

PCCS COMMUNITY SCHOOL

***2017 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 2016 - 17 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 its fourteenth year of operation as a charter public school.

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 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 5, 2017, 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 6, 2016 and school ended on June 6, 2017. 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. There are twenty children in each classroom.

Ratio of Licensed Teachers to Students for FY17 was 1:13 (data from Minnesota Report Card)

2. Student Enrollment

Enrollment is expected to be at 180 students for the 2017/2018 school year.

	12-13	13 -14	14 - 15	15-16	16-17
Enrollment (K-5)	180	182	181	180	180
Average Daily Membership	178.71	181.05	180.95	180.00	179.93

Key Demographic Trends

PCCS Students	12-13	13 -14	14 - 15	15 - 16	16-17 *
Enrollment (K-5)	180	182	181	180	180
American Indian/ Alaska Native	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)	0 (0%)
Asian	10 (6%)	8 (4.4%)	8 (4.4%)	9 (5%)	5 (2.7%)
Black/African American	4 (2%)	3 (1.6%)	4 (2.2%)	5 (2.8%)	6 (3.3%)
White	165 (92%)	166 (91.2%)	164 (90.6%)	161 (89.4%)	155 (86.1%)
Hispanic	1 (1%)	5 (2.7%)	5 (2.8%)	4 (2.2%)	3 (1.7%)
Native American / Pac. Islander					0 (0%)
Two or More Races					11 (6.1%)
Students of Color	15 (8%)	16 (9%)	17 (9%)	19 (10.4%)	25 (13.9%)
Free and Reduced Lunch	25 (14%)	23 (12.6%)	26 (14.4%)	30 (16.7%)	28 (15.6%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Special Education Status	24 (13%)	34 (18.7%)	31 (17.1%)	32 (17.8%)	30 (16.7%)

*Demographic data for 2016-2017 aligns the data as reported on the revised Minnesota Report Card

3. Student Attrition

Attrition

PCCS has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1 of 2016 and October 1 of 2017	93%
* Nine students left the program in this time period. Six students went to a different school, one moved out of state, one moved out of the country, and one student is being homeschooled.	

4. 2016-2017 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>
<p>1. 95% of students' families who have been accepted for a place in 2017-2018 will attend the spring orientation session, or engage in a teacher interview with a Kindergarten teacher</p>	<p>I. 100% of students' families attended the spring orientation or engaged in a teacher interview</p>	<p>X Goal Met</p>
<p>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 2017-2018 school year.</p>	<p>ii. 97% of incoming families completed the questionnaire prior to the beginning of the 2017 - 2018 school year</p>	<p>X Goal Met</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
77% of 3 rd grade students will attain Level O for comprehension in the spring of 2017 as measured by the Fountas and Pinnell independent leveled reading program.	i. 77% of students met goal	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>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 FY17 was 44.00</p> <p>Proficiency Index in FY17 was 44.00</p>	<p>X In progress</p> <p>X In progress</p>
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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 2017.</p>	<p>100% of fifth grade students completed and presented an Honors Project in the spring of 2016 - 2017</p>	<p>X Goal Met</p>

5. Academic Performance

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 for reading.

Goal result for 2017: PCCS exceeded the state average proficiency in both reading and math.

		PCCS	State
Math	2017	66.7%	58.7%
Reading	2017	72.2%	60.2%

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 2017: PCCS exceeded the proficiency rates for New Discoveries Montessori Charter School and Sibley Elementary School in both reading and math.

		PCCS	New Discoveries Montessori Charter	Sibley
Math	2017	66.7%	39.3%	65.6%
Reading	2017	72.2%	52.4%	67.4%

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 2017: The School's combined (Reading and Math) weighted average growth z-score was -0.1387

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 2017: 57.4% of students met the targeted rate of growth in math from fall of 2016 to fall of 2017.

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.

2016 - 2017 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 met: 12 of 13 students met goal (92%)

- 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: 14 of 17 students met goal (82%)

- 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: 5 of 5 students met goal (100%)

First Grade

- a) Students will move forward at least three reading levels in the Fountas and Pinnell system

Goal met: 25 of 30 students met goal (83%)

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: 16 of 17 students met goal (94%)

- 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: 9 of 12 students met goal (75%)

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: 7 of 10 student met goal (70%)

- 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: 17 of 19 students met goal (89%)

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 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. 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 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 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 2016-2017 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 topics in 2016 - 2017

Committee 1 (Literacy):

- Reading Assessment including Fountas & Pinnell, QRI, and Reading Notebooks
- Reading Choice/Self-Selection of Books
- Engagement during Reading
- Oracy
- Authentic assessment
- Creating videos to use for social skills discussions
- Writing circle
- Handwriting
- Session on Visual Arts with teacher Angie

Committee 2 (Math):

