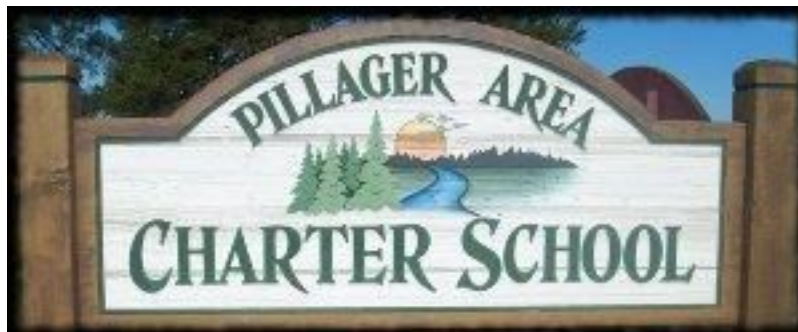


# Pillager Area Charter School



PUBLIC CHARTER SCHOOL DISTRICT # 4080

SCHOOL YEAR 2016-17  
WORLD'S BEST WORKFORCE & ANNUAL REPORT

# Contents

|  |    |
|--|----|
| 1. School Information  | 3  |
| 2. Implementation of Primary and Additional Statutory Purposes | 4  |
| 3. Student Enrollment & Demographics                           | 5  |
| 4. Student Attendance, Attrition & Mobility                    | 6  |
| 5. Educational Approach & Curriculum                           | 7  |
| 6. Innovative Practices & Implementation                       | 12 |
| 7. Academic Performance: Goals & Benchmarks                    | 14 |
| Progress on ACNW Contractual Academic Goals & WBWF Alignment   | 14 |
| 8. Educational Effectiveness: Assessment & Evaluation          | 19 |
| 9. Student & Parent Satisfaction                               | 20 |
| 10. Environmental Education                                    | 20 |
| 11. Governance & Management                                    | 21 |
| 12. Staffing   | 26 |
| 13. Operational Performance                                    | 28 |
| 14. Finances   | 30 |
| 15. Future Plans   | 32 |



## 1. School Information

### Contact Information

Pillager Area Charter School

PO Box 130

Pillager, MN 56473

(218) 746-3875

[www.pillagercharter.org](http://www.pillagercharter.org)

### Grades Served

9-12

### Year Opened

2001

### Mission and Vision

Vision: Our students will become success oriented, contributing citizens, who are stewards of the environment and lifelong learners.

Mission: PACS will educate by building relationships with students, families, and community, and provide opportunities to develop career readiness skills through experiential approaches to curriculum and instruction

### Authorizer Information

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

David Greenberg, Director of Charter School Authorizing

Audubon Center of the North Woods

Charter School Division

43 Main St. S.E., Suite #507

Minneapolis, MN 55414

612-331-4181

[www.auduboncharterschools.org](http://www.auduboncharterschools.org)

## 2. Implementation of Primary and Additional Statutory Purposes

The Primary Purpose of Pillager Area Charter School is to improve all pupil learning and all student achievement.

To improve all pupil learning and all student achievement, PACS students are assessed for learning and growth through multiple academic measures, career and college readiness tools, as well as on social-emotional skills and strength assessments. Students participate in formal testing through the state of MN's required MCA-III tests and also on NWEA Measures of Academic Progress (MAP) assessments three times yearly.

Personal skills, life skills, and assets are measured through the Search Institute's Developmental Assets Inventory. PACS utilizes numerous learning styles inventories such as the Kaleidoscope Profile to discover students' learning and work styles and help to provide the best possible learning experience for the student. Career readiness is also assessed through the career and life explorer PICS survey and the "working" personal inventories from H and H Publishing Company. These assessments are used to build a work force portfolio organized around the skills habits and styles related to work.

Students are assessed in class by the classroom teachers and results are shared with staff with the intent to improve and find out how to best address that student's learning goals. Formative and summative evaluations are given by classroom teachers. As a very small school, PACS is able to address the needs of students on an individual level with close involvement across subject areas.

The additional purposes of Pillager Area Charter School are to: *Increase learning opportunities for all pupils; and Encourage the use of different and innovative teaching methods.*

*Increase learning opportunities for all pupils.* While elements of the PACS program may be present in other schools, there is no other district-operated or charter school in the Pillager area that is centered around experiential education. Summer programs will be available to students also. By making PACS' experiential learning program available to all and by implementing yearlong opportunities, PACS is significantly increasing the opportunities available to high school youth in Pillager and surrounding areas.

Many opportunities come in the form of activities and adventures to keep kids interested in learning and keep them in school. Students have numerous opportunities not available to other students in the Central Lakes Area. The opportunities are due to the flexibility of programming, size of the program, and willingness of staff to participate in creative field studies. It takes committed staff to spend long periods of time away from family and up all night with teenagers.

*Encourage the use of different and innovative teaching methods.* Teachers are elevated in their role to be “facilitators of learning” and are assisted by trained paraprofessionals, technology specialists, clerks, students, and volunteers. Teachers are hired with or taught skills they need to guide students through expeditions or “learning adventures.” Teachers agree to assume four fundamental roles: facilitating powerful learning experiences, advising students, participating in continuous professional growth and working to promote school improvement.

### 3. Student Enrollment & Demographics

#### STUDENT ENROLLMENT

Pillager Area Charter School’s enrollment cap is at 50 students. Average daily membership averages around 44 students. Regular attendance is a challenge for students who enroll at Pillager. The goal ADM for 2017/18 is 45 students. Enrollment has been stable at approximately this level the past two years. PACS plans to increase ADM by operating its own bus, ensuring direct contact with students each morning. The school bus driver will pick up and drop off students daily and conduct check ins with them on the school bus.

| <b>Number of Students Enrolled</b>                   | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18 (est.)</b> |
|--|----------------|----------------|-----------------------|
| 9th Grade  | 10             | 11             | 7                     |
| 10th Grade   | 9              | 14             | 14                    |
| 11th Grade   | 19             | 11             | 18                    |
| 12th Grade   | 33             | 39             | 30                    |
| <b>Total</b>   | <b>71</b>      | <b>75</b>      | <b>68</b>             |
| <b>Total ADM (Average Daily Membership) for year</b> | <b>42.64</b>   | <b>44.18</b>   | <b>45</b>             |

#### STUDENT DEMOGRAPHICS

*Provide a brief narrative regarding demographic trends.*

| <b>Demographic Trends</b>     | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18 (est.)</b> |
|-------------------------------|----------------|----------------|-----------------------|
| Total Enrollment              | 71             | 75             | 68                    |
| Male                          | 33             | 43             | 36                    |
| Female                        | 38             | 32             | 32                    |
| Special Education             | 16             | 27             | 20                    |
| English Learners              | 0              | 0              | 0                     |
| Free/Reduced Priced Lunch     | 32             | 47             | 34                    |
| Black, not of Hispanic Origin | 4              | 5              | 3                     |

|                                |    |    |    |
|--------------------------------|----|----|----|
| Hispanic/Latino                | 0  | 7  | 6  |
| Asian/Pacific Islander         | 0  | 0  | 0  |
| American Indian/Alaskan Native | 4  | 3  | 3  |
| White, not of Hispanic Origin  | 33 | 60 | 56 |

## 4. Student Attendance, Attrition & Mobility

### STUDENT ATTENDANCE

Attendance at PACS has averaged 71% over the last three years. Our mobility indices and student retention numbers show that PACS has a high mobility student population. Students frequently attend school for several weeks, drop out to work or due to a family crisis and return several weeks later. By state law schools are required to drop students once they have not attended for fifteen consecutive days. Forty-two percent of students enrolled and attended PACS multiple times in the 2016/17 school year. Reasons for this included: moves, transfers to other schools and returns to PACS, students who needed to attend treatment or medical centers, 15 days or more of absences and returns, etc.

|  | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| <b>Overall Student Attendance Rate</b> | 71.29%  | 70.25%  | 72.62%  |

### STUDENT ATTRITION

As mentioned above, PACS' continuously enrolled percentage is quite low, whereas Spring to Fall re-enrollments are at a respectable percentage. Students at PACS have many factors outside of school that are important to their survival. PACS staff work with them and support students. Students are able to continue to work on projects and earning credits in Odysseyware while unenrolled, and can then earn credit for the work they bring with them when physically attending school.

