

Pillager Area Charter School



PUBLIC CHARTER SCHOOL DISTRICT # 4080

SCHOOL YEAR 2017-18

WORLD'S BEST WORKFORCE & ANNUAL REPORT

Table of 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	10
2017-18 Pillager Area Charter School Field Studies	10
2018 Service Learning Activities at Pillager Area Charter School	12
Key Successes from the 2017/18 School Year	13
Areas for Continued Improvement	14
7. Academic Performance: Goals & Benchmarks	15
8. Educational Effectiveness: Assessment & Evaluation	20
9. Student & Parent Satisfaction	22
10. Environmental Education	23
11. Governance & Management	25
BOARD OF DIRECTORS	25
Board Training and Development	26
MANAGEMENT	28
LIST OF ADMINISTRATORS/QUALIFICATIONS	28
12. Staffing	28
2017-18 Staffing	29
CURRENT YEAR - 2018-19 Staffing	31
13. Operational Performance	32
14. Finances	34
15. Future Plans	35
Attachment 1	36
Attachment 2: FY18 Annual Calendar	41

1. School Information

Contact Information

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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

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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.

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 50 students. Average daily membership hovers around 40 students. Regular attendance continues to be a challenge for students at PACS. Enrollment has been stable, but lower than desired for the last two years. During the 2017/18 school year, PACS developed and implemented a plan to engage with the community and develop a presence for visibility in the Central Lakes Area. PACS will continue this plan for the next school year, hoping to increase attendance and enrollment.

PACS is operating their own school bus for the second year. This supports the relationship built between school staff and students. It also allows for Pillager to utilize the school bus for experiential learning and field trips.

Number of Students Enrolled	2016-17	2017-18	2018-19 (est.)
9th Grade	11	4	7
10th Grade	14	11	14
11th Grade	11	18	18
12th Grade	39	20	30
Total	75	53	38
Total ADM (Average Daily Membership) for year	44.18		45

STUDENT DEMOGRAPHICS

Demographic Trends	2016-17	2017-18	2018-19 (est.)
Total Enrollment	75	55	60
Male	43		
Female	32		
Special Education	27	21	23
English Learners	0	0	0

Free/Reduced Priced Lunch	47	27	30
Black, not of Hispanic Origin	5	1	5
Hispanic/Latino	7	7	7
Asian/Pacific Islander	0	1	1
American Indian/Alaskan Native	3	5	5
White, not of Hispanic Origin	60	51	50

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Attendance over the last three years has been increasing. Staff have put a focus on regular attendance and implemented new strategies which are designed to help at-risk students attend school regularly. 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. This results in sporadic attendance records.

	2015-16	2016-17	2017-18
Overall Student Attendance Rate	70.25%	72.62%	74.43%

STUDENT ATTRITION

Student attrition rates have improved from last school year to the present school year. Overall, attrition rates have increased over the last three reporting years. Specific reasons for this success will be discussed further in the Key Successes section. PACS credits the improvement in attendance and attrition to the relationship building efforts of staff, closing the school lunch period, and focusing on social-emotional needs of students.

The percentage of students who remained enrolled for 95% or more of the school year has increased by 15% 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 and 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.

Percentage of students* who were continuously enrolled between October 1 of the 2016-2017 school year and October 1 of the 2017-18 school year.	<u>56%</u>
Percentage of students* who continued enrollment in the school from Spring 2017 to October 1, 2017.	<u>86%</u>
Percentage of students who were enrolled for 95% or more of the 2017-18 school year.	<u>43%</u>

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)
2014-15	8	45	16	14	30	66%
2015-16	9	41	23	21	47	114%
2016-17	15	45	25	17	42	93%

* 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
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.	PACS uses Gagne’s 9 Events of Instruction and Marzano’s What Works in Instruction as a framework for organizing lessons. <u>Gagne:</u> <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 <u>Marzano and other Best Practices:</u> <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

	<ul style="list-style-type: none"> ● 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 ● Discussion
<p>Collaborative Project-Based Learning 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 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. 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 is *Attachment 1* of this report. The 2017/18 yearly schedule is *Attachment 2*.

