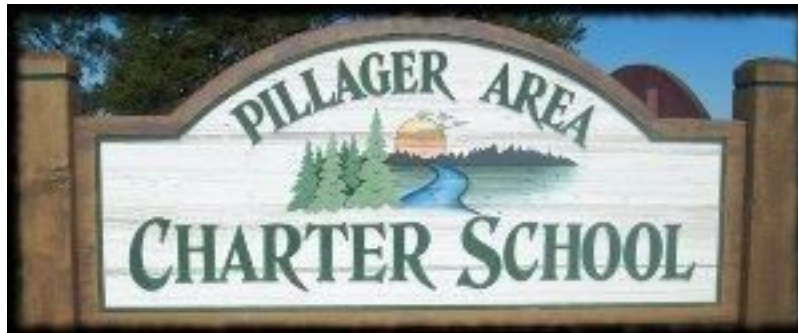


# Pillager Area Charter School



PUBLIC CHARTER SCHOOL DISTRICT # 4080

SCHOOL YEAR 2018-19

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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# 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 authorizer of Pillager Area Charter School is Audubon Center of the Northwoods. This relationship began in 2011. The environmental education focus of their mission and vision aligned very much with our own mission and vision. ACNW has been a very supportive partner. Under their authorization, PACS has made great strides in providing great outcomes for students. As an authorizer, ACNW provides much appreciated academic and administrative oversight for a school with a very small staff. They provide leadership and advice while allowing us to maintain our independence and innovative approaches to education. Currently, we have two years remaining on our existing three year contract. We will be up for renewal after the 2020-2021 school year.

## 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.

Erin Anderson, 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. This has been effective in increasing regular student attendance. PACS will continue with this strategy in 2019/20.

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
9th Grade	11	4	7
10th Grade	14	11	14
11th Grade	11	18	18
12th Grade	39	20	30
<b>Total</b>	75	53	38
<b>Total ADM (Average Daily Membership) for year</b>	<b>44.18</b>		<b>45</b>

#### STUDENT DEMOGRAPHICS

Demographic Trends	2016-17	2017-18	2018-19
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

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. As a result of this, school staff are holding ‘check in days’ every 5-6 weeks to let students know their progress towards graduation and the effect their attendance has on this progress.

By state law schools are required to drop students once they have not attended for fifteen consecutive days. This results in sporadic attendance records.

Core attendance – tracking students with 90% attendance or better vs. all students groups.

	2015-16	2016-17	2017-18	2018-19
<b>Overall Student Attendance Rate</b>	70%	72%	74%	77%

### 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.

<b>Percentage of students* who were continuously enrolled between October 1 of the 2017-2018 school year and October 1 of the 2018-19 school year.</b>	56.8%
<b>Percentage of students* who continued enrollment in the school from Spring 2018 to October 1, 2018.</b>	86.7%
<b>Percentage of students who were enrolled for 95% or more of the 2018-19 school year.</b>	41.5%

## 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* ( <i>as a percent</i> )
<b>2014-15</b>	8	45	16	14	30	66%
<b>2015-16</b>	9	41	23	21	47	114%
<b>2016-17</b>	15	45	25	17	42	93%
<b>2017-18</b>						

\* 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	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"> <li>● Gain attention Inform learners of objectives</li> <li>● Stimulate recall of prior learning Modeling Provide “learning guidance.”</li> </ul>

