

PRAIRIE CREEK COMMUNITY SCHOOL

*2021 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 2020-21 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 2020 - 2021 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

Prairie Creek is a community school

Families, teachers, staff, and students collaborate to create a joyful and challenging climate for learning. We work to build an inclusive environment to which all belong. We embrace the experiences, identities, and perspectives that we all bring.

Prairie Creek is a child-centered school

Children discover their power in an experiential learning environment. We honor the whole child and attend to the well-being of each individual - socially, emotionally, physically, and academically. We strive to know children deeply and assure them of their value.

Prairie Creek is a progressive education school

We are committed to inquiry, innovation, and reflective practice. We support children in developing the skills and habits of mind that cultivate a lifelong love of learning. We share our philosophy and practice with others and learn from them.

Prairie Creek works to make the world a better place

We engage in democratic decision-making and problem-solving where children are empowered to speak their voice and effect change in pursuit of a just and compassionate world. We challenge and prepare one another to understand and actively resist racism and other societal injustices. We nurture a close connection with nature and promote environmental stewardship.

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), 2016 (16/17 to 20/21) and 2021 (21/22 to 25/26).

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 March 4, 2021, 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, 2020 and school ended on June 10, 2021. 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 FY21 was 13.98 (data from Minnesota Report Card)

2. Student Enrollment

	16-17	17-18	18-19	19-20	20-21
Enrollment (K-5)	180	180	179	179	180
Average Daily Membership	179.93	179.78	178.52	179	180

Key Demographic Trends (Data from Minnesota Report Card)

PCCS Students	16-17	17-18	18-19	19-20	20-21
Enrollment (K-5)	180	180	179	179	180
American Indian/ Alaska Native	0 (0%)	0 (0%)	0.0%	0%	0 (0.0%)
Asian	5 (2.7%)	4 (2.2%)	3 (1.7%)	3 (1.7%)	4 (2.2%)

Black/African American	6 (3.3%)	4 (2.2%)	5 (2.8%)	3 (1.7%)	3 (1.7%)
White	155 (86.1%)	157 (87.2%)	154 (86.0%)	155 (86.6%)	150 (83.3%)
Hispanic	3 (1.7%)	4 (2.2%)	4 (2.2%)	7 (3.9%)	8 (4.4%)
Native American / Pac. Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0.0%)
Two or More Races	11 (6.1%)	11 (6.1%)	13 (7.3%)	11 (6.1%)	15 (8.3%)
Students of Color	25 (13.9%)	23 (12.8%)	25 (14.0%)	24 (13.4%)	30 (16.7%)
Free and Reduced Lunch	28 (15.6%)	29 (16.1%)	25 (14.0%)	22 (12.3%)	23 (12.8%)
English Language Learners	0 (0%)	0 (0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Special Education Status	30 (16.7%)	29 (16.1%)	46 (25.7%)	42 (23.5%)	36 (20%)

3. Student Attrition

PCCS has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1 of 2020 and October 1 of 2021	94.7%
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4. 2020-2021 World's Best Workforce Report

World's Best Workforce Components

All Students Ready for Kindergarten

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
1. 95% of students' families who have been accepted for a place in 2020-2021 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	Goal Met

2. A questionnaire on Kindergarten Readiness will be developed by K/1 teachers. 95% of incoming families will complete the questionnaire prior to beginning the 2020-2021 school year.	2. 100% of incoming families completed the questionnaire prior to the beginning of the 2020 - 2021 school year	Goal Met
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All Students in Third Grade Achieving Grade-Level Literacy

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
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.	83% of 3rd grade students attained Level O.	Goal met

Close the Achievement Gap(s) Among All Groups

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
<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>FY21 Proficiency Index Rate 47.22% (FY19 76.00; FY18 47.73; FY17 44.00)</p>	<p>Goal not met.</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>FY21 Proficiency Index Rate 68.47% (FY19 60.00; FY18 50.00; FY17 44.00)</p>	<p>Goal not met.</p>
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All Students Career- and College-Ready by Graduation

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
<p>100% of fifth grade students will complete and present an Honors Project in the Spring of 2021.</p>	<p>Goal Met: 30 of 30 fifth grade students completed an Honors Project in the Spring of 2021.</p>	<p>Goal Met</p>

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 experienced 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. All teachers beyond the three year induction phase are 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. 16.7% of PCCS students in 2020-2021 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 hired one new classroom teacher and one Specialist teacher at the outset of the 2021-2022 school year. 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 builds 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. Twice a year, teachers report on children's progress in written narrative form.

Progress on PCCS Contractual Academic Goals including Mission Related goals.

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

Goal 1: State Assessments

Sub Goal 1.1: Absolute Proficiency:

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

Goal result for 2021: PCCS exceeded the state average proficiency in both reading and math.

	PCCS	State
Math	51.9%	44.2%
Reading	72%	52.5%

PCCS exceeded the state average proficiency in 2021 fifth grade science MCAs.

	PCCS	State
Science	65.5%	47.9%

Sub Goal 1.2: Comparative Proficiency:

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

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

Goal result for 2021: PCCS exceeded the proficiency rates for New Discoveries Montessori Charter School in reading, math and science. PCCS exceeded the proficiency rates for Spring Creek Elementary in reading and science.

