



PRAIRIE CREEK
COMMUNITY SCHOOL

Northfield Charter Schools Data Sheet

World's Best Workforce Plan Goals

(Five year goals established for 2016—2021 contractual agreement with authorizer, Northfield Public Schools)

All Students Ready for Kindergarten

By the conclusion of FY 2021, 75% of incoming kindergarten students will be academically and behaviorally ready for kindergarten

All Students in Third Grade Achieving Grade-Level Literacy

By the conclusion of FY 2021, 77% of 3rd grade students will attain Level 0 (Fountas & Pinnell reading assessment)

Achievement Gap Reduction

By the conclusion of FY 2021, proficiency index for Special Education student in reading and math will be: [one-third of (100-2016 Special Education proficiency index)] + 2016 Special Education subgroup proficiency index

All Students Career and College Ready by Graduation

By the conclusion 2021, 100% of fifth grade students will complete and present an Honors Project each spring.

PCCS Strategic Plan Highlights / New Initiatives

Thematic Study

- Faculty professional development on inquiry-based, interdisciplinary teaching practices
- Development of a mapping system for the integration of science and social studies strands in thematic study



Arts Residency

- Creation of an opera with St. Olaf faculty and students
- A residency experience for the whole student body
- Opera tied to a study of the history of immigration to the United States

Imagine Conference

- Prairie Creek hosted a one day networking conference in the fall of 2017
- Prairie Creek faculty and guest presenters led sessions on progressive education topics
- A panel of experts discussed social justice issues



Q Comp

- First year in the Q Comp program
- School-wide focus on math instruction with professional development on Lesson Study and Number Talks practices
- Two cycles of peer coaching
- Training in cognitive coaching practices for teacher leaders

Prairie Creek

Community School Mission

PCCS is a community school.

PCCS is a child-centered school.

PCCS is a progressive school.

PCCS aims to make the world a better place.

Minnesota Comprehensive Assessments

2016 MCA Scores

	2014	2015	2016
PCCS Reading	63.7%	70.0%	73.0%
State Reading	59.8%	60.6%	60.9%

PCCS Math	53.8%	66.7%	66.3%
State Math	61.9%	61.6%	60.9%

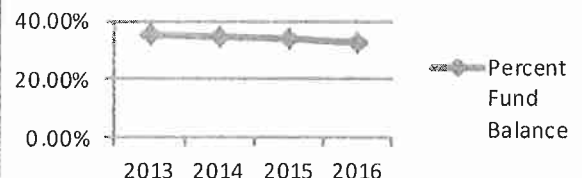
PCCS Science	63.3%	80.6%	66.7%
State Science	54.5%	60.2%	56.2%

MCA Assessment—Medium or High Growth	2014-2015	2015-2016
PCCS		
Reading	83.1%	81.1%
Math	88.1%	60.0%
State of Minnesota		
Reading	73.7%	72.1%
Math	74.0%	72.0%

Finance Update

Prairie Creek continues to maintain a healthy fund balance reserve, finishing FY16 with a fund balance of \$617,035 (32.7% of annual expenditures).

Percent Fund Balance



Arcadia Charter School Mission

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia envisions a learning community that encourages and assists students to:

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

Arcadia Highlights / New Initiatives 2016

Technology

Arcadia has always designated a budget line to keep up with advances in technology. This year each classroom was outfitted with an LCD television, AppleTV, and a blueray DVD player for both student and teacher use. Internet wifi access has been updated to assure access in any room in the building.



The Arts

Arcadia has a long history of welcoming Artists in Residence. During this school year, teaching artist Roxanne Wallace, from the renowned group Vocal Essence, conducted the 'Witness' residency, focusing on social justice and the arts. The residency ended with a performance in Minneapolis on May 1. Arts for Martin featured the Encore Players from the Northfield Senior Center along with the Arcadian Dancers, the Prairie Creek Orchestra, African Drummers, and the Laura Baker Choir.

Communication

Parent/board/staff communications have been the focus of a number of workshops and trainings this year.

Minnesota Comprehensive Assessments

2016 MCA Scores

	2014	2015	2016
Arcadia Reading	67.7%	63.8%	73.4%
State Reading	59.8%	60.6%	60.9%

Arcadia Math	48.3%	52.8%	53.8%
State Math	61.9%	60.2%	59.5%

Arcadia Science	56.7%	55.6%	47.5%
State Science	54.5%	54.5%	56.2%

* All scores are based on October 1st enrollment data.

School Wide MCA Goals

Through the Q-Comp program the school calculated a goal for MCA math and reading through 2017.

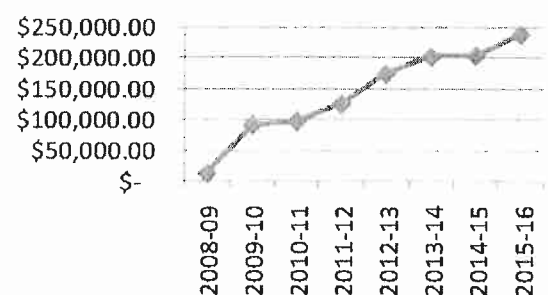
By 2017, 85.95% of students will score proficient or better on the MCA-III reading test. In 2016, 73.4% of students are proficient, almost 10 percentage points above last year.

By 2017, 71.75% of students will score proficient or better on the MCA test for mathematics. In 2016, 53.8% of students are proficient, but the trend since 2014 has been positive.

Finance Update

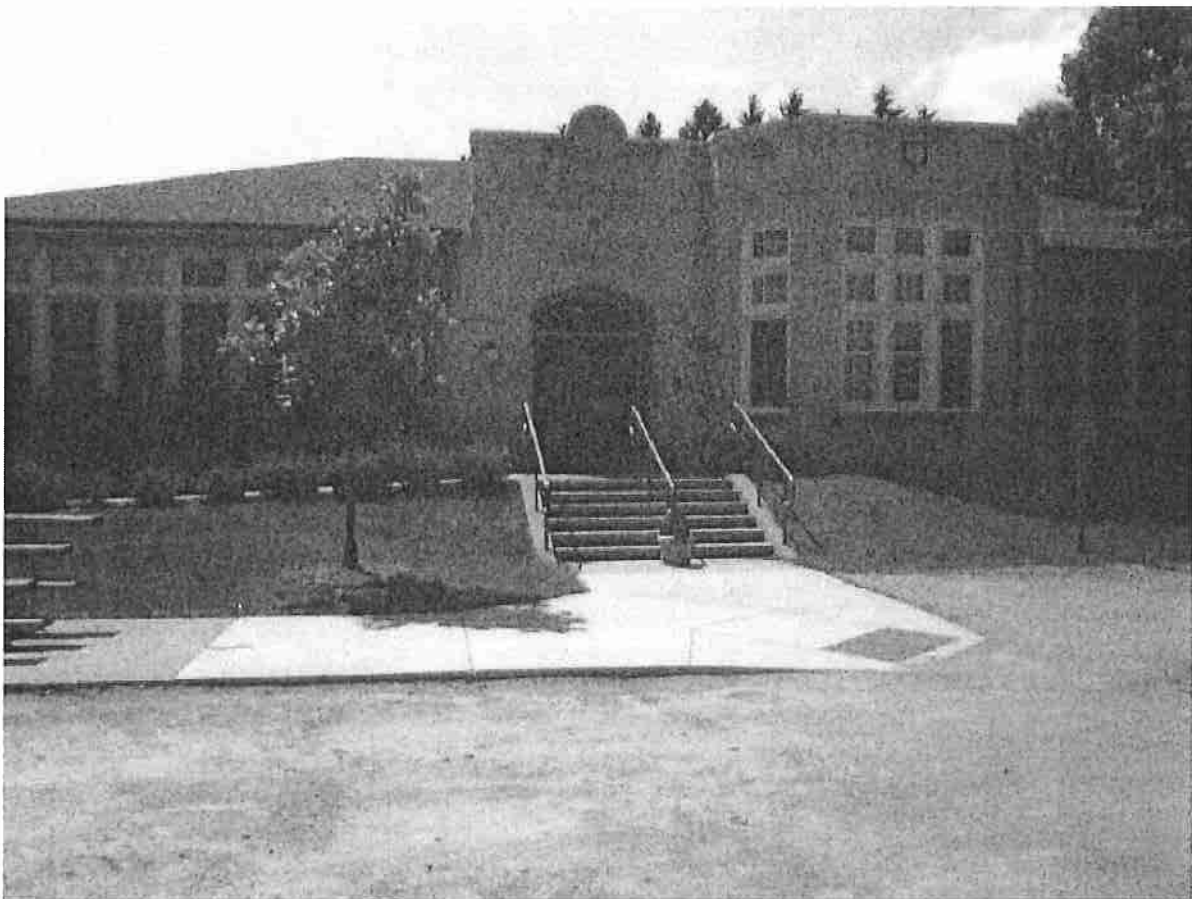
The school continues to budget conservatively for a projected enrollment of 120 students. The end of year data shows the school ended the 2016 fiscal year with a fund balance of \$237,771. This is up from \$203,143 at the end of 2015, for a percentage increase of 17%. Arcadia board policy strives for an annual 2% increase in fund balance.