|  |                     |
|--|---------------------|
| <b>Percentage of students* who were continuously enrolled between October 1 of the 2015-2016 school year and October 1 of the 2016-17 school year.</b> | <b><u>34.4%</u></b> |
| <b>Percentage of students* who continued enrollment in the school from Spring 2016 to October 1, 2016.</b>   | <b><u>72.7%</u></b> |
| <b>Percentage of students who were enrolled for 95% or more of the 2016-17 school year.</b>  | <b><u>26.7%</u></b> |



## STUDENT MOBILITY

|                | Summer Transfers In | Number of students on Oct. 1 | Mid-year Transfers In | Mid-year Transfers Out | Total Mid-year Transfers | Mobility Index* (as a percent) |
|----------------|---------------------|------------------------------|-----------------------|------------------------|--------------------------|--------------------------------|
| <b>2013-14</b> | 11                  | 51                           | 21                    | 11                     | 32                       | 62%                            |
| <b>2014-15</b> | 8                   | 45                           | 16                    | 14                     | 30                       | 66%                            |
| <b>2015-16</b> | 9                   | 41                           | 23                    | 21                     | 47                       | 114%                           |

\* Total mid-year transfers divided by number of students on October 1.

## 5. Educational Approach & Curriculum

Pillager Area Charter School (PACS) believes that we learn by doing. Therefore, the school aims to provide an educational setting where natural learning occurs through inquiry and burning questions, which drive the student's natural, intrinsic desire to learn and answer those questions. Cultivating a student's desire to learn, and follow their interests results in a life-long learner who is unafraid to ask questions and seek answers.

Environmental literacy is a critical element of a well-rounded education. Through hands-on, active learning opportunities, students are challenged to make informed decisions about how their choices affect the environment. By becoming informed about the interaction between natural and social systems, students can understand the importance of being good stewards of the environment and seek a more sustainable lifestyle.

PACS understands that relationships are important to student success and that *all* students are important and valued. We will not give up on any students. Therefore, we have high expectations of trust, decency, fairness, tolerance, and tolerance of people, places, and our planet. Each person is expected to evaluate how their actions affect the world around them.

These practices are supported by the following research:

- 1) Outdoor experience is critical to attitudes and behaviors that protect the environment.
  - a) People that participate in nature-based outdoor activities as children are more likely to have attitudes favorable toward the environment and engage in behaviors that are protective of the environment (Wells and Lekies, 2006).
  - b) Experience out-of-doors builds creativity, physical competence, social skills, environmental knowledge, confidence and problem-solving (Chawla, 2006).
- 2) Environmental-based learning boosts achievement
  - a) Students demonstrate improved achievement when receiving school instruction that uses the environment as an integrating context for learning.
  - b) Students scored as well or better on standardized measures in math, reading, and language. This approach has also been shown to foster cooperative learning and civic responsibility (Seer, 2005).

Our curriculum is developed to prepare graduates for careers and college. This includes academic and life skills needed to enter apprenticeship programs, technical or community colleges, or 4-year institutions. We utilize three curriculum structures. Students are exposed to content through subject area courses, Field Studies, and Collaborative Project-Based Learning. The following table defines each of the three structures in detail.

| Curriculum Structure   | Instructional Strategies   |
|--|--|
| <p>Subject Area Courses: The goal of these courses is to prepare students academically for post-secondary success. PACS curriculum is aligned as closely possible to both MN Standards and Accuplacer test specifications so that students gain the skills and knowledge necessary to be successful in community/ technical college and/or four-year colleges.</p> | <p>PACS uses Gagne’s 9 Events of Instruction and Marzano’s What Works in Instruction as a framework for organizing lessons.</p> <p>Gagne:</p> <ul style="list-style-type: none"> <li>Gain attention Inform learners of objectives</li> <li>Stimulate recall of prior learning Modeling Provide “learning guidance.”</li> <li>Elicit performance (practice).</li> <li>Provide feedback and assess performance</li> </ul> <p>Marzano and other Best Practices:</p> <ul style="list-style-type: none"> <li>Gradual release method</li> <li>Think aloud</li> <li>Worked examples</li> <li>Nonlinguistic presentations of content Summarizing and not talking</li> <li>Chunking information or skills into small steps</li> <li>Using prompts to go more in depth</li> <li>Meaningful objectives</li> <li>Cooperative learning with defined processes and roles</li> <li>Frequent checking for understanding with all students</li> </ul> |

|   |   |
|---|---|
| <p>Field Studies: These range in length from .5 to 5 days; students gain background knowledge and are involved in planning investigative field trips to assist them in career planning. Field trips are centered on career options – e.g. visiting manufacturing firms, technology firms, mechanical firms, and other likely and desirable career pathways.</p> | <p>A general framework for Field Investigations: Using Outdoor Environments to Foster Student Learning of Scientific Processes, from Pacific Education Institute.</p> <p>Background Knowledge</p> <p>Essential Questions</p> <p>Formulate Investigative Question</p> <p>Identify Setting within a System</p> <p>Identify Variables of Interest</p> <p>Collect and Organize Data</p> <p>Analyze Data</p> <p>Use Evidence to Support a Conclusion</p> <p>Discussion</p> |
| <p>Collaborative Project-Based Learning<br/>General framework is from High Tech High model of Project Based Learning. Projects also focus on career pathways.</p>   | <p>Key elements:</p> <p>Driving question</p> <p>Mapped to standards</p> <p>Assessment rubric provided to students</p> <p>Need-to-know lists are developed and reviewed</p> <p>Cooperative groups developed</p> <p>Learning contracts and shared norms developed</p> <p>As projects are underway, teachers provided just in time instruction, guidance, and feedback</p>   |

Typically, Pillager Area Charter School runs the subject area classes in the morning and utilizes the project-based approach in the afternoons. The core subject area classes are aligned with state standards and often involve a theme to be shared across subject areas. The theme studies run through six sessions and culminate with a field study. There are also field studies built within each theme.

Remediation and credit recovery is facilitated by use of the Odysseyware online curriculum as well as through one on one student guidance.

Approximately 30% of PACS students receive special education services. The school contracts with Paul Bunyan Educational Co-op for special education director services and the current director of the school is Liz Lee. Mark Wolhart, is the lead Special Education teacher (along with being the instructional leader/Director). The school hired a full-time Social Studies teacher to relieve Mr. Wolhart from those duties. Currently, the staff includes a part-time contracted special education coordinator who maintains due process paperwork, Mr. Wolhart, and approximately 1.5 FTE program

assistants. The school operates an inclusion model. The special education staff provides support in classrooms as well as some one-on-one support in the resource room.

The school has a stable staff of licensed teachers, some of whom teach on variances, and support staff who are supportive of the school mission.

Students are required to meet the following requirements in each educational area to graduate:

- English 8 Credits
- Math 6 Credits
- Electives 11 Credits
- Art 2 Credits
- Physical Education 2 Credits
- School to Work 1 Credit
- Service Learning 2 Credits
- Social Studies 7 Credits
- Science 6 Credits

Total Credits Required: 46 Credits

The daily schedule and 2016/17 yearly schedule are included in the following pages.

