

Prairie Creek Community School
School Board Meeting Minutes
May 23, 2024 @ 7:00pm
Prairie Creek Community School, Northfield MN 55057

- 1 Call to order: 7:03pm
- 2 Attendance

2023-2024	Aug 24	Sep 28	Oct 26	Nov 16	Dec 21	Jan 25	Feb 22	Mar 21	Apl 25	May 23	Jun 27
Nancy Dennis	✓	✓	✓	✓	X	✓	✓	X	✓	X	
Shelly Dickinson	X	✓	✓	X	✓	X	✓	✓	✓	X	
Tim Goodwin	✓	X	X	✓	✓	✓	X	✓	✓	✓	
Ryan Kiesel	✓	✓	✓	✓	✓	✓	X	✓	✓	X	
Beth Molitor	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Jess Provancha	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	
Lyndsey Reece	✓	X	✓	✓	✓	✓	X	✓	✓	✓	
Christine Williams	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	
Margit Zsolnay	X	✓	✓	✓	✓	✓	✓	X	✓	✓	
Simon Tyler-ex officio	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	
Keith Johnson- ex officio	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Colleen Braucher	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	

- 3 Recognition/Announcements: PCCS was awarded the Innovation Award from MACS for the all school book club. All the support from the Development Community, School Board, Community Connections, Alumni, School staff for all the help executing the Squirrel Jam.
- 4 Public Comments
- 5 Approve Agenda
Moved: Margit Zsolnay
Second: Lyndsey Reece
Passed: unanimous
- 6 Approve Minutes from the April 25, 2024 meeting
Moved: Tim Goodwin
Second: Margit Zsolnay
Passed: unanimous
- 7 Items for discussion and/or reports

a Nominations Committee: Three of the new board members are attending the meeting as guests. There will be a 30 minute orientation for new board members prior to the June board meeting.

b Education Program Committee: Report included in the Director report below.

c Director Report

Enrollment and Waiting List for 2024/25

Grade	K	1	2	3	4	5	Total
Enrollment (current)	30	30	30	30	30	30	180
Waiting List (for 24/25)	40	10	9	11	3	6	79

Program Updates

Key program happenings / updates:

- May Day was a wonderful community event. The children paraded to the bank and sang to neighbors. The fifth graders danced around the May Pole. We served over 500 lunches.
- Both the K-1 and 2-3 teams hosted very successful project fairs in the gym that were well-attended by families
- Prairie Creek’s first ever Bike to School Day event was held on Wednesday, May 8. The event was organized by Ryan Kiesel and involved more than fifty cyclists riding from Emmaus Church in Northfield to PCCS
- All children completed spring Fastbridge assessments in reading and math
- Spring conferences take place on May 23 and May 24

Staffing updates

- Connie Menssen has announced that she will be leaving PCCS at the end of the year. Connie has served as the school’s nurse for 12 years. She has transformed the school’s health services program and led the school’s Wellness Committee. The school is particularly indebted to Connie for her steadfast leadership during the pandemic.
- PCCS will host two teacher residents participating in the St. Thomas residency program in 24-25, Jesse Wiener and Megan Fishman. The two current residents, Jakob Anderson and Atia Cole graduate this summer and both will be employed as teachers at PCCS next year
- Maggie Kiley has announced that she will be entering into full retirement and not returning as the PCCS librarian next year

Building / Grounds

- Teacher Stacey Sandler wrote a grant to acquire garden beds and compost. Stacey is leading her class, the Meadowlarks, in a project to design a community garden adjacent to the hoophouse

Community Connections / Outreach

- The Squirrel Jam fundraiser / community event was a great success (full report in the Development Committee updates
- PCCS was awarded the Minnesota Association of Charter Schools 2024 Innovation Award for the All School Book Club initiative. Ryan, Molly and Amanda attended the awards luncheon. The award was featured in the Northfield News. MACS will be making a video to support the award and \$1000 award will support future purchases of ASBC books
- Northfield MS Division Street singers performed for our children
- Director Simon attended the Northfield Promise quarterly meeting

Professional Development

Teacher-led Wednesday professional development sessions have centered on time for teachers to write student narratives and prepare for spring conferences

i Strategic Plan Spring Update: See attached document for detailed review of strategic update for the last quarter.