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.

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 an 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 experiences, 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.

2017-18 Pillager Area Charter School Field Studies

- Session 1-Minnesota
 - Rendezvous Reenactments-Northern, MN Sept. 15
 - Itasca State Park-Itasca, MN Sept. 22
 - Crow Wing River Canoe and Camping Trip Sept. 28-29
 - Minneapolis History Center and Afton State Park Oct. 12-13
 - MAAP STARS Fall Leadership Conference Oct. 25-26
- Session 2-Health and Wellness
 - Take Down Gym-Baxter, MN Nov. 3
 - Yoga Studio-Brainerd, MN Nov. 8
 - St. Cloud Tech Campus Tour-St. Cloud, MN Nov. 16
 - Martial Arts Dojo-Brainerd, MN Nov. 17
 - Veterans Affairs Hospital-St. Cloud, MN Nov. 28
 - Limb Lab-Rochester, MN Nov. 29
 - Mayo Clinic-Rochester, MN Nov. 30
 - Sacred Circle-Fairbault, MN Dec. 1
 - Depot Restaurant for a gourmet healthy lunch and discussion with head chef-Fairbault, MN Dec. 1
- Session 3-Arts and Culture
 - Industrial Arts and Manufacturing tours-Brainerd, MN Jan 12
 - Twin Cities Arts and Culture Trip (Dance Lessons, Plays, Ethnic Dining)-Minneapolis, MN Jan 17-19
- Session 4-Community Service
 - Camp Confidence Special Olympics-East Gull Lake, MN Feb. 15
 - Camp Ripley-Fort Ripley, MN Feb 21
 - Feed My Starving Children-Coon Rapids, MN Feb 27
 - State Capitol MAAP STARS Day at the Capitol and meetings with representatives-St. Paul, MN Feb 28
 - Red Lake Fishing and Service Trip-Big Bog State Park Feb 27-Mar. 1
- Session 5-Sustainability
 - Camp Confidence Weekly help with service projects
 - Project Day at Northwest Passage High School-Coon Rapids, MN Mar. 23
 - Multiple Fishing and water access cleanup trips
- Session 6-Change

- M State Wadena Campus Tour May 4
- Black Hills and Badlands South Dakota May 14-18
- Canoe and Recreation Day-Rock Lake Campground May 25
- ValleyFair-Shakopee, MN May 31

During the summers PACS operates a voluntary school program. Students who would like to participate in summer school on-site are picked up by the school van and brought to school on Tuesday and Thursday. Summer school students utilize 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. During summer school, PACS organizes service learning opportunities, where students can volunteer for community service programs for credits. PACS also operates a Work Based Learning program for credit towards graduation.

2018 Service Learning Activities at Pillager Area Charter School

- Trash Art Tiles for Great River Arts Center
- Highway Clean up Fall and Spring
- Feed My Starving Children
- Reading to Kindergartners
- Planting with Kindergartners
- Volunteering at Babinski Pet Shelter
- Water Access Cleanup Projects
- Bell Ringing for Salvation Army
- Started a plot in Community Garden
- Meeting with State Legislators about alternative education
- Camp Confidence Special Olympics
- Camp Confidence Diamond in the Rough Event
- Camp Confidence firewood bundles to raise money for campers.
- PACS School beautification projects
- Students took over the cleaning of the school buildings
- Zooniverse.com Citizen Science Activities

Key Successes from the 2017/18 School Year

- The Service Learning program was increased and utilized well by students. It provided needed community visibility and engagement
- Implementation of an improved Credit Tracking system, which allowed staff to more closely track and communicate with students their progress.
- Closer alignment and adherence to the school's Mission & Vision statement. PACS worked to bring the schools programming and culture closer to the Mission & Vision statement. This resulted in more service learning opportunities.
- Increased structure of the Advisory groups. Each morning there is a short advisory period where staff talk about school updates, help students set their schedules, track student progress, and conduct other organizational business. This resulted in uniform information delivery to all students, as school staff are working as a unit and aligning messaging.