<p>necessary to be successful in community/technical college and/or four-year colleges.</p>	<ul style="list-style-type: none"> <li>● Elicit performance (practice).</li> <li>● Provide feedback and assess performance</li> </ul> <p><u>Marzano and other Best Practices:</u></p> <ul style="list-style-type: none"> <li>● Gradual release method</li> <li>● Think aloud</li> <li>● Worked examples</li> <li>● Nonlinguistic presentations of content Summarizing and note talking</li> <li>● Chunking information or skills into small steps</li> <li>● Using prompts to go more in depth</li> <li>● Meaningful objectives</li> <li>● Cooperative learning with defined processes and roles</li> <li>● Frequent checking for understanding with all students</li> </ul>
<p>Field Studies: These range in length from .5 to 5 days; students gain background knowledge and are involved in planning investigative field trips to assist them in career planning. Field trips are centered on career options – e.g. visiting manufacturing firms, technology firms, mechanical firms, and other likely and desirable career pathways.</p>	<p>A general framework for Field Investigations: Using Outdoor Environments to Foster Student Learning of Scientific Processes, from Pacific Education Institute.</p> <ul style="list-style-type: none"> <li>● Background Knowledge</li> <li>● Essential Questions</li> <li>● Formulate Investigative Question</li> <li>● Identify Setting within a System</li> <li>● Identify Variables of Interest</li> <li>● Collect and Organize Data</li> <li>● Analyze Data</li> <li>● Use Evidence to Support a Conclusion</li> <li>● Discussion</li> </ul>
<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"> <li>● Driving question</li> <li>● Mapped to standards</li> <li>● Assessment rubric provided to students</li> <li>● Need-to-know lists are developed and reviewed</li> <li>● Cooperative groups developed</li> <li>● Learning contracts and shared norms developed</li> <li>● As projects are underway, teachers provide in time instruction, guidance, and feedback</li> </ul>

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. Shanna Crouse, is the lead Special Education teacher. Currently, the staff includes a part-time contracted special education coordinator who maintains due process paperwork, Ms. Crouse, and approximately 1.0 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 2018/19 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.

### 2018-19 Pillager Area Charter School Field Studies

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.

### 2018 Service Learning Activities at Pillager Area Charter School

- Highway Clean up, fall and Spring
- KinderKrew (Students volunteering in Kindergarten Classroom)
- Kids Against Hunger, Nisswa MN
- Feed My Starving Children, Plymouth MN
- Water Access Cleanup Projects
- Bell Ringing for Salvation Army
- Community Compost Recovery Program
- Donating vegetable plants to local food shelf
- Camp Confidence Special Olympics
- Camp Confidence Special Olympics
- Camp Confidence Diamond in the Rough Event
- Camp Confidence firewood bundles to raise money for campers and serving other need through volunteer hours. This was a weekly activity.
- PACS School beautification projects.

- Students continued to take over the cleaning of the school buildings

### FY19 Themes and Field studies

- Manufacturing
  - 9/2 Precision Tool Technologies, Brainerd, MN
  - 9/28 Staples Technical College, Staples, MN
  - 9/28 Stearns Rubber, Aitkin, MN
  - 10/3 Magnum Research, Pillager, MN
  - 10/5 Pequot Tool & Mfg., Jenkins, MN
  - 10/10-10/12 MAAP STARS Fall Leadership Conference, Long Prairie, MN
  - 10/10-10/12 Lake Carlos Camping Trip including Chandler Industries Tour and Alexandria Technical College Tour
- Technology
  - 10/24 Reality Store, Pillager High School, Pillager, MN
  - 11/2 Crow Wing Power, Brainerd, MN
  - 11/6 St. Cloud Tech Land Surveying, St. Cloud, MN
  - 11/8 Brainerd Dispatch, Brainerd, MN
  - 11/9 Brainerd Public Library, Brainerd, MN
  - 11/16 Ziegler Cat, Baxter, MN
  - 11/21 North Star Plating, Brainerd, MN
  - 11/28-11/30 Twin Cities Technology Trip including Minnesota Science Museum, Hennepin Tech tour, Feed My Starving Children, University of Minnesota Mechanical Engineering Dept.
- Music
  - 12/14 WJYY Radio, Brainerd, MN
  - 1/11 Lakes Audio, Baxter, MN
  - 1/16-1/18 Twin Cities Music Trip including Pioneer Place Theater, Minneapolis Orchestra Hall, Schubert Club Courtroom Concert, Schubert Club Museum, State Theater tour, Warming House Open Mic Night, Beethoven's 8th Symphony performance.
- Water
  - 1/31 Three Bear Water Park, Baxter, MN
  - 2/14 Camp Confidence Special Olympics Ice Fishing Event, East Gull Lake, MN
  - 2/15 AW Water Testing, Brainerd, MN
  - 2/22 Pollution Control Agency guest speaker
  - 3/1 St. Cloud Tech Water Testing, St. Cloud, MN
  - 3/8 Bridges Career Day @ Central Lakes College, Brainerd, MN
  - 3/6-3/8 Ice Fishing Trip
- Global Perspectives
  - 4/5 Charles Lindberg Museum, Little Falls, MN
  - 4/15-4/19 Washington, D.C.
  - 4/18 Kids Against Hunger, Nisswa, MN
  - 4/22 Central Bi-products guest speaker
- Do It Yourself
  - 5/3 Home Depot tour, Baxter, MN