Daily Schedule

2016-2017

| Time        | Tracee   | Czech  | Spencer  | Gregory  | Shana                          | Dorothy      | Marcus           |
|-------------|--|--|--|--|--------------------------------|--------------|------------------|
| 8:30-9      | Advisory   | Advisory   | Advisory   | Advisory   | Advisory                       | Front Office | Bus Duty         |
| 9:00 - 9:40 | Language Arts Class  | US History Small Group                                   | Prep Time  | Math Small Group                                 | Group: T & TH Individual W     | LA Para      | Resource         |
| 9:40-10:20  | Language Arts Small Group                                  | US History Class   | Science Small Group                                    | Prep Time  | AA/NA: Wed. Individual: T & TH | SS Para      | Resource         |
| 10:25-11:05 | Language Arts Small Group                                  | Prep Time  | Science Class  | Math Small Group                                 | AA/NA: Wed. Individual: T & TH | Science Para | Resource         |
| 11:05-11:45 | Prep Time  | US History Small Group                                   | Science Small Group                                    | Math Class                                       | AA/NA: Wed. Individual: T & TH | Math Para    | Work Experience  |
| 11:45-12:15 | Lunch  | Lunch  | Lunch  | Lunch  | Lunch                          | Lunch        | Lunch            |
| 12:20-1:00  | Language Arts Vocabulary Games                             | Phy Ed   | Science Individual Project Time                        | Phy Ed   | Individual T-W-Th              | Prep Time    | Work Experience  |
| 1 -1:40     | Advisory   | Advisory   | Advisory   | Advisory   | Advisory                       | Advisory     | Prep Time        |
| 1:40 - 2:20 | Language Arts Individual Project Time                      | US History Individual Project Time                       | Science Individual Project Time                        | Math Individual Project Time                     | PM Group T-W-Th                | Art          | Service Learning |
| 2:20 - 3:00 | Language Arts Individual Project Time (Tuesday Study Hall) | US History Individual Project Time (Thursday Study Hall) | Science Individual Project Time (Wednesday Study Hall) | Math Individual Project Time (Monday Study Hall) | Health                         | Art          | Service Learning |
| 3 -3:15     | Check Out  | Check Out  | Check Out  | Check Out  | Check Out                      | Art Room     | Bus Duty         |

PM Advisory: Monday-Top 20, Tuesday-Cleaning, Wednesday-Team Building, Thursday-Circle, Friday-Field Experience

**Pillager Area Charter School**

**OFFICIAL CALENDAR 2016-2017**

|                  | S  | M  | T  | W  | TH | F  | S  | Student Days | Inservice Days | Holidays        |  |                 |   |
|------------------|----|----|----|----|----|----|----|--------------|----------------|-----------------|--|-----------------|---|
| <b>August</b>    | 14 | 15 | 16 | 17 | 18 | 19 | 20 |              |                |                 | Vacation =                               |                 |   |
|                  | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 0            | 3              | 0               | Inservice =                              |                 |   |
|                  | 28 | 29 | 30 | 31 |    |    |    |              |                |                 | Check In Date =                          |                 |   |
| <b>September</b> |    |    |    |    |    |    |    |              |                |                 | <b>Bold Dates = Student/Teacher Days</b> |                 |   |
|                  |    |    |    |    |    |    |    |              |                |                 | <b>Non school Dates =</b>                |                 |   |
|                  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |              |                | Labor Day       |  |                 |   |
|                  | 11 | 12 | 13 | 14 | 15 | 16 | 17 |              |                |                 |  |                 |   |
|                  | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19           | 1              | 1               | <b>First Day of School</b>               | 09/06/16        |   |
|                  | 25 | 26 | 27 | 28 | 29 | 30 |    |              |                |                 |  |                 |   |
| <b>October</b>   |    |    |    |    |    |    | 1  |              |                |                 |  |                 |   |
|                  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |              |                |                 | <b>Session 1</b>                         | Starts 09/06/16 |   |
|                  | 9  | 10 | 11 | 12 | 13 | 14 | 15 |              |                |                 |  | Ends 10/17/16   |   |
|                  | 16 | 17 | 18 | 19 | 20 | 21 | 22 |              |                | MEA             |  | Days 30         |   |
|                  | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 17           | 2              | 2               |  |                 |   |
|                  | 30 | 31 |    |    |    |    |    |              |                |                 |  |                 |   |
| <b>November</b>  |    |    | 1  | 2  | 3  | 4  | 5  |              |                |                 | <b>Session 2</b>                         | Starts 10/24/16 |   |
|                  | 6  | 7  | 8  | 9  | 10 | 11 | 12 |              |                |                 |  | Ends 12/05/16   |   |
|                  | 13 | 14 | 15 | 16 | 17 | 18 | 19 |              |                |                 |  | Days 29         |   |
|                  | 20 | 21 | 22 | 23 | 24 | 25 | 26 |              |                | Thanksgiving    | 20                                       | 0               | 2 |
|                  | 27 | 28 | 29 | 30 |    |    |    |              |                |                 |  |                 |   |
| <b>December</b>  |    |    |    |    | 1  | 2  | 3  |              |                |                 | <b>Session 3</b>                         | Starts 12/12/16 |   |
|                  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |              |                |                 |  | Ends 02/06/17   |   |
|                  | 11 | 12 | 13 | 14 | 15 | 16 | 17 |              |                |                 |  | Days 33         |   |
|                  | 18 | 19 | 20 | 21 | 22 | 23 | 24 |              |                |                 |  |                 |   |
|                  | 25 | 26 | 27 | 28 | 29 | 30 | 31 |              |                | Winter Break    | 11                                       | 3               | 8 |
| <b>January</b>   | 1  | 2  | 3  | 4  | 5  | 6  | 7  |              |                |                 | <b>Session 4</b>                         | Starts 02/13/17 |   |
|                  | 8  | 9  | 10 | 11 | 12 | 13 | 14 |              |                |                 |  | Ends 03/20/17   |   |
|                  | 15 | 16 | 17 | 18 | 19 | 20 | 21 |              |                |                 |  | Days 26         |   |
|                  | 22 | 23 | 24 | 25 | 26 | 27 | 28 |              |                |                 |  |                 |   |
|                  | 29 | 30 | 31 |    |    |    |    | 21           | 0              | 1               |  |                 |   |
| <b>February</b>  |    |    |    | 1  | 2  | 3  | 4  |              |                |                 | <b>Session 5</b>                         | Starts 03/27/17 |   |
|                  | 5  | 6  | 7  | 8  | 9  | 10 | 11 |              |                | MAAP Conference |  | Ends 05/01/17   |   |
|                  | 12 | 13 | 14 | 15 | 16 | 17 | 18 |              |                |                 |  | Days 25         |   |
|                  | 19 | 20 | 21 | 22 | 23 | 24 | 25 |              |                |                 |  |                 |   |
|                  | 26 | 27 | 28 |    |    |    |    | 16           | 4              | 0               |  |                 |   |
| <b>March</b>     |    |    |    | 1  | 2  | 3  | 4  |              |                |                 | <b>Session 6</b>                         | Starts 05/08/17 |   |
|                  | 5  | 6  | 7  | 8  | 9  | 10 | 11 |              |                |                 |  | Ends 06/07/17   |   |
|                  | 12 | 13 | 14 | 15 | 16 | 17 | 18 |              |                |                 |  | Days 22         |   |
|                  | 19 | 20 | 21 | 22 | 23 | 24 | 25 |              |                |                 |  |                 |   |
|                  | 26 | 27 | 28 | 29 | 30 | 31 |    | 19           | 3              | 1               |  |                 |   |
| <b>April</b>     |    |    |    |    |    |    | 1  |              |                |                 | <b>Year</b>                              | Days 163        |   |
|                  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |              |                |                 |  |                 |   |
|                  | 9  | 10 | 11 | 12 | 13 | 14 | 15 |              |                | Easter          |  |                 |   |
|                  | 16 | 17 | 18 | 19 | 20 | 21 | 22 |              |                |                 | <b>Commencement</b>                      | 06/01/17        |   |
|                  | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 19           | 0              | 1               |  |                 |   |
|                  | 30 |    |    |    |    |    |    |              |                |                 |  |                 |   |
| <b>May</b>       |    | 1  | 2  | 3  | 4  | 5  | 6  |              |                |                 | <b>Last Day for Students</b>             | 06/07/17        |   |
|                  | 7  | 8  | 9  | 10 | 11 | 12 | 13 |              |                |                 |  |                 |   |
|                  | 14 | 15 | 16 | 17 | 18 | 19 | 20 |              |                |                 |  |                 |   |
|                  | 21 | 22 | 23 | 24 | 25 | 26 | 27 |              |                |                 |  |                 |   |
|                  | 28 | 29 | 30 | 31 |    |    |    |              |                | Memorial Day    | 18                                       | 3               | 2 |
| <b>June</b>      |    |    |    |    | 1  | 2  | 3  |              |                | Commencement    |  |                 |   |
|                  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 5            | 2              | 0               |  |                 |   |
|                  |    |    |    |    |    |    |    |              |                |                 |  |                 |   |
|                  |    |    |    |    |    |    |    | <b>Total</b> | <b>165</b>     | <b>21</b>       | <b>18</b>                                |                 |   |

## 6. Innovative Practices & Implementation

PACS operates a Project Based Learning curriculum. Students participate in core classes in the morning and then spend the afternoon working on a project. During the morning classes, teacher-lead projects are imitated. Classes offered in the morning focus on core instruction areas: Math, Science, English, Social Studies, Current Issues, and Citizenship. Due to PACS' small staff size (5 teachers), classes are cross-disciplinary and developed collaboratively by the teaching staff. For example – Social Studies, Current Events, and Science all require a high level of reading and English skills. PACS staff often combine these subjects in a lesson planning. Math, Science, and current events also tend to overlap a great deal. Small teaching staff and class size allow the school to creatively teach and be reactive to what is happening in our community and the world.