Fund Balance



PRAIRIE CREEK COMMUNITY SCHOOL

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



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Prairie Creek Community School 2015 - 16 Charter School Annual Report and World's Best Workforce Report

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1. School Information

This report provides the staff and families of Prairie Creek Community School (PCCS), the Minnesota Department of Education (MDE), Northfield Public Schools, and the general public with information describing the progress of PCCS and its students during its thirteenth year of operation as a charter public school.

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

Mission Statement

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

Authorizer

Northfield Public Schools

Matt Hillmann, Ph.D.

507-663-0600

Relationship with Authorizer

PCCS opened in 2002

Contract was renewed in 2005 (05/06 to 07/08), 2008 (08/09 to 10/11), 2011 (11/12 to 15/16) and 2016 (16/17 to 20/21)

Each fall, the director sends a formal report to the Northfield Board of Education regarding the previous school year. The authorizer has been pleased with PCCS and the Board has been supportive of its goals. On May 25, 2016, Dr. Richardson and incoming Superintendent Dr. Hillmann spent a day reviewing the program and meeting with students, staff and parents.

School Calendar & Hours of Operation

The first day of school was September 8, 2015 and school ended on June 8, 2016. PCCS was open Mondays, Tuesdays, Thursdays, and Fridays from 8:15 am to 2:30 pm and Wednesdays from 9:15 am to 2:30 pm.

Student / Classroom Teacher Ratio

PCCS employed nine classroom teachers to serve 180 students in grades K-5. The student/classroom teacher ratio in 2015-2016 averaged 20:1.

2. Student Enrollment

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

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

Key Demographic Trends

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

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

3. Student Attendance, Attrition and Mobility

Attendance

Attendance percentage for 2016 was 96.4% and met AYP.
(percentage from Minnesota Report Card on MDE website)

Attrition

Prairie Creek Community School has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1 of 2015 and October 1 of 2016	98 %
* Three students left the program in this time period. Two students moved out of the area, one transferred to a different school.	

Student Mobility

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

4. 2015-2016 World's Best Workforce Report

World's Best Workforce Components

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

All Students Ready for Kindergarten

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

All Students in Third Grade Achieving Grade-Level Literacy

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

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

Close the Achievement Gap(s) Among All Groups

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

All Students Career- and College-Ready by Graduation

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

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

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

5. Academic Performance

Progress on PCCS Contractual Academic Goals including Mission Related goals.

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

2015 - 2016 Accountability Goals

Reading

Kindergarten

66% of children who come in knowing 12 or fewer letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "A" (Grade K) books by the end of the year

Goal Result: 90% of students met goal.

66% of children who come in knowing 13 or more letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "C" (Grade 1.0) books by the end of the year

Goal Result: 100% of students met goal

66% of children who come in reading Fountas and Pinnell "A" (Grade K) books or above will move forward at least 3 levels in the Fountas and Pinnell system by the end of the year

Goal Result: 100% of students met goal

First Grade

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

Goal Result: 63% of students met goal

Second Grade

70% of students entering 2nd grade at or below Level I (Grade 1.8) will progress at least 3 reading levels by the end of the school year

Goal Result: 86.9% of students met goal

70% of students entering 2nd grade at or above Level J (Grade 2.0) will progress at least 2 reading levels by the end of the school year

Goal Result: 100% of students met goal

Third Grade

70% of students entering 3rd grade below Level M (Grade 2.9) will progress at least 3 reading levels by the end of the school year

Goal Result: 66.6% of students met goal

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

Goal Result: 91.6% of students met goal

Fourth and Fifth Grade

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

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

Math

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

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

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

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

Non - Academic Goals

Teacher Evaluation

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

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

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

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

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

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

Race and Diversity

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

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

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

Student Conversation Skills

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

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

Academic Progress by State Assessments

MDE Report Card Data:

MATH	2014	2015	2016
Percent of students “On Track for Success” The percentage of on track students are those who made medium or high growth and non-proficient students who made high growth.	53.6%	67.8%	51.6%
Percent of students making high growth	19.6%	28.8%	23.3%
Percent of students making medium growth	51.8%	59.3%	36.7%
Percent of students making low growth	28.6%	11.9%	40.0%

READING	2014	2015	2016
Percent of students “On Track for Success” The percentage of on track students are those who made medium or high growth and non-proficient students who made high growth.	73.7%	71.1%	70.0%
Percent of students making high growth	54.4%	45.8%	38.3%
Percent of students making medium growth	33.3%	37.3%	43.3%
Percent of students making low growth	12.3%	16.9%	18.3%

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

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

MCA Proficiency Results in Reading, Math, and Science

For comparison purposes, the data tables below show proficiency percentages from statewide data and three other schools. New Discoveries Montessori School (NDMA) is a charter school in Hutchinson. It is similar in size to PCCS and has similar demographics. NDMA has a comparable progressive education mission fostering inquiry, exploration and the nurturing of a life-long learner. Sibley Elementary is a traditional elementary school in the Northfield School district that serves as Prairie Creek’s authorizer.

Proficiency Index	Prairie Creek	State	New Discoveries Montessori	Sibley Elementary
Math				
2016	66.3%	60.9%	50.0%	74.1%
2015	66.7%	61.6%	50.0%	76.8%
2014	53.8%	61.9%	47.6%	74.7%

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

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

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

Multiple Measures Rating

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

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

6. Innovative Practices & Implementation

Prairie Creek's progressive philosophy aligns closely with current research and best practices for developing 21st century skills. The school is a multi-age, active learning environment that fosters creativity, critical thinking, and a passion for learning. The school places a strong emphasis on the value of play, the dramatic arts and the development of social and emotional intelligence.

The academic program is centered on a philosophy, rooted in the teaching of John Dewey and other progressive educators, that holds that children will construct an understanding of the world from genuine experiences. Consequently, children engage in thematic study and individual projects throughout the school year. Teachers tailor this study to the children's developmental stages as they progress through the K - 5 program. Inter-disciplinary study is aligned to standards through an annual review by teacher professional development committees. Comprehensive literacy and math plans support this work and ensure continuity and opportunity for reading, writing and numeracy to also connect in authentic ways with other subject areas. Prairie Creek has a strong commitment to the arts, and specialists teach all children in the fields of visual art, music and Spanish. A team of teaching assistants provides an additional level of child-centered support in each classroom.

The general education program is supported by a team of three licensed special education teachers and paraprofessionals that serve Individual Education Program Plan needs. A licensed Title I Math/Literacy Intervention teacher works with children who require additional literacy and math support in the general education setting.

Prairie Creek is committed to a robust model of teacher evaluation. All teachers are supervised and evaluated by the school director each year.

