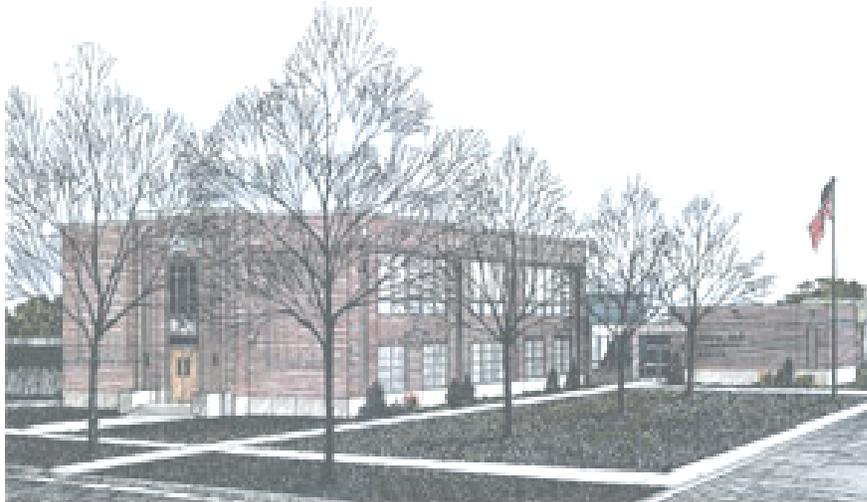


Green Isle Community School

District #4144-07



2021-2022

Annual Report and

World's Best Workforce Report

Submitted to:
Volunteers of America MN
Charter School Authorizing Program
924 19th Avenue S. Minneapolis, MN 55404

November 1st, 2022

Verification of Statutory Compliance / Table of Contents

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I. REPORT INTRODUCTION

This annual report fulfills the requirements detailed in *Minnesota State Statutes, 124E.16 subd. 2 (2015) Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. **The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans.** A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school*

employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

This report is also intended to inform our authorizer, Volunteers of America, of the progress and achievements of Green Isle Community School.

Mission:

Green Isle Community School will foster a positive and respectful, multiage environment that promotes educational excellence, service learning, community connections, and responsible citizenship.

Vision:

Green Isle Community School will be a school of excellence, one that supports rigorous and responsible academic, social, and behavioral quests.

Purposeful efforts to create a nurturing, stimulating multi age learning environment will foster respect, cooperation, character development, and peace-filled relationships. Planned interactions will mutually benefit school and community.

The school will provide students an authentic voice that enhances leadership, activism, and civic responsibility.

The school will enrich the greater Green Isle community by establishing traditions that celebrate history and heritage.

Program Overview:

Green Isle Community School serves students in kindergarten through sixth grade. Students participate in the following programs at GICS:

Advisory Groups- Students are placed based on true grade level for Responsive Classroom based morning meeting, science, social studies, art, music, and physical education. The current advisory groups are K-1, 2-3, and 4-6.

W.I.N. (What I Need) ELA and Math- An Individualized Learning Plan is written for each student at the beginning of the school year. This learning plan analyzes the student's performance on the MN Academic Standards through NWEA Measures of Academic Progress assessment completed the spring prior. After thoughtful discussions among the teachers, the student is placed in the appropriate W.I.N. classes to optimize potential for academic growth and success.

Connections- Connections groups consist of a mix of K-6 students. During this time each day, students are engaged in various activities relating to our vision and mission. The topics covered include service

learning, community connections/ outreach, social emotional learning, school community building, team building, and global studies.

History:

Green Isle Community School was founded in 2005. The initial planning and preparation for the school was done by community members of Green Isle. Bonnie Jean Flom was hired as the start-up coordinator. Using a dissemination grant that Nerstrand Elementary received, staff was hired and trained using the Nerstrand model. This model included multi age classes, project based learning, and service learning. In 2007 we added the Program for 3, 4, and 5 year-olds to act as a feeder program for our Kindergarten class. In 2018, in response to community need, Green Isle Community School opened Clover Kids Childcare under DHS licensing for children ages 6 weeks to 5 years.