Afternoon projects focus on the practical application of skills, group projects, and career or vocational studies. PACS is equipped with a wood shop and welding studio, which allows for the development of trade skills.

During the summers PACS operates a voluntary school program. Students who would like to participate in summer school are picked up by the school van and brought to school on Tuesday. During the summer of 2016, most summer school students utilized Odyssey Ware. This is an online program through which students can take classes as an avenue for credit recovery. Most students used this program to complete additional credits. Three students graduated after completing summer work.

### Key Successes from the 16/17 school year are:

- Several PACS staff members retired this year and the school was able to hire invested staff who are excited about PACS mission and delivery of education. The strong staffing team continues to be committed to working with these students and our community. PACS sees itself as a First Step program instead of a last resort program. Working with these students to develop their self-esteem, life skills, and improving their outlook on life is its greatest success.
- Using its own transportation allows PACS flexibility when picking students up for school. Having 45 students makes this a feasible model for the school. PACS can pick students up when they are ready, and get them from different locations if they are moving around. During this school year a school staff member began driving the school bus instead of a contracted individual. This increases accountability and stability for students.
- PACS' small size enables supreme flexibility, and school staff see this flexibility as a strength. The school is able to adapt Project Based Learning and Field Experiences to reflect current issues and concerns among the students to keep them engaged in their learning program.
- The use of Odyssey Ware for student credit recovery enables students to work from home and during the summer on gaining credits towards graduation. This is beneficial for PACS' rural student population and for students who have jobs which may prevent them from attending school regularly.
- Implementing the Red, Yellow, Green system for student behavior management has resulted in behavior improvements schoolwide. Students' behavior, attendance, and schoolwork completion is tracked and results in an "On track" rating which students easily understand and respond to.

- Top 20: Pillager Charter School has been using the Top 20 method for the last two years. It is an emotional intelligence strategy that helps students become more engaged in school and assists teachers in being relevant educators. Top 20 has become an essential component of student culture. “A Top 20 school is intentionally implementing Top 20 principles and practices in order to fulfill the mission of a Top 20 School: to create a safe and healthy culture for all members of the school community where they develop their potential to think, learn and communicate more effectively in order to make a positive difference in their lives, relationships and experiences for others and themselves.”<sup>1</sup> The mission of a Top 20 School is to help students, parents and staff become more aware of the power they possess within themselves to more often be the best version of their selves individually and as a community. All members of a Top 20 School know and are committed to achieving this mission. Although this mission may never be perfectly attained, it is always intentionally sought. Members of the school enjoy and celebrate growth towards this mission’s fulfillment and correct thoughts, beliefs and practices that are roadblocks to its achievement.

### Challenges of this school year:

The biggest challenge for Pillager Area Charter School continues to be high student mobility and attrition rates. For those students who attend regularly and for long periods PACS is able to measure great improvement. However, there are also students at PACS who have low attendance, change schools frequently, have interruptions to their education due to crisis, or simply give up on school. There is a lot going on in these young peoples' lives that they (perhaps rightly) prioritize over school. Even though PACS is set up with innovative ways for students to succeed, it seems some students have been so conditioned to hate school, that they choose not to pursue it without giving PACS staff much of a chance to change their minds. While some of this may be out of the school’s control, PACS continues to do its best to increase student retention. Strategies include increasing parent and community involvement and supporting students' mental, social, and emotional needs both inside and outside of school, as well as the school-run bussing program which allows for more flexibility with transportation options.

---

<sup>1</sup> Cole, Michael, and Tom Cody. "Above and Beyond." Top 20 Training. Top 20, n.d. Web. 31 May 2017.



## 7. Academic Performance: Goals & Benchmarks

### Progress on ACNW Contractual Academic Goals & WBWF Alignment

#### World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
  - From FY16 to FY18, the school will earn at least 75% of possible growth index points on the NWEA MAP-Math.
    - FY16: 77% of possible growth index points were earned.
    - FY17: 79% of possible growth index points were earned.
  - From FY16 to FY18, the school will earn at least 75% of possible growth index points on the NWEA MAP-Reading.
    - FY16: 83% of possible growth index points were earned.
    - FY17: 82% of possible growth index points were earned.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
  - FY16 to FY17, the aggregate percent decrease of the number of students who score in the challenged or vulnerable range on the Search Institute Assets subscale from fall to spring of the same year will be at least 30%.
    - FY16: In June of 2016, 20% of our students score as Challenged; 67% score as Vulnerable; 7% as Adequate; and 7% as Thriving.
    - FY17: The percentage of students scoring in the vulnerable and challenged ranges were 73% in the fall and 84% in the spring.
- **Graduate from High School [GRAD]:** All students graduate from high school.
  - From 2015 to 2017, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain enrolled through at least October of that year will be at least 75%.
    - FY15: 10% of eligible students graduated, 1/11. 8 students continued into the next school year (72%).
    - FY16: 50% of eligible students graduated, 7/14. Five continued into the next school year, (35%).
    - FY17: 60% of students who were on track to graduate in the fall met their goal of graduating within the school year.

### **Indicator 1: Mission Related Outcomes**

**Goal:** Over the period of the contract, students at Pillager Area Charter School (PACS) will demonstrate stronger building blocks of healthy development.

**WBWF Goal Areas Addressed by this Goal: CCR, GRAD**

**Key Measures & Results for this Goal:**

*1.1 From FY16 to FY17, the aggregate percent decrease of the number of students who score in the challenged or vulnerable range on the Search Institute Assets subscale from fall to spring of the same year will be at least 30%.*

FY16: In June of 2016, 20% of our students score as Challenged; 67% score as Vulnerable; 7% as Adequate; and 7% as Thriving.

FY17: The percentage of students scoring in the vulnerable and challenged ranges were 73% in the fall and 84% in the spring. This means the total percent actually increased by 11% rather than decreasing. This is concerning. PACS staff have made adjustments and efforts which we hope will reverse this trend in the near future.

However, it is important to note that the factors that influence personal assets measured by the Search Survey are deeply engrained. These issues are complex and difficult to make huge gains on in the limited time we have with students, many of which are highly mobile. We will continue to look for ways we can better impact all areas of our students lives. It is important to note that due to our high mobility percentage, students who were surveyed in fall may not be the same students surveyed in the spring.

PACS staff have also noticed that even though last year's results went down, the two year trend is positive. Over two years, students in the challenged and vulnerable areas are down 3%. In particular, in the categories of empowerment and boundaries/expectations, scores are up significantly which is encouraging as these were PACS' two biggest focus areas.

*1.2 From 2015 to 2017, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain enrolled through at least October of that year will be at least 75%.*

- FY15: PACS had 11 Seniors identified on October 1 of 2014 who were on track for graduation. One graduated, 8 re-enrolled for the following school year.
- FY16: PACS had 14 students on-track for graduation as of October 1 and continuously enrolled. Half of those students graduated, one completed graduation requirements during summer school, one chose not to return, but the remaining five re-enrolled during FY17.
- FY17: 72.7% of non-graduating students from the spring of 2016 re-enrolled in the fall of 2016 and remained enrolled through at least October.

### **Indicator 2: English Language Learners**

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

### **Indicator 3: Reading Growth**

**Goal:** Over the period of the contract, students at PACS will demonstrate growth in reading as measured by nationally normed assessments.

**WBWF Goal Areas Addressed by this Goal:** CCR

**Key Measures & Results for this Goal:** From FY16 to FY18, the school will earn at least 75% of possible growth index points on the NWEA MAP-Reading.

FY16: Met goal, 83% of possible growth index points were earned.

FY17: Met Goal, 82% of possible growth index points were earned.