d Finance Committee: Keith presented the Proposed Revised Budget for FY24 and the Proposed Budget for FY25. The FY24 budget will conclude with a 32.52% fund balance. The FY25 budget three year outlook is in line with our fund balance policy with a fund balance of 26.28%.

e Development Committee: Squirrel Jam raised just over \$30,000. Exceeding our fundraising goal of \$80,000. Next year the focus will be on the alumni outreach.

f Policy Committee: no report

g Sub Committee Reports: no report

h Parent Survey Review: See Attached Parent Survey Summary

i Q-Comp Report-Molly presented the Q-comp report to the board. See Attached Q-comp report

8 Items for Action

a Consent Agenda

Contracts

Amazing Dining Services (Food Service Management Company)

Heger's Dairy Contract (Milk Contract)

Four Leaf Property Services (Cleaning)

Designs for Learning (EdFi)

Occupational Therapy Contract - Joan Stage

Speech - Rooted in Communication, LLC

Strategic Staffing Solutions:

Developmental Adaptive Physical Education (DAPE)

Physical Therapy

Special Ed Teacher

Canopy IT - SPED

Canopy IT

Orientation and Mobility Contract - Connie Telschow

Approve the following banking resolutions for FY25:

a) Designate Castle Rock Bank as the Official School Depository

b) Authorize Simon Tyler or Keith Johnson to sign for investments on behalf of Prairie Creek Community School

c) Authorize Simon Tyler or Keith Johnson to make electronic funds transfers between school accounts

d) Authorize Simon Tyler, Kelsey Fitschen-Hemmah and Colleen Braucher to sign checks on the behalf of the school.

REAP Grant

Board authorizes continued use of REAP funds in 2024-2025 to reduce class size as a long-term strategy to retain/recruit effective teachers by creating a more effective learning environment and maximizing one-on-one time with students

2024-2025 Designations

- Simon Tyler: LEA representative, Title Coordinator, Human Rights Officer, Site Verification Coordinator, Identified Individual With Authority (IOWA), District Assessment Coordinator, Student Support Data Collection Coordinator
- Michelle Flannery: 504 Coordinator

- Michelle Bigalke: Homeless Liaison
- Kelsey Fitschen Hemmah: Special Education Administrator, Title IX Coordinator

Staff Given Notice of Not Returning/Retiring

Connie Menssen, School Nurse

Maggie Kiley, Librarian

Moved: Ryan Kiesel

Second: Lyndsey Reece

Passed: unanimous

b Approve 2024-2025 Budget

Moved: Tim Goodwin

Second: Ryan Kiesel

Passed: unanimous

c Approve Q-Comp Annual Report

Moved: Lyndsey Reece

Second: Margit Zsolnay

Passed: unanimous

d Approve FY24 Revised Budget

Moved: Beth Molitor

Second: Ryan Keisel

Passed: unanimous

9. Adjournment 8:35pm

Next board meeting June 27, 2024 @ 7:00pm

See attached: Parent Survey
Q-Comp Report

Mission Statement	
Prairie Creek is a community school	
Strategic Focus Areas	May 2024 Status
Reestablishing community connections and traditions	May Day, Senior Alum Event, Movie Night, Squirrel Jam
Reviewing and enhancing communication and outreach to parents	Community Connection. under the leadership of Michelle Martin, has been particularly successful in re-establishing alumni connections at events such as the Senior night and Squirrel Jam
Parent education and events	Michelle Flannery is contracted to provide mental health guidance and professional development for the 24-25 school year.
Prairie Creek is a child-centered school	
Strategic Focus Areas	May 2024 Status
Environment Committee - collaboration with St. Olaf	The EC gave a presentation to the school board in April. Second and third graders are now part of the EC
Study of thematic learning and literacy	READ act training has been scheduled with the U of M for 24-25
The Arts	

Strategic Focus Areas	May 2024 Status
Integrating Habits of Mind across the program	
Professional Development focus on Literacy	The third All School Book Club centered on Worm and Caterpillar by Kaz Windness. This book opened up an exploration of friendship themes. The PCCS All School Book Club was awarded the MACS Innovation award for 2024.
Multi-Age structures	Bird Buddy groupings were integral to the ASBCs. Many informal Bird Buddy
Prairie Creek works to make the world a better place	
Strategic Focus Areas	May 2024 Status
Embed educating for equity in to all programmatic areas	
Forest School Connections to Literacy	Jeffers Foundation Professional Development Session. Resources include literacy across curricular areas.
Building and Grounds - Environmental Stewardship Initiatives	Stacey Sandler will collaborate with Ryan Kiesel on EC work with St. Olaf students next year. EC students presented at the April board meeting.

