

PRAIRIE CREEK COMMUNITY SCHOOL

*2016 Annual Report on Curriculum, Instruction and Student Achievement &
World's Best Workforce Report*



Minnesota Charter School District #4090

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Prairie Creek Community School 2015 - 16 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 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 thirteenth 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.

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

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 May 25, 2016, Dr. Richardson and incoming 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 8, 2015 and school ended on June 8, 2016. 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 180 students in grades K-5. The student/classroom teacher ratio in 2015-2016 averaged 20:1.

2. Student Enrollment

Enrollment is expected to be at 180 students for the 16/17 school year.

	11-12	12-13	13 -14	14 - 15	15-16
Enrollment (K-5)	180	180	182	181	180
Average Daily Membership	178.39	178.71	181.05	180.95	180.00

Key Demographic Trends

Enrollment and gender balance has been consistent since the school expansion in 2009 - 2010.

PCCS Students	11-12	12-13	13 -14	14 - 15	15 - 16
Enrollment (K-5)	180	180	182	181	180
Male	84 (47%)	86 (48%)	92 (51%)	92 (51%)	97 (53%)
Female	96 (53%)	94 (52%)	90 (49%)	89 (49%)	83 (47%)
American Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)
Asian/Pac. Islander	8 (4%)	10 (6%)	8 (4.4%)	8 (4.4%)	9 (5%)
Black/Non-Hispanic	2 (1%)	4 (2%)	3 (1.6%)	4 (2.2%)	5 (2.8%)
Caucasian	165 (92%)	165 (92%)	166 (91.2%)	164 (90.6%)	161 (89.4%)
Hispanic	5 (3%)	1 (1%)	5 (2.7%)	5 (2.8%)	4 (2.2%)
Students of Color	15 (8%)	15 (8%)	16 (9%)	17 (9%)	19 (10.4%)
Free and Reduced Lunch	32 (18%)	25 (14%)	23 (12.6%)	26 (14.4%)	30 (16.7%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Special Education Status	18 (10%)	24 (13%)	34 (18.7%)	31 (17.1%)	32 (17.8%)

3. Student Attendance, Attrition and Mobility

Attendance

Attendance percentage for 2016 was 96.4% 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 of 2015 and October 1 of 2016 * Three students left the program in this time period. Two students moved out of the area, one transferred to a different school.	98 %
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Student Mobility

	11 - 12	12 - 13	13- 14	14 - 15	15 - 16
Mobility Index	0.05	0.05	0.02	0.04	N/A

4. 2015-2016 World's Best Workforce Report

World's Best Workforce Components

The World's Best Workforce Plan was developed by the Board Education Program Committee with input from a District Advisory Sub-committee of parents and staff.

All Students Ready for Kindergarten

Goal	Result	Goal Status
i.95% of students' families who have been accepted for a place in 2016-2017 will attend the spring orientation session or engage in a teacher interview with a Kindergarten teacher	i. 100% of students' families attended the spring orientation or engaged in a teacher interview	X Goal Met
ii.A questionnaire on Kindergarten Readiness will be developed by K/1 teachers. 95% of incoming families will complete the questionnaire prior to beginning the 2016-2017 school year	ii.100% of incoming families completed the questionnaire prior to the beginning of the 2016 - 2017 school year	X Goal Met
iii.SMART, data-informed goals, for literacy will be established after completion of fall assessments in 2016	iii. New literacy goals were established in the fall of 2016	X Goal Met

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
i. 70% of students entering 3rd grade below Level M (Grade 2.9) will progress at least 3 independent reading levels by the end of the school year.	i. 66.6% of students met goal	X Goal Not Met
ii.. 70% of the students entering 3 rd grade at or above Level M (Grade	ii. 91.6% of students met goal	X Goal Met