- Improved team work as a Teacher Powered School
- Closed Lunch: This year, PACS elected to revert to closed lunch. This is an important aspect of our school community, has reduced negative student behaviors during the lunch period, and increased afternoon attendance.
- Red, Yellow, Green Schedule Indicators have been used as a cue for students on their successes while at school. A red indicator lets students know that they are not on track, yellow means that they are doing alright, and green indicates good success. These indicators are updated each morning and afternoon and have resulted in improved behavior and productivity. During afternoon, project-based learning time, students have increased their time on track and productivity, this is credited as a result of the Red, Yellow, Green system.
- Connected experiential learning activities to the weekly and quarterly learning themes.
- Consistency of staff: as a Teacher Powered School, PACS has increased its consistency of information delivery and teamwork. As a team, PACS staff have been able to improve tracking and reporting systems during the year; making it easier to work with our Authorizer and MN Department of Education as the information for reporting is well organized and easily accessible.
- Community Relations – as a part of our community engagement plan PACS has increased in visibility and community engagement. This year, PACS students volunteered at the local elementary school as reading tutors. PACS invited and hosted several guest speakers on campus. A relationship has also been developed with the Dodd Shelter and students have volunteered there several times.
- Circle Group: at the beginning of this school year, staff were trained as Circle Keepers. This is a restorative justice strategy based on Native American Peacekeeping traditions. It is used to address conflict holistically and solve community problems. This emphasizes healing and learning and lets students take responsibility for their actions and the resolution to issues caused. At PACS, this has significantly reduced the number of students who are suspended, expelled, or drop out because of behavior problems.
- Students worked with staff on a number of school improvement projects as a way to increase student engagement and responsibility within the school.

Areas for Continued Improvement

- Some students struggle to stay on track during independent learning time. Staff are working to develop methods to guide independent learning time for students who are new to this type of learning.
- Continuing to come up with great learning themes can be a challenge at times. PACS would like to implement yearly themes and goals.
- Demonstration Project Nights were new for this school year and did not receive a lot of attendance or community support. PACS needs to increase advertising and community visibility for these events.

- PACS has identified a need to increase the number of competency-based credits. This is being developed by staff during the summer of 2018.
- Due to the large number of events and off-site learning experiences available to students of PACS, the school calendar and announcement systems need to be improved.
- All staff need to work on improving communication, assessment, and feedback delivery to students.
- Outlines of graduation requirements need to be improved.
- Increase the number of 6-9 month long, in-depth projects students complete.
- Mapping Career Readiness Skills should be improved
- Develop an Advisory Gradebook: a rubric and gradebook for advisories to track social emotional and career readiness
- Investigate becoming a Bridges School
- Continue to work on the school interior, ensuring that everything in the school building is purposeful
- Develop longer student schedules so students and advisors can plan ahead more accurately
- Improve Technology Literacy
- Introductory Classes or Prerequisite classes for Project Based Learning, Shop, Art, and Technology

7. Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual Academic Goals & WBWF Alignment

In most of the goal areas, Pillager has shown improvement over the contract period. Overall, NWEA MAP scores have increased. Students who enter PACS behind on grade level standards show increased growth during their time at PACS.

Graduation rates continue to fluctuate, but over the years our returning 12th grade students show improvement and make progress towards graduation. Fluctuating numbers of students who are “on track” for graduation in the fall make it a challenge to graduate a set number of students each year. A larger graduating class in FY17 resulted in a small class for the FY18 school year.

PACS continues to show strong financial stability and teacher stability throughout the years.

World’s Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
 - No goal area.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
 - No goal area.
- **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.
 - FY18: 92% 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.
 - FY18: 90% 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.
 - FY18: In the spring of 2018, the percentage of challenged and vulnerable students was 85%.
- **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. 8 students continued into the next school year (72%).
 - FY16: 50% of eligible students graduated. 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.
 - FY18: 40% 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
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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 FY17 to FY18, 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%.