II. AUTHORIZER INFORMATION



Volunteers of America of Minnesota
Main Contact: Stephanie Olsen, Manager
VOA Charter School Authorizing Program
VOA-MN Education Center
9220 Bass Lake Road, Suite 255
New Hope, MN 55428
Phone: 612-270-1998
E-Mail: solsen@voamn.org

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, The primary purpose of charter schools is to improve all pupil learning and all student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school's performance on each indicator will be rated as:

Does Not Meet Standard

Partially Meets Standard

Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

0 = Does Not Meet Standard

1 = Partially Meets Standard

2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

50% weighting: Academic Program (statutory purposes, including primary purpose)

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least and an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years)

to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Closure Plan

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?
FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?
SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS - One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the "Range of Interventions" table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint,

determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

BOARD MEETINGS - Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

SCHOOL PUBLISHED ANNUAL REPORTS - The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school's official website. The VOA-MN Annual Report criteria may contain the World's Best Workforce Report.

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS - In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

III. SCHOOL BOARD GOVERNANCE 2021-2022

Complete Board Roster for 2021-2022

Name	Seat Type (teacher, parent, community)	Officer or Member	Elected (E) or Appoint-ed (A) & Date	Date Seated	Term Expir ation	Phone	E-Mail	Attend ance Rate (perce nt)
Nick Pollack	Board Chair	Parent Member	5/13	7/13	6/20	612 756-1874	Pollack.nic@mygics.org	59%
Kayla Simek	Board Secretary	Parent Member	09/19	09/19	06/20	952-913-2	Simek.Kay@mygics.org	100%
Colleen Zieher	Treasurer	Communit Member	2/17	3/17	6/19	612-708- 3113	Zeih.col@mygics.org	92%
Holly Harjes	Board Member	Communit Member	6/20	7/20	6/24	507-326- 3961	harjes.holly@mygics.org	100%
Amanda Horstmann	Board Member	Parent Member	5/21	7/21	6/24		horstmann.amanda@mygics.org	100%
Dianna Frauendies nt	Board Member	Teacher Member	2/22	2/22	6/24	507-326 -7144	dianna.frauendies@mygics.org	100%
Lindsay Paschke	Ex-Officio	Academic Director				952-486- 9286	Paschke.lindsay@mygics.org	100%
Honey Burg	Ex-Officio	Business Manager				507-326- 7144	honey.burg@mygics.org	100%
Serenity Cox	Ex-Officio	Administra				507-326- 7144	serenity.cox@mygics.org	100%
DeAnna Stevens	Ex-Officio	CKCC Director					deanna.stevens@mygics.org	92%

Initial Training Completed by Board Members in 2021-2022

Board Member Name	Governance Basic Training Completed (Topic, trainer and date)	Finance Basic Training Completed (Topic, trainer and date)	Employment Basic Training Completed (Topic, trainer and date)
Amanda Horstmann		MACS 10/21	
Diana Frauendienst		MACS 06/22	

Annual Training Completed by Ongoing Board Members in SY 2021-2022

Board Member Name	Training Topic	Date of Training	Trainer
Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, Cassie Sprow, Holly Harjes, Amanda Horstmann, Serenity Cox, DeAnna Stevens, Honey Burg, Rod Haenke	In-Service-Roles, Expectations, Procedures	7/19/2021	Nick Pollack, Serenity Cox
Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Serenity Cox, Honey Burg, Rod Haenke	In-Service: Audit	9/20/2021	Honey Burg
Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: School Finance	10/18/2021	Honey Burg
Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: Open Meeting Law	11/15/2021	Serenity Cox www.mncharterboard.com
Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: School Governance	12/20/2021	Serenity Cox
Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: School Policy	1/17/2022	Serenity Cox
Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Dianna Frauendienst, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: Charter Law	2/22/2022	Serenity Cox

Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Dianna Frauendiesnt, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: Annual Meeting	3/21/2022	Serenity Cox / Nick Pollack
Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Dianna Frauendiesnt, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: MCA's	4/19/2022	Lindsay Paschke
Nick Pollack, Colleen Zeiher, Kayla Simek, Lindsay Passchke, HollyHarjes, Amanda Horstmann, Dianna Frauendiesnt, Serenity Cox, DeAnna Stevens, Honey Burg	In-Service: Job Descriptions	6/20/2022	Serenity Cox

New Board Member Orientation

Description of new board member orientation: All new board members are given a binder of information. The binder that includes:

- Green Isle Community School By-Laws
- The Role of the School Board
- The Basics: Checklist for Answering Quality & Accountability
- A Board Member's Approach to the Job
- Frequently Asked Questions
- Green Isle Community School Governance Policies

Board Self-Evaluation

Board self-evaluation process and date(s): The Board Self-Evaluation process and policies are discussed annually in early spring. The results are then sent to the Board Chair for tabulation and presented at the May board meeting. Any areas of concern, or areas of opportunity are then placed on the Board Development Plan and time is spent at each meeting addressing these areas.

