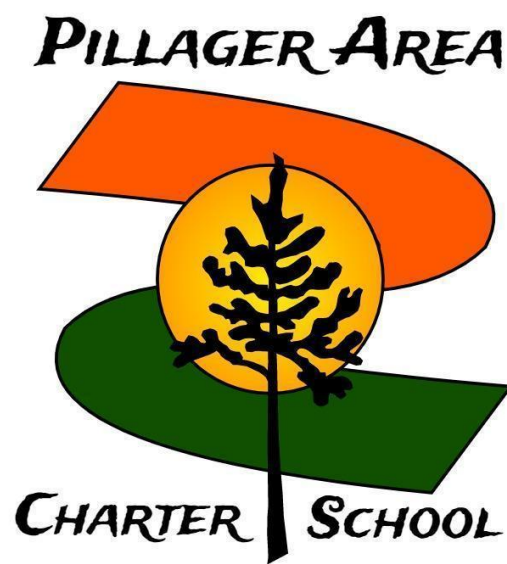


Pillager Area Charter School



PUBLIC CHARTER SCHOOL DISTRICT # 4080

SCHOOL YEAR 2020-21

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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1. School Information

Contact Information

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www.pillagercharter.org

GRADES SERVED: 7-12

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 authorizer of Pillager Area Charter School is Osprey Wilds Environmental Learning Center. This relationship began in 2011. The environmental education focus of their mission and vision aligned very much with our own mission and vision. As an authorizer, OWELC provides leadership and advice while allowing PACS to maintain its unique, innovative approaches to education. The 2020-21 school year was the second year of Pillager Area Charter School's three-year contract with the authorizer. The school will be up for renewal after the 2021-2022 school year.

The authorizing mission of OWELC 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 OWELC 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.

Erin Anderson, Director of Charter School Authorizing

Osprey Wilds Environmental Learning Center

Charter School Division

1730 New Brighton Blvd

Suite 104, PMB 196

Minneapolis, MN 55413

(612) 331-4181

ospreywilds.org/charter-school-division

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 pupil learning and student achievement, PACS assesses its students 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 (the latter resumed on this schedule, in 2020-21 in spite of disruptions resulting from COVID-19).

Advisory groups provide students with a place to plan their schedules, set goals, track progress, and build community. Assessment data from tests, project completion, and learning software is shared with staff with the intent of improving instruction and to 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 addresses 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 Central Lakes area that is centered around experiential education. 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.

Opportunities come in the form of activities and adventures to keep kids interested in learning and engaged in school. Students at PACS 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 the 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 (PACS) enrollment cap is set at 55 students. Average daily membership hovers around 40 students. Regular attendance continues to be a challenge for students at PACS. Enrollment has been stable, but somewhat lower than desired from the 2019-20 school year through 2020-21. After shifting

to distance learning per state requirement in the spring of 2020, PACS began the 2020-21 school year in distance/hybrid learning mode. The school was able to switch back to full in-person learning in the spring of 2021.

In the 2020-21 school year, PACS operated its own school bus and Type III vehicles to transport students to the school site. This transportation has also been useful for planning experiences and tours off campus relating to the current theme of the session.

In the 2020-21 school year, Pillager Area Charter school expanded grades to include grades 7 & 8, with the intent to begin with a small cohort of students in these grades, no more than eight to begin with. PACS filed an application with Osprey Wilds and was approved to begin this in the 2020-21 school year.

Number of Students Enrolled	2018-19	2019-20	2020-21	2021-22 (est.)
7 th -8 th Grades	0	0	3 Can this be right? Should be much higher?	6
9 th Grade	7	6	5 Can this be right? Should be much higher	12
10 th Grade	14	14	6	12
11 th Grade	18	10	12	12
12 th Grade	30	24	12	12
Total	38	54		54
Total ADM (Average Daily Membership) for year	36.83	37.33	44.65	(est.)

STUDENT DEMOGRAPHICS

Demographic Trends	2018-19	2019-20	2020-21	2021-22 (est.)
Total Enrollment	61	54	45	50
Male	32	35	26	29
Female	29	19	19	21
Special Education	23	18	19	23
Free/Reduced Priced Lunch	30	28	25	30
Black, not of Hispanic Origin	5	0	0	2
Hispanic/Latino	7	1	5	5
Asian/Pacific Islander	1	0	0	0
American Indian	5	0	2	5
White, not of Hispanic Origin	50	33	36	42
Two or More Races	0	0	2	5

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Staff have put a focus on regular attendance and implemented new strategies which are designed to help at-risk students attend school regularly. The school's mobility indices and student retention numbers show that PACS has a highly mobile student population.

Students frequently attend school for several weeks, drop out to work or due to a family crisis and return several weeks later. In response to this, school staff have begun holding 'check in days' every 5-6 weeks, at the end of each session, to let students know their progress towards graduation and the effect their attendance has on this progress. This remained in place during the pandemic year of 2020-21, with check-ins being done online when PACS was operating in distance learning mode.

By state law schools are required to drop students once they have not attended for fifteen consecutive days.

This results in sporadic attendance records for some of PACS' students.

Core attendance – tracking students with 90% attendance or better vs. all students groups. [need '20-21 MARSS data then can calculate for last yr --& 2 groups to compare att. – split out sped. students]

	2018-19	2019-20	2020-2021
Overall Student Attendance Rate	77%	75%	

STUDENT ATTRITION

The percentage of students who remained enrolled for 95% or more of the school year has averaged 38% over the last three years. PACS students come and go throughout the school year due to family issues, work needs, and personal challenges. Due to our project based curriculum, it is easier for students who have dropped out to then return to pick up where they left off, as they do not miss weeks of classroom instruction. This is both a benefit to and a challenge for our students. [need att. data from '20-21 then can complete the below – have '19-20 student list so can identify stu enr 10/1/19]

Percentage of students who were continuously enrolled between October 1 of the 2019-20 school year and October 1 of the 2020-21 school year.	
Percentage of students (excluding graduating seniors) who continued enrollment in the school from Spring 2020 to October 1, 2020.	89%
Percentage of students who were enrolled for 95% or more of the 2020-21 school year.	