Sustainability	
Strategic Focus Areas	May 2024 Status
Teacher development	All licensed staff are in the process of establishing new spring to spring goals for the 24-25 school year.
Sustainable staff recruitment and retention	Jakob Anderson and Atia Cole have successfully completed their residency program. Both will teach at PCCS next year. PCCS will host two resident teachers in 24-25, Jesse Wiener and Megan Fishman.
Special Education / Intervention Services	Successful year. In 24-25 our Special Education Director will continue to have a collaborative coaching/mentoring relationship Indigo Special Education services
Financial sustainability	The board will approve a budget plan that meetings the three year fund balance policy. The school supports MACS legislative initiatives to provide equitable funding for charter schools. Simon Tyler and Kelsey Fitschen met with legislators at the Charter Day at the Capitol. Anticipating long term financial challenges, the board is reviewing programmatic changes, including the possibility of enrollment increases commencing in FY26
Building / grounds management	PCCS has been approved for an ABC. The transition from PCInc to PC ABC will take place this summer.
Leadership sustainability	We have had a great year of teacher leadership. In 24-25, Amy Narveson will take over Professional Development leadership from the retiring Nancy Dennis

Parent Survey Summary. Spring 2024

The survey had 79 respondents. The summary table below shows percentage data results

2023: 82 respondents

2022: 90 respondents

2021: 140 respondents (Note: 2020-2021 was the hybrid/Covid year - engagement was unusually high as a result)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Prairie Creek is a Community School				
2024: My child is happy at PCCS.	83.5%	16.5%	0%	0%
2023: My child is happy at PCCS.	82.9%	14.6%	1.2%	1.2%
2022: My child is happy at PCCS.	75.6%	23.3%	1.1%	0%
2021: My child is happy at PCCS.	77%	22%	1%	0%
2024: My child feels like they belong and are valued.	81.0%	17.7%	1.3%	0%
2023: My child feels like they belong and are valued.	80.5%	18.3%	0%	1.2%
2022: My child feels like they belong and are valued.	75.6%	21.1%	3.3%	0%
2021: My child feels like they belong and are valued.	74%	24%	2%	0%
2024: As a parent, I feel welcomed and that I belong in the PCCS community.	78.5%	21.5%	0%	0%
2023: As a parent, I feel welcomed and that I belong in the PCCS community.	76.8%	22%	0%	1.2%
2022: As a parent, I feel welcomed and that I belong in the PCCS community.	74.4%	24.4%	1.1%	0%
2021: As a parent, I feel welcomed and that I belong in the PCCS community.	67%	32%	1%	0%
Comment Themes (18 comments) <ul style="list-style-type: none"> • Most comments very positive, citing dedication of teachers and staff, gratitude for the opportunity to attend, and their children's love of learning in this environment • Parents appreciate the strong sense of community fostered by the school and their and their children's sense of belonging • Small handful of small one-off criticisms are being discussed with school leadership 				
Prairie Creek is a Child-Centered School				
2024: PCCS provides an active, engaging learning environment for my child.	92.4%	7.6%	0%	0%
2023: PCCS provides an active, engaging learning environment for my child.	91.5%	7.3%	1.2%	0%
2022: PCCS provides an active, engaging learning environment for my child.	91.1%	7.7%%	1.1%	0%
2021: PCCS provides an active, engaging learning environment for my	85%	14%	1%	0%