PACS, along with ACNW, has recognized that decreasing the percentage of students scoring in the vulnerable and challenged areas by 30% is an unrealistic expectation. We have revisited the goal for our upcoming contract. We will still be using SEARCH data, but will be focusing on assets that we believe we can have more impact on as a school.

1.2 From 2017 to 2018, 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%.

66% of non-graduating seniors continued on to the next school year.

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 4: Math 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 last 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.

FY18: Met Goal, 90% 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 FY17 to FY18, 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 FY17 to FY18, 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.
- FY18: 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.
- FY18: Meets Standard, Pillager earned 84% of possible growth 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: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

- From FY17 to FY18, 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%.
 - 50% of graduates met this goal.

- From FY17 to FY18, 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%.
 - 0% of students completed their MCIS plan. PACS has found other resources that meet our program needs and mission more effectively. This goal will be re-written for future reporting.
- 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.
 - FY18: 64% 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.
 - FY18: 40% of students who were on track to graduate in the fall met their goal of graduating within the school year.

Indicator 10: Attendance

Goal: Overall student attendance will be greater than 80%.

FY18: 74.43% attendance

Federal and State Accountability

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.
- FY18: 40% of students who were on track to graduate in the fall met their goal of graduating within the school year. 40% of students who were on track to graduate in the fall but did not graduate re-enrolled for the following school year.

Teacher Equity: As an independent charter school, PACS is not at risk of distributing resources inequitably between school sites. As a rural school, serving a population of students which is 70% qualifying for the free and reduced lunch program, 40% receiving special education students, and 20% students of color, PACS works to ensure that our professional development work for the year includes work on personal biases and that our students are also educated to examine personal, cultural, and ethnic biases. The Pillager Area Charter School teaching staff is very small. There are four core teachers, one for each subject. Therefore, each student is taught by the same team of teachers, ensuring an equitable education opportunity at the school. Also, students have a lot of

choice built into their school day and school year which means students are empowered to find the learning path that works best for them.

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 FY18-19 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 placed 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, 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

Results from the Student and Parent Satisfaction surveys were overwhelmingly high. Both were five-point surveys with 1 representing Strongly Disagree and 5 representing Strongly Agree.

Student Survey Results

Adults at PACS treat students with respect.	4. 3
Adults at PACS challenge me to do better.	4. 7
I am aware of my educational goals.	4. 0

PACS is preparing me for college or a career.	4. 3
I am satisfied with how often my teacher(s) communicate with me.	4. 3
PACS offers field experiences, projects, service learning, and hands-on learning opportunities that interest me.	4. 7
I have a close relationship with at least one adult at PACS	5. 0
PACS is a safe place.	4. 3
I would recommend PACS to other students.	4. 3
Overall, I am satisfied with my experience at PACS	4. 7

Parent Survey Results

Adults at PACS treat students with respect.	4. 8
Adults at PACS challenge my child to do better.	4. 5
PACS has attempted to involve me in the school community.	4. 5
I am aware of my child's educational goals.	4. 5

PACS is preparing my child for college or a career.	4. 0
I am satisfied with how often my child's teacher(s) communicate with me.	4. 8
PACS offers field experiences, projects, service learning, and hands-on learning opportunities that interest my child.	4. 8
My child has a close relationship with at least one adult at PACS	4. 8
PACS is a safe place for my child.	4. 5
I would recommend PACS to other families.	4. 8
Overall, I am satisfied with my child's experience at PACS	4. 8

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 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, students 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 in the 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.