- 5/9-5/10 MAAP STARS, Bloomington, MN
- 5/15 Grandpa G's Organic Farm, Pillager, MN
- 5/15 Landsburg Greenhouse, Brainerd, MN

### Key Challenges

- Timing and expansiveness of 5-6 week projects. As project based learning becomes a bigger part of our culture, we may need to look at projects that go beyond our 6 week sessions or blend into upcoming sessions.
- Communicating credit earning expectations and progress to students and families.
- Creating a higher sense of student ownership in the school
- Finding time to create specific behavior plans for specific students with specific positive and negative consequences
- School to Work engagement
- Supervision of technology
- Administrative duties calendar and discussion in between session in-services
- Front door presence and guest procedures
- SMART daily goal setting and reflection skills among students.
- Enrollment and migrant students

### Key Successes

- More efficient credit tracking system using Google Sheets.
- A large group of core students developing who have high attendance and are buying into school culture.
- While PACS teaching staff have many consistent expectations within classrooms, we have a variety of personalities that support different learning styles.
- A successful push to eliminate smoking on or near campus.
- Innovative projects with strong connections to session themes and field experiences
- Student recognition of session themes and driving questions for each theme.
- Strong advisory model
- Procedures to encourage students to interact with all classmates has led to the feeling of one big group instead of multiple smaller cliques.
- Most projects were accompanied by detailed rubrics. This was very helpful with student accountability, engagement, and differentiation.
- Weekly circle group has become a sacred event.
- Top 20 student curriculum implementation and tracking
- Better communication among staff and students regarding school events calendar.
- Students showed flexibility skills in our unconventional approaches.

## 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 12<sup>th</sup> 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.

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.
    - FY19: 66% of possible growth index points were earned.
  - From FY16 to FY18, the school will earn at last 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.
    - FY19: 97% of possible growth index points were earned.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
  - 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%.
    - FY18: In the spring of 2018, the percentage of challenged and vulnerable students was 85%.

- FY19: 68.4%
- **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%.
  - New goal and results 86 percent.
    - 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.
    - FY19: 20% of students graduated.

<b>Indicator 1: Mission Related Outcomes</b>
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**Goal:** Over the period of the contract, student 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%	23%	15%	62%
30. I am helping to make my school, neighborhood, or city a better place.	0%	69%	23%	8%
36. I am given useful roles and responsibilities.	8%	23%	54%	15%



<b>49. I have a school that cares about kids and encourages them.</b>	<b>0%</b>	<b>15%</b>	<b>54%</b>	<b>31%</b>
<b>50. I have teachers who urge me to develop and achieve.</b>	<b>0%</b>	<b>8%</b>	<b>38%</b>	<b>54%</b>

**Average percentage of “Very or Often,” OR “Extremely or Almost Always,” - 70.8%**

1.2 From 2018 to 2020, 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%

**Indicator 2: English Language Learners**

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

**Indicator 3: Reading Growth**

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

**WBWF:** Career and College Readiness

**Key Measures and Results for this Goal:** From FY18 to FY20, the school will earn at least 75% of possible growth index points on the NWEA MAP-Reading.

FY19: 97% of possible growth index points on the NWEA MAP- Reading. Exceeds Standards.

**Indicator 4: Math Growth**

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

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

**Key Measures & Results for this Goal:** From FY18 to FY20, the school will earn at least 75% of possible growth index points on the NWEA MAP-Math.

FY19: 66% of possible growth index points achieved. Approaches Standards.

**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 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 (grade 10) OR it will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 19.2 – based on FY15-17 performance).

FY19: Of the 6 students who completed the Reading MCA, 3 students met proficiency.

**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 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 (grade 11) OR it will increase by at least 10.0 points from the baseline proficiency index scores (baseline score – 18.8 – based on FY13-14 performance).

FY19: Of the 5 students who completed the MCA Math, none met proficiency standards.

**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:**

**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).

FY19: Of the 7 students who completed the Science MCA, 2 students met or exceeded proficiency.

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

FY19: 95% of possible growth index points earned. Exceeds Standards.