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)

2016-17	15	45	25	17	42	93%
2017-18	5	37	16	19	25	94%
2018-19	9	30	12	34	66	93%
2019-20	5	36	25	19	44	122%
2020-21	[can fill in? –else drop table]					

* 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. These drive the student's 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 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 student. We have high expectations of trust, decency, fairness, 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><u>Gagne:</u></p> <ul style="list-style-type: none"> ● Gain attention Inform learners of objectives ● Stimulate recall of prior learning Modeling Provide “learning guidance.” ● Elicit performance (practice). ● Provide feedback and assess performance <p><u>Marzano and other Best Practices:</u></p> <ul style="list-style-type: none"> ● Gradual release method ● Think aloud ● Worked examples ● Nonlinguistic presentations of content Summarizing and note talking ● Chunking information or skills into small steps ● Using prompts to go more in depth ● Meaningful objectives ● Cooperative learning with defined processes and roles ● Frequent checking for understanding with all students
<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> <ul style="list-style-type: none"> ● Background Knowledge ● Essential Questions ● Formulate Investigative Question ● Identify Setting within a System ● Identify Variables of Interest ● Collect and Organize Data ● Analyze Data ● Use Evidence to Support a Conclusion

	<ul style="list-style-type: none"> ● Discussion
<p>Collaborative Project-Based Learning</p> <p>General framework is from High Tech High model of Project Based Learning. Projects also focus on career pathways.</p>	<p>Key elements:</p> <ul style="list-style-type: none"> ● Driving question ● Mapped to standards ● Assessment rubric provided to students ● Need-to-know lists are developed and reviewed ● Cooperative groups developed ● Learning contracts and shared norms developed ● As projects are underway, teachers provide in time instruction, guidance, and feedback

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 through one on one student guidance.

Almost half 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 for the school is Liz Lee. Jennifer Crimmins, is the lead Special Education teacher. 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

Although 2020-2021 was challenging with transitions of distance, hybrid, and in-person learning models, it was a good exercise in learning how to effectively gauge communication methods and their success with

students and their families. Students and families at PACS do much better with face-to-face interactions with staff on a regular basis. The biggest challenge at this time was to promote regular attendance in an online environment.

The daily schedule is *Attachment 1* of this report. The 2020-21 yearly schedule is *Attachment 2*.

Summer School

Summer school at PACS allows students who are behind to participate in recovering specific credits needed for graduation through independent projects created with assistance from their advisors. Students can also assist with summer maintenance projects at school, prepare for post-secondary testing, or make up specific coursework from core classes with staff assistance. Summer school was offered in the summer of 2020, and again in summer 2021, despite the pandemic.

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 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.

In the Distance Learning model, Google Classrooms were created for Project Learning. Students were then assigned to certain projects, and revisions and adaptations were made to the assignments and tasks to reflect what would be available in a home learning environment.

Pillager Area Charter School also purposefully incorporates experiential learning into the curriculum as indicated in our mission statement. Field studies are planned out in advance in order to connect with classes and projects being conducted at school which are also connected to an overall 6-week session theme. We typically have one off site field experience per week with a 2-3 day trip culminating each session theme. These field experiences provide career exploration opportunities and exciting real-world learning. In order to assess for understanding following each field experience, students complete a field study exit ticket. The same form is used for each experience. Students are expected to recognize math, science, language arts, and social studies concepts and skills used by people in each field. They also identify potential environmental impacts of what they are witnessing, and job skills needed to be successful in that particular field. The field study process truly helps complete a comprehensive learning experience for each themed unit at PACS.

For Distance Learning, field trips were taken virtually. Many zoos, museums, and other locations made this option available for schools during the pandemic. Watch parties were also held with group discussions held afterwards.

2020-21 Service Learning Activities at Pillager Area Charter School

Students were challenged to find service learning opportunities at their own home, in their neighborhoods, and in the community they live in. They were asked to write up their activities.

- Highway Clean up, fall and Spring
- Community Compost Recovery Program
- Camp Confidence firewood bundles to raise money for campers and serve other needs through volunteer hours. This was a weekly activity
- PACS School beautification projects
- Students continued to take over the cleaning of the school buildings

FY21 PACS Themed Units and Field Studies

- Semester One-Responsibility
 - Session 1-Citizenship*
 - Session 2-Health and Wellness*
 - Session 3-Service*
- Semester Two-Connections to the Past or Cultural Significance
 - Session 4-Arts and Culture*
 - Session 5-Water
 - Three Bear WaterPark-Baxter, MN
 - AW Water Testing-Brainerd, MN
 - Pollution Control Agency guest speaker
 - St. Cloud Water Testing-St. Cloud, MN
 - Bridges Career Day-Central Lakes College, Brainerd, MN
 - Session Trip:
 - Jay Cooke State Park
 - Tettegouche State Park
 - Split Rock Light House
 - Great Lakes Aquarium
 - Session 6-Changes
 - Minnesota State University-Wadena campus, Wadena, MN
 - Canoe and Recreation Day-Rock Lake Campground
 - Valleyfair-Shakopee, MN
 - Session Trip:
 - Black Hills and Badlands-South Dakota

*During these sessions, the trips and activities that are usually planned are field studies that are off site. Because of the COVID-19 pandemic, staff attempted to create alternatives like virtual tours of locations relating to the theme. This proved to be difficult because there was not always virtual content available, and the level of participation of the students was very low. Our students do much better with more physical activity and interaction with materials, and immersion in the locations.

Challenges

- Expectations
 - Many students at PACS were not ready to be independent learners
 - Confusion about what needed to be done by students and teachers
 - Assignments on Google Classroom are not as robust as in-person
 - Grace given to staff and students, but at what cost?
- Transition
 - Difficult for staff and students to transition to: distance, hybrid, in-person
 - Time management, learning to shut off or turn on is difficult at home
- Engagement
 - Low participation of students
 - Low attendance
 - Loss in focus on Vision and Mission, hard to adapt to distance learning
 - Opportunity for interaction with staff and peers was limited, or not sought out

Successes:

- Technology
 - Devices were matched one-to-one for students
 - People genuinely interested in interaction online
 - More platforms of lesson delivery and communication were tried, some were kept
- Perseverance
 - Staff worked very hard to improve processes and create ways to connect with students
 - General positive attitude
 - Weekly parent zoom meetings
- Flexibility
 - Much was learned about how flexible staff, students, and families were with uncertainty
 - Many ideas tried

7. Academic Performance: Goals & Benchmarks

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: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

- 1.1 From FY18 to FY20, the average percentage of students who indicate “very or often” or “extremely or almost always” on questions 25, 30, 36, 49, and 50* of the Search Institute Developmental Asset Survey will be 70%.