2.9) will progress 2 independent levels by the end of the school year		
iii. The percentage of all students in grade 3 at PCCS, enrolled by Oct. 1 who are proficient on the Reading MCA will increase from 63% in 2015, to 73% in 2016	iii. 75.9% of students met goal	X Goal Met

Close the Achievement Gap(s) Among All Groups

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
i.Math - White Students The percentage of white students in all tested grades, enrolled by October 1, as measured by proficiency on the Math MCA will increase from 66.7% (54 of 81) in 2015 to 71.6% (58 of 81) in 2016.	65.9% (54 of 82)	X Goal Not Met
ii.Math - Special Education Students The percentage of special education students in all tested grades, enrolled by October 1, as measured by proficiency on the Math MCA will increase from 33.3% (8 of 24) in 2015 to (at least 9 of 24) 36% in 2016.	38.5% (10 of 26)	X Goal Met

All Students Career- and College-Ready by Graduation

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
i.The proportion of parents with an Average Positive Response (3.0 or higher) on the Curriculum and Learning domain questions in the 2015 - 2016 Parent Satisfaction Survey will be 90% or higher	I. The proportion of parents with an Average Positive Response on the Curriculum and Learning domain was 95%.	X Goal Met

ii. 100% of families will attend fall, winter and spring conferences in 2016 - 2017	ii. 100% of families attended conferences	X Goal Met
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All Students Graduate

Goal	Result	Goal Status
100% of fifth grade students will complete and present an Honors Project in the spring of 2016-2017	100% of fifth grade students completed and presented an Honors Project in the spring of 2016 - 2017	X Goal Met

5. Academic Performance

Progress on PCCS Contractual Academic Goals including Mission Related goals.

Prairie Creek Community School is authorized by the Northfield School District. As part of the contractual agreement with our authorizer, PCCS establishes academic and non-academic goals each year.

2015 - 2016 Accountability Goals

Reading

Kindergarten

66% of children 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 Result: 90% of students met goal.

66% of children 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 Result: 100% of students met goal

66% of children 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 Result: 100% of students met goal

First Grade

66% of children will move forward at least four reading levels in the Fountas and Pinnell system

Goal Result: 63% of students met goal

Second Grade

70% of 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 Result: 86.9% of students met goal

70% of 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 Result: 100% of students met goal

Third Grade

70% of 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 Result: 66.6% of students met goal

70% of the students entering 3rd grade at or above Level M (Grade 2.9) will progress 2 levels by the end of the school year

Goal Result: 91.6% of students met goal

Fourth and Fifth Grade

The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth, as measured by the Spring MCA III Reading Assessment will meet or exceed 74% (state average in 2014-2015 ws 73.5%)

Goal Result: 88.7% of students attained “medium” or “high” levels of growth

Math

PCCS NWEA MAP Goal for 2015 - 2016: 50% of students in grades 1 - 5 will meet targeted rate of growth in math, as measured by the NWEA MAP Math assessment, from fall 2015 to fall 2016

Goal Result: 38% of students in grades 1 - 5 attained targets rates of growth

MCA Growth Goal for 2015 - 2016: The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth, as measured by the Spring MCA III Math Assessment, will meet or exceed 74% (State average in 14 – 15 was 72.5%)

Goal Result: 60% of students in grades 1 - 5 attained targets rates of growth

Non - Academic Goals

Teacher Evaluation

PCCS will develop a *Progressive Educators' Characteristics List* to guide annual teacher professional goal development and teacher evaluations

Goal Result: A team of faculty members created a Progressive Educators' Characteristics List. Beginning in 2016 - 2017 this list is being utilized to inform and guide teacher professional growth and development goals.

PCCS will develop and pilot a new Peer Coaching model utilizing the Teacher Rounds model. All licensed teachers will participate in a Teacher Rounds cycle centered on an agreed "problem of practice."

Goal Result: All licensed teachers participated in a cycle of "Teacher Rounds". This will peer coaching model will be replaced in 2016 - 2017 by two peer coaching cycles as one component of the Q Comp plan.