**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.*

**Measure 9.1** From FY18 to FY20, the aggregate 4-year, 5-year, 6-year, or 7-year graduation rate will be at least 67%.

- 4-year: 20%
- 5-year: 16.7%
- 6-year: 40%
- 7-year: 27.3%

**Measure 9.2** From FY18 to Fy20, the school will earn at least 75% of possible credit index points.

- **72.6% This approaches our goal.**

**Measure 9.3** In FY18-20, 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%.

- **100% met this goal. This exceeds our target.**

**Measure 9.4** From FY18 to FY20, 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%.

- **100% met this goal. This exceeds our target.**

**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, and ASVAB) will be at least 50%.

**0% Met this goal. Does Not Meet Target.**

#### **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:** Achievement Gap

**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%  
FY19: 77% Approaches Target.

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

FY19 Continuously enrolled students had 90% attendance or better. (67%) Approaches Target.

### 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.
- FY19: 20% of students on track to graduate in the fall met their goal of graduating within the school year. 40% continues for another school year. 20% dropped out, and 20% are status unknown.

### 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.

**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

	FY18	FY19
Adults at PACS treat students with respect.	4.3	3.9
Adults at PACS challenge me to do better.	4.7	4.0
I am aware of my educational goals.	4.0	4.4
PACS is preparing me for college or a career.	4.3	3.5
I am satisfied with how often my teacher(s) communicate with me.	4.3	3.8
PACS offers field experiences, projects, service learning, and hands-on learning opportunities that interest me.	4.7	4.5
I have a close relationship with at least one adult at PACS	5.0	4.0
PACS is a safe place.	4.3	4.1
I would recommend PACS to other students.	4.3	4.0

Overall, I am satisfied with my experience at PACS	4.7	4.3
I plan on returning to PACS next year (if not graduating)	N/A	4.3

**Parent Survey Results**

	FY18	FY19
Adults at PACS treat students with respect.	4.8	4.3
Adults at PACS challenge my child to do better.	4.5	4
PACS has attempted to involve me in the school community.	4.5	4.5
I am aware of my child's educational goals.	4.5	4.3
PACS is preparing my child for college or a career.	4.0	4.1
I am satisfied with how often my child's teacher(s) communicate with me.	4.8	4.6
PACS offers field experiences, projects, service learning, and hands-on learning opportunities that interest my child.	4.8	4.3
My child has a close relationship with at least one adult at PACS	4.8	4.6
PACS is a safe place for my child.	4.5	3.9
I would recommend PACS to other families.	4.8	5
Overall, I am satisfied with my child's experience at PACS	4.8	4.7

I plan on my student returning to PACS next year (if not graduated)	N/A	4.1
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## 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.

### Board Training and Development

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Spencer Garness	12/13/2016	3/22/2017 Open Meeting Law Webinar by Board Effect	11/11/2016 ACNW Leaders Retreat	11/11/2016 ACNW Leaders Retreat
Greg Zimmerman	December 2010	1/18/2012 Education Consulting Services	1/18/2012 Education Consulting Services	1/18/2012 Education Consulting Services
Tracee Colgrove	12/13/2016	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
Shandolynn Frye	December 2007	05/21-22/2008 Ships Wheel Consulting	05/21-22/2008 Ships Wheel Consulting	05/21-22/2008 Ships Wheel Consulting
Rita Reier	December 2017	11/10/2018 ACNW Leaders' Retreat	11/10/2018 ACNW Leaders' Retreat	11/10/2018 ACNW Leaders' Retreat

