

# ***PRAIRIE CREEK COMMUNITY SCHOOL***

***2020 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 2019- 20 Charter School Annual Report and World's Best Workforce Report

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## **1. School Information**

This report provides the staff and families of PCCS Community School (PCCS), the Minnesota Department of Education (MDE), Northfield Public Schools, and the general public with information describing the progress of PCCS and its students during the 2019 - 2020 school year.

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

### **Mission Statement**

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

### **Authorizer**

Northfield Public Schools  
Matt Hillmann, EdD.  
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 December 3, 2019, Superintendent Dr. Hillmann and Mary Grace Hanson 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, 2019 and school ended on June 5, 2020. PCCS was open Mondays, Tuesdays, Thursdays, and Fridays from 8:15 am to 2:30 pm and Wednesdays from 9:15 am to 2:30 pm.

### **Student / Classroom Teacher Ratio**

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

Ratio of Licensed Teachers to Students for FY19 was 1:13.98 (data from Minnesota Report Card)

## 2. Student Enrollment

	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>
Enrollment (K-5)	180	180	180	179	179
Average Daily Membership	180.00	179.93	179.78	178.52	179

### Key Demographic Trends (Data from Minnesota Report Card)

<b>PCCS Students</b>	<b>15 - 16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>
Enrollment (K-5)	180	180	180	179	179
American Indian/ Alaska Native	1 (0.6%)	0 (0%)	0 (0%)	0.0%	0%
Asian	9 (5%)	5 (2.7%)	4 (2.2%)	3 (1.7%)	3 (1.7%)
Black/African American	5 (2.8%)	6 (3.3%)	4 (2.2%)	5 (2.8%)	3 (1.7%)
White	161 (89.4%)	155 (86.1%)	157 (87.2%)	154 (86.0%)	155 (86.6%)
Hispanic	4 (2.2%)	3 (1.7%)	4 (2.2%)	4 (2.2%)	7 (3.9%)
Native American / Pac. Islander		0 (0%)	0 (0%)	0 (0%)	0 (0%)
Two or More Races		11 (6.1%)	11 (6.1%)	13 (7.3%)	11 (6.1%)
Students of Color	19 (10.4%)	25 (13.9%)	23 (12.8%)	25 (14.0%)	24 (13.4%)
Free and Reduced Lunch	30 (16.7%)	28 (15.6%)	29 (16.1%)	25 (14.0%)	22 (12.3%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0.0%)	0 (0.0%)
Special Education Status	32 (17.8%)	30 (16.7%)	29 (16.1%)	46 (25.7%)	42 (23.5%)

### **3. Student Attrition**

PCCS has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1 of 2019 and October 1 of 2020	92.7%
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### **4. 2019-2020 World’s Best Workforce Report**

#### **World’s Best Workforce Components**

##### ***All Students Ready for Kindergarten***

<b><i>Goal</i></b>	<b><i>Result</i></b>	<b><i>Goal Status</i></b>
1. 95% of students’ families who have been accepted for a place in 2020-2021 will attend the spring orientation session, or engage in a teacher interview with a Kindergarten teacher	1. 100% of students’ families attended the spring orientation or engaged in a teacher interview	Goal Met (orientations were conducted via zoom sessions)
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 2020-2021 school year.	2. 100% of incoming families completed the questionnaire prior to the beginning of the 2020 - 2021 school year	Goal Met

**All Students in Third Grade Achieving Grade-Level Literacy**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
80% of 3rd grade students will attain Level O for comprehension in the spring of 2020 as measured by the Fountas and Pinnell independent leveled reading program.	Spring assessments not completed due to the Covid-19 pandemic.	No goal result

**Close the Achievement Gap(s) Among All Groups**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<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><b>Math</b>  <math>1/3 (100 - 46.43) + 46.43 = 64.29</math></p>	Spring MCA assessments were not completed due to the Covid-19 pandemic.	No goal result.

<p>Math achievement gap goal is to reach a 64.29 proficiency index rate in math for special education students by 2021.</p> <p><b>Reading</b>  <math>1/3 (100 - 55.36) + 55.36 = 70.24</math>  Reading achievement gap goal is to reach a 70.24 proficiency index rate in math for special education students by 2021.</p>		
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**All Students Career- and College-Ready by Graduation**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
100% of fifth grade students will complete and present an Honors Project in the spring of 2019.	Goal Met: 29 of 29 fifth grade students completed an Honors Project in the Spring of 2020. The projects were completed during distance learning and presented digitally.	Goal Met

**WBWF Narrative: Provide student access to effective teachers who reflect the diversity of enrolled students**

PCCS is committed to equitable access to high quality teachers for all children. This begins with placement consideration for incoming kindergarteners. We are a small public charter school that typically enrolls 30 kindergarteners each year with students admitted by lottery. Admitted students and families attend an orientation session in the spring. This is an opportunity for the experience team of K/1 teachers to assess student needs. Placement is also informed by a review of surveys completed by parents and pre-schools.