Developmental Assets Profile Items	Not at all or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
25. I feel safe at school.	0%	25%	46%	29%
30. I am helping to make my school, neighborhood, or city a better place.	4%	54%	42%	0%
36. I am given useful roles and responsibilities.	4%	50%	38%	8%
49. I have a school that cares about kids and encourages them.	4%	25%	46%	25%
50. I have teachers who urge me to develop and achieve.	8%	17%	50%	25%

Average percentage of “Very or Often,” and “Extremely or Almost Always,” - 76%

1.2 From 2018 to 2021, 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%.

FY19: 86.7%

FY20: 72% [nd FY21 MARSS data then can do this calc.] 89%

Indicator 2: English Language Learners

Pillager Area Charter 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: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

3.1 From FY20 to FY21, the school will earn 75.0% of possible growth index points* on the NWEA-MAP Reading Growth assessment.

FY20: Of the 28 students who completed the NWEA-MAP Reading Growth assessment, 21.75 met expectations, equaling 78.0% possible growth index points. This **Meets Target**

FY21: Of the 29 students who completed the NWEA-MAP Reading Growth assessment, 22.5 met

expectations, equaling 78.0% possible growth index points. This **Meets Target**

*See Implementation Guide on: nwea.org/normative-data-rit-scores for details on how NWEA growth index points are calculated.

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: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

4.1 From FY20 to FY21, the school will earn 75.0% of possible growth index points* on the NWEA-MAP Math Growth assessment.

FY20: Of the 22 students who completed the NWEA-MAP Math Growth assessment, 15.75 met expectations, equaling 72.0% possible growth index points. This **Approaches Target**

FY21: Of the 22 students who completed the NWEA-MAP Math Growth assessment, 15.75 met expectations, equaling 72.0% possible growth index points. This **Approaches Target**

*See Implementation Guide on: nwea.org/normative-data-rit-scores for details on how NWEA growth index points are calculated.

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: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

3.1 From FY20 to FY21, 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 10.0 points from the baseline proficiency index score (baseline score, 19.2, based on the previous contract period performance).

FY20: Due to the COVID-19 pandemic, there were no state accountability tests.

FY21: Due to the COVID-19 pandemic, there were no state accountability tests.

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: *Provide data and an analysis of the school's performance on this goal,*

addressing key measures.

3.1 From FY20 to FY21, 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 10.0 points from the baseline proficiency index score (baseline score, 18.8, based on the previous contract period performance).

FY20: Due to the COVID-19 pandemic, there were no state accountability tests.

FY21: Due to the COVID-19 pandemic, there were no state accountability tests.

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: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Measure 7.1 From FY18 to FY20, 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 10.0 points from the baseline proficiency index score (baseline score – 25.0 – based on FY15-17 performance).

FY20: Due to the COVID-19 pandemic, there were no state accountability tests.

FY21: Due to the COVID-19 pandemic, there were no state accountability tests.

Measure 7.2 From FY18 to FY20, the school will earn at least 75% of possible growth index points on the NWEA MAP-Science.

FY20: Of the 31 students who completed the NWEA-MAP General Science assessment, 27.75 met expectations, equaling 90.0% possible growth index points. This **Exceeds Target**

FY21: Of the 32 students who completed the NWEA-MAP General Science assessment, 27.75 met expectations, equaling 87.0% possible growth index points. This **Meets Target**. Of note: To exceed the target in this area, we would need 16.0 points above the baseline score. The result for FY21 was 12.0 over the baseline. MCA?

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, GRAD

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Measure 9.1 From FY18 to FY21, the aggregate 4-year, 5-year, 6-year, or 7-year graduation rate will be at least 67%

Grad rate	FY19	FY20
4-year	14%	0%
5-year	CTSR	8%
6-year	29%	CTSR
7-year	42%	28%

Data shown in the table above is from the MDE's Minnesota Report Card, as of October 2021. FY21 data is not yet available. Note that in two instances this item yielded a "count too small to report" message in MN Report Card data. In all cases the numbers of students being counted are quite small – for instance, the FY20 four-year graduation rate is based on ten students identified as being in the class of 2020, of whom none graduated in 2020; six remained enrolled, one dropped out, and three were flagged as Unknown.

Measure 9.2: From FY18 to FY20, the school will earn at least 75% of possible credit index points.

- FY21: 49% earned

Measure 9.3 In FY20-21, the percentage of graduating students that complete their Life Plan Project with an assignment completion average of 2.0 or better based on project rubrics prior to graduation will be at least 80%.

- FY21: 100% met this goal (all three graduating students).

Measure 9.4 From FY20-21, the aggregate percentage of graduating students who complete their Top 20 social emotional student training plan with an assignment completion average of 2.0 or above will be 70%.

- FY21: 100% met this goal (all three graduating students).

Measure 9.5: From FY18 to FY22, the aggregate percentage of graduating students who earn a score of college or career ready or needing no more than one semester of remediation on one of three assessments (ACT, Accuplacer, ASVAB) will be at least 50%.

- FY21: Achieved in 2020-21 with two of three graduates completing one of the noted assessments

Indicator 10: Attendance

Goal: Over the period of the contract, students at PACS will attend the school at high rates.

WBWF Goal Areas Addressed by this Goal: ACG

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Measure 10.1 From FY18 to FY20, the average of the school's annual attendance rates will be at least 80%

- FY20: 75% Approaches Target.
- FY21: 75% Approaches Target.

Measure 10.2 From FY18 to FY20, on average, 75% of students will have an attendance rate of at least 90%

- FY20: (75% of students had an average attendance rate of 90% or higher [assuming #10 indicators the same, can chk in MARSS data]

Federal and State Accountability

High Quality Charter School Status: Pillager Area Charter School has not been given a high-quality charter school status by MDE.

ESSA Identification: PACS has not been selected to receive comprehensive supports or additional targeted support beginning in the FY20-21 school year.

8. Educational Effectiveness: Assessment & Evaluation

Pillager Area Charter School uses MCA and NWEA-MAP for summative assessment data to track student achievement and growth. NWEA-MAP tests are given three times a year in reading, mathematics, and science. 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 Osprey Wilds 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-MAP, Accuplacer, and curriculum based data to set goals for students. Once school starts, students are given the NWEA-MAP 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 Professional Learning Communities (PLC's) 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 placed to look at student achievement data on an individual basis because of its very small school size. When looking at the information from our students, staff analyze data to identify overall strengths and weaknesses of our student population, looking at prior student records, socioeconomic special education status, the number of years a student has been in high school. This data is used to develop a personal learning plan to best support student learning. 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 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 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, 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 5%. Thirteen percent of students identify as multi-ethnic.