PCCS will develop a survey to measure and review student engagement in our learning environment at each developmental stage.

Goal Result: Survey was developed and administered. The data informed teacher reflection during the annual teacher evaluation process.

Race and Diversity

The Professional Development Committee Structure, will plan and implement sessions for faculty on the topic of Race and Diversity. Activities will include:

- A faculty book club: Debbie Irving's *Waking Up White*
- Presentation by Anita Chikkatur, Carleton College Education Professor
- Attendance at the Progressive Educators' Network *Equity, Access and Activism* Conference in Fall of 2015

Goal Result: Faculty completed a book study using Waking Up White and engaged in reflective conversations on the text. Anita Chikkatur led a professional development session on awareness and strategies for implementing a multicultural curriculum. Three faculty (Simon Tyler; Nancy Dennis and Molly McGovern) attended the Progressive Educators' Network Conference. With the assistance of a Carleton college research student, the school completed an inventory of multicultural resources.

Student Conversation Skills

- Faculty will engage in professional development to review literature on student discourse in the learning environment
- At each development team level faculty will identify an aspect of conversation skills and develop an action team or targeted study project with attention to instruction and authentic assessment

Goal Result: One of the three faculty-led professional development committees designed a student conversation literature study for the rest of the faculty. Each teacher team developed student discourse strategies to incorporate into daily practices. A Teacher Rounds peer coaching model was utilized to identify the success of these strategies in practice.

Academic Progress by State Assessments

MDE Report Card Data:

MATH	2014	2015	2016
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.	53.6%	67.8%	51.6%
Percent of students making high growth	19.6%	28.8%	23.3%
Percent of students making medium growth	51.8%	59.3%	36.7%
Percent of students making low growth	28.6%	11.9%	40.0%

READING	2014	2015	2016
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.	73.7%	71.1%	70.0%
Percent of students making high growth	54.4%	45.8%	38.3%
Percent of students making medium growth	33.3%	37.3%	43.3%
Percent of students making low growth	12.3%	16.9%	18.3%

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

MCA Assessments - Medium or High Growth	2013-2014	2014-2015	2015-2016
PCCS			
Reading	87.70%	83.10%	81.10%
Math	71.40%	88.10%	60.00%
Sibley Elementary (Northfield School District)			
Reading	72.10%	83.20%	76.60%
Math	79.40%	80.40%	75.90%
State of Minnesota			
Reading	72.10%	73.70%	72.10%
Math	73.90%	74.00%	72.00%

MCA 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 (NDMA) 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. 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	Sibley Elementary
Math				
2016	66.3%	60.9%	50.0%	74.1%
2015	66.7%	61.6%	50.0%	76.8%
2014	53.8%	61.9%	47.6%	74.7%

Proficiency Index Reading	Prairie Creek	State	New Discoveries Montessori	Sibley Elementary
2016	73.0%	60.9%	60.7%	66.1%
2015	70.0%	60.6%	65.9%	76.8%
2014	63.7%	59.8%	62.2%	71.2%

Proficiency Rates Science	Prairie Creek	State	New Discoveries Montessori	Sibley Elementary
2016	66.7%	56.2%	47.6%	67.5%
2015	80.6%	60.2%	43.5%	73.9%
2014	63.3%	54.5%	47.8%	73.9%

Prairie Creek Community School continues to be mindful of the fact that small cell size will likely result in significant swings in proficiency ratings from year to year.

Multiple Measures Rating

Multiple Measurements Rating (MMR) is 53%	
Proficiency	12.50 points
Weighted percentage of subgroups reaching targets	50%
Growth	12.71 points
Average Growth Z-Score	-0.0216
Achievement Gap Reduction	14.54 points
Achievement Gap Reduction Score	0.0319
TOTAL POINTS	39.75 points
Possible points	75 points

Focus Rating (FR) is 54.09%	
Achievement Gap Reduction	14.54 points
Achievement Gap Reduction Score	0.0319
Focused Proficiency	12.50 points
Weighted percentage of subgroups reaching targets	50%
TOTAL POINTS (across two years)	27.04 points
Possible points	50 points

6. Innovative Practices & Implementation

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. A licensed Title 1 Math/Literacy Intervention teacher works with children 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.