Policy and Procedures discussed 2/21/22

Summary Presented 6/22/22

Board Election

Date of Notice announcing the Board Election: 4/7/22

Date/s of the Board Election: 5/16/22

Election Results: Colleen Zeiher's term ended and Tara Delbow was elected to fill her seat.

Board Strategic Planning and/or Board Development Plan

Summary: GICS utilizes a board development plan based on MN Statutes, ideas from Avalon Charter School, and a rubric that Avalon Charter School received from the Minnesota Association of Charter Schools.

Board Development Focus:

Student enrollment and time devoted to the daycare

Community Outreach and Marketing

Board Roles and Responsibilities

Website outline

Progress meeting the VOA-MN Board Governance Standards contained in Addendum B of the Charter Contract.

Governance Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education. The GICS School Board participates in initial and ongoing charter school board training.

Governance Standard 3: The board adheres to an orientation process for bringing on new members. GICS has an initial training binder to ensure all new members start with necessary understanding to contribute to the Board.

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

Governance Standard 4: The Board of Directors completes a self-evaluation each year. The self evaluation is sent out in March and results are discussed at the meeting in June.

Governance Standard 5: The Board of Directors complies with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

Governance Standard 6: The GICS board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

Governance Standard 7: The Board of Directors adheres to board member election requirements set forth by state statute.

Governance Standard 8: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process. (See Administration Professional Development Plans)

Governance Standard 9: The Board has a board-approved professional development plan for the school director.

Governance Standard 10: The GICS Board of Directors monitors the organization's adherence to school board policies.

Governance Standard 11: The GICS Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).

Governance Standard 12: The Board of Directors provides ongoing oversight of school academic performance. An overview of academic performance is reported on at each board meeting. After major assessment events, detailed data driven reports are provided.

Governance Standard 13: GICS maintains a high level of parent, teacher and student satisfaction rates based on school annually conducted surveys and student/faculty retention rates.

Governance Standard 14: GICS Board packets are distributed to all board members at least 3 days prior to a board meeting.

Governance Standard 15: The Board of Directors maintains a Board Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website.

Governance Standard 16: The GICS Board of Directors has a policy review calendar and reviews and updates its policies as needed or required by state law.

Parent Satisfaction Survey Results

Number of Parents who took the Survey	Number of Parents who were satisfied or very satisfied with the school	Percent Satisfaction Rate
22	22	99.8%

Faculty Satisfaction Survey Results (optional)

Number of Staff who took the Survey	Number of Staff who were satisfied or very satisfied with the school	Percent Satisfaction Rate
11	11	99.32%

IV. SCHOOL MANAGEMENT

2021-22 School Management / Administrative Team Information

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by the School	Returning (R) or Not Returned (NR) in 22/23
Lindsay Paschke	No		Academic Director	6	R
Serenity Cox	No		Administrator	12	R
DeAnna Stevens	No		CKCC Director	2	R
Honey Burg	No		Business Consultant	2	R
Kelly Dietrich	Yes	960300	Special Education Director	2	R

Academic Director- Develops and maintains educational programs to ensure student success. Provides leadership and direction to teachers and school staff. Facilitates assessments and activities to monitor progress towards the Mission of the school and overall pupil learning.

Reports to MDE, VOAMN, the School Board, and the families of GICS on the progress and direction of the school. Works with students and staff on behavior interventions and redirections.

Lindsay Paschke has been employed by the school since the fall of 2017. Throughout her time at GICS, she has held several positions including paraprofessional, interventionist, daycare teacher, elementary teacher, assistant director, and became the academic director in the fall of 2021. Ms. Paschke earned her degree in K-6 Elementary Education from Saint Mary's University of Minnesota in the spring of 2017. Throughout her time at GICS, Ms. Paschke has earned the trust and confidence of the school community through communication and leadership to students and staff.

Administrator- Perform onsite human resource duties including benefit management, payroll, employee onboarding, vendor management, and daily operations. Serves as contact for the City of Green Isle, MDE, VOAMN, and student families.

CKCC Director- Manage and oversee daily operations of Clover Kids Childcare as well as providing leadership and development opportunities for staff. Maintains compliance with DHS Rule 3 requirements. Serves as the main point of contact for DHS and families. Develops and maintains educational programs and systems to ensure quality of safety and care of children.

Business Consultant- Serves as a professional advisor to help Green Isle Community School achieve financial goals and streamline operations relating to vendors, services and finance. The business consultant also advises the directors and administrators in the areas of reporting, compliance, and employee management.

Special Education Director- Plans, implements, and supervises special education programs and all related support services. Assists with reporting to MDE on special education programs and services.