<i>child.</i>				
2024: My child is well-supported by the social curriculum at PCCS.	83.5%	15.2%	1.3%	0%
<i>2023: My child is well-supported by the social curriculum at PCCS.</i>	<i>87.8%</i>	<i>11%</i>	<i>0%</i>	<i>1.2%</i>
<i>2022: My child is well-supported by the social curriculum at PCCS.</i>	<i>78.9%</i>	<i>20%</i>	<i>0%</i>	<i>1.1%</i>
<i>2021: My child is well-supported by the social curriculum at PCCS.</i>	<i>74%</i>	<i>25%</i>	<i>1%</i>	<i>0%</i>
2024: The classroom teacher knows and values my child.	82.3%	15.2%	2.5%	0%
<i>2023: The classroom teacher knows and values my child.</i>	<i>89%</i>	<i>8.5%</i>	<i>2.4%</i>	<i>0%</i>
<i>2022: The classroom teacher knows and values my child.</i>	<i>77.8%</i>	<i>16.7%</i>	<i>5.6%</i>	<i>0%</i>
<i>2021: The classroom teacher knows and values my child.</i>	<i>75%</i>	<i>24%</i>	<i>1%</i>	<i>0%</i>
Comment Themes (15 comments) <ul style="list-style-type: none"> • Appreciate the teachers work in truly know their children • Not just teachers but other teachers and staff all know their children • Children have more confidence - shows in project work and independence • Children with alternate ways of learning are supported 				
Prairie Creek is a Progressive Education School				
2024: My child is developing the habits of mind that cultivate a lifelong love of learning.	74.7%	25.3%	0%	0%
<i>2023: My child is developing the habits of mind that cultivate a lifelong love of learning.</i>	<i>72%</i>	<i>25.6%</i>	<i>1.2%</i>	<i>1.2%</i>
<i>2022: My child is developing the habits of mind that cultivate a lifelong love of learning.</i>	<i>66.7%</i>	<i>31.1%</i>	<i>2.2%</i>	<i>0%</i>
<i>2021: My child is developing the habits of mind that cultivate a lifelong love of learning.</i>	<i>72%</i>	<i>25%</i>	<i>3%</i>	<i>0%</i>
2024: My child experiences inquiry-based activities and is encouraged to be curious and questioning in the learning environment.	87.3%	12.7%	0%	0%
<i>2023: My child experiences inquiry-based activities and is encouraged to be curious and questioning in the learning environment.</i>	<i>85.4%</i>	<i>13.4%</i>	<i>1.2%</i>	<i>0%</i>
<i>2022: My child experiences inquiry-based activities and is encouraged to be curious and questioning in the learning environment.</i>	<i>83.3%</i>	<i>15.6%</i>	<i>1.1%</i>	<i>0%</i>
<i>2021: My child experiences inquiry-based activities and is encouraged to be curious and questioning in the learning environment.</i>	<i>77%</i>	<i>23%</i>	<i>0%</i>	<i>0%</i>
2024: My child has the opportunity to learn from peers and share their own learning with others	92.4%	7.6%	0%	0%
<i>2023: My child has the opportunity to learn from peers and share their own</i>	<i>86.6%</i>	<i>13.4%</i>	<i>0%</i>	<i>0%</i>

<i>learning with others</i>				
2022: My child has the opportunity to learn from peers and share their own learning with others	83.3%	15.6%	1.1%	0%
2021: My child has the opportunity to learn from peers and share their own learning with others	72%	28%	0%	0%

Comment Themes (14 comments)

- All comments positive - Habits of mind, multi-age learning, theme, and personal projects were mentioned positively many times

Prairie Creek works to make the world a better place

2024: My child is well-supported in developing social skills at school.	81%	16.5%	2.5%	0%
<i>2023: My child is well-supported in developing social skills at school.</i>	80.5%	18.3%	0%	1.2%
<i>2022: My child is well-supported in developing social skills at school.</i>	74.4%	23.3%	1.1%	1.1%
<i>2021: My child is well-supported in developing social skills at school.</i>	72%	27%	1%	0%
2024: PCCS is actively educating for equity (OR democratic decision-making and problem-solving). The school helps my child understand and resist injustice.	65.8%	29.1%	5.1%	0%
<i>2023: PCCS is actively educating for equity (OR democratic decision-making and problem-solving). The school helps my child understand and resist injustice.</i>	76.8%	22%	1.2%	0%
<i>2022: PCCS is actively educating for equity (OR democratic decision-making and problem-solving). The school helps my child understand and resist injustice.</i>	63.3%	33.3%	2.2%	1.1%
<i>2021: PCCS is actively educating for equity (OR democratic decision-making and problem-solving). The school helps my child understand and resist injustice.</i>	57%	38%	4%	1%
2024: PCCS nurtures a close connection with nature and fosters environmental stewardship in outdoor play and learning activities.	93.7%	6.3%	0%	0%
<i>2023: PCCS nurtures a close connection with nature and fosters environmental stewardship in outdoor play and learning activities.</i>	96.3%	3.7%	0%	0%
<i>2022: PCCS nurtures a close connection with nature and fosters environmental stewardship in outdoor play and learning activities.</i>	93.3%	6.7%	0%	0%
<i>2021: PCCS nurtures a close connection with nature and fosters environmental stewardship in outdoor play and learning activities.</i>	86%	14%	0%	0%