Student Evaluation

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

Professional Development

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

During the 2015-2016 school year, the faculty participated in a professional development committee process. Each committee has three classroom teachers, with the director, the special education teachers and the specialists joining as interest and time allow. During a meeting in September, the teachers took the entire list of professional development goal areas and topics that had been determined during faculty retreat in June and work week in August and divided them out among the three committees. They set aside one Wednesday meeting per month for committees to meet. During these meetings, the committees planned upcoming professional development and school events. The committee assigned a particular topic was responsible for leading the Wednesday meeting(s) on that topic or finding a speaker or facilitator to lead. Each committee planned to facilitate about one meeting per month. Committees prioritized the list of tasks to reflect their relative importance.

Weekly professional development meetings included all teaching staff. Some teachers also participated in specialized professional development outside of the regular weekly session.

Committee-led Professional Development in 2015 - 2016

Committee 1:

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

Committee 2:

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

Committee 3:

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

Additional Faculty Professional Development and Training Activities

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

Community Connections

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

Arts Initiatives

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

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

History book of Prairie Creek Community School

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

7. Student and Parent Satisfaction

Each spring, PCCS distributes a parent engagement and satisfaction survey to parents/guardians of PCCS students. The survey was designed to measure four domains of parent satisfaction: (a) Community and Climate (6 questions); (b) Curriculum and Learning (9 questions); (c) Faculty and Staff (6 questions); and (d) Governance and Administration (4 questions). Questions in the four domains were close-ended with four response options (4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree).

A fifth domain (Progressive Education) was an open-ended question and parents were asked to identify ways that "PCCS is staying true to its mission as a progressive school." The last section of the survey consisted of demographic questions (e.g., city of residence, volunteering) and was a mix of close-ended (yes/no, multiple choice) and open-ended questions. Of the 132 total families at PCCS, there were 108 completed surveys for a response rate of 82%.

The results of the survey were very positive.

- There was an overall positive response in all four domains: Community and Climate (98%), Curriculum and Learning (95%), Faculty and Staff (97%), and Governance and Administration (96%).
- Average ratings across the four survey domains of the Parent Satisfaction Survey were also very positive. On average, parent ratings were between 3 ("Agree") and 4 ("Strongly Agree") for Community and Climate (3.75), Curriculum and Learning (3.56), Faculty and Staff (3.71), and Governance and Administration (3.63). Averages were very similar to previous survey administrations.
- Parents overwhelmingly agreed that PCCS effectively implements a progressive education approach with students.
- The largest proportions of parents indicated they volunteered at PCCS between 1-5 hours (42.5%), less than an hour (31.1%), or 6-10 hours (17%) per month.

- Of the respondents, 89.7% indicated they attend parent events at PCCS.

Proportion of Parents Averaging Positive Responses across Domains

Domain	Proportion of Parents with an Average Positive Response (3.0 or higher)
Community and Climate	98%
Curriculum and Learning	95%
Faculty and Staff	97%
Governance and Administration	96%

The table below shows the average score for the four survey domains. The average rating for all four domains fell between the “Agree” (a rating of 3) and “Strongly Agree” (a rating of 4) response options.

Average Response on Parental Engagement and Satisfaction Survey over Time

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

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

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

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

These are all of the questions for which there were no negative responses or a single negative response (the varying percentages reflect different total numbers of respondents).

Statements with the largest proportion of “**Disagree**” and “**Strongly Disagree**” responses were:

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

8. Staffing

Prairie Creek Community School employs highly qualified staff throughout its program. In support of the school’s child-centered mission, teachers oversee class sizes that are rarely greater than 20 students. Additionally, the school commits to providing additional classroom staffing support with five general education teaching assistants. These teaching assistants provide morning support in the three K/1 classes with scheduled support in the 2/3 and 4/5 grade teams as well. Targeted support is provided by a team of Special Education teachers and paraprofessionals as well as a Title 1 Math /Literacy Intervention teacher. Specialist classes are provided by part-time licensed Visual Arts, Music and Spanish teachers.

2015-16 Licensed Teaching Staff

Name	File #	License / Agreement	2016-17 Status	Comments
Amy Narveson	385212	K/1	R	
Jeanne Avery	435291	K/1	NR	
Amy Brown	398391	K/1	R	
Molly McGovern Willis	427419	2/3	R	
Nancy Dennis	394260	2/3	R	
Amy Haslett - Marroquin	374525	2/3	R	
Michelle Martin	406690	4/5	R	
Cathy Oehmke	421554	4/5	R	
Gabriel Meerts	462802	4/5	R	
Angie Ekern	397282	Visual Arts Teacher	R	
Olivia Krueger	471728	Music and Orchestra Teacher	R	
Jennifer Sanders	482424	Spanish	R	
Laura Medwetz	369425	Special Education Teacher	NR	
Kelsey Fitschen	450336	Special Education Teacher	R	
Michelle Bigalke	180100	Special Education Teacher	R	
Lisa Molitor	291729	Literacy / Math Intervention	R	

* R = Return, NR = Not Return

2016-17 Licensed Staff

Name	File #	License / Agreement	Comments
Christopher Coffey	492511	K/1	
Amy Brown	398391	K/1	
Amy Narveson	385212	K/1	
Molly McGovern Willis	427419	2/3	
Nancy Dennis	394260	2/3	
Amy Haslett - Marroquin	374525	2/3	
Michelle Martin	406690	4/5	
Cathy Oehmke	421554	4/5	
Gabriel Meerts	462802	4/5	
Angie Ekern	397282	Visual Arts Teacher	
Olivia Krueger	471728	Music and Orchestra Teacher	
Jennifer Sanders	482424	Spanish	Community Expert Status
Carley Maley	486408	Special Education Teacher	
Kelsey Fitschen	450336	Special Education Teacher	
Michelle Bigalke	180100	Special Education Teacher	
Lisa Molitor	291729	Math/Literacy Intervention Teacher	

Licensed teacher percentage turnover rate:

2015-16 to 2016-17: (non-returning teachers / total teachers x 100) = 13%

Licensed teacher percentage turnover trend data:

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

2015-16 Non-licensed staff

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

2016-17 Non-licensed Staff

Name	Assignment	Comments
Colleen Braucher	Office Manager	
Theresa Nemecek	Office Assistant	
Carolyn Joyce	Office Assistant	
Olivia Krueger	Teaching Assistant	
David Pennock	Teaching Assistant	
Marianne Moser	Teaching Assistant	
Kirsten Fjeld Zilmer	Teaching Assistant	
Natalie Ojala	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Cale Steinhoff	Special Education Paraprofessional	
Perry Tetreault	Special Education Paraprofessional	
Alex Gerdes	Special Education Paraprofessional	
Connie Menssen	School Nurse	
Christa Udelhofen	Media Paraprofessional / Teaching Assistant	

9. Governance and Management

Board of Directors

The membership of the Board is composed of parents and/or guardians of currently enrolled PCCS students, staff members and community members. The nine members of the 2014-2015 board all completed the three required training modules in the areas of employment law, governance and finance.

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

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

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

Board Members 2015-2016

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

Board Training Record

Board Member	Governance	Financial	Employment
Lisa Percy	10/20/15	9/18/15	12/2/15
Roz Eaton-Neeb	8/16/11	8/9/11	8/24/11
Julie Cohrs	11/14/13	11/19/13	1/30/14
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen	9/15/12	9/15/12	9/15/12
Amy Gernon	4/16/15	4/20/15	5/14/15
Dan Rustad	1/22/15	2/23/15	2/5/15
Nancy Dennis	10/20/15	9/18/15	12/2/15
Ben Miller	3/14/14	3/12 /14 - 3/24/14	6/11/14

Director Professional Development Plan

Prairie Creek Community School's director, Simon Tyler completed his fifth year as director in 2015-2016. Principal Licensure: File Folder # 367631

10. Finances

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Colleen Braucher is the Business Manager/Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The Prairie Creek School Board and Finance Committee meet on the 4th Thursday of each month and the school's financial information is carefully reviewed and discussed at each meeting.

Prairie Creek has slowly built a fund balance reserve, finishing FY16 with a fund balance of \$617,035 (32.7% of annual expenditures) which has kept the school fiscally sound and better prepared to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2016 show General Fund total revenue at \$1,894,824 and General Fund total expenses in the amount of \$1,886,824 resulting in a Net Income of \$8,000.