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 trainings. 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.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Greg Zimmerman	Chair	Teacher	11/8/16	11/13/16	11/31/18	gzimmerman@pillagercharter.org
Shandolynn Fry	Vice Chair	Community Member	11/8/16	11/13/18	11/31/18	sfry@pillagercharter.org
Tracee Colgrove	Secretary	Teacher	11/8/16	12/13/16	11/31/18	tcolgrove@pillager.org
Spencer Garness	Member	Teacher	11/8/16	12/13/16	11/31/18	sgarness@pillagercharter.org

Kim Johnson	Member	Teacher	11/8/2017	12/13/17	11/31/19	Kim.johnson@pillagercharter.org
Mark Wolhart	Ex-Officio	School Leader	N/A	N/A	N/A	mwolhart@pillagercharter.org
Bianca Wyffels	Ex-Officio	School Leader	N/A	N/A	N/A	bwyffels@pillagercharter.org

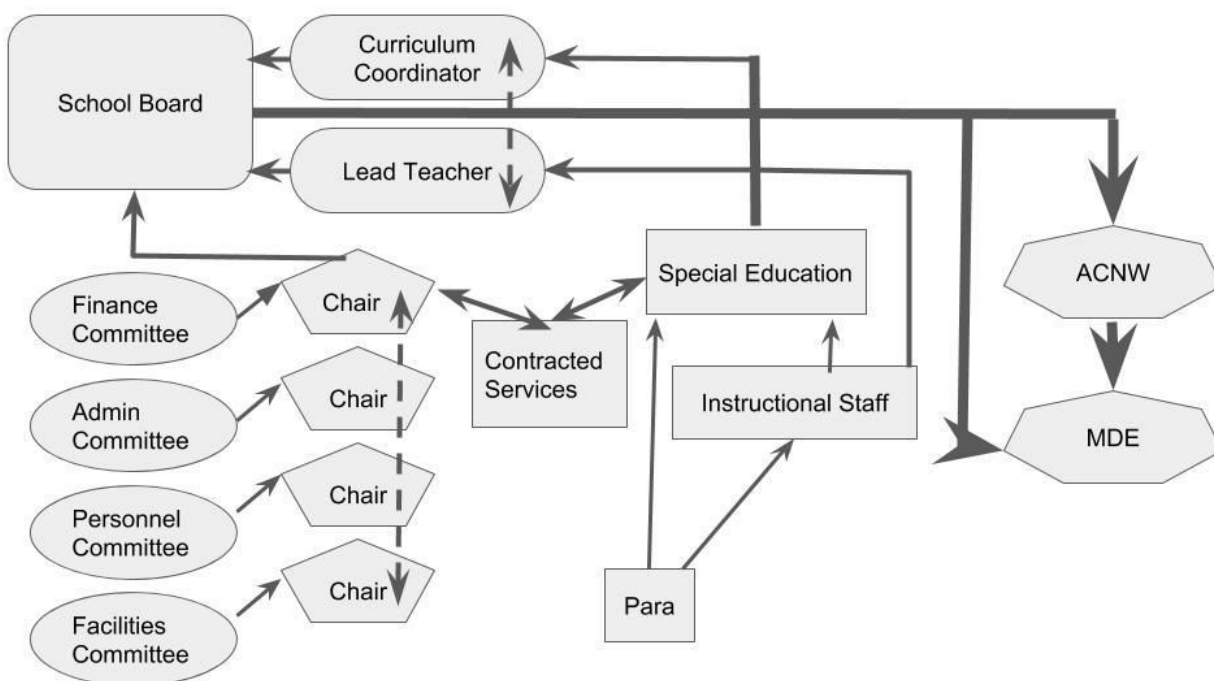
Board Training and Development

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Greg Zimmerman	11/2010	1/18/2013 Education Consulting Services	1/18/2013 Education Consulting Services	1/18/2013 Education Consulting Services
Spencer Garness	11/2016	3/22/2017 Open Meeting Law Webinar by Board Effect	11/11/2016 ACNW Leaders Retreat	11/12/2016 ACNW Leaders Retreat
Tracee Colgrove	11/2016	3/22/2017 Open Meeting Law Webinar by Board Effect	8/15 2017 SLEDS Webinar MCCC Reports by MDE	9/17/2017 MACS financial workshop
Kim Johnson	11/2017	11/10/2018 ACNW Leaders' Retreat	11/10/2018 ACNW Leaders' Retreat	11/11/2018 ACNW Leaders' Retreat
Shandolynn Fry	09/2007	05/21-22/2008 Ships Wheel Consulting	05/21-22/2008 Ships Wheel Consulting	05/21-22/2008 Ships Wheel Consulting
Rita Reier	11/2017	11/10/2018 ACNW Leaders' Retreat	11/10/2018 ACNW Leaders' Retreat	11/11/2018 ACNW Leaders' Retreat

Annual Training FY18

Date / Trainer	Spencer Garness	Tracee Colgrove	Greg Zimmerman	Mark Wolhart	Bianca Wyffels	Shandolyn n Fry	Kim Johnson	Rita Reier
SLEDS Webinar MCCC Reports by MDE 8/15		Oversight			Oversight			
MACS board chair training 9/13			Governance Finance Oversight					
MACS financial workshop 9/17		finance						
Charter Law Scavenger Hunt 10/30	Governance	Governance	Governance	Governance	Governance	Governance		Governance
Audubon Leaders Retreat Nov 10-11			Governance Finance Oversight				Governance Finance Oversight	Governance Finance Oversight

MANAGEMENT



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.

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.

2017-18 Staffing

2017-18 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2018-19 Status*	Comments
Mark Wolhart	306039	Special Education	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

2017-18 Teacher Professional Development Activities:

Professional Development Activities

Date	Training	Staff
July 28	Mental Health Workshop	Tracee, Shana, Beth,
August 10-11	ACNW EE Workshop	Spencer
September 22	MAAP Fall Board Meeting.	Greg

September 14	MACS new director cohort	Greg
October 13	MAAP 101	Greg
October 20-21	MN Phenological Society	Spencer
	Due Process SPED and Compliance from MDE Findings Training by Paul Bunyan Coop	Mark
	Crisis Team	Beth, Dorothy, Nick, Tracee, Spencer, Greg, Mark
	Ramp up to Readiness Review (U of M)	Mark
December 6	Fostering High Expectations Nick Pretasky/Ted Talk Facilitated by Greg	Greg, Nick, Tracee, Spencer, Mark, Shana
January 12	MAAP Winter Board Meeting	Greg
February 7-9	MAAP State PD Conference	Greg, Nick, Tracee, Spencer, Mark, Dorothy
March 1	MACS new director cohort	Greg
March 14	MCA testing protocols	Greg, Spencer, Tracee, Spencer, Mark, Beth, Dorothy
March 23	Project Based Learning Showcase at Northwest Passage High School	Greg, Spencer
April 15-17	MACMH Conference	Shana

Teacher Retention:

Percentage of Licensed Teachers from 2017-18 not returning in 2018-19 (non-returning teachers/total teachers from 2017-18 X 100)	<u>0%</u>
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2017-18 Non-Licensed Staff			
Name	Assignment	2018-19 Status*	Comments
Beth Ausland	Administrative Support	R	
Bianca Wyffels	Finance	R	
Dorothy Carner	Paraprofessional	R	
Jennifer Miller	Technology Support	R	

* R = Returning, NR = Not Returning

CURRENT YEAR - 2018-19 Staffing

2017-18 Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments
			<i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Greg Zimmerman	477123	Mathematics	
Nicklos Czech	409183	Social Studies	
Dennis Molesky	254399	Special Education	
Tracee Colgrove	389592	English	
Spencer Garness	490842	Science	

Shanna Crouse		Social Worker	
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2017-18 Other Licensed (non-teaching) Staff		
Name	License and Assignment	Comments
Mark Wolhart	Paraprofessional	

2017-18 Non-Licensed Staff		
Name	Assignment	Comments
Beth Ausland	Administrative Support	
Bianca Wyffels	Finance	
Dorothy Carner	Paraprofessional	
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 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 the local district, Motley Elementary School. 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

For questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2017-18, 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 provide a great resource for answering financial questions thought out the year. Which includes UFARS coding, general journal entries, etc.