Academic Director Development Plan

Lindsay Paschke

K-6 Academic Director

July 2020- Present

In compliance with MN Statute 124 E.12 subdivision 2

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

The Professional Development Plan for the GICS Academic Director includes the following components:

- Professional SMART Goals
- Mid-Year and End-of-Year Self Evaluations
- Academic Director Surveys
- Professional Development Opportunities

Professional SMART Goals

The Academic Director will develop professional goals that are Specific, Measurable, Achievable, Relevant, and Time Based. These goals will be focused in the areas of academic achievement, advocacy, community relationships, development, talent, and leadership. Progress towards these goals will be monitored at mid-year and end-of year reviews.

Mid-Year and End-of-Year Self Evaluations

The Academic will meet with the Board of Directors' Executive Committee twice each year. These meetings will incorporate discussions surrounding Director performance, progress made towards SMART goals, personnel management, and stakeholder satisfaction.

Academic Director Surveys

At the end-of-year review, the Executive Committee will present survey results completed by members of the Board of Directors and the GICS Management Team. The survey is broken down into the following components:

- Instruction and Assessment/ Mission, Vision, Values/ Authorizer Goals
- Community Relationships
- Effective Teaming and Self Management
- Legal and Compliance Management
- Communication with Stakeholders
- Communication with the Board of Directors and Authorizer Representatives

Professional Development Opportunities

The Academic Director will participate in approved professional development activities and courses throughout the year in at least three of the following areas: staff management, charter school finance, marketing/ recruitment, curriculum and instruction, assessments, strategic planning, governance or educational leadership. Upon completion of the opportunity, the Academic Director will provide a summary of the course to the Executive Team, highlighting key takeaways.

Goal #1- Develop knowledge and skills in relation to marketing and increasing enrollment

Action: Participate in professional development opportunities to learn more about program branding and advertising. Develop an enrollment projection plan to guide marketing/ enrollment goals for the school.

Measurement: Evidence of participation in marketing development will be presented to the Board upon completion. Progress made towards marketing goals will be discussed monthly as part of the Academic Director’s board report.

Goal #2- Develop a better understanding of school finance systems and operations

Action: Meet weekly with the school’s Business Manager to gain a comprehensive understanding of the financial well being of the school.

Measurement: Evidence of growth will be reflected during the Academic Director’s mid and end of year review.

Administrative Professional Development Plan

Serenity Cox

Administrator

FY22

In compliance with MN Statute 124 E.12 subdivision 2

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

The Professional Development Plan for the GICS Academic Director includes the following components:

Professional SMART Goals

Mid-Year and End-of-Year Self Evaluations

Administrator Surveys

Professional Development Opportunities

Professional SMART Goals

The Administrator will develop professional goals that are Specific, Measurable, Achievable, Relevant, and Time Based. These goals will be focused in the areas of Student Services, Transportation, Meal Services, Financial files, Requisition requests, Purchasing, Invoice Management, Accounts Receivable Tracking, Work together with the full team to assist with:

Recruitment, Community Relationship Building, Marketing, Fundraising Progress towards these goals will be monitored at mid-year and end-of year reviews.

Mid-Year and End-of-Year Self Evaluations

The Administrator will meet with the Board of Directors' Executive Committee twice each year. These meetings will incorporate discussions surrounding Director performance, progress made towards SMART goals, personnel management, and stakeholder satisfaction.

Administrator Surveys

At the end-of-year review, the Executive Committee will present survey results completed by members of the Board of Directors and the GICS Management Team. The survey is broken down into the following components:

Instruction and Assessment/ Mission, Vision, Values/ Authorizer Goals

Community Relationships

Effective Teaming and Self Management

Legal and Compliance Management

Communication with Stakeholders

Communication with the Board of Directors and Authorizer Representatives

Professional Development Opportunities

The Administrator will participate in approved professional development activities and courses throughout the year in at least three of the following areas: staff management, charter school finance, marketing/ recruitment, curriculum and instruction, assessments, strategic planning, governance or educational leadership. Upon completion of the opportunity, the Administrator will provide a summary of the course to the Executive Team, highlighting key takeaways.

Professional Goals:

Goal #1

Action: Partner with other charter schools to utilize them and build relationships that are mutually beneficial.

Measurement: Evidence of growth will be reflected during the Academic Director's mid and end of year review.

Goal #2

Action: Recruitment of new students. Work together with the Academic Director, Lindsay Paschke on this.

Measurement: Enrollment numbers will increase

Goal #3

Action: Marketing. With board oversight, this can be brought to the forefront of everyone's mind.