CliftonLarsonAllen, an independent auditor, has conducted PCCS's financial analysis. PCCS will submit audited financial statements to Northfield Public Schools and the Minnesota Department of Education on or before December 31, 2015.

11. Future Plans

Strategic Planning

In 2014-2015 the Prairie Creek board and community conducted strategic planning process. This process was designed to both reflect back on the school's thirty year history as a progressive school, and also look forward to assess opportunities for growth and development as a program. Community input was critical in this process. A parent survey was administered, followed by a community "World Cafe" conversation evening to receive parent ideas and input. The board and faculty collaborated to develop a strategic plan which was reviewed and approved in the spring of 2015.

Strategic Plan Summary

1. Enhance our Progressive Education Program

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

2. Outreach

Prairie Creek Community School has been a local leader in progressive education for over 30 years. We have a rich tradition and a vibrant present that we will share with our school community, our region, and the broader progressive education movement. Prairie Creek will continue to examine, celebrate and reflect upon the school's core values and develop a coherent voice when articulating our philosophy. We will systematically communicate our mission and purpose to a diverse audience. We will establish partnerships with educators to deepen our own understanding of progressive education and best practices in the teaching of children.

3. Community Engagement and Program Sustainability

As a public progressive community school we are committed to providing a well- resourced child-centered environment that recognizes the importance of small class size. Prairie Creek

Community School supports and develops progressive educators, invests in their continuing professional development, and creates an inspiring work environment. Prairie Creek Community School seeks the community's engagement in volunteer service and fundraising initiatives. The School Board will guide fundraising strategies that will be implemented within the context of responsible, multi-year budget projections.

Strategic Action Plan

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

Q Comp

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

Networking Conference

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

Arts Residency

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

ARCADIA

CHARTER SCHOOL

A stylized tree logo with a thick trunk and a canopy of small, detailed leaves, positioned to the right of the school name.

WBWF and Annual Report 2016

Minnesota Charter School District #4091

Barbara E. Wornson, Ed.D.

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Introduction

Arcadia Charter School is a public charter school serving 126 students in grades 6 through 12. Arcadia offers an innovative project-based curriculum in a collaborative, multi-age setting. Arcadia emphasizes the importance of a low staff to student ratio. The school is entering its thirteenth year of operations and is authorized by the Northfield Public School District.

Mission

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia envisions a learning community that encourages and assists students to:

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

School Description

Arcadia Charter School (previously the Northfield School of Arts and Technology – ARTech)

District #4091

First Year of Operation: 2003-2004

Grades Served: 6th through 12th

Enrollment Cap: 126 Students

Authorizer: Northfield Public Schools

Matt Hillmann, Ph.D. Superintendent of Schools

507-663-0600

School Calendar & Hours of Operation

First Day of School: September 8, 2015

Last Day of School: June 8, 2016

Arcadia is open for student instruction on Monday, Tuesday, Thursday, & Friday from 8:05 AM to 2:42 PM. And Wednesdays from 9:05 AM to 2:42 PM.

Student To Teacher Ratio

Arcadia employed 12.5 FTE licensed teachers to serve 127 students in grades 6-12. This includes 4 special education teachers. Excluding special education teachers, the 2015-16 student:teacher ratio was 15.8:1

This report outlines and details Arcadia's governance, structures, academic program, accountability data, and innovative practices.

School Enrollment & Demographics

Arcadia's student enrollment has stabilized more over the past five years. Arcadia had an average of 120 students during the 2014-15 school year. Our reported ADM is lower, due to students enrolling in Postsecondary Enrollment Options (PSEO) at Minnesota Colleges & Universities. Arcadia had students taking courses at South Central College, Dakota County Technical College, Inver Hills Community College, and in the University of Minnesota system to name a few. How many kids did PSEO? (*Question 7.3: Continuous Enrollment for Multiple Years*)

School Year	6	7	8	9	10	11	12	Enrollment Total	Average Daily Membership
2011-2012	14	21	18	12	20	29	17	131	115.14
2012-2013	21	14	22	20	11	20	30	138	121.02
2013-2014	19	21	14	23	21	14	17	129	117.89
2014-2015	13	22	22	19	18	23	14	131	119.85
2015-2016	16.67	13.90	21.98	18.79	18.70	11 5.17 PSEO	12.15 6.13 PSEO	132	124.49 (146.05 WADM)

School Year	Free and/or Reduced	Special Education %	Northfield Residents %	Non-Northfield Residents %	Minorities	Exceeding Proficiency
2012-2013	29.4%	22.2%	86.5%	13.5%	7.9%	31.5%
2013-2014	27.1%	27.1%	87.7%	12.3%	13.9%	44.4%
2014-2015	24.6%	33.3%	80.2%	19.8%	14.3%	52.8%
2015-2016	24.2%	38.4%	82.2%	17.8%	13.9%	53.8%

Student Attendance, Attrition & Mobility

Attendance

2015-2016 Student Attendance Rate: Arcadia's attendance rate for the 2015-16 school year was 94.5% in the sixth grade, 94.9% in the middle school and 92.9% in the high school.

Student Attrition

Arcadia has seen fewer students leave during the school year, as compared to the early years of the school. From school year to school year, Arcadia sees the most attrition during the transition from eighth to ninth grades. This is the transition from middle school to high school for Arcadia, the Northfield School District, and the other districts located around Arcadia. (*Question 7.2: Re-Enrollment Rate*)

Grade	2010-11	2011-12	Re-enrolled		2012-13	Re-enrolled		2013-14	Re-Enrolled		2014-15	Rate	2015-16
			2011-12	Rate		2012-13	Rate		2013-14	Rate			
6th Grade	18	13	0	0.0%	20	0	0.0%	19	0	0.0%	12	0	18
7th Grade	17	20	16	88.9%	13	13	100.0%	20	17	85.0%	18	94%	16
8th Grade	15	18	14	82.4%	21	19	95.0%	14	12	92.3%	20	100%	23
9th Grade	17	11	7	46.7%	17	12	66.7%	21	19	90.5%	13	92%	21
10th Grade	26	17	15	88.2%	10	10	90.9%	20	17	100.0%	18	88%	19
11th Grade	12	26	25	96.2%	17	16	94.1%	13	10	100.0%	19	95%	11
11 PSEO													6
12th Grade	20	14	11	91.7%	28	26	100%	15	14	82.4%	12	92%	14
12 PSEO													8
Total	125	119	88	83.8%	126	96	98.0%	122	89	90.8%	100	94%	136

World's Best Workforce Components

Education Approach and Curriculum

Arcadia is a multi-age, project-based learning environment that encourages and assists students to express themselves artistically, use technology innovatively, learn to think critically, and develop lifelong problem solving skills. Arcadia helps students construct knowledge and meaning for themselves, and purposefully teaches wellness of the whole person. Arcadia expects students to be responsible global citizens and active in their community.

MIDDLE SCHOOL PROGRAM

Advisory Structure

Arcadia's middle school is structured to serve approximately 18 students in each grade with a total of 54 students. Each of two advisories serves approximately 27 students in a multi-age setting of grades 6-8. Two licensed teachers serve as advisors. Their role is to lead each advisory and oversee the social curriculum and project process.

Middle School Curriculum Overview

This section is a summary of the Arcadia middle school curriculum. It is meant to give parents, staff, and other interested parties an idea of subjects available to students during their middle school time at Arcadia. More specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Each advisory follows the tenets of Developmental Designs, a research-based program that involves morning and afternoon circle conversations to address current concerns, social development, and community events and opportunities. (More information about Developmental Designs can be found under the heading 'social curriculum' below.) The circle conversations lead to relationship building between students and between staff and students. It is quite usual for students in advisory to have the same advisors throughout their three years in middle school.

Each advisor is a licensed teacher. During the school day, each teacher is responsible for teaching classes in their subject area, as well as supervising student projects. The middle school projects usually require more guidance and teacher participation as students learn the process of thinking critically and analyzing and assessing issues of interest to them. The advisor is the key person to support student learning and social development.