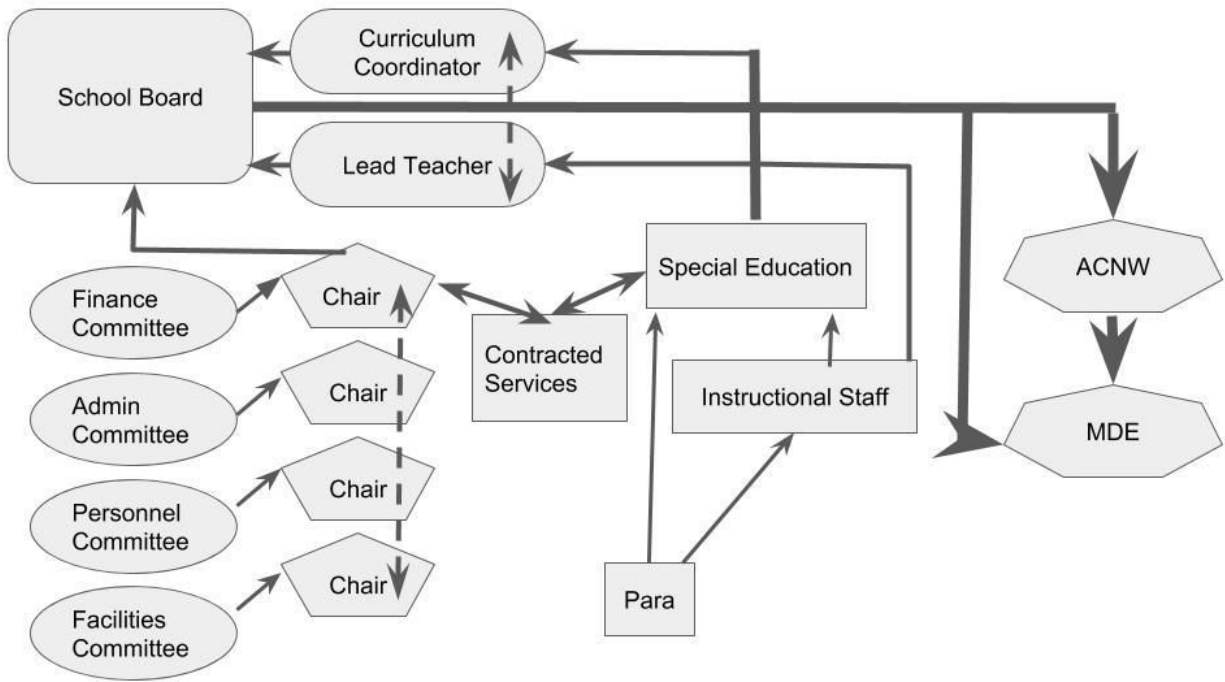
Christina Willis	12/10/2018	3/25/2019 MACS Governance Workshop	6/10/2019 Employment Rights Instructional Designs	9/18/2018 MACS financial workshop
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<b>Annual Training – Previous Year</b>			
<b>Board Member Name</b>	<b>ACNW Leaders' Retreat: Culture of Learning Nov 9-10, 2018</b>	<b>First Things First: Successful New Member Orientation Protocols Charter School Board University Oct 29, 2018</b>	<b>Administrative Conference  Minnesota Association of Alternative Programs</b>
Spencer Garness	Attended? NO	Attended? YES	Attended? NO
Greg Zimmerman	Attended? YES	Attended? YES	Attended? NO
Tracee Colgrove	Attended? NO	Attended? YES	Attended? YES
Shandolynn Frye	Attended? NO	Attended? YES	Attended? NO
Rita Reier	Attended? NO	Attended? YES	Attended? NO
Christina Willis	Attended? NO	Attended? NO	Attended? NO

**Annual Training-Previous Year**

<b>Board Member Name</b>	<b>ACNW Leaders' Retreat Debrief and Takeaways</b>	<b>6/10/2019 Employment Rights Instructional Designs</b>	<b>6/10/2019 Policy Development and Oversight Instructional Designs</b>
Spencer Garness	Attended? YES	Attended? NO	Attended? NO
Greg Zimmerman	Attended? YES	Attended? YES	Attended? YES
Tracee Colgrove	Attended? YES	Attended? YES	Attended? YES
Shandolynn Frye	Attended? YES	Attended? NO	Attended? NO
Rita Reier	Attended? YES	Attended? NO	Attended? NO
Christina Willis	Attended? YES	Attended? YES	Attended? YES

## 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.

2018-19 Staffing

2017-18 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2019-20 Status*	Comments
Greg Zimmerman	477123	Mathematics		
Nicklos Czech	409183	Social Studies		
Dennis Molesky	254399	Special Education		
Tracee Colgrove	389592	English		
Spencer Garness	490842	Science	NR	
Shanna Crouse	509850	Social Worker		Tier 1 Special Ed
Mark Wolhart		Current License?		