Measurement: Evidence of participation in marketing development will be presented to the Board upon completion. Progress made towards marketing goals will be discussed monthly as part of the Academic Director’s board report.

Goal #4

Action: Finance- Use assistance offered by the Business Manager, Honey Burg, to help narrow down smaller areas of finance to help with comprehension and understanding.

Measurement: Evidence of growth will be reflected during the Academic Director’s mid and end of year review.

V. STAFFING & EMPLOYEE RETENTION RATES

FY22 Licensed Staff Information

Name	Position	Area of Licensure	File Folder Number	Returned (R) or Not Returned (NR) for FY23
Amy Bartell	Elementary Teacher	K-6 Elementary Education	330450	R
Lindsay Becker	Paraprofessional/ Specialist	K-6 Elementary Education	502671	R
Dianna Frauendienst	Elementary Teacher	K-6 Elementary Education	1007675	R
Jackie Larson	Elementary Teacher	K-6 Elementary Education	315876	R
Amy Neisen	Paraprofessional/ Substitute	K-6 Elementary Education	473434 472956	R
Lindsay Paschke	Academic Director/ Substitute	K-6 Elementary Education	501227	R
Kristine Schwartz	Elementary Teacher	K-6 Special Education	367097	R

Teacher Evaluations

All licensed teachers are formally evaluated two times each school year. The Academic Director conducts these evaluations using Charlotte Danielson’s Framework for Teaching Evaluation

Instrument. This instrument is broken down into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Each evaluation contains a self evaluation as well as a reflection meeting with the Academic Director. The two parties then meet to discuss areas of strength and areas of opportunity to accelerate pupil learning.

Licensed teacher percentage turnover rate:

2021-2022 0%

Staff Development Plan for 2021-2022

Per *Minnesota State Statute 122A.60, 122.1.61 & 120B.22 subd. 2* the Green Isle Community School established an Academic Advisory Committee (AAC) to develop a plan and assist the staff in the development of goals within the plan. When designing this plan, the AAC kept the following statutory purposes in mind:

The primary purpose of charter schools is to improve all pupil learning and all student achievement. Additional purposes include to:

increase learning opportunities for all pupils;

Members of the Academic Advisory Committee FY22: Lindsay Paschke, Jackie Larson, Holly Harjes

Green Isle Community School Faculty 2021-2022

<u>Name</u>	<u>License File #</u>	<u>Assignment</u>	<u>Returning Y/N</u>
Jackie Larson	315876	K-1	Y
Lindsay Paschke	501227	A.Director	Y
Lindsey Becker	502671	Read/Math/Para	Y
Kristine Schwartz	367097	SPED C.M.	Y
Amy Bartell	330450	2-3	Y
Dianna Frauendienst	1007675	4-6	Y
Serenity Cox	N/A	Administrator	Y

Mission, Vision & Values

- Maintain a positive, respectful learning environment
- Provide daily opportunities for multi-age interaction in both social and academic environments
- Promote academic excellence for all students
- Provide opportunities for students and staff to participate in service learning activities
- Maintain open communication lines with the Greater Green Isle community. Provide opportunities throughout the school year for students to serve Green Isle and the surrounding communities in various capacities as the needs arise

-Encourage student leadership with staff support while providing ample opportunities for students to engage in activities that teach and promote responsible citizenship

Staff Professional Learning Advisory Committee

<u>Name</u>	<u>Title</u>
Lindsay Paschke	Academic Director
Jackie Larson	Teacher
Amy Bartell	Teacher
Dianna Frauendienst	Teacher
Lindsey Becker	Teacher/Paraprofessional
Kristine Schwartz	Special Education Teacher

Components of Development Plan

Professional growth and development plans for teachers are incorporated into the contract and school year to develop, improve and support qualified teachers and effective teaching practices, as well as improve student learning. Teachers will participate in a three year development plan, incorporating short term and long term professional goals.