Social Curriculum

The social curriculum is an important component of the Arcadia experience. The school believes that how staff and students interact with and respond to each other, determines the success of the community. Developmental Designs is a curriculum that speaks to both the changing social and physical worlds of a middle school student, but also to the ageless qualities of respect and

social consciousness. This critically acclaimed curriculum teaches individual and group social skills, good citizenship, and the achievement of academic success.

The first 2-4 weeks of school is devoted to setting the tone and social expectations for the school. Students find themselves engaged in purposeful community building games and activities, which also orient them to the middle school handbook and other rules or expectations and routines. As a part of this process, each advisory creates a social contract, which is shared with the larger school body. Advisory representatives are then charged with assimilating the separate contracts into one, school-wide social contract. The contract is posted throughout the school, and is frequently used as a reminder to Arcadians of how we want to operate together and treat each other. It is often used to help navigate concerns or conflicts, by establishing a common language and clear guidelines for behavior.

A large component of Developmental Designs is the “advisory circle.” The morning circle sets the stage for the day, starting with a “morning board” question to engage students and encourage thoughts and comments to begin the day. Every morning circle begins with a greeting, done to connect with each and every person. The remainder of the circle time is spent reading announcements, sharing concerns or celebrations, and discussing important issues or ideas. Sometimes games or activities are incorporated into the circles. Afternoon circles are times to come together at the end of the day to check on how the day went, check on homework assignments, distribute handouts, and give last minute reminders. Circles occur daily throughout the school year.

An important part of the social development curriculum is the end of the year ritual. The process takes several hours on the last day of each school year and engages students in a carefully orchestrated activity designed to recognize and show appreciation for each student. The ritual ends with a ceremony to honor the 8th graders and recognize their individual gifts to the advisory and the school.

Project Based Learning Process

Middle school students take both core classes and electives. A good part of the academic learning comes through projects. Students are expected to complete one guided project each quarter, informed by the theme for that quarter. Each quarter’s theme is typically based on the book the Language Arts classes are reading for the quarter. Because the themes and the books are on a three-year rotation, students have a new theme each year.

Themes are used to inspire and give direction to students, who develop a project idea. Examples of some books and themes include ‘explorations’, based on the book *Walk Two Moons*. The books *Airborne* and *The Little Prince* promoted the theme of ‘Flight’, and the book *The Diary of Anne Frank*, lent itself to the theme of race. Examples of student projects completed during the theme of ‘Flight’ included explorations of Amelia Earhardt, Sputnik, military helicopters, the birds of the Amazon Rain Forest, and the history of space exploration.

Once students have done some initial exploration, they fill out a project proposal sheet. On one side of this sheet is a list of potential resources, and on the other is the ‘know/wonder chart’—a graphic organizer designed to help students determine what they know and what they need to

research. The next step is to meet with an advisors and “propose” their project. This proposal process results in goals and expectations as the process proceeds.

As part of the project process, students must demonstrate their learning to peers and teachers. This is done differently each quarter, allowing students to explore different methods of presentation. First quarter, students write a paper and make a poster board. Second quarter, students create a power point or a prezzi (a web-based, graphic presentation tool); third quarter, students make/create/or perform a piece; and fourth quarter, students demonstrate learning using a method of their choice. Each demonstration method is supervised by advisors, who model techniques and coach students, using specific related expectations and standards. At the project presentations, advisors and students complete a standard “rubric” for the presenters, giving students feedback on their projects, Advisors also observe and comment on the culmination of the student’s work.

Although all projects are research-based, with research skills taught as the project progresses. However, it is important to note that projects are approved and assessed based on student ability as well as the quality of the outcome. Advisors may, for example, encourage special accommodations for students with disabilities.

Each year students are required to incorporate a collaborative service project into one of the themes.

Advisors make a concentrated effort to assure 6th graders and other new students are given more direct instruction in the project process. Arcadia also provides a mentorship program that pairs 6th graders with high school students to give extra social and academic support. As an added challenge and to prepare for high school, 8th graders complete an 8th grade honors project. This process typically begins during 3rd quarter.

Middle School Classes

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, Arcadia offers classes to our students. Required courses include the core classes: Language Arts, Social Studies, Science, and Math. These classes meet on a rotating basis throughout the school year. In addition to the required core classes, middle school students are required to take one quarter of physical education, one quarter of art, and one quarter of health each year. Elective classes are available as time permits. Students are asked to sign up for at least one quarter long elective. In the past year electives offered included dance, theater, creative writing, Spanish, coding, African drumming, choir, and horticulture in the Arcadia green house.

Arcadia’s middle school curriculum is very successful in helping students succeed both academically and socially. The morning and afternoon circles, student contract, purposeful project process, and offering of classes and community experiences work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

HIGH SCHOOL PROGRAM

Advisory Structure

Arcadia's high school is structured to serve approximately 18 students in each grade with a total of 72 students. Each of two advisories serves approximately 36 students in a multi-age setting of grades 9-12, with a ratio of 1 teacher to 18 students. Two advisors lead an advisory, overseeing the social curriculum and project process.

High School Curriculum Overview

Students are required to take foundational classes in the core subject areas during their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, experiential education, internships, or through service learning. Credit is granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, or physical education) or to initiate large group projects. The emergent and interdisciplinary nature of many seminars and projects allow the students and teachers the flexibility to create unique learning plans.

Social Curriculum

An integral part of the educational process is the social growth of each student. They need to develop the interdependent skills that are necessary to work in a community.

These interdependent skills include:

- Cooperation
- Collaboration
- Consensus building
- Service learning
- Community Building

The by-product of learning the above skills is a developed sense of tolerance, appreciation of diversity and an internalized sense of the effectiveness of group synergy.

Life Skills

Arcadia recognizes certain life skills as core areas for development and integrates them into the educational process:

- Critical thinking
- Organizational skills
- Self-discipline, responsibility and integrity of work
- Constructive creativity
- Independent learning skills.

Graduation Requirements

Students are required to take foundational classes in core subject areas during their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, or seminars. Credits are granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, and/or physical education) or to initiate group projects. The emergent and interdisciplinary nature of the many seminars and projects allows students and teachers the flexibility to create unique learning plans with guidance from teachers.

To earn an Arcadia Charter School diploma, students must successfully complete the following requirements:

23.0 Credits are required

Quarter-long courses are worth 0.25 credit; yearlong courses are worth 1.0 credit.

Language Arts	4.0 Credits	(2 Credits in Writing, 2 Credits in Literature)
Social Studies	3.5 Credits	(1.0 Credit in US History, 1.0 Credit in World History & Geography, 0.5 Credit in Economics, 1.0 Credit in US Government & Civics)
Math	3.0 Credits	(1.0 Credit in Algebra 2 is required)
Science	3.0 Credits	(1.0 Credit in Physical Science, 1.0 Credit in Biology)
Art	2.25 Credits	(2.0 Credits in Art, 0.25 Credit in Arts Analysis)
Electives	7.25 Credits	

Senior Projects

In order to graduate from Arcadia, each senior must complete a challenging, interdisciplinary Senior Project. Students choose the topics, complete ten to fifteen pages of writing, and present to the Arcadia community during Senior Presentation Nights in the spring. Students who are enrolled in full-time PSEO are exempt from this requirement as they participate in college full-time and are not on campus to fulfill the senior project tasks.

The general education program is supported by a team of two licensed special education staff and four paraprofessionals who serve Individual Education Plan (IEP) needs. These staff members work to create an environment that is as inclusive as possible. The special education programming works seamlessly with the general education program at Arcadia.

Arcadia Charter School has been an approved Q-comp school since the fall of 2004. All teachers are observed a minimum of three times a year. This includes a full teacher evaluation at the end of the school year. In the 2014-15 school year, Arcadia will move to a 3-year cycle for full

teacher evaluations, but will continue with the model of a minimum of 3 teacher observations a year. The Arcadia Teacher Evaluation Program meets the requirements of the World's Best Workforce Legislation.