9. Student & Parent Satisfaction

Student and Parent Surveys are conducted using a five-point system with 1 representing Strongly Disagree and 5 representing Strongly Agree. Unfortunately, there were only three respondents on the parent survey

this school year.

Student Survey Results

Reporting only “Agree and Strongly Agree” responses here.

Overall student responses are extremely positive. The student responses that are less than neutral are concerning in some areas, and will be addressed in staff inservices as areas where efforts and energy can be concentrated. 42.5% of PACS students filled out this survey, which was a great improvement from last year’s 28%. Two additional questions were added regarding student experiences with Distance Learning. Some take-aways from this survey are: 35% of students are not satisfied with how often teachers communicate with them, which is an important component of our unique program. However, on a positive note, 90% of respondents indicated that they are aware of their educational goals.

Student Survey Results	FY21
Adults at PACS treat students with respect.	65%
Adults at PACS challenge me to do better.	55%
PACS has attempted to involve me in the school community.	80%
I am aware of my educational goals.	90%
PACS is preparing me for college or a career.	55%
I am satisfied with how often my teacher(s) communicate with me.	55%
PACS offers field experiences, projects, service learning, and hands-on learning opportunities that interest me.	65%
I have a close relationship with at least one adult at PACS	65%
PACS is a safe place.	60%

I would recommend PACS to other students.	50%
Overall, I am satisfied with my experience at PACS	75%
I plan on returning to PACS next year (if not graduating)	55%
During distance learning, expectations to complete assignments have been communicated clearly.	50%
During distance learning, PACS provided the proper amount of both academic wellness options for me.	52.6%

Parent Survey Results

Parent survey results are, and have been, overwhelmingly positive. It was unfortunate that we were unable to garner more responses, and this is an area that will be addressed by leadership and staff to improve upon for FY22. The responses below are representative of Strongly Agree, and it's worthy to note that the remaining percentage in all areas was Agree.

Parent Survey Results	FY21
Adults at PACS treat students with respect.	66.7%
Adults at PACS challenge my child to do better.	66.7%
PACS has attempted to involve me in the school community.	66.7%
I am aware of my child's educational goals.	66.7%
PACS is preparing my child for college or a career.	33.3%
I am satisfied with how often my child's teacher(s) communicate with me.	66.7%

PACS offers field experiences, projects, service learning, and hands-on learning opportunities that interest my child.	100%
My child has a close relationship with at least one adult at PACS	33%
PACS is a safe place for my child.	66.7%
I would recommend PACS to other families.	66.7%
Overall, I am satisfied with my child's experience at PACS	66.7%
I plan on my student returning to PACS next year (if not graduated)	66.7%
During distance learning, expectations to complete assignments have been communicated clearly.	66.7%
During distance learning, PACS has provided the proper amount of both academic and wellness options for my child(ren).	100%

10. Environmental Education

The mission of Pillager Area Charter School's authorizer, the Osprey Wilds Environmental Learning Center (OWELC), is to instill a connection and commitment to the environment in people of all communities through experiential learning. OWELC 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 teach curriculum based on Minnesota state standards, using environmental education curriculum, concepts, and practices to deliver content to students. As such, PACS continues to focus on delivering its practical, skills-based curriculum to students through experiential and hands-on learning experiences, designed to enhance student's awareness, knowledge, skills and advocacy for, with, and in local, regional and world-wide environmental issues.

Each session, students are given opportunities to participate in a number of field experiences related to the session theme. These field experiences are designed to connect student's learning to practical applications of their knowledge, as well as raise students' awareness of how each setting has an impact on the environment. Students complete exit tickets at the conclusion of each field experience where they reflect upon where they see the environment being impacted in either a positive or negative way, suggest possible solutions to the problem if negative and/or identify how they could incorporate the positive practices they see into their personal lives or implement them within their community.

In addition to field experiences outside of the school building, PACS is dedicated to incorporating knowledge of the environment into the curriculum within the classroom walls. Each session, student's complete teacher-guided projects related to the session theme. The majority of these projects are designed to incorporate applications of student learning toward environmental advocacy/sustainability. During the execution and subsequent completion of these projects, students are asked to identify and reflect upon the implications/effects that their project might have on the environment. This is evidenced by students completing projects in: greenhouse management, food sustainability, phenology, fishing, energy/natural resources, and forestry, among many others.

Environmental literacy is also incorporated into each of PACS' core classes (language arts, social studies, science, and math). Each session, teachers include lessons specifically related to how core concepts being taught are used in connection with the environment. Students complete "Current Event" lessons in each of the four core classes, examining current local, state, national, and worldwide events related to the content/session theme, and their impacts on the environment.

Additionally, PACS is dedicated to enhancing students' appreciation for the environment by introducing them to recreational activities that they can participate in throughout their lifetime. Not only does this have an immediate impact on students' physical and social/emotional health, but it gives them the skills to continue interacting with the environment after their time at PACS, as well as instilling an appreciation for the environment and a desire to advocate for the environment throughout their lifetime. We track students' appreciation for the environment through the use of a survey at the beginning, middle and end of the year, as well as the amount of time spent outdoors while at PACS. We will continue to provide these opportunities for students, as mounting evidence proves that time spent outside in the natural environment positively affects multiple areas of our lives and promotes a healthy, sustainable lifestyle.

Finally, PACS supports the environment by participating in a number of activities dedicated to the direct preservation, conservation and/or restoration of the natural environment. Each year, students are given the opportunity to participate in service learning projects focused on these outcomes. We track the number of hours spent completing service learning towards these ends. Students regularly work towards improving our environment through activities such as: roadside cleanup, community gardening, public water access maintenance, our work at Camp Confidence, and others.

PACS is dedicated to making its curriculum accessible and applicable to students' lives. Through our implementation of local and community-based field experiences, as well as inclusion of current environmental events into the core curriculum, students are exposed to and work closely with issues that are relevant to their

everyday lives and community. Students not only explore how their everyday choices affect their environment through these activities, but they are also challenged to explore how this information will be relevant to their lives in the future. They explore careers related to the environment and develop skills and attitudes towards environmental stewardship that they can use to become lifelong learners and stewards of the environment. They take active roles in improving their local and regional environments, and take these attributes into their lives after graduation, consistent with the missions and visions of both Pillager Area Charter School, and the Audubon Center of the North Woods.

The COVID-19 pandemic greatly affected how we implemented this part of our program. Although there are many things we can do on campus, the inability to go on field experiences impacted this greatly. We are eagerly anticipating when we can come back to some places we have been before, and will continue to seek other opportunities in new places we haven't been.