- Lesson study - Math
- Best practices around teaching fractional parts
- Math plan review
- Team math structure conversation
- MAPs discussion
- Math notebooks
- Number talks

Committee 3 (Social Justice):

- Social justice in education
- Social justice readings and discussion, focusing on poverty and equity
- Discussion of how we infuse social justice issues and teaching into our curriculum
- Visit from Todd Lippert to talk about NFLD Promise poverty initiative
- Book club read [A Good Time for the Truth: Race in Minnesota](#)
- Theme tracking

Other:

Imagine progressive education network conference planning and debriefing
Opera residency planning
Neuroscience presentation by Professor Sarah Meerts

Community Connections

PCCS 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 2016 - 2017, 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 organizing parent support for the management of key school events.

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 an 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 with a collaboration St. Olaf college in January of 2017. Students and faculty from St. Olaf worked alongside PCCS students and staff to create and perform an opera on a theme of Immigration. The opera was performed before an audience of the school community

Imagine Conference

PCCS 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 2016, PCCS hosted a one-day conference to share with, and learn from, other progressive educators. The *Imagine Conference* was a great success, attracting over one hundred educators from all over the country. The conference featured a panel discussion on topics of education and social justice. Each PCCS teacher presented a workshop, alongside guest presenters from progressive schools and college education programs.

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 130 total families at PCCS, there were 91 completed surveys for a response rate of 70%.

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 (92%), Faculty and Staff (96%), 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 (3.72), Curriculum and Learning (3.55), Faculty and Staff (3.67), and Governance and Administration (3.76). 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 (46.7%), less than an hour (25.6%), or 6-10 hours (16.7%) per month.
- Of the respondents, 89% 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	92%
Faculty and Staff	96%
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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Community and Climate	3.66	3.75	3.72	3.75	3.72
Curriculum and Learning	3.47	3.46	3.57	3.56	3.55
Faculty and Staff	3.69	3.65	3.74	3.71	3.67
Governance and Administration	3.52	3.56	3.61	3.63	3.76

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

- “Communication with parents from the Director is informative.” (100%)
- “The office staff are welcoming and helpful.” (100%)
- “My child is happy at PCCS.” (100%)
- “PCCS provides a safe and secure environment for children” (100%)
- “I feel well informed about what is going on at PCCS.” (100%)
- “I am provided with opportunities to be involved in the life of the school.” (100%)
- “At PCCS, my child has many opportunities to make connections with children in other grades.” (99.3%)
- “My child is known by his/her teacher.” (99.3%)
- “The Director is responsive to parent concerns.” (98.9%)

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.” (23.9% weren’t satisfied)(17.9% in 2015 - 2016)(17% in 2014 - 2015)(13% in 2013-2014)
- “I am satisfied with my child’s progress in becoming a competent and confident mathematician.”(17.4% weren’t satisfied)(6.4% in 2015 - 2016) (13.4% in 2014-2015) (18% in 2013-2014)

- “I feel informed about the work of the Board.” (12.4% didn’t feel informed) (14.8% in 2015 - 2016) (12.9% in 2014 -2015)(18.8% in 2013-2014)

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 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.

2016-17 Licensed Teaching Staff

Name	File #	License / Agreement	2017-18 Status	Comments
Amy Narveson	385212	K/1	R	
Christopher Coffey	492511	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 Teacher	R	
Jennifer Sanders	482424	Spanish	R	
Carley Maley	486408	Special Education Teacher	R	
Kelsey Fitschen	450336	Special Education Teacher	R	
Michelle Bigalke	419188	Special Education Teacher	R	
Lisa Molitor	291729	Literacy / Math Intervention	R	

* R = Return, NR = Not Returning

2017-18 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
Carley Maley	486408	Special Education Teacher	
Kelsey Fitschen	450336	Special Education Teacher	
Michelle Bigalke	419188	Special Education Teacher	
Lisa Molitor	291729	Math/Literacy Intervention Teacher	

Licensed teacher percentage turnover rate:

2016-17 to 2017-18: $(\text{non-returning teachers} / \text{total teachers} \times 100) = 0\%$

Licensed teacher percentage turnover trend data:

	12-13 to 13-14	13-14 to 14-15	14-15 to 15-16	15-16 to 16-17
Percentage	0%	0%	13%	13%

2016-17 Non-licensed staff

Name	Assignment	16-17 Status	Comments
Colleen Braucher	Office Manager	R	
Keith Johnson	Financial Officer	R	
Theresa Nemec	Office Assistant	R	
Carolyn Joyce	Office Assistant	R	
Olivia Krueger	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Marianne Moser	Teaching Assistant	R	
Kirsten Fjeld Zilmer	Teaching Assistant	R	
Christa Udelhofen	Teaching Assistant/Media Paraprofessional	R	