Innovative Practices and Implementation

Technology

Arcadia has a healthy budget designated for technology. Each student has a computer at his/her desk, whether it be their own device or provided by the school. In addition, each classroom has been outfitted with an LCD television, AppleTV, and blueray DVD player for both student and teacher use. Teacher training on Google Classroom is ongoing and being implemented in the classroom. This year the internet and access to wifi were updated throughout the building, creating a very stable internet connection at all times. Firewalls as appropriate have been provided.

Arts for Martin

2015-16 marked the twelfth annual celebration of *Arts for Martin*, a community-wide celebration of the life of Martin Luther King.

Arts are the unifying factor of this celebration, reflecting on the meaning of Dr. King's life and his relevance to our community today. This year the Encore Players from the Northfield Senior Center performed a dramatic reading. Other performers included the Prairie Creek Community School Orchestra, the Arcadia African Drumming Ensemble, The Arcadia Dancers, the Aztec Dancers, and the Laura Baker Choir. A musical piece written for the inaugural Arts for Martin by esteemed composer Dan Kallman of Northfield was performed by the Arts for Martin Community Singers..

Artists in Residence: Arcadia has a long history of welcoming Artists in Residence at the school. The 2015-16 Artist is Residence was Teaching artist Roxane Wallace, from the renowned Twin Cities ensemble Vocal Essence. Ms. Wallace conducted a residency for middle school social studies and high school dance students, culminating in a performance in Minneapolis on May,1.

8th Grade Honors Projects

Each 8th grade student completes an Honors Project. The Honors Project is the final project of the middle school program and serves as a transition into the high school program. The 8th grade Honors Project is a milestone for all middle school students transitioning into high school.

May Term

May Term is the Arcadian version of a college J-Term, in that students choose one area of study and focus on that in an all-day or half-day course for the last 2 1/2 to 3 weeks of school. This is the time of the year when longer field trips take place, along with a lot of experiential education outdoors. May term classes are always electives, and are designed with the idea of learning through hands on experience.

In May of 2016, the following classes were offered:

- Forensic Science
- Clay-Term
- Wilderness Survival
- Rhythm
- Secret Life of Words
- Water World
- Home Economics
- Psychology of Adolescence
- Team and Individual Sports

Teacher Development & Evaluation Program (Qcomp)

Staff development processes

Team Time (PLC)

Arcadia teachers meet for team time every Wednesday from 7:45 AM to 8:45 AM. The purpose of this time is to collaborate with staff on student management and development issues. The middle school staff meet separately from the high school staff.

Staff Development Time (Professional Development Activities)

Arcadia teachers meet for 1.5 hours every other Tuesday from 3:00 PM to 4:30 PM. The purpose of this staff development time is for achieving success with the cycle goal(s). A component of the Arcadia Charter School mission is for students to be proficient in Project-Based Learning. One semester of each school year will be devoted to the continued development of project-based learning at Arcadia.

Evaluation processes

New Teacher Evaluation Process

Observation/Evaluations are scheduled until the teacher is rated as an established teacher, approximately 3 years.

- Fall Observation (Formative Evaluation by Director)
- Peer Observation by Trained Staff Member (Informal Observation)
- Winter Observation (Formative Evaluation by Q-comp Team Member)
- Spring Observation (Summative Evaluation by Director)

Established Teacher Evaluation Process

Observation/Evaluation are scheduled for established teachers on a 3 year cycle.

Year 1

- Observation (Formative Evaluation by Director or Q-comp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 2

- Observation (Formative Evaluation by Director or Q-comp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 3

- Fall Observation (Formative Evaluation by Director or Q-comp Team Member)
- Winter Peer Observation by Trained Staff Member (Informal Observation)
- Spring Observation (Summative Evaluation by Director)

Academic Performance: Mathematics

2015-16 Goal

Goal 1: The percentage of all students enrolled October 1 in grades 6-8 and 11 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 52.1% in 2015 to 55.1 % in 2016.

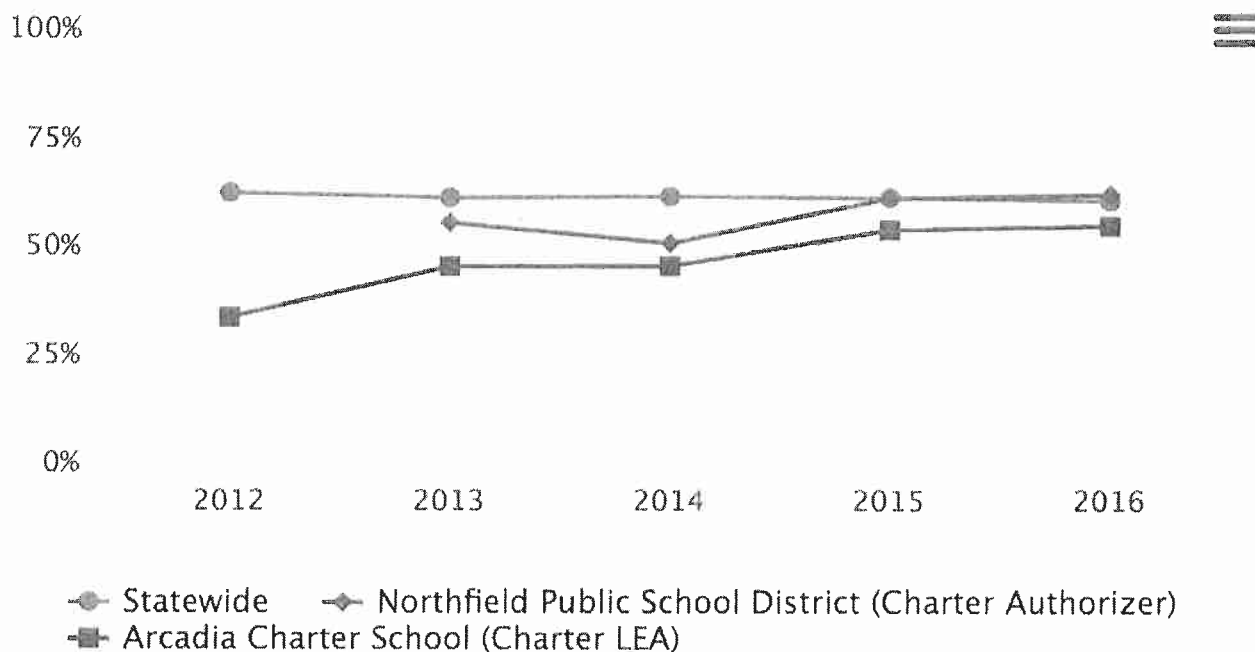
Arcadia fell one percentage point short of its goal in mathematics, achieving a proficiency rate of 54.1% in 2016. This is a strong showing of a 2% increase over the 2015 scores.