As a means of gauging student learning on field experiences, PACS uses the performance indicators below when assessing Exit Tickets that students fill out after a tour or trip.

Environmental Education Performance Indicator

- 1) Students at Pillager Area Charter School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.
- 2) Students at PACS have the knowledge, or are increasing their knowledge of human and natural systems and processes.
- 3) Students at PACS have an attitude, or are increasing their attitude of, appreciation and concern for the environment.
- 4) Students at PACS have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.
- 5) Students at PACS demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

11. Governance & Management

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 World's Best Workforce and communications.

Board Training and Development

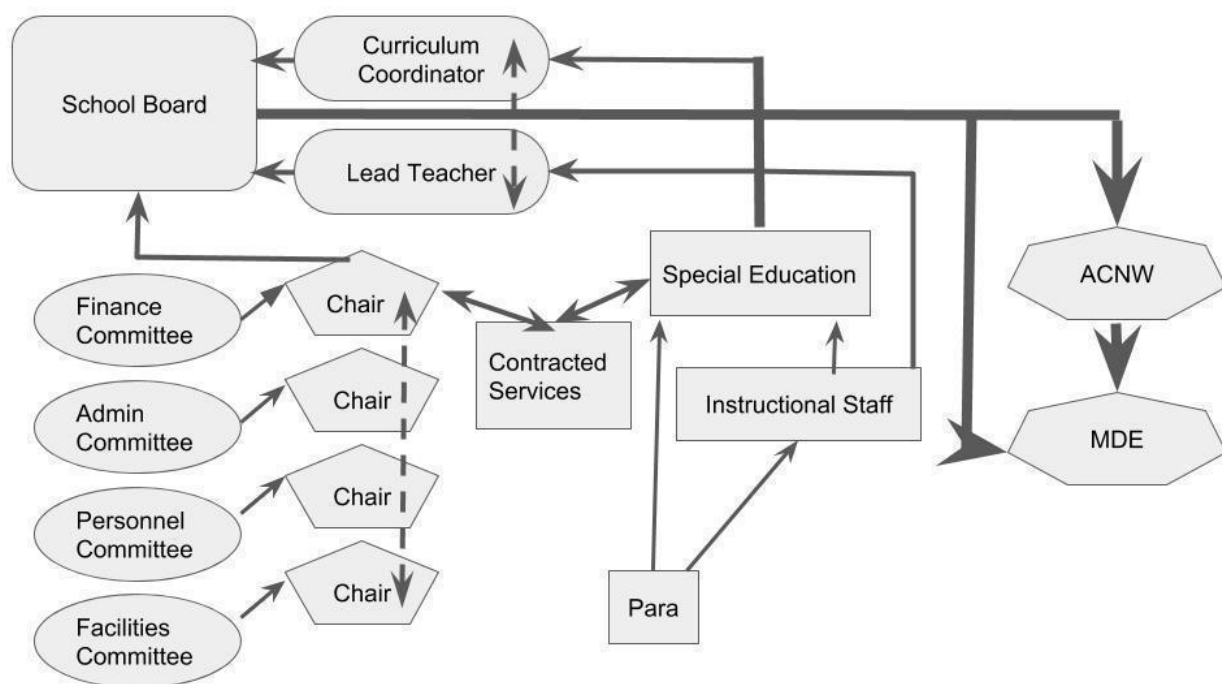
Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Greg Zimmerman	12.2010	1/18/2012 Education Consulting Services	1/18/2012 Education Consulting Services	1/18/2012 Education Consulting Services
Chad DeMatteis	8.10.20			
Mary Harder	12.14.20			
Jonelle Bollig	12.14.20			
Deana Bobzein	4.27.20	6/7/2020 MNCharterSchools.com Board Roles and Responsibilities, 6 Courses		
Jennifer Crimmins	12.9.19	8/26/2019 CSBU Chapter 11 Policy Governance		

Annual Training-FY21			
Board Member Name	1.2021 Charter School Board University-Chapter 3 Accountability to Authorizer	2..4.2021 Charter School Employment Policies and Practice- Nalani McCutcheon (OW)	5.2021 Sounding Board-Issue 20 Use of Public Funds
Greg Zimmerman	X	X	X
Mary Harder	X		X
Chad DeMatteis	X		X
Jonelle Bollig	X		X
Jennifer Crimmins	X		X

Assuming you searched the minutes for these? Was Deanna Bobzein there for any of these? Wouldn't these count for initial trainings for Mary, Chad, and Jonelle as well?

MANAGEMENT

*Where is this image saved? Andrea Question



ADMINISTRATORS/QUALIFICATIONS

As a Teacher Powered School (TPS) all Pillager Staff are administrators of the school. The school's professional development plan as a whole is directed towards staff development as school administrators. The 2017/18 school year was the first as a TPS. Results from the staff review process were used to develop the 2018/19 school year professional development plan. Please see the staff Professional Development matrix for information on the PD activities for the 2017/18 school year. After operating as a TPS school for four school years, PACS determined that it would be in the best interest of students and their families, and the staff, to move to an Executive Director model. Plans were made at the March 2021 School Board meeting to create a job posting and job description to begin the candidate search. There were three candidates interviewed, and a decision was made to hire Sarah Schlake. Sarah has worked in MN charter

schools since 2013. During this time she served as a fourth grade teacher, K-8 grade Academic Dean, and a 9-12 grade Executive Director. She joined the PACS staff in May of 2021 to learn about the families and staff before the end of the school year. Her professional development plan includes Social Emotional Learning for staff and self, providing opportunities for staff to peer observe and tour other similar charter schools, create a Charter 101 presentation, and become more literate in school finance.

PACS Individual Growth and Development Plan

Sarah Schlake

Initial Meeting Date: 10/26/2021 Final Meeting Date: 5/23/2022

PROFESSIONAL GOALS

Areas targeted for growth:

- ★ Social Emotional Learning focus for staff and self
- ★ Maintaining and upholding teacher observation times and feedback
- ★ Facilitating opportunities to teachers for off site observation of other charter schools
- ★ Charter 101, my passion project
- ★ Increased literacy and comprehension of school finance

A professional goal I want to work on is:

My professional goal would be accomplishing the above growth targets. In my time in charter schools, these targets have been a goal of mine for a long time. I think this school, and the staff and board members here are professionals that I trust, and that have like-minded ideas which is very conducive to this goal being met.