Jon Latcham from Schwenner, Wenner, and Company generate 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 Audubon Center of the North Woods no later than December 31, 2018.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$ 533,719.51		
Total Expenditures	\$ 559,333.27		
Net Income	\$ 25,613.76		
Total Fund Balance	\$ 190,386.24		

Overview

PACS students have successfully completed the FY18 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. Due to the limited sources of funding we are always short dollars to give our staff/teachers raises, or increase benefits for staff/teachers. This is the largest problem at PACS - limited funding. PACS received the REAP grant, the Title 1 and Title II grants in FY18.

Revenues

Most of PACS revenues are generated through the Department of Education. PACS received Title 1 and 11 grants as well as the REAP grant in FY18. The school also receives small donations from local businesses, and greenhouse plant sales.

Expenses

PACS budget has stayed steady for several years. There were no large purchases last year. Administrative, Teach and staff salaries did not increase or only seen a small increase based on additional duties assigned. Health insurance premiums increase every year effecting the budget.

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, etc.

World's Best Workforce Annual Budget

PACS does not have a separate budget for the World's Best Workforce plan. As a small charter school, all our goals and plans (WBWF, Title, SpEd, Homeless, etc) work together through common planning. School staff is very dedicated to the World's Best Workforce plan, they support it by volunteering their time, skills and knowledge.

15. Future Plans

During the FY19 school year, Pillager Area Charter School has plans to do the following.

- Facility Improvements – installing gutters to the school building, upgrading safety measures in the tool shop, as well as streamlining interior design so that all things posted in the school have an educational or community purpose.
- Maintain a consistent ADM of 45 students.
- Students and staff will be performing school janitorial duties instead of contracting for these services.
- Develop pre-requisite courses for new students at PACS on Project Based Learning expectations and study strategies, for working in the Machine Shop and Art room, and a Technology Literacy course.
- Implement long-term course planning with all students.
- Create an Advisory Gradebook that is uniform for all staff to use.
- Begin mapping career readiness skills.

- Improve Calendar and Announcement Systems.
- Increase attendance at Project Nights.

Attachment 1: Daily Schedule

Daily Schedule

Date: Typical Day

Time	Tracee	Nick	Spencer	Gregory	Shana	Dorot
8:30-9	Advisory	Advisory	Advisory	Advisory	Advisory	Front Of
9:00 - 9:40	Language Arts Core Class	Social Studies Core Class	Prep Time	Mathematics Core Class	Individual Meetings as scheduled or needed	LA Pa
9:40- 10:20	Language Arts Core Class	Social Studies Core Class	Science Core Class	Prep Time	Individual Meetings as scheduled or needed	SS Pa
10:25- 11:05	Language Arts Core Class	Prep Time	Science Core Class	Mathematics Core Class	Individual Meetings as scheduled or needed	Scien Para
11:05- 11:45	Prep Time	Social Studies Core Class	Science Core Class	Mathematics Core Class	Individual Meetings as scheduled or needed	Math P
11:45- 12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunc
12:20- 1:00	Vocab Games	Physical Education	Phenology	Theme Related math, College Planning and Prep	Health Class	Art

1 -1:40	Daily Advisory Activity	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	Art
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	Art
3 -3:15	Check Out	Check Out	Check Out	Check out	Check Out	Art Ro

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

Alternate Schedule

Date:

Friday, September 15th, 2017

Time	Tracee	Czechenjanski	Spencer	Gregory	Shan a
8:30 -9:00	advisory				
9:00 -	Project Work Time in big room				

9:40					
9:40-10:20	Project Work Time				
10:25-11:05	Project Work Time				
11:05-11:45	Project Set UP/Work Time/	Be sure to fill	Out your self-	Reflection sheet	
11:45-12:15	Eat Lunch				
12:20-1:00	Project Set Up				
1:00 - 1:40	Circle				
1:40 - 2:20	Peer Reviews				
2:20 - 3:00					
3 - 3:15	Return to PACS				

Weekly Preview

Monday 9/11	Tuesday 9/12	Wednesday 9/13	Thursday 9/14	F
-Regular Schedule	-Regular Schedule	-Regular Schedule	-Regular Schedule	-F
-Top 20 Advisory	-Advisory Clean-up	-Advisory Activity?	-Advisory Circle	-F
-Culture Cup:		R/Y/G Updates?	-Rendezvous Presentation?	