Arcadia Charter School

Subject: Math, Grade: All Grades



2012 - 2016 Proficiency



Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	61.3%	263,827	430,619
2013	60.2%	261,002	433,493
2014	60.5%	263,981	436,244
2015	60.2%	264,251	438,856
2016	59.5%	262,922	441,633

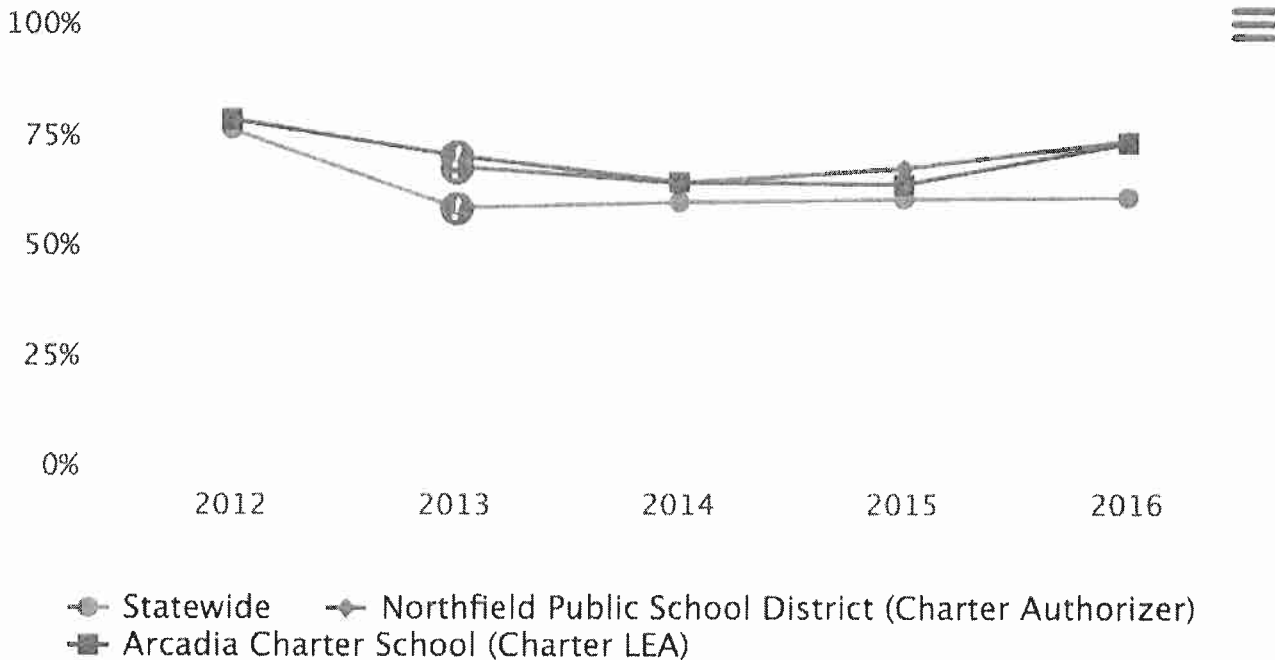
Academic Performance: Reading

Arcadia Charter School

Subject: Reading, Grade: All Grades



2012 - 2016 Proficiency



Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	75.3%	323,699	429,669
2013	57.6%	250,398	434,532
2014	58.8%	257,282	437,233
2015	59.5%	262,346	440,615
2016	59.9%	266,820	445,724

Northfield Public School District (Charter Authorizer)

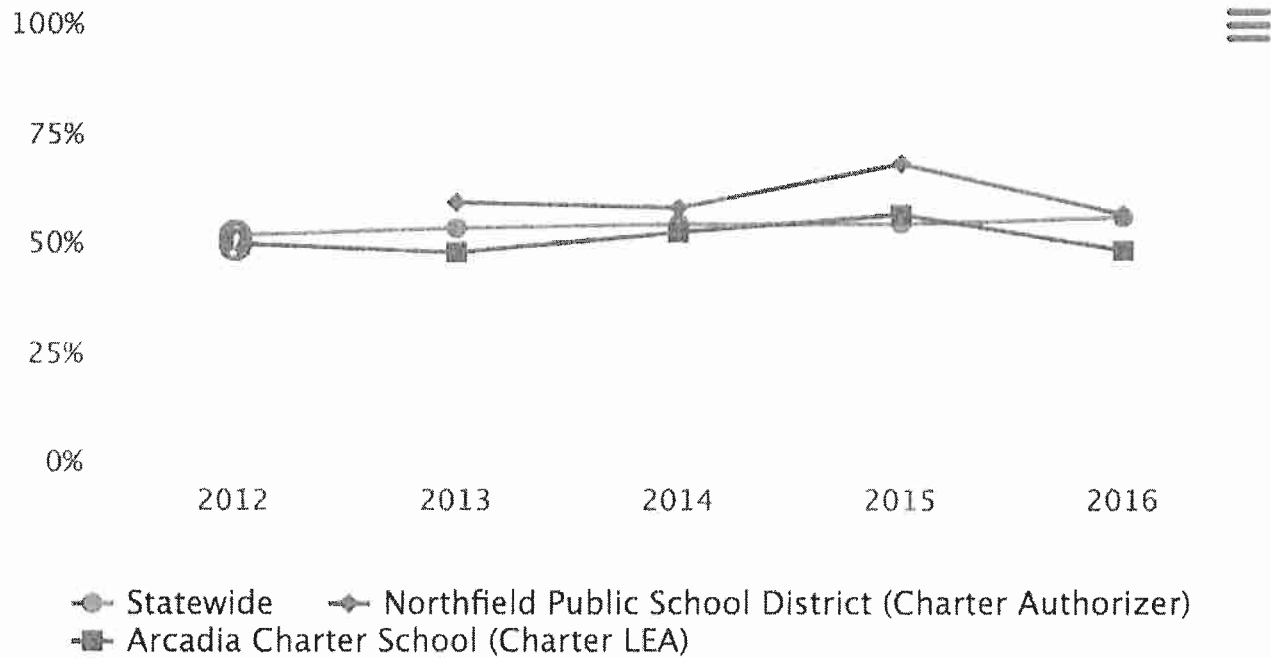
2015-16 Goal

Goal 2: The percentage of all students enrolled October 1 in grades 6-8 and 11 who earn an achievement level of Meets the standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 63.8 % in 2015 to 68.8 % in 2016. *Arcadia surpassed this goal for the 2016 accountability tests, scoring 73.4% proficient.*

Arcadia Charter School
 Subject: Science, Grade: All Grades



2012 - 2016 Proficiency



Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	50.8%	91,112	179,333
2013	52.4%	93,225	178,045
2014	53.4%	96,480	180,542
2015	53.4%	98,496	184,605
2016	55.0%	100,817	183,271

Northfield Public School District (Charter Authorizer)

Arcadia scores in science dropped from 55.6% in 2015 to 47.5% in 2016. Of the 40 students taking the MCA test, only 19 scored proficient. Arcadia continues to develop a more rigorous science curriculum in both the middle and high schools.

(based on October 1 child count)

MMR Rating

Arcadia's 2016 Multiple Measurement Rating is 67.52%. This is significant because it shows that our students who are not at grade level are showing strong growth.

Focus Rating

Arcadia's 2016 FR is 83.39% which qualifies Arcadia for an MDE Celebration School Award. This is our third year classified as a Celebration School. It marks our success in meeting the needs of our focused group students. Focus rating concentrates on a school's ability to close the achievement gap and the growth of targeted student groups.

Student and Parent Satisfaction

Parent Survey Data

Each spring, Arcadia surveys middle and high school families. Those survey results are used to give the school feedback on the program, procedures, and the school environment.

Parent Survey Highlights

Categories	Middle School Strongly Agree	High School Strongly Agree
Feeling of Acceptance (relating to the social and emotional needs of families)	92%	88%
School Responsiveness (addressing student and parent concerns and general information)	92%	90%
Positive Learning Environment (student support and climate of the school)	95%	93%
Understanding of Academic Expectations (families' understanding of curriculum and instruction, project process, and student expectations)	85%	86%
Feeling Challenged (Questions related to the level of challenge for students in specific subject areas)	68%	84%
Overall satisfaction (overall experience and ability to recommend Arcadia to other families)	88%	82%

Middle School Testimonials

"Arcadia offers more hands on learning than a traditional middle school. The staff is very supportive and genuinely cares about the students and their individual needs. Class sizes are small so it allows for more student/staff interaction. It feels like an extended family. It is accepted and encouraged for students to be unique individuals rather than followers. Project based learning leads to creativity, excellent public speaking skills and preparation for college level activities"

"I love the fact that my son is learning to ask interesting questions and find the answers to those questions. He's also becoming very skilled at sharing that information with others — these are important life skills he will need no matter where he goes."

My child says that "Arcadia is like a family." My child also says that "if you want to be the same as everybody else at Arcadia you have to be unique." My child loves that you can dress uniquely and rather than getting teased, kids will compliment you on your outfit. At Arcadia you are accepted for who you are. Advisory circle time allows the kids to interact and express themselves.

"The Arcadia staff is wonderful. We couldn't have found a better school for our children."