Activities/resources needed to support me in the pursuit of this professional goal:

- ★ Contact information for other charter schools
- ★ Materials for Social Emotional Learning
- ★ Materials for robust information gathering at observations
- ★ Printing shop for Charter 101 producibles
- ★ Attend workshops/webinars on School Finance

Evidence that will be used to evaluate my goal achievement:

- ★ Staff surveys showing improvement in lowering stress levels at work, and increasing time for filling their “buckets”
- ★ Getting every staff member to another charter school at least once
- ★ Maintaining schedule of on site staff observations and peer observations
- ★ Constructive feedback on Charter 101 presentation
- ★ Attendance of School Finance trainings, informal evaluation from Bianca Wyffels

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. 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.

2020-2021 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2021-22 Status	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Greg Zimmerman	477123	Mathematics	R	
Nicklos Czech	409183	Social Studies	R	
Jennifer Crimmins	503823	Special Education	R	
Mark Wolhart	389592	English	NR	
Chad Dematteis	492969	Science	NR	*Licensed Science Teacher hired 7/2021

*R-Returning, NR-Not Returning

2020-21 Licensed Non-Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2021-22 Status	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Shana Crouse	509850	Social Worker	R	Licensed Social Worker-not with MDE
Sarah Schlake	417249	Executive Director	Started in 5/2021	

2020-2021 Teacher Professional Development Activities:

Professional Development Activities

FY21 Professional Development Activities

Date	Training	Mark Wolhart	Greg Zimmerman	Nicklos Czech	Chad DeMatteis	Jennifer Crimmins	Shana Crouse
9/1/2020	Middle School Adventures Webinars (1-3) Instructional Designs	X	X	X	X	X	X
1/20/21	Google Classroom Resources Training -Jen Miller	X	X	X	X	X	X
1/20/21	Vision and Mission Based Leadership -Greg Zimmerman	X	X	X	X	X	X
1/21/21	Mandated Reporting -Shana Crouse	X	X	X	X	X	X
1/21/21	Love and Logic for Classroom Management	X	X	X	X	X	X
2/4-5/21	MAAP Conference	X	X		X	X	X

In addition to these activities, staff also gain a lot of valuable experience by attending the same field studies as students. There, we get a chance to ask questions of potential employers which helps us to better prepare them for similar opportunities. We can also use this information to create more relative real world experiences into our teacher led projects.

Another opportunity for our staff to grow as professionals is embedded in our peer observation process. Each teacher has a peer observation partner. They observe each other six times per year.

Future facilities improvements will include kitchen and bathrooms.

Rubric creation for LifePlan Project, School to Work Credit, Post Secondary Readiness, and Top 20 Student Lessons to supplement already existing project rubrics that students are familiar with. We want to place a greater

emphasis on high quality work completion over satisfactory work completion and will look at credit weights in order to do so.

While project nights were very successful last year, we will continue to turn them into exciting community events.

Teacher Retention:

Percentage of Licensed Teachers from 2020-2021 not returning in 2021-2022	*40%
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Although 40% seems very high, there are only 5 licensed teachers on staff. Mark Wolhart was the former director of PACS, and graciously agreed to come on staff as the English teacher for this last school year. The agreement was only for 2020-2021, fortunately PACS was able to find a licensed English teacher for the next school year. Chad DeMatteis was replaced by a licensed Science teacher. His Tier status required PACS to seek a qualified licensed teacher annually.

2020-21 Non-Licensed Staff		
Name	Assignment	Comments
Beth Ausland	Administrative Support	
Bianca Wyffels	Finance	
Jennifer Miller	Technology Support	

Equitable Teacher Distribution

During FY21, Pillager Area Charter School had no first year teachers. PACS also did not have any teachers of color during FY21. As a project based learning school, all students have access to all teachers based on the projects students have decided to pursue. Teaching staff supervise projects in relevant, or close to their areas of licensure. PBL is creative and multidisciplinary, so all teachers necessarily support student work in multiple areas of learning.

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 parents and community members, all of whom are committed to the school. The board members meet statutory training requirements but acknowledge 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 local district Staples-Motley. This relationship 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 March 2020) are posted on its website. The website also includes an online form to request an intake appointment.

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

Pillager Area 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, SERVS, DIRS, lease aid;

- TRA/PERA;
- School website is compliant with statutory and authorizer expectations;
- Insurance coverage;
- 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

For questions regarding school finances and for complete financials for 2020-21 and/or an organizational budget for 2020-21 contact:

Name: Bianca Wyffels

Position: Bookkeeper

Contact info: PO Box 130, Pillager, MN 56473

Phone: 218/746-3875

Email: bwyffels@pillagercharter.org

CmERDC provides day-to-day accounting services to Pillager Area Charter School (PACS). PACS uses SMARTFin and SMARTHr software. CmERDC also provides a great resource for answering financial questions throughout the year. Which includes UFARS coding, general journal entries, etc.

Jon Latham from Schwenner, Wenner, and Company generated the audit for Pillager Area Charter 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 Osprey Wilds no later than December 31, 2021.

FY21 Unaudited Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$675,478.00		
Total Expenditures	\$640,837.00		

Net Income	\$34,641.00	
Total Fund Balance	\$228,000.00	

Overview

PACS students have successfully completed the FY21 school year. PACS receives the majority of its funding through the Department of Education generated by students enrolled. PACS is not allowed to levy for funding (as other traditional K-12 schools are) through the county, city or townships. This is the largest problem at PACS - limited funding, a nice reprieve was the COVID related funds, the American Rescue Plan money. This is also known as the ESSER 160 & 161 grants. We will be able to purchase some items that have been put off, and make some needed updates within the facility. PACS received the REAP grant, the Title 1 and Title II grants in FY21.

Revenues

Most of PACS revenues are generated through the Department of Education. PACS received Title 1 and 11 grants as well as the ESSER 160 & 161, REAP, federal special education and 433 funding in FY21. The school also receives small donations from local businesses, and greenhouse plant sales.

Expenses

The PACS budget has stayed steady for several years. Increased health insurance costs continue to challenge the school. Distance learning due to COVID-19 did affect the budget. Teachers and staff continued to receive their payroll and benefits as per the governor's order. Obvious savings to the budget included: no field trips after March 17, 2020, no more student supplies, etc. Other savings to the budget were Northern States Investments lowering of the lease payment to better reflect student enrollment.

Net Surplus or Deficit and Fund Balance

PACS has a policy to keep our fund balance at 25% of the operating budget. PACS has been able to meet this goal. As always, we try to increase the number of students attending PACS. The last few years the school has had to lower the fund balance because of the changes in state funding, the increase in health insurance premiums, building heating costs, and lower enrollments.