-In line with Components of MN Law referenced in Minnesota Statute 124E, with some combined elements of Minnesota Statute 122A.40 and 122.41 pertaining to staff development and employment of licensed teachers

-Incorporation of a joint agreement between the teachers and appointed leadership agreeing on the components and implementation of the annual teacher evaluation and peer review process for all teachers

-Consistent focus on improving student learning and success, while aligning with Minnesota Standards and goals outlined by the GICS School Board, while incorporating local control and teacher participation

Teacher Growth

-Primary focus on individual growth and development plans, with teachers participating in setting SMART goals that may include professional development activities, continuing education, and classroom application. Goals must include a timeline for completion and review, collaboration with others, and documentation of progress and activities

-Development plans will include self assessments, peer reviews, leadership assessments, observations, participation in learning communities and be centered on district goals for student learning or personal motivations to acquire new skills or knowledge. The district will participate in helping the teacher access resources and experiences to achieve goals, within reason of time and budget

-GICS will establish a Professional Learning Community consisting of an Advisory Committee and PLC members. The goal of the PLC is to create engagement opportunities and job embedded learning opportunities

-GICS will utilize research based methods for developing job embedded opportunities for teachers to enable participation with colleagues on professional learning goals. These opportunities will include learning walks with other Charter Districts, peer review, co-teaching, and continued engagement in the PLC

-GICS will seek to create a mentor program that is structured, non-evaluation based for one on one support for teachers at grade level. This may come from School Board, Administrative Leadership, Peers, or outside mentor peers or retirees

Teacher Development and Evaluation

-GICS will utilize the Peer Review Process where teachers are reviewed by colleagues to promote development, teacher collaboration, peer coaching and professional learning communities. This will be in the form of coaching and not in the form of evaluation as part of a formative process aimed at professional growth and development

-Formative evaluations will occur throughout the school year to establish growth and development opportunities

-Summative evaluations will occur at the end of each selected timeline or evaluation cycle, whichever is pertaining to the goal. This will focus specifically on teachers' performance against

standards and progress made toward completing selected goals. A summative evaluation will be completed mid-year and again at the end of the year.

-All summative evaluations will include a pre-observation conference, the observation, and a post-observation conference. Formative evaluations will include scheduled or unscheduled quick observations with feedback provided in writing or verbally for follow up

Measurement of Goals and Performance

Teachers' goals and performance will be measured on 5 areas of outcome that include select personal development achievement, completion and observed modeling of mandatory training and standards, and a measure of grade level student growth.

Measurements will be outlined as follows:

Teacher Implementation of GICS Program	% Training & Impl
Completion of Mandatory Training	% Completed
Teacher/Administrative Development Goals	3-5 Per Year
Measured Outcomes of Summative Assessments	4 Per Year
Overall Grade Level Student Achievement	% Growth Achievement
	% Participation
	% Parent Satisfaction

Systems to Measure Growth:

Teacher Implementation of GICS Program	Multi-Age Learning Curriculum Responsive Classroom Service Learning Model Special Education ELL
Completion of Mandatory Training	Drugs & Alcohol First Aid & CPR Bodily Fluids PPE & COVID Resp Mandated Reporter
Teacher/Administrators Development Goals	SMART Goals

Measured Outcomes of Summative Assessments

Danielson’s Framework

Overall Grade Level Student Achievement

NWEA
DRA
Teacher Form/
Summative Assessments
Parent Survey
Parent Participation

References and Resources

Attachments

Frequency Completed

Danielson Model Rubric	2x per year
Green Isle Teacher Peer Observations	Bi-Monthly
Green Isle Teacher Planning and Preparation Evaluation	2x per year
Green Isle Paraprofessional Evaluation	2x per year
Teacher Goals Worksheet	2x per year
PLC Goals Worksheet	Quarterly

Schedule for Implementation 2021-2022

Workshops	August 2021	Technology Mandated Reporter Bodily Fluids Governance First Aid & CPR Operations Testing Service Learning Daily Schedules Differentiated Learning Responsive Classroom Multi-Age Learning
Staff Meetings	Weekly	Mon. 8:00am-8:15am
PLC	Weekly	Tues. 7:30am-8:15am

Professional Development Participation FY22

Our teachers and support staff participated in trainings of the following topics:

- Responsive Classroom 1
- Crisis Prevention Intervention (Full Training & Refresher Course)
- Human Resources Annual Training
- Response to Intervention: Interventions and new resources
- First Aid/CPR Training
- NWEA Result Interpretation
- Teacher Evaluations- Minnesota Department of Education
- Special Educations Referrals/Assessments
- Mandated Reporting
- MN State Standards: Mapping MN standards with a rotating curriculum
- Service learning implementation programs
- Multi age learning implementation programs
- CRT (Culturally Responsive Teaching)