#### **Indicator 4: Math Growth**

**Goal:** Over the period of the contract, students at PACS will demonstrate growth in math as measured by nationally normed assessments.

**WBWF Goal Areas Addressed by this Goal:** CCR

**Key Measures & Results for this Goal:** From FY16 to FY18, the school will earn at least 75% of possible growth index points on the NWEA MAP-Math.

FY16: Met goal. 77% of possible growth index points were earned.

FY17: Met Goal, 79% of possible growth index points were earned.

#### **Indicator 5: Reading Proficiency**

**Goal:** Over the period of the contract, students at PACS will demonstrate proficiency in reading as measured by state accountability tests.

**WBWF Goal Areas Addressed by this Goal:** CCR

**Key Measures & Results for this Goal:** From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10), OR it will increase by at least 15 points from the baseline proficiency index score (baseline score – 10.5).

Not enough students were continuously enrolled and took the Reading MCA to report on this measure.

#### **Indicator 6: Math Proficiency**

**Goal:** Over the period of the contract, students at PACS will demonstrate proficiency in math as measured by state accountability tests.

**WBWF Goal Areas Addressed by this Goal:** CCR

**Key Measures & Results for this Goal:** From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11), OR it will increase by at least 15 points from the baseline proficiency index score (baseline score 18.8).

Not enough students were continuously enrolled and took the Mathematics MCA to report on this measure.

#### **Indicator 7: Science Proficiency (and Growth)**

**Goal:** Over the period of the contract, students at PACS will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.

**WBWF Goal Areas Addressed by this Goal: CCR**

**Key Measures & Results for this Goal:**

- From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School), OR it will increase by at least 10 points from the baseline proficiency score (estimated baseline score – 25).
  - FY16: Not a large enough number of Pillager students completed the MCA's to generate a useable proficiency index score.
  - FY17: Not a large enough number of Pillager students completed the MCA's to generate a useable proficiency index score.
- From FY16 to FY18, the school will earn at least 75% of possible growth index points on the NWEA MAP-Science.
  - FY16: Meets Standard. Pillager earned 85% of possible growth index points on the NWEA MAP-Science.
  - FY17: Exceeds Standard. Pillager earned 108% of possible growth index points on the NWEA MAP – Science.

**Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

**Goal:** The school does not have a contractual goal in this optional indicator area.

**Indicator 9: Post Secondary Readiness**

**Goal:** Over the period of the contract, students at PACS will demonstrate readiness for post-secondary success.

**WBWF Goal Areas Addressed by this Goal: CCR**

**Key Measures & Results for this Goal:**

- From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on one of three assessments (ACT, Accuplacer, and ASVAB) will be at least 70%.
  - 44% of graduates met this goal.
- From FY16 to FY17, the aggregate percentage of students in grade 12 that complete their MCIS plan with a passing score prior to graduation will be at least 80%.
  - Pillager Area Charter School has found different tools that fit students' needs and have supplanted the MCIS Plan. We are using a Life Plan Project along with Top 20 student trainings to replace it. PACS is working on developing new goals surrounding this indicator, using these resources for our upcoming contract renewal.
- From FY16 to FY18, the school will earn at least 80% of possible credit index points.
  - FY16: 75% of possible credit index points were earned towards graduation.
  - FY17: 67.2% of possible credit index points were earned towards graduation.
- From FY16 to FY17, the aggregate percentage of students that graduate on or before their identified Graduation Year will be at least 80%.
  - FY16: 50% of seniors graduated on-time during the 2015/16 school year
  - FY17: 60% of students who were on track to graduate in the fall met their goal of graduating within the school year.

### **Indicator 10: Attendance**

**Goal:** The school does not have a contractual goal in this indicator area. ACNW will evaluate the school's attendance

### **Indicator A: Federal and State Accountability – World's Best Workforce**

As a High School, Pillager Area Charter School does not have 3<sup>rd</sup> or 8<sup>th</sup> grade scores to report.

As a single building district, all teacher resources are equitably distributed.

In regard to the Achievement Gap, the achievement differences between subgroups at Pillager Area Charter are less than 10%. PACS serves challenging populations and our program is developed to re-engage students and assist them in graduating from high school.

Graduation Rates at PACS are as follows:

- FY15: 10% of eligible students graduated, 1/11. 8 students continued into the next school year (72%).
- FY16: 50% of eligible students graduated, 7/14. Five continued into the next school year, (35%).
- FY17: 60% of students who were on track to graduate in the fall met their goal of graduating within the school year.

## 8. Educational Effectiveness: Assessment & Evaluation

Pillager Area Charter School uses MCA and NWEA for summative assessment data to track student achievement and growth. NWEA tests are given three times a year in reading and mathematics. Additional summative assessments are administered in English classes to determine student progress in identifying the main idea, using context clues, author's purpose, and summarizing. In math, students are reassessed quarterly through ALEKS which is an individualized online math program used once a week in classes. The results of these measures are reported to Audubon in PACS' annual reports.

Student progress towards graduation and the accomplishment of state learning targets is measured by each student's individual learning plan. These plans are developed with the student to identify areas of their education which need further development.

PACS staff analyze available summative data including MCA, NWEA, Accuplacer, and curriculum based data to set goals for students. Once school starts, students are given the NWEA which further assists in developing individual goals for students and which also helps in grouping students for instruction. Students are given weekly curriculum-based assessments in both reading and math to provide continual feedback on student achievement and progress. PACS PLCs examine this data and strategize to help struggling students. Reports on student progress and on school-wide goals are produced and submitted to the Authorizer, and also used as appropriate in communications with parents.

Pillager Area Charter School is well place to look at student achievement data on an individual basis because of its very small school size. When looking at data from 40 students, staff analyze overall strengths and weaknesses of our student population, grouping by ethnic group, special education status, and the number of years a student has been in high school. However, sub-groups within our student demographics are extremely small, and it is not an effective way to look at data. In working with 40-45 students, it is more effective to look at the school as a whole, and then at individual students.

PACS analyzes the strengths and weaknesses of instruction and curriculum by student engagement, student scores on each unit, overall student achievement data on NWEA MAP and the MCA-II. Because of our high student mobility numbers, it is challenging to use the standardized testing data as a metric of evaluation. PACS staff use the data from continuously enrolled students in tandem with students' classroom achievement data, also reviewing review student and parent feedback on the program obtained via the student and parent satisfaction survey.

The PACS system for evaluating the overall status of the school involves:

- Reviewing student attendance, attrition, return to school, and credits earned for the last three years
- Reviewing standardized test data and student proficiency/growth points on these tests for the last three years
- Staff retention and performance evaluations of staff for the last three years
- School leader retention and evaluations for the last three years
- Student satisfaction survey results from the last three years
- Parent satisfaction survey results from the last three years
- Administration of a SWOT Analysis survey to school staff and board members. Results of this survey would be analyzed and discussed.
- Review of the achievement made on the school's strategic plan.

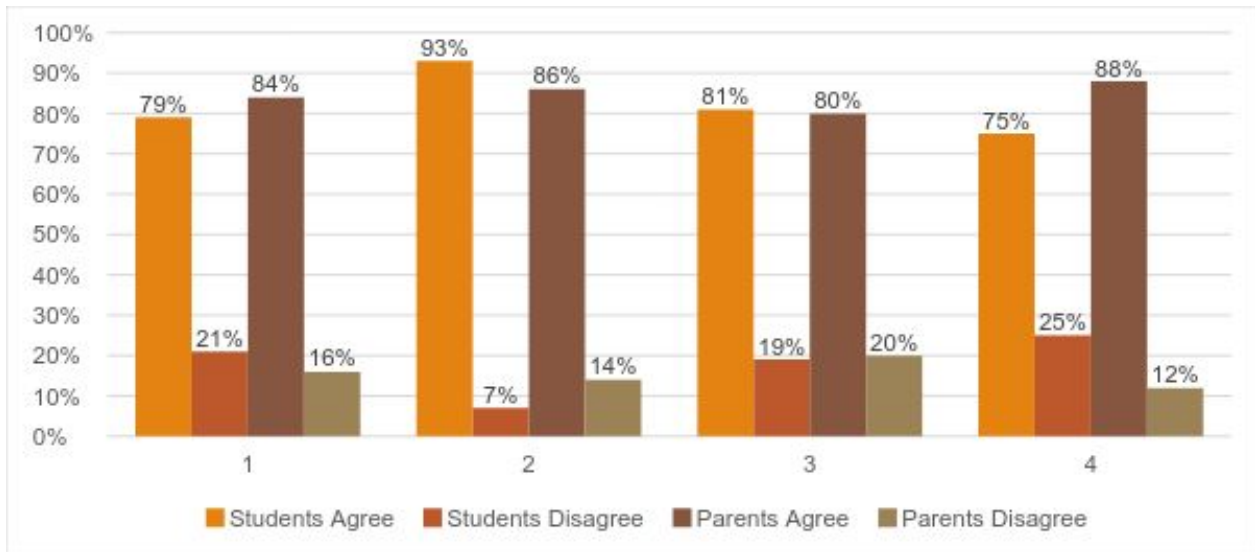
- Review of MDE Audit data from Special Education, Food Service Program, and Title Program if available and applicable.
- Interview with school staff to assess their view of the school, its achievement, and overall status.
- Analysis of curriculum review data