15. Future Plans

Pillager Area Charter School is excited to return to full, in-person learning. The program design relies heavily on experiences that stimulate the senses, and off site online learning does not accomplish this. Our students enroll here for the project based learning and field studies components, as well as having many opportunities to interact and communicate with staff about their unique needs. The COVID-19 pandemic has affected these integral parts of our program greatly. We are also eager to transition to an administrator-led school to create a working environment that is less stressful on staff, which in turn, affects the quality of programming for students. We will also continue efforts to more fully adopt the expansion of a 7th and 8th grade program by continuous reassessment of how we cluster students for the most effective learning in that group. We

want to focus energy and effort in the underclassmen to create a school culture with a majority of students “buying into” the PACS way.

Pillager Area Charter School has completed strategic planning for FY21. A summary of those efforts is below.

Strategic Planning began at the end of FY21. PACS holds an annual School Board Retreat at the beginning of June, when students are released for the summer, to have fresh and relevant information to bring to the planning sessions. This is also a great opportunity for board members to get to know each other better as people and professionals. Typically this runs from Sunday morning through Monday afternoon, with an option of staying on site overnight. The June 2021 retreat was held at Confidence Learning Center on East Gull Lake, and hosted by our community board member, Mary Harder, who also serves as Confidence Learning Center’s Volunteer Coordinator.



Pillager Area Charter School Summer Board Retreat

Benchmarks for Strategic Planning

Created June 7, 2021

Marketing/Recruitment
1. New Goal-What do we want to accomplish? <ul style="list-style-type: none">● Improve our marketing strategies to get the message out to the public about our vision and mission.<ul style="list-style-type: none">○ Possibly widen our streams of funding○ De-mystify and de-stigmatize the negative connotations of “charter”○ Reach enrollment goal
2. Data needed or action steps-What should be done to begin? <ul style="list-style-type: none">● Look into changing our school name<ul style="list-style-type: none">○ Contact Mark Wolhart for his blessing○ Contact Erin Anderson at OW● Open House/Anniversary/Reunion event in August● Invitations to community partners for Project Nights

- Art Studio
- Contacts from tours and other places
- Training on upkeep and redesign of website
 - Testimonials of former students, Staff picture and Biographies, Field Trip pics, video tour of grounds
 - Check legality of student release of information
- Identify the website platform we want to use moving into the future

3. Benchmarks-What should we see happening in the next 30-60 days?

- Contact Mark Wolhart
- Contact Erin Anderson at OW
- Make appointment with Midwest Captioning
- Create a checklist of what the paper trail for an organization name change would be
- Gather:
 - Testimonial videos from staff, students, parents, community members.
- Find a drone photographer
- Parent and student survey data posted to facebook and website.

Facilities

1. New Goal-What do we want to accomplish?

- Create a facility that is clean, welcoming, and conducive to learning as well as a marketing tool.

2. Data needed or action steps-What should be done to begin?

- Create a list of jobs that our landlord, Rod Converse may be able to help with.
- Create a list of jobs to be accomplished and materials needed to complete task
- Identify money amounts in our own budget for things we would be responsible for improving.
- Grant money for science equipment, kitchen, greenhouse, shop, field experience
 - Home Depot, Habitat for Humanity, Pillager Lions Club, Brainerd Jaycees,

3. Benchmarks-What should we see happening in the next 30-60 days?

- List of “PACS Dream Home” from staff and board
- Meet with Rod Converse (Sarah, Mary, Greg) about how campus improvements helps us set up for the future of the school
- Mary communicating with MN Adult Teen Challenge to help clean and organize the space, maybe in July
- Start a search/contact organizations for donation or grant possibilities
- Order a dumpster and/or hold a yard sale to help get rid of any unnecessary

clutter from the campus.

- Collect obsolete IT for Midwest Telephone
- Other items can be donated to Confidence Learning Center and Habitat for Humanity Restore

Administration

1. New Goal-What do we want to accomplish?

- Delegate administrative duties in a way that is representative of an Executive Director powered model

2. Data needed or action steps-What should be done to begin?

- Create a list of administrative tasks and duties

3. Benchmarks-What should we see happening in the next 30-60 days?

- Sarah, Beth, Greg, Bianca make determinations on tasks and duties as to how they are delegated

Curriculum & Instruction

1. New Goal-What do we want to accomplish?

- Support the Grade Cluster Competency Pathway that has been created to analyze effectiveness

2. Data needed or action steps-What should be done to begin?

- Incorporate discussion on goals within staff meetings
- Updates given at school board meetings

3. Benchmarks-What should we see happening in the next 30-60 days?

- Adapt schedule to accommodate for students at all grade levels to move through these pathways.
- Delegate staff and funding to execute these plans
- Continue creation of instructional expectations and rubrics for core class lessons, projects, field studies, service learning, etc so that students and families can assess themselves on their progress towards meeting academic, social emotional, and graduation goals.

- Identify pathways for completing PACS Bridges Academies and ways to effectively track and document progress.

School Board
1. New Goal-What do we want to accomplish? <ul style="list-style-type: none"> • Develop a board election procedure that elicits more participation in elections and makes the most sense for onboarding new members. • Changing election time to May, then we can include them in June retreat and ease them into the school year. • Change the term to end on the date we want to coincide
2. Data needed or action steps-What should be done to begin? <ul style="list-style-type: none"> • Contact Erin about this process • Contact potential parent candidates for board nomination <ul style="list-style-type: none"> ○ Vicki Behrens ○ Lorri Sampson
3. Benchmarks-What should we see happening in the next 30-60 days? <ul style="list-style-type: none"> • Sarah will call Erin • Hold a board meeting to change term times and election dates

PACS completed a grade level expansion during FY20, which will continue to be reassessed throughout every school year. As a part of our review of this implementation and our schoolwide review we have created curriculum development plans for all grades based on core competencies.