\* R = Returning, NR = Not Returning

2018-19 Teacher Professional Development Activities:

Professional Development Activities

Activity	Date(s)	Staff in Attendance
ACNW EE Workshop	August 1 – 3, 2018	Spencer
Brain Development Conference	August 7 – 9, 2018	Shana
Special Education Training by Paul Bunyan Co-op	August 21-22, 2018	Shana
Special Education Training by Paul Bunyan Co-op	August 28, 2018	Mark, Tracee, Greg, Spencer, Nick, Shana, Beth
MAAP 101	October 5, 2018	Greg, Shana
MAAP Administrative Conference	November 2, 2018	Tracee
ACNW Leaders' Retreat	November 9 – 10, 2018	Greg

Odysseyware BASE Social Emotional Skills Curriculum Intro	December 6, 2018	Mark, Tracee, Greg, Spencer, Nick, Shana, Beth
State MAAP Conference	February 6-8, 2019	Mark, Tracee, Greg, Spencer, Nick, Shana, Beth

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 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.

Gutters were placed on the building last 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:**

<b>Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 X 100)</b>	<b><u>14%</u></b>
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<b>2018-19 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2019-20 Status*</b>	<b>Comments</b>
Beth Ausland	Administrative Support	R	
Bianca Wyffels	Finance	R	
Jennifer Miller	Technology Support	R	

\* R = Returning, NR = Not Returning

2019-20 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	

Current Year Staffing

2019-20 Other Licensed (non-teaching) Staff		
Name	License and Assignment	Comments
Mark Wolhart	Paraprofessional	

2019-18 Non-Licensed Staff		
Name	Assignment	Comments
Beth Ausland	Administrative Support	
Bianca Wyffels	Finance	
Dorothy Carner	Paraprofessional	
Jennifer Miller	Technology Support	



### Equitable Teacher Distribution

During SY19, Pillager area charter school had no first year teachers. PACS did not have any teachers of color during SY20. 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, so sometimes the relevance of licensure is a stretch, but PACS feels this is part of the beauty of our programming.

## 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 2018-19 and/or an organizational budget for 2018-19 contact:

Name: Bianca Wyffels

Position: Bookkeeper

Contact info: PO Box 130, Pillager, MN 56473

Phone: 218/746-3875

Email: [bwyffels@pillagercharter.org](mailto:bwyffels@pillagercharter.org)

*CmERDC* provides day-to-day accounting services to Pillager Area Charter School (PACS). PCAS 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, 2019.

<b>FY19 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$572910.39		
Total Expenditures	\$ 602764.00		
Net Income	\$ (29853.61)		
Total Fund Balance	\$235796.00		

### **Overview**

PACS students have successfully completed the FY19 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. PACS received the REAP grant, the Title 1 and Title II grants in FY19.

### **Revenues**

Most of PACS revenues are generated through the Department of Education. PACS received Title 1 and 11 grants as well as the REAP, federal special education and 433 funding in FY19. The school also receives small donations from local businesses, and greenhouse plant sales.

### **Expenses**

PACS budget has stayed steady for several years. A new bus was purchased last year for \$5600. Administrative, Teachers and staff salaries did increase in FY19 moving them closer to other local school salary contracts. Health insurance premiums increase every year affecting 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, and lower enrollments.

## **15. Future Plans**

Pillager Area Charter School has recently submitted an application to expand to 7th and 8th grades for the 2020-21 school year. We anticipate this will help meet our enrollment goal of 45 within 3 years. We also anticipate this will aid in higher achievement of our school's vision and mission by getting students to buy into our school culture at an earlier age.

A downward trend in enrollment numbers has forced us to analyze our staffing needs in order to provide the highest quality learning environment for our students and families as possible, without spending more than absolutely necessary. This was difficult work, but we feel we have a good plan in place for 2019-20.

Pillager Area Charter School staff will continue to push the boundaries of what high level, cross curricular, innovative, theme based projects can be. We have already revised our three-year theme cycle with the purpose of growing projects beyond beginning and ending within a 5-6 week period.

# Attachment 1: Daily Schedule

## Daily Schedule

Date: Typical Day

Time	Tracee	Nick	Spencer	Gregory	Shana	
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	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**-Cleaning, **Wednesday**-Credits and Class Performance Update, **Thursday**-Circle, **Friday**-Field Experience or Team Building

# Attachment 2: FY19 Annual Calendar