High School Testimonials

"Arcadia is a school for students who have the courage to be an individual. This courage is celebrated at Arcadia and is very supportive to the student bold enough to show their true self."

"When Arcadia students are engaged and excited by what they are learning, they have the confidence and curiosity to step forward and ask the questions and also answer the questions."

"Students at Arcadia are known, cared for, and engaged in all aspects of their learning and the overall community of the school."

"My child has been there for 7 years and because of this kind of schooling she not only is prepared for college, but I think prepared for a life of continued learning and civic engagement. Thanks to all who have helped her along the way."

Staffing 2015-2016

Moving into the 2015-2016 school year, Joe Parr, Social Studies teacher relocated out of the area, and was replaced with Matt Everhart. Matt taught Social Studies was part of the Red Advisory. Ryan Krominga also left Arcadia after 11 years as Executive Director, to accept a position with the Shakopee Schools. Ryan was replaced by Patrick Exner who resigned on June 30, 2016 after one year as Arcadia Director.

Due to an increased need for special education services, four paraprofessionals were hired in the fall: Dominique Bly, Ali Peterson, Linda Goozen and Amy Merritt.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2015-16 School Year
Patrick Exner	#396604	Executive Director	1	June 30, 2016
Rebecca McMullen	N/A	Business Manager	12	
Kim Hansen	N/A	Administrative Assistant	7	
Lisa Malecha	#330990	Social Worker	10	
Dominique Bly	N/A	Paraprofessional	1	
Allison Peterson	N/A	Paraprofessional	1	
Amy Merritt	N/A	Paraprofessional	1	
Linda Goozen	N/A	Paraprofessional	1	
Kathy Ingraham	N/A	Paraprofessional	1	
Lori Coleman	N/A	Paraprofessional	2	

Name	Assignment	Left During 2014-15 School Year	Not Returning 2015-16 School Year	Hired for 2015-16 School Year
Scott Grave	Language Arts			
Tami Kasch-Flugum	Science			
Joe Pahr	Social Studies		X	
Matt Everhart	Social Studies			X
Angela Heidtke	Mathematics			
Bob Gregory- Bjorklund	Theater			
Sarah Wallis	Arts			
Kate Werner	Math/Social St.			
Dan Peace	Science			
Tammy Prichard	Language Arts			
Gary Braun	Spec. Ed.			
Maria Musachio	Spec. Ed.			
Alison McCusker	Spec. Ed.			

Governance and Management

Arcadia's board elections are held in April of each school year. The election is completed prior to each school year's end, and new members are seated the following August.

2015-16 Arcadia School Board

Name	Phone Number	E-Mail Address
Sheri Acosta, chair	651.470.4571	sacosta@arcadiacharterschool.org
Tom Kastan	507.663.8806	tomkastan@gmail.com
Gary Braun, treasurer	507.663.8806	gbraun@arcadiacharterschool.org
Kate Werner	507.663.8806	kwerner@arcadiacharterschool.org
Sarah Wallis	507.663.8806	swallis@arcadiacharterschool.org
Elisabeth Hurlbert	507.663.8806	eliskreg@live.com
Laura Stelter	507.663.8806	laurastelter@gmail.com
Sara Line	507.663.8806	Sara.line@nfld.k12.mn.us
Sean Fox	507.663.8806	sfox@carleton.edu

2015-16 Arcadia School Board

Board Member Training

In January, 2014, the Arcadia Charter School board hired trainer Bryan Rossi to train the board on the three areas of Board Governance, School Finance, and Employment Law. The Arcadia School Board participated in ongoing training during their 2015 January day long Board Retreat. The 2016 January retreat was also dedicated to additional board training and related strategic planning.

Current Arcadia Strategic Plan

Facilities: The facilities committee has proposed to the board several extensively researched and viable options to maximize the learning space in our school, ensuring it is conducive to learning.

The facilities committee has been considering options for establishing an Affiliated Building Company to purchase our current facility. This discussion will continue through the 2016-17 school year.

Education: A detailed document describing Project Based Learning (PBL) at Arcadia was submitted. The document describes how PBL fits into the middle school curriculum, including seminars and individual projects. The document continues to evolve and will contain yearly goals for implementing any changes to PBL, as well as a more detailed treatment of PBL at the high school level.

Marketing: The marketing committee presents proposals for expanding the school's collaboration with other agencies and for educating and positively promoting Arcadia.

Fundraising: The fundraising committee is proposing a long-term fundraising plan that can be used to generate additional school resources and target specific areas of need, including the purchase of the current building.

New to 2016-2017 School Year

With the departure of Patrick Exner as Executive Director during the summer of 2016, a search committee was put together to look for a new director. Due to time constraints, the board resolved to employ Julie Cohrs, a management consultant, as Operations Manager until a director could be found. Dr. Barbara Wornson took over as Interim Director on October 17, 2016 with the charge to support the school while assisting stakeholders in finding a more permanent Director. A Transitional Assistance Committee has been meeting every two weeks to formulate a hiring and transitional plan.

Health Office: Due to a relatively large number of severe and chronic health issues among students, Arcadia has developed and staffed a health office to oversee the needs of our students. The staffing includes one part time nurse and one full time health aide.

Meal Program: With increased numbers of students eating lunch, a meal program worker has been hired to assist with serving and maintaining the meal program. This is a three hour/day position.

Technology: We have added an additional 20 chromebooks with a classroom cart designated for the high school. Teachers continue to be trained in Google Classroom, coding has been added to our electives, and work is in place to update and streamline the Arcadia website. Professional Development focusing on integrating technology into the classroom is in progress.

Academics: The goal is to increase the academic rigor and student learning throughout grade levels. Our intention as a staff is to articulate the project-based learning model in place at Arcadia, while strategically blending on-line learning, direct instruction, and experiential classrooms.

Facilities: The facilities committee will take on the charge of creating space most conducive to learning. The facilities committee is exploring options to form an Affiliated Building Company, which could purchase the building before the lease expires in 2020.

Finances

Arcadia Charter School's general fund balance has increased each year. At the end of the 2015-16 fiscal year, the fund balance was \$237,771. Arcadia’s school board and Finance Committee continue to follow the board approved fund balance policy, while maintaining full enrollment to maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package were priorities in 2014-15.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Revenue	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14	1,590,961.35	1,722,177
Expenditure	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62	1,588,671.92	1,686,091
Fund Balance	96,198.00	124,036.33	173,668.00	201,167.48	203,143.32	237,771

The complete end of year financial summary appears on the following page.

**ARCADIA CHARTER SCHOOL
 CHARTER SCHOOL NO. 4091
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
 BUDGET AND ACTUAL
 GENERAL FUND
 YEAR ENDED JUNE 30, 2016**

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Other	\$ 4,000	\$ 4,000	\$ 28,045	\$ 24,045
State Sources	1,487,628	1,613,971	1,635,863	21,892
Federal Sources	59,014	57,746	58,269	523
Total Revenues	1,550,642	1,675,717	1,722,177	46,460
EXPENDITURES				
Current:				
Administration	124,628	138,103	146,103	8,000
District Support Services	85,112	87,088	94,582	7,494
Elementary and Secondary Regular Instruction	580,665	562,176	568,816	6,640
Special Education Instruction	395,619	522,682	539,018	16,336
Instructional Support Services	21,423	26,229	13,515	(12,714)
Pupil Support Services	3,613	3,613	2,712	(901)
Sites and Buildings	261,296	261,296	258,547	(2,749)
Fiscal and Other Fixed Cost Programs	10,200	10,700	10,370	(330)
Capital Outlay	34,100	30,000	42,044	12,044
Debt Service:				
Principal	-	-	8,248	8,248
Interest and Fiscal Charges	500	-	2,136	2,136
Total Expenditures	1,517,156	1,641,887	1,686,091	44,204
Net Change in Fund Balance	\$ 33,486	\$ 33,830	36,086	\$ 2,256
FUND BALANCE				
Beginning of Year			201,685	
End of Year			\$ 237,771	

See accompanying Notes to Basic Financial Statements

(20)