note that for the statements that had the largest proportions of Disagree and Strongly Disagree, the majority of parents still responded positively to the items.

5. Staffing

Prairie Creek Community School employs highly qualified staff throughout its program. In support of the school's child-centered mission, teachers oversees class sizes that are rarely greater than 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 as well. Targeted support is provided by a team of Special Education teachers and paraprofessionals as well as a Title 1 / literacy and math intervention teacher. Specialist classes are provided by part-time licensed Visual Arts, Music and Spanish teachers.

Licensed teacher percentage turnover rate:

All nine licensed classroom teachers, three Special Education teachers and Math/Reading Intervention teacher are returning for the 2014 - 15 school year. Two of the three Specialists (Music and Visual Arts) are returning. The school has hired a new Spanish teacher.

2013-14 Licensed Teaching Staff

Name	File #	License / Agreement	14 - 15 Status	Comments
Susan Kesselring	249667	K/1	R	
Jeanne Avery	435291	K/1	R	
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	R	

John Witt	60219	Spanish	NR	Contracted service from Arcadia- not on STARS report
Laura Medwetz	369425	Special Education Teacher	R	
Kelsey Fitschen	450336	Special Education Teacher	R	
Michelle Bigalke	180100	Special Education Teacher	R	
Amy Narveson	385212	Title 1	R	

* R = Return, NR = Not Return

2014-15 Licensed Staff

Name	File #	License / Agreement	Comments
Susan Kesselring	249667	K/1	
Jeanne Avery	435291	K/1	
Amy Brown	398391	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	
Jennifer Sanders	482424	Spanish	Community Expert Status
Laura Medwetz	369425	Special Education Teacher	

Kelsey Fitschen	450336	Special Education Teacher	
Michelle Bigalke	180100	Special Education Teacher	
Amy Narveson	385212	Math/Literacy Intervention Teacher	No Title 1 funding for 14 - 15 so this position funded out of general education program budget

Licensed teacher percentage turnover rate:

2013-14 to 2014-15: (non-returning teachers / total teachers x 100) = 0%

Licensed teacher percentage turnover trend data:

	10-11 to 11-12	11-12 to 12-13	12-13 to 13-14
Percentage	14%	13%	0%

2013-14 Non-licensed staff

Name	Assignment	14-15 Status	Comments
Ona Sheets	Business Manager	R	
Colleen Braucher	Administrative Assistant	R	
Theresa Nemec	Office Assistant	R	
Olivia Krueger	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Anna Racer	Teaching Assistant	R	
Hannah Feltzer	Teaching Assistant	R	
Natalie Ojala	Special Education Paraprofessional	R	
Lisa Molitor	Special Education Paraprofessional	R	
Nikki Teske	Special Education Paraprofessional	R	
Sarah Forsgren	Special Education Paraprofessional	R	

Soraya Dangor	Special Education Paraprofessional	NR	
Emily Mitchell	Special Education Paraprofessional	NR	
Hilary Graves	School Nurse	NR	

2014-15 Non-licensed Staff

Name	Assignment	Comments
Ona Sheets	Business Manager	
Colleen Braucher	Administrative Assistant	
Theresa Nemece	Office Assistant	
Olivia Krueger	Teaching Assistant	
David Pennock	Teaching Assistant	
Anna Racer	Teaching Assistant	
Hannah Feltzer	Teaching Assistant	
Natalie Ojala	Special Education Paraprofessional	
Lisa Molitor	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Sarah Forsgren	Special Education Paraprofessional	
Katie Bauernfeind	School Nurse	

6. 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 a community member. The nine members of the 2013-2014 board all completed the three required training modules in the areas of employment law, governance and finance.

The School Board consists of nine members, six of whom will be chosen from the parent community, two of whom will be chosen from the faculty, and one from the community at large. The director and Chief Financial Officer serve as non-voting members. Terms of the members run from July 1 to June 30. Members serve no more than two consecutive terms and at least one year must separate the second term from the next period of service.