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 2015-2016 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 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.

Committee-led Professional Development in 2015 - 2016

Committee 1:

- Peer coaching
- student conversation/discourse; student engagement
- Imagine! conference planning

Committee 2:

- Math apps exploration
- Coding
- Review of PE/Arts standards
- Theater in the classroom
- Math Lesson study Cycles

Committee 3:

- Morning meeting songs and games (social curriculum)
- Review of science standards
- Inventory and reorganization of science kits
- Book club on Waking Up White
- Anita Chikkatur (Carleton College) presentation on racism/diversity
- Cultural competency training
- Carleton College student presentation on multi-cultural analysis of school

Additional Faculty Professional Development and Training Activities

- Joint Strategic Planning Sessions with School Board/Faculty
- Youth Mental Health First Aid Training
- First Aid / CPR Training
- Bullying Prevention training

Community Connections

Prairie Creek is a community school and is well supported by a vibrant Community Connections team that creates opportunities for parents and families to deepen their relationship with the school. In 2015 - 2016, activities included parent education on school and family related topics and social events such as a fall carnival, movie nights and family field trips. This group was also proactive in and organizing parent support for the management of key school events.

Arts Initiatives

Progressive education requires a strong commitment to the arts. Prairie Creek provides music and visual arts specialist instruction for all students. The school has an school orchestra serving children in fourth and fifth grade that has become an established part of our program.

Prairie Creek continued its rich tradition of arts' residency programming with a collaboration with local clay artist Colleen Riley. The Prairie Creek arts' committee comprising of teachers and community members provides guidance and planning for a three year cycle of residency experiences for the children.

History book of Prairie Creek Community School

Prairie Creek has been a progressive education school for over thirty years and an innovative and influential presence in the local education community. In the fall of 2015, the school published a history: Learning to Make the World a Better Place - Prairie Creek Community School, 1983 - 2015. The book was published with the support of a Minnesota History Society grant and a collaboration with author Bruce Colwell.

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 132 total families at PCCS, there were 108 completed surveys for a response rate of 82%.

The results of the survey were very positive.

- There was an overall positive response in all four domains: Community and Climate (98%), Curriculum and Learning (95%), Faculty and Staff (97%), and Governance and Administration (96%).
- 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 (3.75), Curriculum and Learning (3.56), Faculty and Staff (3.71), and Governance and Administration (3.63). Averages were very similar to previous survey administrations.
- Parents overwhelmingly agreed that PCCS effectively implements a progressive education approach with students.
- The largest proportions of parents indicated they volunteered at PCCS between 1-5 hours (42.5%), less than an hour (31.1%), or 6-10 hours (17%) per month.

- Of the respondents, 89.7% 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	98%
Curriculum and Learning	95%
Faculty and Staff	97%
Governance and Administration	96%

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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Community and Climate	3.67	3.66	3.75	3.72	3.75
Curriculum and Learning	3.44	3.47	3.46	3.57	3.56
Faculty and Staff	3.69	3.69	3.65	3.74	3.71
Governance and Administration	3.52	3.52	3.56	3.61	3.63

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

- *“PCCS leadership effectively promotes the mission of the school.” (100%)*
- *“Communication with parents from the director is informative.” (100%)*
- *“At PCCS, my child has many opportunities to make connections with children in other grades.” (99.4%)*
- *“My child is happy at Prairie Creek.” (99.4%)*

- *“My child is learning to research topics of interest, develop and present his/her learning.” (99.4%)*
- *“The school encourages my child to pursue areas of personal interest in daily learning.” (99.4%)*
- *“My child’s teacher creates a culture for learning in the classroom.”(99.4%)*
- *“I am satisfied with the arts’ experiences at PCCS (music, art, drama...)” (99.1%)*
- *“The office staff are welcoming and helpful.” (99.1%)*
- *“I am provided with opportunities to be involved in the life of the school.” (99.1%)*

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).