Students of color, low income families and students with disabilities all have access to experienced and effective/exemplary rated teachers. An experienced Special Education teacher closely collaborates with this team ensuring equitable access for students with disabilities. The administrator and the rest of the faculty participate in the placement process later in the spring and review guidance and data input of this K/1 team.



Equitable access to effective teachers throughout the K-5 program is supported by the fact that there is a low attrition rate of faculty at our school. All teachers beyond the three year induction phase are experienced and either in the "effective" or "exemplary" rating. All teachers are appropriately licensed for their field.

Prairie Creek has revised the orientation and onboarding process so that any new faculty member is supported by a mentoring program that aligns with the school's commitment to educating for equity and progressive education practices. The mentoring process has been enhanced by the addition of two extra coaching days, under the guidance of an exemplary teacher, prior to the back to school work week.

14% of PCCS students in 2019-2020 were students of color. Groups that are not represented by licensed staff are: American Indian/ Alaska Native, Asian, Black/African American and Hispanic.

Openings for teacher positions are infrequent. PCCS is committed to developing outreach to more diverse teacher applicants. The school has added an "interest in future positions form" on the website and is forging connections with a broader network of potential hires beyond Minnesota. PCCS forges strong connections at workshops and conferences with local and national organizations. These partners, such as the Progressive Education Network have strong equity missions. This positions our school to be more prepared to systematically reach out to a more diverse population of potential educators.

## **5. Academic Performance**

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

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

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

#### **Goal 1: State Assessments**

##### Sub Goal 1.1: Absolute Proficiency:

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

***\*Due to the Covid-19 pandemic, MCAs were not administered to students in 2020***

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.

***\*Due to the Covid-19 pandemic, MCAs were not administered to students in 2020***

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

***\*Due to the Covid-19 pandemic, MCAs were not administered to students in 2020***

**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 2020: 46.4% of students in grades 1-5 met their targeted rate of growth in math.

**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.

**2019 - 2020 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.

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.

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.

***\*Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

### **First Grade**

a. Students at B and above will move forward at least three reading levels in the Fountas and Pinnell system.

b. Students at A or below will move forward at least 2 levels in the Fountas and Pinnell system.

***\*Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

### **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.

b. Students entering 2<sup>nd</sup> grade at or above Level J (Grade 2.0) will progress at least 2 reading levels by the end of the school year.

***\*Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

### **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.

b. Students entering 3<sup>rd</sup> grade at or above Level M (Grade 2.9) will progress 2 levels by the end of the school year.

***\*Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

## **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 outdoor learning, play, the arts and the development of social and emotional intelligence. PCCS is committed to strategic action work centered on educating for equity. This work is reflected in the strategic action goals.

The academic program is centered on a philosophy, rooted in the teachings of John Dewey and other progressive educators, that holds that children will construct an understanding of the world from genuine experiences. Consequently, children engage in thematic study and individual

projects throughout the school year. Teachers tailor this study to the children's developmental stages as they progress through the K - 5 program. Interdisciplinary study is aligned to standards through an annual review by teacher professional development committees. Comprehensive literacy and math plans support this work and ensure continuity and opportunity for reading, writing and numeracy to also connect in authentic ways with other subject areas. PCCS has a strong commitment to the arts. 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.

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 Math/Literacy Intervention teacher works with children who require additional literacy and math support in the general education setting.

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

### **Student Evaluation**

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

### **Innovative Professional Development Model**

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

During the 2019-2020 school year, the faculty participated in a professional development committee process. Each committee has three classroom teachers, with the Director, the special education teachers and the part-time specialists joining as interest and time allow. During a

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

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

**PD Committee Narrative Arcs for 2019-2020**

Committee	Topics	Sessions:
1	Literacy	~ Child Study / Intervention Review (SPED team) ~ Reading Instruction / Standards review ~ Spelling / dyslexia training
2	Math	~ Basic Fact Fluency strategies ~ Preparing videos and resources for parents
3	Outdoor Learning  Theme  Educating for equity: courageous conversations, social justice	~Study of PCCS grounds ~PEN Conference Reflection (all staff) ~ Book club. Bettina Love, <u>We Want to do More than Survive</u> ~ Study of thematic instruction, curriculum mapping and “culminating events” ~ Ecological Identity (Prof. Tim Goodwin)

### **Progressive Education Network (PEN) Conference**

In the fall of 2019 staff and board members attended the national PEN conference that was hosted at the U of M conference in the Twin Cities. Director Simon Tyler was on the steering committee that helped to plan this conference. Prairie Creek was a host site for conference school visits and over twenty educators from across the nation spent a day on campus observing our program. In addition to numerous workshops on equity focused topics, the conference featured keynote speakers Paul Gorski and Dr. Bettina Love. Faculty read and discussed Love's book, We Want to Do More than Survive.