		PCCS	New Discoveries Montessori Charter	Spring Creek Elementary
Math	2021	51.9%	21.9%	68.3%
Reading	2021	72%	33.3%	64.9%
Science	2021	65.5%	32.6%	57.6%

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 2021: No growth z-score data available. MCAs were not administered in FY20.

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 2021: No data. In the fall of 2021 PCCS transitioned from NWEA MAP to Fastbridge assessment for math and literacy. New contractual goals will be based on Fastbridge fall to spring assessment data in both literacy and 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.

2020 - 2021 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 - 82%

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 - 77%

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

Goal Met - 100%

First Grade

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

Goal Met - 100%

b. Students at A or below will move forward at least 2 levels in the Fountas and Pinnell system. Mastering letter identification and sounds will count as one level.

Goal Met - 100%

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 - 90%

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 - 85%

Third Grade

a. Students entering 3rd grade below Level M (Grade 2.9) will progress at least 4 reading levels by the end of the school year.

Goal Not Met - 62.5%

b. Students entering 3rd grade at or above Level M (Grade 2.9) up to and including Level R will progress 2 levels by the end of the school year.

Goal Met - 91%

c. Students entering 3rd grade at or above Level S will progress 1 level by the end of the school year.

Goal Met - 100%

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 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

Literacy Intervention teacher works with children, funded by an ADSIS grant matched by general education funds.

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 participates in a professional development retreat at the end of the year. This is a time for faculty reflection on the year's work and future planning 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.

2020-2021 was a unique school year that was deeply impacted by the Covid-19 pandemic. During the course of the year PCCS implemented all three school models: hybrid, distance and in-person. PCCS created a Distance Learning Only choice option for families throughout the year. The school also established a Tier 1 care program for children of critical workers.

The time and resources required to plan and implement this pandemic response was significant. The school's typical teacher-led professional development model was revised to allow teachers to have more time for collaboration and team time in support of all the educational model shifts.

Despite all the challenges brought about by the pandemic, the school was still able to complete goals in major strategic areas.

Educating for Equity Initiatives

- The District Advisory Committee met three times in 2020/2021 to provide input on mission language and strategic goals. A sub-committee was formed to draft revised mission language. The new mission statement was approved by the school board in the Spring of 2021.
- All PCCS staff and board members engaged in Cultural Competency and implicit bias training in 2020-2021. This training was conducted by Equity Alliance of Minnesota. The training also encompassed relicensure requirements for teachers.

Authorizer Contract Renewal

During the 2020-21 school year, PCCS engaged in a comprehensive self study and contract renewal application process with its authorizer Northfield Public Schools. A new five year contract for 2021 to 2026 was approved by the Prairie Creek and Northfield Public School boards in the spring of 2021.

Arts' Initiatives

Due to the pandemic, PCCS was unable to fulfil its typical arts residency experience for children. Instead, in the spring of 2021, art teacher Angie Ekern was hired to provide additional art activities for children that connected with the school's environmental learning mission.

Outdoor Learning

As both a health mitigation layer and ongoing strategic commitment to outdoor learning, PCCS teachers and staff provided additional outdoor learning experiences for children. Three canopies for the children in grades 4/5 were purchased and utilized as outdoor learning spaces in the fall and spring. Informal outdoor learning spaces were also created for children in grades K-3.

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 four general education teaching assistants. These teaching assistants provide morning support in the three K/1 classes with scheduled support in the 2/3 grade teams. Targeted academic support is provided by a team of Special Education teachers and paraprofessionals. With the support of an ADSIS grant, PCCS is implementing a reading intervention program in FY22. Specialist classes are provided by part-time Visual Arts, Music and Spanish teachers.

2020-21 Licensed Teaching Staff

Name	File #	License / Agreement	2021-22 Status	Comments
Amy Narveson	385212	K/1	R	
Amanda Solinger	477588	K/1	R	
Amy Brown	398391	K/1	R	
Molly McGovern Wills	427419	2/3	R	
Nancy Dennis	394260	2/3	R	
Amy Haslett - Marroquin	374525	2/3	R	
Michelle Martin	406690	4/5	R	
Amber Reher	513462	4/5	R	
Gabriel Meerts	462802	4/5	NR	
Angie Ekern	397282	Visual Arts	R	
Olivia Krueger	471728	Music and Orchestra	R	
Carley Maley	486408	Special Education	NR	
Kelsey Fitschen Hemmah	450336	Special Education	R	
Michelle Bigalke	419188	Special Education	R	

* R = Return, NR = Not Returning

Licensed teacher percentage turnover rate:

2020-21 to 2021-22: (non-returning teachers / total teachers x 100) = 13%

Licensed teacher percentage turnover trend data:

	17-18 to 18-19	18-19 to 19-20	19-20 to 20-21	20-21 to 21-22
Percentage	0%	6.25%	13%	13%