Natalie Ojala	Special Education Paraprofessional	R	
Alex Gerdes	Special Education Paraprofessional	R	
Nikki Teske	Special Education Paraprofessional	R	
Cale Steinhoff	Special Education Paraprofessional	R	
Perry Tetreault	Special Education Paraprofessional	R	
Liz Grossman	Lunch Assistant	R	
Connie Menssen	School Nurse	R	

2017-18 Non-licensed Staff

Name	Assignment	Comments
Colleen Braucher	Office Manager	
Keith Johnson	Financial Officer	
Theresa Nemece	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/ Extended Day Assistant	
Nikki Teske	Special Education Paraprofessional	
Cale Steinhoff	Special Education Paraprofessional/ Extended Day Assistant	
Perry Tetreault	Special Education Paraprofessional/ Extended Day Supervisor	

Alex Gerdes	Special Education Paraprofessional/ Extended Day Assistant	
Donna Eicher	Extended Day Assistant	
Connie Menssen	School Nurse	
Christa Udelhofen	Media Paraprofessional / Teaching Assistant	
Liz Grossman	Lunch 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 nonvoting members. Terms of the members run from July 1 to June 30.

There were nine voting members of the PCCS Board for the 2016-2017 school year. Specific information for each Board member can be found in Table 14 below. Overall, Board members had an average attendance rate of 77%.

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

Board Members 2016-2017

Member Name	Board Position	Affiliation	Term End Date	Email Address
Roz Eaton	Chair	Parent	6/30/2017	reaton-board@prairiecreek.org
Kelsey Fitschen Hemmah	Secretary	Teacher	6/30/2018	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
Will “Spike” Willis	Member	Parent	6/30/2017	swillis-board@prairiecreek.org
Jodi Doeden	Member	Parent	6/30/2019	jdoeden-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	8/16/11	8/9/11	8/24/11
Will “Spike” Willis	11/29/16	11/28/16	10/12/16
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen	9/15/12	9/15/12	9/15/12
Jodi Doeden	11/11/17	1/18/17	11/11/17
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

PCCS Community School’s Director, Simon Tyler completed his sixth year as Director in 2016-2017. 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

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 slowly built a fund balance reserve, finishing FY17 with a fund balance of \$650,253 (32.8% 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, 2017 show General Fund total revenue at \$2,012,716 and General Fund total expenses in the amount of \$1,979,498 resulting in a Net Income of \$33,218.

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, 2017.

11. Future Plans

Strategic Planning

In 2014-2015 the PCCS 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. The school board will lead a new strategic plan process and cycle beginning in 2017-2018.

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, 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 experience and intentional program development, our school will fulfill its mission to make the world a better place.

2. 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. 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. 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 Action Plan

In 2016 - 2017 PCCS board and faculty will create a comprehensive strategic action plan that complements the above statements. The progress towards strategic goals will be reviewed at board meetings. In the spring of 2018, the school board will lead a reflection on the growth and accomplishments of the prior four years and begin the process of developing and initiating a new strategic plan cycle.

Q Comp

PCCS was approved for participation in the state Q Comp program beginning in the 2016 - 2017. The program supports the school's professional development model and provides enhanced opportunities for a new peer coaching structure. Each licensed faculty member participates in two cycles of coaching with a trained colleague. During the second year of the program in 2017 - 2018, program funds will be used to support all the coaching teacher leads to complete comprehensive Cognitive Coaching training.

Progressive Education Networking and Outreach

Following the success of the 2016 Imagine conference, PCCS is seeking opportunity to share with, and learn from, other educators. The networking and teaming initiated by our small conference was continued by a delegation of faculty traveling to Boston for the 2017 national Progressive Education Network conference. Looking forward, plans are underway for PCCS to host a follow-up one day conference in the fall of 2018 and take an active role in the planning of the national Progressive Education Network conference that is scheduled to take place in the Twin Cities in 2019. In 2017 professional development activities will include an initiative for PCCS to make site visits to other progressive education programs.

PCCS faculty have engaged in a commitment to support the next generation of young teachers. In 2017 - 2018, the school is hosting three student teachers who are completing licensure through Bemidji State University, Augsburg and Grand Canyon University Colleges. Looking forward, plans are underway for PCCS to host a follow-up one day conference in the fall of 2018 and take an active role in the planning of the national Progressive Education Network conference that is scheduled to take place in the Twin Cities in 2019.

Arts' Residency

PCCS continues to maintain a strong commitment to arts' education. To support the 2018 arts' residency on the topic of poetry and writing, the school applied for, and was awarded, a Minnesota State Arts' Board grant. This grant will help fund an extensive all-school residency featuring guest writers and artists who will work, alongside the faculty, to bring a unique arts' experience to the children. The grant will also fund field trip experiences so that the children can engage in bookmaking activities at the Minnesota Center for Book Arts.