### **Parent Education**

In the fall of 2019, a community "math night" was hosted at the school to provide parents with strategies and resources to support basic fact fluency initiatives. The teaching faculty planned and presented this workshop. It was attended by over 70 parents. Math game resource kits were provided to all families (including those who were not present at the evening event).

### **Arts' Initiatives**

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

PCCS continued its rich tradition of arts' residency programming. In January of 2020, students engaged in an opera residency in collaboration with faculty and students from St. Olaf. The month-long residency culminated in a community performance in the Northfield Middle School auditorium.

### **Educating for Equity Initiatives**

A District Advisory Committee represented by staff, board members, community members and parents met twice prior to the closure of school due to the pandemic in March. The committee engaged in structured and open conversation on equity and school mission. The committee will be reconvened in the fall of 2020 with new members invited in to reflect changes in the parent community.

### **Outdoor Learning**

A professional development committee of teachers led studies of our outdoor spaces and outdoor environmental education curriculum. Professor Tim Goodwin led a workshop for staff on ecological literacy. A new pavilion was constructed to support access to outdoor learning activities.

## **7. Staffing**

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

### **2019-20 Licensed Teaching Staff**

<b>Name</b>	<b>File #</b>	<b>License / Agreement</b>	<b>2020-21 Status</b>	<b>Comments</b>
Amy Narveson	385212	K/1	R	
Amanda Solinger	477588	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	NR	
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	NR	
Carley Maley	486408	Special Education Teacher	R	
Kelsey Fitschen Hemmah	450336	Special Education Teacher	R	
Michelle Bigalke	419188	Special Education Teacher	R	
Lisa Molitor	291729	Literacy / Math Intervention	NR	No Title 1 funding to support position

\* R = Return, NR = Not Returning

### 2020-21 Licensed Staff

Name	File #	License / Agreement	Comments
Amanda Solinger	477588	K/1	
Amy Brown	398391	K/1	
Amy Narveson	385212	K/1	
Molly McGovern Willis	427419	2/3	
Nancy Dennis	394260	2/3	
Amy Haslett - Marroquin	374525	2/3	
Michelle Martin	406690	4/5	
Amber Reher	513462	4/5	
Gabriel Meerts	462802	4/5	
Angie Ekern	397282	Visual Arts Teacher	
Olivia Krueger	471728	Music and Orchestra Teacher	



Carley Maley	486408	Special Education Teacher	
Kelsey Fitschen Hemmah	450336	Special Education Teacher	
Michelle Bigalke	419188	Special Education Teacher	

**Licensed teacher percentage turnover rate:**

2019-20 to 2020-21:  $(\text{non-returning teachers} / \text{total teachers} \times 100) = 13\%$

**Licensed teacher percentage turnover trend data:**

	15-16 to 16-17	16 -17 to 17-18	17-18 to 18-19	18-19 to 19-20
<b>Percentage</b>	13%	0%	0%	6.25%

**2019 - 2020 Non-Licensed Staff**

Name	Assignment	2019-20 Status	Comments
Colleen Braucher	Office Manager	R	
Keith Johnson	Financial Officer	R	
Theresa Nemec	Office Assistant	R	
Diana Drager	Office Assistant	R	
Olivia Moraczewski	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Mary Poole	Teaching Assistant	NR	
Anna Lisa Rustad	Teaching Assistant	R	
Christa Udelhofen	Teaching Assistant/Media Paraprofessional	NR	
Natalie Ojala	Special Education Paraprofessional	R	
Casey Piekarski	Special Education Paraprofessional	NR	

Nikki Teske	Special Education Paraprofessional	R	
Cale Steinhoff	Special Education Paraprofessional	R	
Jakob Anderson	Special Education Paraprofessional / After School Care Supervisor	R	
Liz Grossman	Lunch Program / Special Education Paraprofessional	NR	
Connie Menssen	School Nurse	R	

**2020-2021 Non-licensed Staff**

<b>Name</b>	<b>Assignment</b>	<b>Comments</b>
Colleen Braucher	Office Manager	
Keith Johnson	Financial Officer	
Theresa Nemecek	Office Assistant	
Diana Drager	Office Assistant	
David Pennock	Tier Child Care / Building Care / After School Care Assistant	
Anna Lisa Rustad	Part-time Support Teacher	
Natalie Ojala	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Lisa Molitor	Special Education Paraprofessional	
Cale Steinhoff	Special Education Teaching Assistant Paraprofessional/ After School Care Assistant	
Jakob Anderson	Special Education Paraprofessional/ After School Care Supervisor	

Donna Eicher	Tier 1 Child Care / After School Care Assistant	
Connie Menssen	School Nurse	
Olivia Rezac	Tier 1 Child Care Supervisor /After School Care Assistant	

**8. Governance and Management**

**Board of Directors**

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

There were nine voting members of the PCCS Board for the 2019-2020 school year. Specific information for each board member can be found in Table 14 below. Overall, board members had an average attendance rate of 86%.