VI. SCHOOL ENROLLMENT & RETENTION RATES

School Year	K	1	2	3	4	5	6	Total Number of Students	Retention from Previous year
2005-2006	15	10	11	5	4	11	5	61	
2006-2007	11	13	12	11	5	8	8	68	3
2007-2008	15	17	19	12	12	5	4	84	17
2008-2009	15	15	15	20	9	13	1	92	10
2009-2010	16	14	14	12	15	6	13	90	-8
2010-2011	13	11	9	7	12	11	4	67	-14
2011-2012	9	13	10	11	8	14	10	75	8
2012-2013	5	8	13	10	11	8	13	68	-7
2013-2014	7	6	4	10	10	6	6	49	-19
2014-2015	9	8	7	5	13	11	5	56	9
2015-2016	3	14	7	7	6	9	6	52	-4
2016-2017	16	3	15	8	7	5	10	64	13
2017-2018	9	13	5	13	7	7	7	61	-3
2018-2019	13	9	13	3	13	6	6	63	2
2019-2020	8	10	8	12	4	11	6	58	-5
2020-2021	5	9	9	7	11	4	5	50	-5
2021-2022	8	3	10	8	6	13	2	51	1
2022-2023 Projections	8	7	3	9	6	8	6	47	-4

Student Demographics

Demographic Trends	2020-2021	2021-2022
Total Enrollment	45	44
Male	17	18
Female	24	27
African American	0	0
Latino	0	0
Asian/PI	0	2
American Indian	1	1
White	44	41
2 or more races	0	0
Special Education	8	9
LEP	1	1
F/R Lunch	11	13

509 ADMISSIONS, ENROLLMENT AND LOTTERY POLICY

PURPOSE

Green Isle Community School desires to participate in the Enrollment Options Program established by Minn. Stat. 124E.03.

GENERAL STATEMENT OF POLICY

Upon enrollment, a student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in accordance with Minn. Stat. 124A.40 to 121A.56.

Green Isle Community School is required to comply with the Minnesota Human Rights Act under Minn. Stat. 363A.13, which prohibits educational institutions from discriminating against students based on protected class (i.e., race, color, creed, religion, national origin, sex, age, marital status, status with regards to public assistance, sexual orientation or disability.) It is the purpose of this policy to set forth the procedures used by Green Isle Community School in the enrollment of students.

Green Isle Community School, except as permitted by age of enrollment requirements listed in

this policy under ineligibility, may not limit admissions to pupils on the basis of intellectual ability, measures of achievement and aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with Minn. Stat. 124E.11.

Green Isle Community School may not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in the school.

ADMISSIONS AND ENROLLMENT

Green Isle Community School adopts the following standards for student admissions and enrollment for program areas including Kindergarten through Grade 6:

A. Eligibility: Green Isle Community School shall enroll eligible students provided that: 1. They submit a timely application and the acceptance of the application does not exceed the capacity of the program, class, grade level, or school building as established by school board resolution. In this case, students must be accepted by lot. Green Isle Community School developed a lottery policy and process that must be used when accepting students by lot.

2. Green Isle Community School gives first enrollment preference to siblings of enrolled students and to a foster child of a student's parents.

3. Green Isle Community School gives second enrollment preference for enrolling students of the school's staff, after preference of siblings and a foster child or children of an enrolled student's parents, and before accepting other students by lot.

4. Early Admissions for Kindergarten: Upon acceptance and admission, the child will be expected to complete kindergarten and move on to first grade

the following year. If the child does not adjust to school, the school Director may recommend the family withdraw their child to re-enroll in school at the standard age/time. Consideration for Early Admission to the kindergarten program requires the following to be completed to assess approval:

-Children will be 5 years of age between September 1 and December 1 of the respective school year.

-Formal request is received from parents/guardians upon which time a review conference will be scheduled with the school Director, Kindergarten teacher to discuss options and the request.

-Receipt and review of recommendations provided by the child's current preschool or pre kindergarten program.

-Completion of the Kindergarten Assessment Tool.

-Completion by Ph.D. at families request and expense of family that demonstrates school readiness. Testing must include at least one intelligence test, one parent observation survey, and one social/emotional psychometric assessment.

B. Ineligibility: A person will not be admitted to Green Isle Community School: 1. The number of applications for a particular grade level exceeds the number of openings, at which time students will be added to the 'waitlist' for the lottery. 2. Applications are submitted after the school's annual deadline, at which time applicants will be placed on the appropriate grade level waiting list following the names of those previously applied for that year.

3. As a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in the school year for which the pupil seeks admission to commence.

4. As a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year in the school year for which the pupil seeks admission to commence, or, has completed kindergarten.

5. Applicants may be refused admission when expelled under Minn. Stat. 121A.40 to 121A.56 during the term of the expulsion year if the student was expelled for reasons specified in the statute.