Comment Themes (8 comments)

- Parents love the outdoor & environmental education focus
- Social curriculum and problem solving skills were commended
- (4) comments mention that the school could do even more to teach about racism and injustice

Leadership / Governance				
2024: Staff are responsive to parent questions & concerns: Classroom Teachers Specialist Special Education Staff Office Staff	Always 89.9% 83.6% 92.1% 97.4%	Frequently 8.9% 9.1% 5.3% 2.6%	Sometimes 1.3% 7.3% 2.6% 0%	Never 0% 0% 0% 0%
2023: Staff are responsive to parent questions & concerns: Classroom Teachers Specialist Special Education Staff Office Staff	Always 92.7% 89.4% 90.2% 98.8%	Frequently 4.9% 10.6% 4.9% 1.2%	Sometimes 2.4% 0% 4.9% 0%	Never 0% 0% 0% 0%
2022: Staff are responsive to parent questions and concerns: Classroom Teachers Specialist Special Education Staff Office Staff	86.4% 91.2% 90.7% 95.5%	11.4% 7% 4.7% 2.3%	2.3% 1.8% 2.3% 2.3%	0% 0% 2.3% 0%
2021: Staff are responsive to parent questions and concerns: Classroom Teachers Specialist (Music / Art) Special Education Staff Office Staff	86% 77% 93% 95%	14% 20% 7% 5%	0% 3% 0% 0%	0% 0% 0% 0%
2024: Communication supports my needs as a parent: Classroom Teachers Director Specialist Special Education Staff Office Staff	Always 79.7% 87.2% 75.0% 77.9% 90.9%	Frequently 13.9% 11.5% 17.5% 5.9% 9.1%	Sometimes 6.3% 1.3% 5% 14.7% 0%	Never 0% 0% 2.5% 1.5% 0%
2023: Communication supports my needs as a parent: Classroom Teachers Director Specialist Special Education Staff Office Staff	Always 80.5% 88.8% 76.3% 81.6% 96.3%	Frequently 15.9% 11.3% 18.6% 10.5% 3.8%	Sometimes 3.7% 0% 5.1% 7.9% 0%	Never 0% 0% 0% 0% 0%
2022: Communication supports my needs as a parent: Classroom Teachers Director Specialist Special Education Staff Office Staff	82.7% 86% 66% 80% 85.2%	6.0% 11.6% 16.7% 9.5% 14.8%	2.3% 2.3% 1.7% 4% 0%	0% 0% 1.7% 0% 0%
2021: Communication supports my needs as a parent: Classroom Teachers Director Specialist (Music / Art) Special Education Staff Office Staff	78% 88% 66% 90% 90%	20% 10% 24% 6% 10%	2% 2% 8% 4% 0%	0% 0% 2% 0% 0%
	Strongly Agree	Agree	Disagree	Strongly Disagree
2024: The Director effectively promotes the mission	94.9%	5.1%	0%	0%