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.” (17.9 weren’t satisfied)(17% in 2014 - 2015)(13% in 2013-2014)(17% in 2012-2013)*
- *“I am satisfied with my child’s progress in becoming a competent and confident mathematician.”(6.4% weren’t satisfied) (13.4% in 2014-2015) (18% in 2013-2014)(10.5% in 2012-2013)*
- *“I feel informed about the work of the Board.” (14.8% didn’t feel informed) (12.9% in 2014 -2015)(18.8% in 2013-2014)(21.6% in 2012-2013)*

8. Staffing

Prairie Creek Community School employs highly qualified staff throughout its program. In support of the school’s child-centered mission, teachers oversee 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 Math /Literacy Intervention teacher. Specialist classes are provided by part-time licensed Visual Arts, Music and Spanish teachers.

2015-16 Licensed Teaching Staff

Name	File #	License / Agreement	2016-17 Status	Comments
Amy Narveson	385212	K/1	R	
Jeanne Avery	435291	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	
Laura Medwetz	369425	Special Education Teacher	NR	
Kelsey Fitschen	450336	Special Education Teacher	R	
Michelle Bigalke	180100	Special Education Teacher	R	
Lisa Molitor	291729	Literacy / Math Intervention	R	

* R = Return, NR = Not Return

2016-17 Licensed Staff

Name	File #	License / Agreement	Comments
Christopher Coffey	492511	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	Spanish	Community Expert Status
Carley Maley	486408	Special Education Teacher	
Kelsey Fitschen	450336	Special Education Teacher	
Michelle Bigalke	180100	Special Education Teacher	
Lisa Molitor	291729	Math/Literacy Intervention Teacher	

Licensed teacher percentage turnover rate:

2015-16 to 2016-17: $(\text{non-returning teachers} / \text{total teachers} \times 100) = 13\%$

Licensed teacher percentage turnover trend data:

	11-12 to 12-13	12-13 to 13-14	13-14 to 14-15	14-15 to 15 - 16
Percentage	13%	0%	0%	13%

2015-16 Non-licensed staff

Name	Assignment	16-17 Status	Comments
Ona Sheets	Business Manager	NR	Deceased
Colleen Braucher	Administrative Assistant	R	
Theresa Nemec	Office Assistant	R	
Olivia Krueger	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Anna Racer	Teaching Assistant	NR	
Christa Udelhofen	Teaching Assistant/Media Paraprofessional	R	
Natalie Ojala	Special Education Paraprofessional	R	
Alex Gerdes	Special Education Paraprofessional		
Nikki Teske	Special Education Paraprofessional	R	
Cale Steinhoff	Special Education Paraprofessional	R	
Scott Abdella	Special Education Paraprofessional	NR	
Connie Menssen	School Nurse	R	

2016-17 Non-licensed Staff

Name	Assignment	Comments
Colleen Braucher	Office Manager	
Theresa Nemec	Office Assistant	
Carolyn Joyce	Office Assistant	
Olivia Krueger	Teaching Assistant	
David Pennock	Teaching Assistant	
Marianne Moser	Teaching Assistant	
Kirsten Fjeld Zilmer	Teaching Assistant	
Natalie Ojala	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Cale Steinhoff	Special Education Paraprofessional	
Perry Tetreault	Special Education Paraprofessional	
Alex Gerdes	Special Education Paraprofessional	
Connie Menssen	School Nurse	
Christa Udelhofen	Media Paraprofessional / Teaching 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 nine members of the 2014-2015 board all completed the three required training modules in the areas of employment law, governance and finance.