As a single site, independent Charter School District Pillager Area Charter School does not need to analyze equitable dispensation of resources. PACS is predominantly serving white students, and has a Hispanic population of about 10%. Thirteen percent of students identify as multi-ethnic.

## 9. Student & Parent Satisfaction

Pillager Area Charter School does a short student and parent survey each year. The questions asked annually are:

- Item 1. Pillager Area Charter School is providing a safe and positive environment for learning.
- Item 2. Students have the opportunity to learn and make progress at Pillager Area Charter School
- Item 3. The school staff is very supportive of the students and helpful when needs arise.
- Item 4. Volunteer work and service learning is an important part of the school program and we should keep doing it.



Responses to the Student and Parent Surveys have been consistently positive throughout the years. With a small student and community, school staff are able to build trusting relationships with our students and families and react promptly when an issue or complaint arises.

## 10. Environmental Education

The mission of Pillager Area Charter School's authorizer, the Audubon Center of the North Woods, is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Pillager Area Charter School continues to concentrate on delivering the Minnesota state standards, embedding EE goals into the curriculum. PACS has have addressed the above curriculum in the past year and within the last contract period with Audubon. PACS conducts annual field studies as part of the core curriculum during different parts of the year. Lessons and activities are planned based on Minnesota Standards; staff then conduct field experiments and data collections and analysis. These units consist of:

- Naturalist-led field studies: geology, flora and fauna taxonomy, and ecology
- Ocean literacy unit
- Water quality testing
- Tree identification and core sampling
- Animal tracking
- Wildlife identification
- Alternate energy sources

Pillager Area Charter School integrates environmental education into other academic disciplines with field studies, classroom activities, guest speakers, school wide recycling, greenhouse, composting and plans for a future hydroponics operation. EE values and strategies are present on other disciplines besides science. They are present in math resources by addressing economic savings associated with renewable and recycled. EE values and strategies are present in the art by doing projects that use repurposed and recycled materials.

## 11. Governance & Management

*Includes Annual Board Training & Administrator Professional Development Report(s)*

### BOARD OF DIRECTORS

Pillager Area Charter School's Board of Directors is a six-member board. The board is made up of three teachers, two parents, and one community member. Each member serves a two-year term and terms are staggered so that three positions are up for election in any given year. This allows for continuity from year to year when new members are elected to the board. The current board has expertise in the areas of business, finance, educational management, curriculum and instruction, special education, and non-profit organization and social work (mental health). The board meets ten times per year, combining June /July and November / December into single meetings. (Nov / Dec is the annual meeting)



The board attends all required board training. Annual board training includes special education law, human resources, governance, charter school and non-profit law and finance. Board members also attend state meetings of MN Association of Charter Schools, MSBA, MN Association of Alternative Programs, and ACNW training and workshops.

PACS complies with all aspects of the new charter law for Board training. New board members participate in board training within six months of beginning their new terms on the Board. New Board members attend approved Board training that work with their schedule.

The board understands their role as administration oversight and maintaining the fiduciary health of the organization. In addition, they review and revise board policies and use them to guide their decision-making process. Members of the board sit on various committees that comprise governance, executive, finance, and Worlds Best Workforce and communications.

The Lead Teacher and bookkeeper sit on the board as ex-officio members.

Board Terms are for two years.



## Pillager Area Charter School Board Roster

School Year 2016-2017

Election Date: 11/8/2016

| <b>Member Name</b> | <b>Board Position</b> | <b>Affiliation</b>           | <b>Date Elected</b> | <b>Date Seated</b> | <b>Term End Date</b> |                             |
|--------------------|-----------------------|------------------------------|---------------------|--------------------|----------------------|-----------------------------|
| Greg Zimmerman     | Chair                 | Teacher                      | 11/8/2016           | 12/13/2016         | 11/31/2018           | <a href="#">gzimmerma</a>   |
| Warren Mertens     | Secretary             | Teacher                      | 11/4/2014           | 11/25/2014         | 11/31/2016           | <a href="#">wmertens@</a>   |
| Rena Czczok        | Member                | Teacher                      | 11/3/2015           | 12/15/2015         | RESIGNED             | <a href="#">rczczok@p</a>   |
| Sabrina Johnson    | Member                | Parent                       | 11/3/2015           | 12/15/2015         | RESIGNED             | <a href="#">sjohnson@p</a>  |
| Shandolynn Fry     | Vice Chair            | Community Member             | 11/8/2016           | 12/13/2016         | 11/31/2018           | <a href="#">sfry@pillag</a> |
| Missy Karels       | Member                | Parent                       | 11/4/2014           | 11/25/2014         | 11/31/2016           | <a href="#">mkarels@p</a>   |
| Tracee Colgrove    | Secretary             | Teacher                      | 11/8/2016           | 12/13/2016         | 11/31/2018           | <a href="#">tcolgrove@</a>  |
| Spencer Garness    | Member                | Teacher                      | 11/8/2016           | 12/13/2016         | 11/31/2018           | <a href="#">sgarness@p</a>  |
| Kim Johnson        | Member                | Parent                       | 11/8/2016           | 12/13/2016         | 11/31/2017           | <a href="#">Kim.johnso</a>  |
| Ronnie Schnichels  | Member                | Parent                       | 11/8/2016           | 12/13/2016         | 11/31/2018           | <a href="#">rschnichels</a> |
| Mark Wolhart       | Ex-Officio            | School Leader                | N/A                 | N/A                | N/A                  | <a href="#">pacs4080@</a>   |
| Bianca Wyffels     | Ex-Officio            | School Leader/<br>Bookkeeper | N/A                 | N/A                | N/A                  | <a href="#">binki4080@</a>  |

## Board Training and Development

Provide a brief narrative regarding the school's commitment and approach to board training and development.

## Annual Training

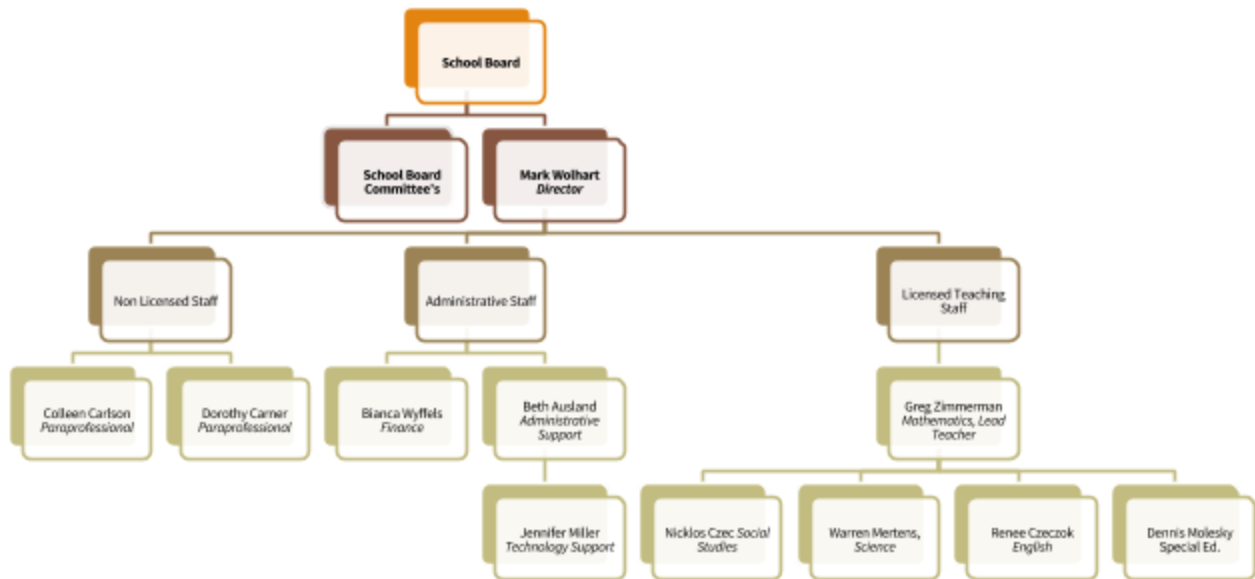
Provide information on the ongoing annual training attended by each current board member in FY17 (July 1, 2016 – June 30, 2017). A list of trainings attended by the board without specifically indicating who attended which training is insufficient. Two possible table formats are provided below (add rows or columns as necessary).