Ideal Competencies

7-9 Grade Competencies	10-11 Grade Competencies	12 Grade Competencies
Social Emotional Learning <i>Team building activities, BASE assignments, Scholastic resources, Choices Magazine and assignments</i>	Top 20 Students Curriculum	Job Skills <i>Interview/Employment Etiquette, Job Shadowing,</i>
Service Learning Focus on Training, Expectations, Developing Norms	Service Learning <u>Volunteering</u> <i>Camp Confidence</i>	Service Learning <u>Community Service Projects</u>

<u>School Clean-up</u> <i>Big Room & Classrooms</i> <i>Lunchroom</i> <u>Volunteering</u> <i>Camp Confidence (1x/month)</i> <i>Highway Clean-up</i> <i>Other (Less & Separate)</i>	<i>Highway Clean-up</i> <i>Babinski/Hart</i> <i>Lake Shore/ Access Clean-up</i> <i>Retirement Home</i> <u>School Clean-up</u> <i>Restrooms, Kitchen</i> <i>Facilities Maintenance</i> <i>Gym, Shop</i>	<i>Develop an Independent Service Project (group?)</i> <i>MAAP Stars Connection</i> <u>Continuous</u> <i>Food Recovery</i> <i>Running the Shop/Shed?</i> <i>Recycling Program</i> <i>Facilities Maintenance</i> <i>Front Office</i>
Projects Project completion habits 6 week, teacher led projects Independent Skills Collaborative Skills Lifeplan Credit/Insurance/About me	Projects Cross Curricular 12-18 Week teacher led projects. Collaborative Skills Accountability and work completion Skills Responsibility to team Lifeplan Career Interests, Job skills, Housing, Vehicles, Interests, loans, savings	Senior Capstone Project Career Readiness Lifeplan Budget, Resume, Career Portfolio Trip Presentation Project Portfolio Independent Student project design and completion Independence Skills Exit interviews
MAAP STARS Fall Leadership Conference Spring Events Conference practice: <i>LifeSmarts, Employment Interview, Parent Decision Making</i> Spring Events Conference Demonstration Events: <i>Art Display</i> **Option to attend and shadow	MAAP STARS Fall Leadership Conference Legislative Day Spring Events Conference: <i>LifeSmarts, Employment Interview, Parent Decision Making, Workplace Decision Making, Community Service Project</i> Spring Conference Demonstration Events: <i>Artistic Performance</i>	MAAP STARS Legislative Day Spring Events Conference: <i>LifeSmarts, Community Service Project, Public Speaking, Annual Program of Activities, Entrepreneurship, Team Video Promotion, Entrepreneurship, Job Manual & Career Portfolio</i> Spring Conference Demonstration Events: <i>Project Demonstration</i> *Connection to Service Learning
Field Studies Career Exposure: Fun activities Exit Ticket Preparation	Field Studies Career Exploration On the job interviews College Visits ASVAB, Accuplacer, ACT	Field Studies Job Shadowing Internships College Visits Presentation ASVAB, Accuplacer

16. Safe Learning Plan Description and Reflection on Implementation

Due to health concerns regarding the COVID-19 pandemic all schools were required to implement Distance Learning on March 17, 2020th. Distance Learning continued until the end of the 2019-2020 school year. PACS had a week to plan and implement Distance Learning.

PACS Distance Learning Plan can be viewed here: [Distance Learning Plan](#)

Our Distance Learning Plan was fairly comprehensive and there were no major gaps in the plan. We found the timeline to shift to distance learning challenging, because we did not get to go over it in-person with students or show them how the distance learning tools would work from home. By the end of the school year we felt we had developed a good routine and could continue in this way.

Average participation during distance learning was 67.7%. We had a small group of students for whom internet connectivity was a regular issue, so we responded by having them do their work on paper and increased socially-distant check-ins for these students. For the 32% of students who did not attend regularly, were we to continue with distance learning we would increase socially-distant check-ins and increase their mental health services.

Forty-nine percent (49%) of students met the minimum credit-earned expectation during the distance learning period. This is lower than we would have liked to see, as our in-person average is 50%. However, it is a two percent increase from the end of last school year (FY20). Our thought of using project-based-learning to assess student learning at home, such as life skills and consumer sciences for example, was not as successful last year as we had hoped. Students still need some deliberate instruction in these areas to understand the correlation of what that credit looks like transferred to a home setting, and acceptable levels of proficiency.

PACS feels fortunate to have a program with a much smaller enrollment than many other schools in MN. This was advantageous in the shift to distance/hybrid/and in person learning. However, one of the disadvantages would be student participation, which is a continuous element of discussion and problem solving even in a typical in person learning environment. It was very easy to respond to issues because of the small number of students, and some problems were easily fixed. Moving forward, monetary investments in technology and accessibility would help increase program effectiveness.

With PACS having a very small staff, and one of our staff members being a social worker, there was effort given to ensure that social/emotional needs were met among staff and students and their families. Communication logs were created to promote anecdotal note taking of student action and behavior, and that will stay as a part of in person learning as well. We are also fortunate to have staff that love to work at PACS, and felt even more of a connection throughout the pandemic which maintained staff turnover rates. People at PACS genuinely care about the well being of their colleagues and students.

Enrollment has remained fairly untouched at PACS due to the pandemic, and part of this has to do with family loyalty to the school. We have students enrolled that are now representing multi-generations. Of course, we would like to see more students enroll, and will continue to educate the community and market ourselves in the region.

Attachment 1: Daily Schedule

Daily

Schedule

Date: Typical Day

Time	Mark Language Arts	Nick Social Studies	Chad Science	Gregory Mathematics	Shana Social Worker
8:30-9	Advisory	Advisory	Advisory	Advisory	Advisory
9:00 - 9:40	Language Arts Core Class	Social Studies Core Class	Prep Time	Mathematics Core Class	Individual Meetings as scheduled or needed
9:40- 10:20	Language Arts Core Class	Social Studies Core Class	Science Core Class	Prep Time	Individual Meetings as scheduled or needed
10:25- 11:05	Language Arts Core Class	Prep Time	Science Core Class	Mathematics Core Class	Individual Meetings as scheduled or needed
11:05- 11:45	Prep Time	Social Studies Core Class	Science Core Class	Mathematics Core Class	Individual Meetings as scheduled or needed
11:45- 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:20- 1:00	Vocab Games	Physical Education	Phenology	Theme Related math, College Planning and Prep	Health Class

1 -1:40	Daily Advisory Activity	Daily Advisory Activity	Daily Advisory Activity	Daily Advisory Activity	Daily Advisory Activity
1:40 - 2:20	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project
2:20 - 3:00	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project	Credit Recovery/ OR Teacher led Theme-based Project
3 -3:15	Check Out	Check Out	Check Out	Check out	Check Out

PM Advisory: **Monday**-Top 20, **Tuesday**-Sacred Circle **Wednesday**-Credits and Class Performance Update, **Thursday**-Service Learning/PACS Cleaning Day, **Friday**-Field Experience or Team Building

Attachment 2: FY21 Annual Calendar