2020 - 2021 Non-Licensed Staff

Name	Assignment	2019-20 Status	Comments
Colleen Braucher	Office Manager	R	
Keith Johnson	Financial Officer	R	
Theresa Nemec	Office Assistant	NR	
Diana Drager	Office Assistant / Teaching Assistant	R	
Olivia Rezac	Teaching Assistant	R	
David Pennock	Teaching Assistant	NR	
Anna Lisa Rustad	Teaching Assistant / Distance Learning	R	
Natalie Ojala	Special Education Paraprofessional	R	
Lisa Molitor	Special Education Paraprofessional	R	
Nikki Teske	Special Education Paraprofessional	R	
Cale Steinhoff	Special Education Paraprofessional	R	
Jakob Anderson	Special Education Paraprofessional / After School Care Supervisor	R	
Donna Eicher	After School Care Assistant	R	
Connie Menssen	School Nurse	R	

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 2020-2021 school year. Overall, board members had an average attendance rate of 90%.

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

Board Members 2020-2021

Member Name	Board Position	Affiliation	Term End Date	Email Address
Ben Miller	Chair	Parent	6/30/2021	bmiller-board@prairiecreek.org
Kelsey Fitschen Hemmah	Treasurer	Teacher	6/30/2023	kfitschen@prairiecreek.org
Christine Williams	Member	Parent	6/30/2023	cwilliams-board@prairiecreek.org
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2021	bjflom-board@prairiecreek.org
Lisa Percy	Secretary	Parent	6/30/2021	lpercy-board@prairiecreek.org
Shelly Dickinson	Member	Parent	6/30/2022	sdickinson-board@prairiecreek.org
Don Findlay	Member	Community Member	6/30/2022	dfindlay-board@prairiecreek.org
Molly McGovern Wills	Member	Teacher	6/30/2022	mmcgovern@prairiecreek.org
Beth Molitor	Member	Parent	6/30/2023	bmolitor-board@prairiecreek.org

Board Training Record

Board Member	Governance	Financial	Employment
Lisa Percy	10/20/15	9/18/15	12/2/15
Christine Williams	9/16/20	11/24/20	8/26/20

Beth Molitor	1/13/21	11/24/20	1/27/21
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
Shelly Dickinson	11/11/20	11/24/20	3/24/21
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 tenth year as Director in 2020-2021. 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 FY21 with a fund balance of \$1,086,624 (49.8% 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, 2021 show General Fund total revenue at \$2,219,452 and General Fund total expenses in the amount of \$2,180,898 resulting in a Net Income of \$38,554.

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, 2021.

10. Future Plans

At the end of year faculty retreat in June 2021, reflection centered on strategic planning in a way that would acknowledge that there will still be challenges brought about by the pandemic. The recently revised mission statement provides a foundation and anchor for the reset nature year ahead. Our work with children and families will again be informed by the balancing act of providing a joyful, engaging learning program while attending to protocols for the safest environment possible.

The mission centered goals were established to bring focus to the revised mission statement and single year priority areas to best support children, families and staff during the return to in-person learning.

Prairie Creek is a community school

Families, teachers, staff, and students collaborate to create a joyful and challenging climate for learning. We work to build an inclusive environment to which all belong. We embrace the experiences, identities, and perspectives that we all bring.

GOAL FOCUS: “building an inclusive environment to which all belong”

Goal(s): Mental Health Supports

Implementation of mental health support plan. This initiative will focus on three key areas:

- Staff Professional Development
- Parent Education
- Individual Support for staff, families and children

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Children discover their power in an experiential learning environment. We honor the whole child and attend to the well-being of each individual - socially, emotionally, physically, and academically. We strive to know children deeply and assure them of their value.

GOAL FOCUS: “We honor the whole child and attend to the well-being of each individual - socially, emotionally, physically, and academically.”

Goal(s): Social and Emotional Learning

- Review/reuse teacher generated social skills videos for SEL instruction
- Review/practice of oracy skills across the curriculum

Prairie Creek is a progressive education school

We are committed to inquiry, innovation, and reflective practice. We support children in developing the skills and habits of mind that cultivate a lifelong love of learning. We share our philosophy and practice with others and learn from them.

GOAL FOCUS: “cultivate a lifelong love of learning”; “share philosophy and practice”

Goal(s): Thematic Curriculum

- Each class will host at least one theme “culminating event” in fall, winter and spring
- Each teacher will write at least one newsletter / blog post in fall, winter and spring that informs parent understanding of the philosophy and practice of thematic learning

Prairie Creek works to make the world a better place

We engage in democratic decision-making and problem-solving where children are empowered to speak their voice and effect change in pursuit of a just and compassionate world. We challenge and prepare one another to understand and actively resist racism and other societal injustices. We nurture a close connection with nature and promote environmental stewardship.

GOAL FOCUS: *We challenge and prepare one another to understand and actively resist racism and other societal injustices.*

Goal(s): Equity Initiatives

- All licensed staff will participate in a book club on leading equity-centered classroom conversations. This will be a central component of teacher-led professional development.
- Equity will be embedded in teacher evaluation and peer coaching sessions for all licensed staff.

During the 2021-22 school year, a steering committee will be established to guide the development of a 3-5 year strategic plan. This longer term plan will be implemented beginning the fall of 2022.