The School Board consists of nine members. The director and Chief Financial Officer serve as nonvoting members. Terms of the members run from July 1 to June 30.

There were nine voting members of the PCCS Board for the 2014-2015 school year. Specific information for each Board member can be found in Table 14 below. Overall, Board members had an average attendance rate of 80.5%.

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

Board Members 2015-2016

Member Name	Board Position	Affiliation	Term End Date	Email Address
Roz Eaton-Neeb	Chair	Parent	6/30/2017	reatonneeb-board@prairiecreek.org
Kelsey Fitschen Hemmah	Secretary	Teacher	6/30/2016	kfitschen@prairiecreek.org
Ben Miller	Treasurer	Parent	6/30/2018	bmiller-board@prairiecreek.org
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2018	bjflom-board@prairiecreek.org
Lisa Percy	Member	Parent	6/30/2018	lpercy-board@prairiecreek.org
Amy Gernon	Member	Parent	6/30/2017	aedwardgernon-board@prairiecreek.org
Julie Cohrs	Member	Parent	6/30/2016	jcohrs-board@prairiecreek.org
Nancy Dennis	Member	Teacher	6/30/2017	ndennis@prairiecreek.org
Dan Rustad	Member	Parent	6/30/2017	drustad-board@prairiecreek.org

Board Training Record

Board Member	Governance	Financial	Employment
Lisa Percy	10/20/15	9/18/15	12/2/15
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
Amy Gernon	4/16/15	4/20/15	5/14/15
Dan Rustad	1/22/15	2/23/15	2/5/15
Nancy Dennis	10/20/15	9/18/15	12/2/15
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 fifth year as director in 2015-2016. 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 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 FY16 with a fund balance of \$617,035 (32.7% of annual expenditures) which has kept the school fiscally sound and better prepared to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2016 show General Fund total revenue at \$1,894,824 and General Fund total expenses in the amount of \$1,886,824 resulting in a Net Income of \$8,000.

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, 2015.

11. Future Plans

Strategic Planning

In 2014-2015 the Prairie Creek board and community conducted strategic planning process. This process was 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 was critical in this process. A parent survey was administered, followed by a community "World Cafe" conversation evening to receive parent ideas and input. The board and faculty collaborated to develop a strategic plan which was reviewed and approved in the spring of 2015.

Strategic Plan Summary

1. Enhance our Progressive 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, Prairie Creek Community School 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 experience and intentional program development, our school will fulfill its mission to make the world a better place.

2. Outreach

Prairie Creek Community School 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. Prairie Creek 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. Community Engagement and 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. Prairie Creek

Community School supports and develops progressive educators, invests in their continuing professional development, and creates an inspiring work environment. Prairie Creek Community School 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 Action Plan

In 2016 - 2017 Prairie Creek board and faculty will create a comprehensive strategic action plan that complements the above statements. This will be shared with the broader school community and the progress towards strategic goals will be reviewed at board meetings.

Q Comp

Prairie Creek was approved for participation in the state Q Comp program beginning in the 2016 - 2017. The program will support the school's professional development model and provide enhanced opportunities for a new peer coaching structure. As part of the program, each licensed faculty member will participate in two cycles of coaching with a trained colleague. Program funds will support in-depth training for staff in cognitive coaching practices.

Networking Conference

Prairie Creek continues to seek opportunity to share with, and learn from, other educators. In the fall of 2016, the school will host a one day conference on progressive education topics. The Imagine Conference will create an opportunity to collaborate with educators from tradition, charter and independent schools as well as local colleges. The conference will include a discussion panel with education experts on social justice issues, workshops on progressive education practices and networking opportunities for further collaborations.

Arts Residency

Prairie Creek continues to maintain a strong commitment to arts education. In January 2017, the school will collaborate with St. Olaf college professors and students to create and perform an opera during a month-long residency project.