and philosophy of the school.				
<i>2023: The Director effectively promotes the mission and philosophy of the school.</i>	96.3%	3.7%	0%	0%
<i>2022: The Director effectively promotes the mission and philosophy of the school.</i>	86.2%	12.6%	0%	1.1%
<i>2021: The Director effectively promotes the mission and philosophy of the school.</i>	92%	8%	0%	0%
2024: The Director is responsive to parent questions and concerns.	83.5%	15.2%	1.3%	0%
<i>2023: The Director is responsive to parent questions and concerns.</i>	86.6%	13.4%	0%	0%
<i>2022: The Director is responsive to parent questions and concerns.</i>	82.8%	16.1%	0%	1.1%
<i>2021: The Director is responsive to parent questions and concerns.</i>	91%	9%	0%	0%
Comment Themes (21 comments)				
<ul style="list-style-type: none"> ● Parents appreciate such an engaged director ● Personal touch and good one on one communication ● Great spokesperson for progressive education values ● Excellent leadership 				
2024: The board provides a well-understood strategic vision for the school that is consistent with the mission.	68.8%	28.6%	2.6%	0%
<i>2023: The board provides a well-understood strategic vision for the school that is consistent with the mission.</i>	74.4%	25.6%	0%	0%
<i>2022: The board provides a well-understood strategic vision for the school that is consistent with the mission.</i>	67.1%	31.8%	0%	1.1%
<i>2021: The board provides a well-understood strategic vision for the school that is consistent with the mission.</i>	58%	39%	3%	0%
2024: The board is successful in ensuring the short-term and long-term financial stability of the school.	70.1%	27.3%	2.6%	0%
<i>2023: The board is successful in ensuring the short-term and long-term financial stability of the school.</i>	74.7%	25.3%	0%	0%
<i>2022: The board is successful in ensuring the short-term and long-term financial stability of the school.</i>	67.9%	32.1%	0%	0%
<i>2021: The board is successful in ensuring the short-term and long-term financial stability of the school.</i>	61%	39%	0%	0%
2024: The board appropriately supports and provides accountability for the Director.	72.4%	26.3%	1.3%	0%
<i>2023: The board appropriately supports and provides accountability for the Director.</i>	72.2%	27.8%	0%	0%

2022: The board appropriately supports and provides accountability for the Director.	63.7%	33.8%	1.1%	1.1%
2021: The board appropriately supports and provides accountability for the Director.	57%	43%	0%	0%
2024: I feel informed about the work of the PCCS school board	51.3%	35.9%	12.8%	0%
2023: I feel informed about the work of the PCCS school board	55%	36.3%	5%	3.7%
2022: I feel informed about the work of the PCCS school board	35.7%	48.8%	11.9%	3.6%
2021: I feel informed about the work of the PCCS school board	40%	42%	15%	3%

Comment Themes (10 comments)

- Comments evenly split between
 - Gratitude for the board’s time and effort
 - Lack of knowledge about what the board does
- (2) commenters who answered “disagree” on feeling informed about the board noted that it is “not the board’s fault”
- (2) commenters asked for minutes to be circulated to the community

Prairie Creek Community School

Q Comp Annual Report 2023-24

District Name: Prairie Creek Community School

District Number: 4090 - 07

Date Presented to the School Board: May 23, 2024

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? YES

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

At Prairie Creek we have a Q Comp Coordinator and three additional Teacher Leaders (the Q Comp coordinator is also a Teacher Leader for a total of four). The Teacher Leaders were instrumental in managing and maintaining a peer coaching process under the leadership of the Q Comp Coordinator. All Teacher Leaders are formally trained in Cognitive Coaching and The Art of Coaching by Elena Aguilar. Teacher leaders met before and throughout the school year to practice and review The Art of Coaching. Five coaching sessions and two rounds of observations were organized for every participating licensed teacher. Teacher leaders gave feedback, guidance on best instructional practices, and supported teachers surrounding Teacher Growth Goals established with the director. Although our teacher leaders remained the same, some changed which teachers they coached for variation and scheduling. Two observation cycles were completed. All faculty in the Q Comp program, when relevant, participated in weekly professional development meetings.

Some teachers reported on the 2023-2024 Q-Comp Coaching Process Reflection:

I was able to implement some different ways of working on fluency, as well as different ways of assessing the individual students which positively impacted my students.

My observations gave me more info on my students so I could adjust future instruction or the direction I needed to go with a theme/unit.

They were given the opportunity to reflect and speak more about their learning.

How did the work of teacher leaders impact student achievement?

A review of MCA data, fastbridge data, and the continuation of an ADSIS grant-funded reading intervention program targeted reading as an area of focus for student growth. Teachers met to find ways to best provide reading intervention and general reading/writing instruction. Teacher leaders provided an opportunity for teachers to have conversation and problem-solve with a non-grade level team member during coaching sessions.