Agendas, meeting minutes, policies, budgets and audited statements are posted on the website: [www.prairiecreek.org](http://www.prairiecreek.org)

**Board Members 2019-2020**

Member Name	Board Position	Affiliation	Term End Date	Email Address
Ben Miller	Chair	Parent	6/30/2021	bmiller-board@prairiecreek.org
Kelsey Fitschen Hemmah	Secretary	Teacher	6/30/2020	kfitschen@prairiecreek.org
Ryan Krominga	Treasurer	Parent	6/30/2020	rkrominga-board@prairiecreek.org
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2021	bjflom-board@prairiecreek.org
Lisa Percy	Member	Parent	6/30/2021	lpercy-board@prairiecreek.org

Jason Buckmeier	Member	Parent	6/30/2020	jbuckmeier-board@prairiecreek.org
Don Findlay	Member	Community Member	6/30/2022	dfindlay-board@prairiecreek.org
Molly McGovern Wills	Member	Teacher	6/30/2021	mmcgovern@prairiecreek.org
Trish Beckman	Member	Parent	6/30/2020	tbeckman-board@prairiecreek.org

### Board Training Record

Board Member	Governance	Financial	Employment
Lisa Percy	10/20/15	9/18/15	12/2/15
Ryan Krominga	2/24/18	11/27/17	2/24/18
Trish Beckman	2/24/18	12/15/17	2/24/18
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen Hemmah	9/15/12	9/15/12	9/15/12
Don Findlay	9/21/19	5/30/19	6/18/19
Jason Buckmeier	2/24/18	10/30/17	2/24/18
Molly McGovern-Wills	9/21/19	10/31/19	9/21/18
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 ninth year as Director in 2019-2020. Principal Licensure: File Folder # 367631

## **9. Finances**

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Colleen Braucher is the Office

Manager/Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The PCCS School Board and Finance Committee meet on the 4th Thursday of each month and the school's financial information is carefully reviewed and discussed at each meeting.

PCCS has steadily built a strong fund balance reserve, finishing FY20 with a fund balance of \$714,733 (33.2% of annual expenditures) which has kept the school fiscally sound and well positioned to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2020 show General Fund total revenue at \$2,200,559 and General Fund total expenses in the amount of \$2,168,516 resulting in a Net Income of \$32,043.

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, 2020.

## **10. Future Plans**

### **Strategic Planning**

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

#### **1. Education Program**

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

#### **2. Communication / Outreach**

PCCS has been a local leader in progressive education for over 35 years. We have a rich tradition and a vibrant present that we will share with our school community, our region, and the broader progressive education movement. PCCS will continue to examine, celebrate and reflect upon the school's core values and develop a coherent voice when articulating our philosophy. We will systematically communicate our mission and purpose to a diverse audience. We will establish

partnerships with educators to deepen our own understanding of progressive education and best practices in the teaching of children.

### 3. Program Sustainability

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

#### Strategic Focus Areas

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

#### Strategic Action Areas for 2020 - 2021

### **Educating for Equity Initiatives**

- In 2019/2020 PCCS established a new District Advisory Committee that provided a forum for focused conversation on mission and equity initiatives. This committee will provide input on mission language and strategic goals. A sub-committee will be formed to draft revised mission language.
- All PCCS staff and board members will engage in Cultural Competency and implicit bias training in 2020/2021. This training will be conducted by Equity Alliance of Minnesota. The training will also encompass relicensure requirements for teachers.
- PCCS faculty will review and reflect on the curriculum-embedded equity initiatives. Teachers will engage in review of how equity topics are systematically integrated into social studies and science centered thematic units. Theme curriculum maps will be used to document this work.

### **Authorizer Contract Renewal**

The current five year contract between PCCS and authorizer Northfield Public Schools is up for renewal in 2021. During the 2020/21 school year, PCCS will engage in a comprehensive self study and contract renewal application process with the authorizer.

### **Strategic Plan Cycle**

PCCS is concluding a four year strategic plan cycle in 2020/2021. In the spring of 2021, board and staff will enter a new cycle of strategic planning. This strategic work will encompass fiscal and program sustainability planning during and beyond the pandemic.