| Annual Training – FY17 |                          |                                 |                              |  |
|------------------------|--------------------------|---------------------------------|------------------------------|--|
| Board Member Name      | Audubon Leader's Retreat | Annual Audit Schlenner & Wenner | MAAP Administrative Workshop | Open Meeting Law by Board Effect 3/22/2017 |
| Spencer Garness        | Yes                      | Yes                             | No                           | Yes  |
| Tracee Colgrove        | No                       | No                              | No                           | Yes  |
| Greg Zimmerman         | Yes                      | Yes                             | Yes                          | Yes  |
| Mark Wolhart           | Yes                      | Yes                             | No                           | Yes  |
| Bianca Wyffels         | No                       | Yes                             | No                           | No   |
| Shandolynn Fry         | No                       | No                              | No                           | Yes  |
| Kim Johnson            | No                       | No                              | No                           | Yes  |
| Ronnie Schnichels      | No                       | No                              | No                           | Yes  |



## MANAGEMENT

Pillager Area Charter School is led by the school director and school board. All staff is managed by the School Director. Non Licensed Staff first reports to Beth Ausland, and then to the School Director. As a small school of 10, this management structure works well for our staff.



All staff are evaluated annually by the school director using an evaluation rubric similar to the rubric designed by Charlotte Danielson and the MN Department of Education. These evaluations are shared with the school board in brief by the School Director.

The School Board evaluated the School Director Annually.

### LIST OF ADMINISTRATORS/QUALIFICATIONS

*Provide the names of each individual in an administrative role at the school. Include their position title and a brief summary of their role/responsibilities at the school and their qualifications (including licensure information as applicable).*

### PROFESSIONAL DEVELOPMENT PLAN FOR Mark Wolhart, Teacher Leader

Administrative

- Improve understanding of school finances

- Improve understanding of board operations
- Improve evaluation of board performance
- Facilitate succession of leadership (Mark is retiring at the end of the year so we will be transitioning to a teacher-powered model for FY18)
- Instructional
- Improve evaluation skills
- Identify and implement instructional strategies that work for all PACS students
- Reflect on and adapt school improvement plan
- Increase understanding of implementing Project Based Learning approaches among all staff

Activities Completed for FY17

- Instructional Designs facilitated project tuning process October 19, 2016
- Odysseyware on-site presentation on new features and NWEA pathways October 26, 2016
- Audubon Center of the Northwoods Leaders' Retreat November 11-12, 2016
- Assessment chapter reading and sharing discussion Dec 7, 2016
- Annual MAAP State Conference Feb 8-10, 2017
- Contractual goal review and teach observation review March 22, 2017
- MACS Regional meetings Fall, Winter, Spring
- MAAP Administrative Conference Nov 18, 2016

## 12. Staffing

Pillager has one staff person per subject area and encourages cross disciplinary teaching for the purposes of project based learning and experiential learning activities. The School Director works part time as the Director and part time as a Special Education teacher. With 5.5 full time teaching staff, there is one teacher per ten students at maximum enrollment. PACS remains intentionally staffed this way to be able to provide individualized learning plans to students.

The staffing plan supports the PACS educational mission of small, experiential based learning for students. PACS employs staff who are licensed in the core subject areas, two staff who have licenses as Work Program Coordinators and two staff licensed in Special Education. Staff work on Experiential Learning Variance licenses which enable them to teach cross-disciplinary, project based courses. All staff at Pillager have been with the school for several years and are familiar and experienced in this teaching program. The experiential and project-based structure benefit our students, who are able to learn according to their needs.

### 2016-17 Staffing

| 2016-17 Licensed Teaching Staff |        |   |                 |  |
|---------------------------------|--------|---|-----------------|--|
| Name                            | File # | License and Assignment (subject/grades) | 2017-18 Status* | Comments<br><i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i> |
|                                 |        |   |                 |  |

|                 |        |                   |   |  |
|-----------------|--------|-------------------|---|--|
| Mark Wolhart    | 306039 | Director          | R | Mild to Moderate, Work Coordinator                   |
| Greg Zimmerman  | 477123 | Mathematics       | R | Mathematics  |
| Nicklos Czech   | 409183 | Social Studies    | R | Social Studies                                       |
| Dennis Molesky  | 254399 | Special Education | R | Learning Disabilities, Director of Special Education |
| Tracee Colgrove | 389592 | English           | R | English Language Arts, Speech                        |
| Spencer Garness | 490842 | Science           | R | Life Sciences  |
| Shanna Crouse   |        | Social Worker     | R |  |

\* R = Returning, NR = Not Returning

### 2016-17 Teacher Professional Development Activities:

Several staff from Pillager Rea Charter School attended a Mental Health Training in Menomonie on August 9-10, 2016: Beth Ausland, Shanna Crouse, Tracee Colgrove and Dorothy Carner. Our Science Teacher, Spencer Garness attended the Audubon Environmental Education Training on August 9-11<sup>th</sup>, 2016.

### Teacher Retention:

Teacher Retention continues to be a huge strength for Pillager Area Charter School, with no staff turnover from 2016/17 to 2017/18.

|   |           |
|---|-----------|
| <b>Percentage of Licensed Teachers from 2016-17 not returning in 2017-18 (non-returning teachers/total teachers from 2016-17 X 100)</b> | <b>0%</b> |
|---|-----------|

| <b>2016-17 Non-Licensed Staff</b> |                        |                        |                 |
|-----------------------------------|------------------------|------------------------|-----------------|
| <b>Name</b>                       | <b>Assignment</b>      | <b>2017-18 Status*</b> | <b>Comments</b> |
| Beth Ausland                      | Administrative Support |                        |                 |
| Bianca Wyffels                    | Finance                |                        |                 |
| Dorothy Carner                    | Paraprofessional       |                        |                 |
| Jennifer Miller                   | Technology Support     |                        |                 |

\* R = Returning, NR = Not Returning

### CURRENT YEAR - 2017-18 Staffing

|  |
|--|
| <b>2017-18 Licensed Teaching Staff</b> |
|--|



| <b>Name</b>     | <b>File #</b> | <b>License and Assignment (subject/grades)</b> | <b>Comments</b><br><i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i> |
|-----------------|---------------|--|---|
| Mark Wolhart    | 306039        | Director                                       |   |
| Greg Zimmerman  | 477123        | Mathematics                                    |   |
| Tracee Colgrove | 389592        | English  |   |
| Spencer Garness | 490842        | Science  |   |
| Shanna Crouse   |               | Social Worker                                  |   |
| Nicholas Czech  | 409183        | English Teacher                                |   |
| Dennis Molesky  | 254399        | Special Education                              |   |

| <b>2017-18 Non-Licensed Staff</b> |                        |                 |
|-----------------------------------|------------------------|-----------------|
| <b>Name</b>                       | <b>Assignment</b>      | <b>Comments</b> |
| Beth Ausland                      | Administrative Support |                 |
| Dorothy Carner                    | Paraprofessional       |                 |
| Bianca Wyffels                    | Finance                |                 |
| Jennifer Miller                   | Technology Support     |                 |

### 13. Operational Performance

The school has focused on serving students who have not been served well in their previous school and/or are experiencing personal challenges. Many of these students enter PACS behind on skills and credits and/or disconnected from school. PACS reengages many of these students through an experiential approach to education and a focus on building relationships.