Each teacher established SMART Student Learning Goals in curricular areas for their specific group of children. 91% of teachers (11 out of 12) met their Student Learning Goal. The school also met its site goal in literacy.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Prairie Creek has always been supportive of teacher professional development and helping its teachers grow and be lifelong learners. The four peer coaches are a selection of skilled, experienced teachers with a combined total of over 36 years experience as progressive educators in our school. Our teacher leaders are all trained in Cognitive Coaching, The Art of Coaching, and Coaching for Equity by Elena Aguilar. This is their seventh year in this role. New skills developed in the training sessions aligned closely with our school mission and pedagogy. The emphasis on values became a thread for Professional Development. All trainings were utilized during peer coaching sessions to support teachers in developing self-reflective practices and instructional skills to enhance their teaching. They were supported in their work by the q-comp coordinator. All showed exemplary management of the coaching cycle.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

100% of the teachers who responded to the end of the year survey indicated that coaching was somewhat - very helpful.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

This was our second year using the Aguilar approach. Overall, teacher leaders and coaches continued to find this approach effective. There were five coaching sessions this year. 37% of teachers who responded to the reflection survey thought that was too many coaching sessions. Some also reflected they had a difficult time scheduling observations but that did not diminish their overall effectiveness.

Teachers reported on the 2023-2024 Q-Comp Coaching Process Reflection:

They went well. It is always nice to be encouraged, affirmed and given feedback on areas to improve, try or think about in different ways. The timing was good to have some time to work on specific strategies in between coaching sessions.

It was helpful to discuss options with my peer coach, have them help me synthesize them, and help me to map out next steps.

I appreciate having one person get to know my teaching a little better so we can engage in meaningful productive conversations about my practice.

I always appreciate the chance to sit down and talk with a peer about my practice.

Helpful to have a structure and timeline. Helpful to have a coach to talk to outside of my usual mentors.

Two teacher leaders are stepping down from their roles because of retirement or reduced working hours. Two new teacher leaders have been selected. They are registered to participate in The Art of Coaching with Elena Aguilar this June. The third teacher leader and Q-Comp Coordinator/Teacher Leader will continue to coach in the 2024 - 2025 school year. These two coaches are registered to participate in The Art of Coaching Teams with Elena Aguilar as part of their ongoing professional development as coaches. The Q-Comp Coordinator and Professional Development Coordinator will plan additional professional development sessions for the new coaches to support their success.

Core Component: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? YES.

Impact

1. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Coaching continued to be embedded in the weekly two-hour professional development schedule. This enabled teachers to be more reflective on their practice and their own professional growth goals as we implemented a spring to spring teacher evaluation plan.

2. How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

91% of the licensed faculty in the Q Comp program met their student learning goals. The school met its q-comp site goal:

The overall percentage of students in grades 2-5 at Prairie Creek Community School identified by Fastbridge in the “some risk” or “high risk” categories will decrease by more than 3% points from 36% in fall of 2023 to 33% in spring of 2024 on the aReading assessment.

Result: Goal met. Spring 2024 data showed 29% of students in the “some risk” or high risk categories.

Review Findings

3. *How did the sites or learning teams identify needs and instructional strategies to increase student achievement?*

A range of standardized summative and formative data is utilized to identify student needs. The small class size enables a child-centered approach with teacher input supporting data. Instructional strategies are based on student need and research-based practices in the classroom.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Weekly professional development meetings and frequent team meetings are used to review data. Professional development sessions were used to learn and develop best instructional practices in writing, parent education, equity including social emotional learning through All School Book Club, math, and oracy across the curriculum. Review of formative assessments, including FastBridge online assessments, in fall, winter and spring was conducted in both literacy and math by instructional teams. Instructional teams also met weekly to share, plan, implement, and review instruction and best practices related to all curricular areas. Special education and intervention teachers participated in a review of this data and provided differentiated instruction based on results.

Recommendations

4. *How will the district use the review findings to improve the effectiveness of job-embedded professional development?*

Prairie Creek will continue to emphasize and plan professional development built on best practices and current research around curricular areas such as math and literacy. Like all Minnesota districts, we will be responding to the READ Act and have chosen literacy as our overarching theme for professional development in the 2024-2025 school year. Special Education and Intervention teachers will continue to be part of the professional development leadership model to support teachers with meeting needs of at risk or identified children. Faculty will continue to review curriculum standards in a two-year cycle.