There were nine voting members of the PCCS Board for the 2013-2014 school year. Specific information for each Board member can be found in Table 14 below. Overall, Board members had an average attendance rate of 87%.

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

Board Members

Member Name	Board Position	Affiliation	Term End Date	Email Address
Dan Kelley	Chair	Parent	6/30/2014	tggx012@yahoo.com
Roz Eaton-Neeb	Secretary	Parent	6/30/2014	eatonnee@stolaf.edu
Randy Clay	Treasurer	Parent	6/30/2014	rbclay@gmail.com
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2015	bjflom@charter.net
Heidi Welch	Member	Parent	6/30/2014	heidi.welsch@gmail.com
Dan Hollerung*	Member	Parent	6/30/2015	daniel.hollerung@gmail.com
Julie Cohrs	Member	Parent	6/30/2016	jcohrsmn@gmail.com
Amy Haslett-Marroquin	Member	Teacher	6/30/2015	ahaslett@prairiecreek.org
Kelsey Fitschen	Member	Teacher	6/30/2014	kfitschen@prairiecreek.org

* Dan Hollerung stepped down from the board in February 2014 and the rest of his term will be filled by parent member Ben Miller

Board Training Record

Board Member	Governance	Financial	Employment
Randy Clay	8/16/11	8/9/11	8/24/11
Roz Eaton-Neeb	8/16/11	8/9/11	8/24/11
Julie Cohrs	11/14/13	11/19/13	1/30/14
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen	9/15/12	9/15/12	9/15/12
Dan Kelley	11/19/11	3/10/12	8/24/11
Daniel Hollerung	9/15/12	9/15/12	9/15/12
Amy Haslett-Marroquin	11/14/13	12/5/13	8/26/14
Heidi Welsch	11/19/11	8/9/11	8/24/11
Ben Miller	3/14/14	3/12 /14 - 3/24/14	6/11/14

Director Professional Development Plan

Prairie Creek Community School's director, Simon Tyler completed his third year as the school's leader in 2013-2014. He completed his administrative licensure in December 2012 through the University of Saint Thomas.

7. Finances

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Ona Sheets is the Business Manager/Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The Prairie Creek 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.

Prairie Creek has slowly built a fund balance reserve, finishing FY14 with a fund balance of \$593,231 (34.5% of annual expenditures) which has kept the school fiscally sound and prepared to weather any unforeseen events.

The audited Financial Statements for the year ending June 30, 2014 show General Fund total revenue at \$1,733,067 and General Fund total expenses in the amount of \$1,719,680 resulting in a Net Income of \$13,387.

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, 2013.

8. Future Plans

Strategic Planning

Beginning in the fall of 2014 the Prairie Creek board will lead a strategic planning process. This will be designed to both reflect back on the school's thirty year history as a progressive school and also look forward to assess opportunities for growth and development as a program. Community input will be critical in this process. A parent survey will be administered in the fall followed by a community "World Cafe" conversation evening to receive parent ideas and input. The board and faculty will collaborate to develop a strategic plan ready for review and approval in the spring of 2015.

Assessment

Prairie Creek has an Education Committee that will engage in a study of student evaluation tools in 2014 - 2015. This will be an opportunity to review accountability tools and measures and also to review our commitment to progressive, child-centered evaluation that emphasizes the process of learning and the growth of the whole child.

Community Connections / Parent Education Evenings

This year, our school will build on the excellent work accomplished by the new Community Connections organization in 2013 -2014. A series of community events will be designed to encourage all families to make connections with our school and each other throughout the year. This will be accompanied by a series of five parent education evenings. Each classroom will have a "class leader" who helps the teacher organize and manage family connections events.

Professional Development Committees

This year's professional development committee structure has been refined to support the collegial work of teachers across the developmental team ages. Each of the three committees takes responsibility for developing professional development around two curricular areas.