The school’s board is made up of a majority of teachers as well as two parents and one community member, all of whom are committed to the school. The board members meet statutory training requirements, but acknowledges the board would benefit greatly from additional training to stay up to date on charter school law and responsibilities; as well as best practices in board governance. School board meetings are held in compliance with MN Open Meeting Law.

The school has a functioning transportation system, a challenge given students attend from a large area. The facilities meet the school’s needs, including areas for specific programs such as welding, a greenhouse, science, and art. The school is looking to update furniture and technology. The school is spread over a small campus with two buildings, a green house, and other outdoor space that provide for varied learning experiences. Classrooms

have ample space, student work is evident in classrooms throughout the building, and learning tools are posted in classrooms.

Pillager Charter School has a stable staff of licensed teachers, some of whom teach on variances, and effective support staff. There is not a licensed school nurse on staff, but a long-time school employee dispenses medicine when needed. Special Ed teachers will dispense medicine for Special Education students. Many staff members are trained in first aid and first responder. There are two clinics within a quarter- mile of the school, and when needed the school has transported students to those clinics. There is also a crisis team for mental health emergencies in Brainerd that PACS has developed a relationship with. PACS coordinates with them as student needs dictate.

Pillager Area Charter School receives food service from the local district, Motley Elementary School. This is a new arrangement as of the 2016/17 school year. The relationship with Motley has been very good. A school employee goes over to the Elementary school before lunch to pick up hot lunch and cold breakfast for the next day. Students enjoy the lunches, which are cooked from scratch at the elementary school. The State Health Inspector visits two times a year to provide oversight.

The school's lottery policy and process (revised September 2014) are posted on its website. The website also includes an online form to request an intake appointment.

Pillager Charter School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

Pillager Charter School completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:

State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;

- TRA/PERA;
- School website is compliant with statutory and authorizer expectations;
- Insurance coverage;
- the school facilities, grounds and transportation, including but not limited to:
  - Fire inspections and related records;
  - Viable certificate of occupancy or other required building use authorization;
  - Physical space provides a safe, positive learning environment for students;
  - Appropriate and safe student transportation practices;
  - health and safety, including but not limited to:
    - Nursing services and dispensing of pharmaceuticals;
    - Food service;
    - Emergency management plan;
  - admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
  - due process and privacy rights of students, including but not limited to:
    - Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
  - Conduct of discipline pursuant to the Pupil Fair Dismissal Act;

- Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Transfer of student records;
- employment including transparent hiring, evaluation and dismissal policies and practices;
- required background checks for all school employees

## 14. Finances

*The following is one approach to providing financial information for the annual report. Full financial statements are not necessary. Even though you may not have final FY17 audited financial information, you must still provide preliminary information.*

For questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2017-18, contact:

Name:

Position:

Contact info:

Phone:

Email

*XYZ Financial Service Provider provides accounting services for ABC School.*

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2017.

| <b>FY17 Finances</b> | <b>Fund 1</b> | <b>Fund 2</b> | <b>Fund 4</b> |
|----------------------|---------------|---------------|---------------|
| Total Revenues       |               |               |               |
| Total Expenditures   |               |               |               |
| Net Income           |               |               |               |
| Total Fund Balance   |               |               |               |

### **Overview**

*Brief narrative regarding overall financial situation – successes and challenges from FY17 (e.g., met enrollment targets, fell below targets, received large grant, holdback, lines of credit).*

### **Revenues**

*Brief narrative regarding revenues, including total revenue, key sources, special grants, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.*

**Expenses**

*Brief narrative regarding expenses, including total expenses, information on large costs areas (e.g., facilities, staffing, special education, transportation), special grants, other large investments, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.*

**Net Surplus or Deficit and Fund Balance**

*Brief narrative on FY17 net surplus or deficit and impact on fund balance. Discussion on fund balance level and ongoing fund balance goal.*

**World's Best Workforce Annual Budget**

*Brief narrative on the budget allocated to implement the WBWF plan.*

## 15. Future Plans

PACS is pleased with its current facility and staff. There are no plans to change facility or make significant changes in hiring. Attendance and ADM remain our core challenges. A consistent ADM of 50 would make a large difference and improvement in the schools' financial stability, as well as student achievement.

During the summer of 2017, the staff at Pillager began to transition from a director-lead school hierarchy to a Teacher Powered School model. This means that teaching staff will begin to take over administrative tasks during this school year and ask for training and assistance from Mark Wolhart as needed. At the end of the 2017/18 school PACS staff will be leading the school as a team. This leadership model is feasible for Pillager due to multiple years of strong teacher retention.

## Appendix 1: NWEA Growth Tables

### Reading Growth Table

|  | below 60%<br>of target<br>(x0) | 60-79%<br>(x0.25) | 80-99%<br>(x0.5) | 100-119<br>% (x1.0) | 120%+<br>(x1.25) | total<br>students   |                       |
|--|--------------------------------|-------------------|------------------|---------------------|------------------|---------------------|-----------------------|
| students 2+ years<br>behind (at least 1.5<br>years of growth)  | 4                              | 1                 | 2                | 3                   | 2                | 11                  |                       |
| students 1-2 years<br>behind (at least 1.5<br>years of growth) | 2                              |                   |                  |                     | 2                | 4                   |                       |
| students on grade<br>level (1 or more years<br>of growth)      |                                |                   |                  | 2                   |                  | 2                   |                       |
| students 1+ years<br>ahead (maintain)                          |                                |                   |                  | 7                   | 5                | 12                  |                       |
| total points   | 0                              | 0.25              | 1                | 11                  | 11.25            | Total Points:       | 24.5                  |
|  |                                |                   |                  |                     |                  | Points<br>Possible: | 30                    |
|  |                                |                   |                  |                     |                  | Percentage:         | 82%                   |
|  |                                |                   |                  |                     |                  |                     | meets<br>expectations |

### Math Growth Table

|  | below 60%<br>of target<br>(x0) | 60-79%<br>(x0.25) | 80-99%<br>(x0.5) | 100-119<br>% (x1.0) | 120%+<br>(x1.25) | total<br>students |    |
|--|--------------------------------|-------------------|------------------|---------------------|------------------|-------------------|----|
| students 2+ years<br>behind (at least 1.5<br>years of growth)  | 4                              | 1                 | 2                |                     | 6                | 13                |    |
| students 1-2 years<br>behind (at least 1.5<br>years of growth) | 2                              |                   |                  |                     |                  | 2                 |    |
| students on grade<br>level (1 or more years<br>of growth)      |                                |                   |                  |                     |                  | 0                 |    |
| students 1+ years<br>ahead (maintain)                          | 1                              |                   |                  | 8                   | 5                | 14                |    |
| total points   | 0                              | 0.25              | 1                | 8                   | 13.75            | Total Points:     | 23 |

|  |  |  |  |  |  |                  |                    |
|--|--|--|--|--|--|------------------|--------------------|
|  |  |  |  |  |  | Points Possible: | 29                 |
|  |  |  |  |  |  | Percentage:      | 79%                |
|  |  |  |  |  |  |                  | meets expectations |

**Science Growth Table**

|  | below 60% of target (x0) | 60-79% (x0.25) | 80-99% (x0.5) | 100-119% (x1.0) | 120%+ (x1.25) | total students   |                      |
|--|--------------------------|----------------|---------------|-----------------|---------------|------------------|----------------------|
| students 2+ years behind (at least 1.5 years of growth)  |                          |                | 2             | 1               | 12            | 15               |                      |
| students 1-2 years behind (at least 1.5 years of growth) | 1                        |                |               | 2               | 2             | 5                |                      |
| students on grade level (1 or more years of growth)      |                          |                |               | 1               |               | 1                |                      |
| students 1+ years ahead (maintain)                       | 1                        |                |               | 11              | 6             | 17               |                      |
| total points   | 0                        | 0              | 1             | 15              | 25            | Total Points:    | 41                   |
|  |                          |                |               |                 |               | Points Possible: | 38                   |
|  |                          |                |               |                 |               | Percentage:      | 108%                 |
|  |                          |                |               |                 |               |                  | exceeds expectations |