<i>Check-in Challenge</i>		Credit Updates?		
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Session 3 Arts and Culture Projects

Mythology (Tracee)	Comic Book Hero (Czech)	Rube Goldberg (Spencer)	Ruben's Tube (Greg)	Barn Quilts (Dorothy)	Movie Study (Greg)	Ind Pro
Chloe Angelica Emily	Anthony Keegan	Mars Nate Cole Austin Jacob	Dez Will Riana Chyanne Stevie Brandon	Abby W Izzy		Nic Tot Jos

Attachment 2: FY18 Annual Calendar

Pillager Area Charter School							OFFICIAL CALENDAR			2017-2018			
	S	M	T	W	TH	F	S	Student Days	Inservice Days	Holidays			
August	13	14	15	16	17	18	19				Vacation =		
	20	21	22	23	24	25	26	0	4	0	Inservice =		
	27	28	29	30	31						Check In Date =		
September						1	2				Bold Dates =	Student/Teacher Days	
	3	4	5	6	7	8	9	Labor Day			Non school Dates =		
	10	11	12	13	14	15	16				First Day of School	09/05/17	
	17	18	19	20	21	22	23	19	0	1			
October	24	25	26	27	28	29	30						
	1	2	3	4	5	6	7				Session 1	Starts 09/05/17	
	8	9	10	11	12	13	14					Ends 10/16/17	
	15	16	17	18	19	20	21	MEA	18	2	2		Days 30
November	22	23	24	25	26	27	28						
	29	30	31								Session 2	Starts 10/23/17	
	5	6	7	8	9	10	11					Ends 12/05/17	
	12	13	14	15	16	17	18					Days 30	
December	19	20	21	22	23	24	25	Thanksgiving	20	0	2		
	26	27	28	29	30								
						1	2				Session 3	Starts 12/11/17	
	3	4	5	6	7	8	9					Ends 01/23/18	
January	10	11	12	13	14	15	16					Days 26	
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30	Winter Break	13	3	5		
	31												
February	1	2	3	4	5	6					Session 4	Starts 01/29/18	
	7	8	9	10	11	12	13					Ends 03/12/18	
	14	15	16	17	18	19	20					Days 28	
	21	22	23	24	25	26	27		19	3	1		
March	28	29	30	31							Session 5	Starts 03/19/18	
	4	5	6	7	8	9	10	MAAP Conference					Ends 04/24/18
	11	12	13	14	15	16	17					Days 27	
	18	19	20	21	22	23	24		17	3	0		
April	25	26	27	28		1	2				Session 6	Starts 04/30/18	
	3	4	5	6	7	8	9					Ends 06/01/18	
	11	12	13	14	15	16	17					Days 24	
	18	19	20	21	22	23	24						
May	25	26	27	28	29	30	31	Easter	18	3	1		
											Year	Days 165	
	1	2	3	4	5	6	7						
	8	9	10	11	12	13	14				Commencement	05/24/18	
June	15	16	17	18	19	20	21						
	22	23	24	25	26	27	28		18	3	0		
	29	30									Last Day for Students	06/01/18	
	6	7	8	9	10	11	12						
July	13	14	15	16	17	18	19						
	20	21	22	23	24	25	26	Commencement					
	27	28	29	30	31			Memorial Day	22	0	1		
August	3	4	5	6	7	8	9		1	3	0		
	Total							165	24	13			