Professional development will connect to the 5-Year Strategic Plan. We will also continue to use professional development sessions to support peer coaches and coaching sessions.

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? YES

Impact

1. What impact did the observation/evaluation process, including coaching, have on classroom instruction?

All teachers who completed the reflection survey reported positive outcomes from the evaluation process.

I was able to process some thinking and get some concrete suggestions to try in my teaching practice.

2. What impact did the observation/evaluation process, including coaching, have on student achievement?

Each year Prairie Creek establishes SMART growth goals for literacy in grades K-3. The school did not meet the Read Well by Third Grade Goal. The goal was for 75% of students to attain level P by spring of 2023 as measured by Fountas & Pinnell. 73.3% of students met this target.

Review Findings

3. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

All teachers who filled out the 2023-2024 Q-Comp Coaching Process Reflection said feedback had a positive impact on them.

Some teachers reported:

I felt heard, validated, and cared for. And received feedback to better help me.

It definitely improved my teaching and my sense of collegiality at PC.

I love everything about peer coaching. It helps to verbally process, and time to really think about my practice.

Kept me motivated on my goals.

4. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

All Teacher Leaders/Peer Coaches are trained in Cognitive Coaching, The Art Coaching, and Coaching for Equity. These coaching methods were used in the Director's teacher evaluation process. Several non-Qcomp teacher leaders are trained in one or more of these methods. Peer coaches met before and during the school year to review and reflect on the effectiveness of these coaching models. These meetings supported peer coaches in productive ways to guide teachers in preparing for, facilitating, and reflecting

on coaching sessions. All Teacher Leaders were given, reviewed, and used the same set of written documents to support the coaching process.

Recommendations

5. How will the district use the review findings to improve the effectiveness of teacher evaluation?

This was our seventh year as a Q Comp program. Prairie Creek has a rigorous teacher evaluation plan that incorporates a cycle of summative review by the director with frequent observation and review for induction teachers. In 2022-2023 teachers and leadership collaborated in designing a new progressive educator evaluation rubric that aligned with state standards of teacher practice. This plan was fully implemented this 2023-2024 school year.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

X yes

2. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? X yes

Impact

1. What percentage of all licensed staff met the standard to earn performance pay (Student Learning Goal) for the measures of student achievement? 91%

2. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

3. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? We are a charter school and do not have tenured staff. All Q Comp licensed participants earned performance pay.

- a. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

4. Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?

X no

- a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

5. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

- a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? We are a charter school and

do not have tenured staff. 100% of Q Comp licensed participants earned movement on the salary scale.

- b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100% of induction (probationary teachers) earned movement on the salary scale.

Recommendations

How will the district use the data to improve the effectiveness of this core component?

The school will continue the same allocation of Q Comp budget resources in 2024-2025.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

In our seventh year of our coaching process, teachers are grateful to have the opportunity for additional reflection of their teaching practice with peers. Our continued connection with professional development and peer coaching supported teachers to deepen certain areas of their practice. In 2024-2025, much of our Professional development will be dedicated to the READ Act. We will continue to uphold the peer coaching model and cycles with attention to focal areas that will best support teachers in and outside of literacy.

2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

The school did not meet the Read Well by Third Grade Goal. The goal was for 75% of students to attain level P by spring of 2024 as measured by Fountas & Pinnell. 73.3% of students met this target.

The overall percentage of students in grades 2-5 at Prairie Creek Community School identified by Fastbridge in the “some risk” or “high risk” categories will decrease by more than 3% points from 36% in fall of 2023 to 33% in spring of 2024 on the aReading assessment.

Result: Goal met. Spring 2024 data showed 29% of students in the “some risk” or high risk categories.

3. How will the district use the review findings to improve the overall effectiveness of the program?

In 2024 - 2025, two new Teacher Leaders/Peer Coaches will take the place of two teachers who are no longer serving in this role next year. The Q Comp Coordinator will be closely involved in supporting the new teacher leaders in implementation of a revised teacher evaluation plan, development of SLGs, and seek additional ways to connect their coaching expertise outside of the regular q-comp coaching cycle/model.