LOTTERY

As required by Minn. Stat. 124E.11(b), all students that submit timely applications to Green Isle Community School must be enrolled unless the number of applications exceeds the capacity of the program, class, grade level or building, or for reasons specified in the Fair Pupil Dismissal Act. When the program exceeds capacity, all applicants will be placed on a 'wait list' and will be subject to an annual lottery for enrollment.

A. Application Deadline: No later than January 1 of each calendar year for the following school year.

B. Lottery Date: Annual decisions will be made no later than the March school board meeting.

C. Lottery Process: The Lottery Policy is overseen by the Green Isle Community School Board. The Lottery process is overseen by the school Director, Office Manager, and at least one witness. Student applicants qualifying for preference in enrollment will be drawn first.

Remaining applicants will be assigned a digital, random number by grade level to be selected in sequence and approved during the March board meeting.

Upon selection, all students will be provided notice of acceptance of admissions in writing, and given 10 business days to respond with acceptance or denial of admission. Acceptance, enrollment, and notice to other school districts will not take place until

acceptance is received in writing within the specified deadline.

If a student denies the acceptance, the next student in line will receive notice for approval of acceptance. Lottery results will be distributed for the sole purpose of enrollment, with information about acceptance delivered to students accepted and their families only.

All students that are not accepted during the lottery for the following year may remain on the 'wait list'. In the event of an opening when the wait list exists, the school will hold an impartial lottery in compliance with Minn. Stat. 124E.11 to determine which student will receive the open seat. Preferences will still apply. Enrollment within the current year of school will be subject to the Lottery Policy.

D. Preferences: As listed above, preferences for admissions will be granted in accordance with Minn. Stat. 124E.11(c) in the following sequence:

- a. Sibling of enrolled student(s) and a foster child of enrolled student(s) parents b.
Children of school staff

VII. SCHOOL ACADEMIC PERFORMANCE

Explanation of the Academic Program:

All curriculum used as GICS follows the Minnesota K-12 Academic Standards. The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction. Our teachers also use evidence based curriculum programs for the areas of English Language Arts, Mathematics, and Science.

Advisory Groups- Students are placed based on true grade level for Responsive Classroom based morning meeting, science, social studies, art, music, and physical education. The current advisory groups are K-1, 2-3, and 4-6.

W.I.N. (What I Need) ELA and Math- An Individualized Learning Plan is written for each student at the beginning of the school year. This learning plan analyzes the student's performance on the MN Academic Standards through NWEA Measures of Academic Progress assessment completed the spring prior. After thoughtful discussions among the teachers, the student is placed in the appropriate W.I.N. classes to optimize potential for academic growth and success.

Connections- Connections groups consist of a mix of K-6 students. During this time each day, students are engaged in various activities relating to our vision and mission. The topics covered include service learning, community connections/ outreach, social emotional learning, school community building, team building, and global studies.

Curriculum- GICS used the following resources to guide instruction for the 2021-2022 school year:

Math: EveryDay Math, Rocket Math

Reading/Language: Literacy By Design

Science: Foss Science Kits , Generation Genius

Social Studies: MN Academic Standards, GICS rotating curriculum

Physical Education, Arts: MN Academic Standards, GICS rotating curriculum

Supplements: IXL, Epic Books, Reading A to Z

Responsive Classroom- Responsive Classroom is a way to create a positive classroom climate by using the following components; Morning Meeting, Guided Discovery, Modeling, Teacher Language, Logical Consequences, Academic Choice, and Parent

Communication. Components of Responsive Classroom are upheld by all staff members in regards to reminding, redirecting, and reflective language throughout each day.

Standardized Assessments

NWEA Measures of Academic Progress (MAP Growth)- K-6 students are assessed using this tool three times each year (fall, winter, spring). This tool measures detailed progress in the areas of math, reading, and language usage (2-6 only). Student progress is measured based on achievement (RIT Score) and growth (growth score). Results are formulated and compared on a national level. Green Isle Community School uses these scores to drive instruction and continually customize and update student learning plans.

Minnesota Comprehensive Assessment (MCA)- This assessment is administered to students in grades 3-6 in the spring of each year. The assessment covers and areas of math, reading, and science (grade 5 only). The results are compared on a state level. Green Isle Community School uses the results to plan and adjust for the following school year, as a whole school approach.

Developmental Reading Assessment (DRA)- This assessment is used as a tool to measure progress in reading fluency and reading comprehension. This assessment is administered one on one with the students' teacher. Teachers at GICS use this data to group students within their classroom, select appropriate reading materials, and guide/ adjust instruction on a weekly basis. This assessment takes place three times each year (fall, winter, spring).

2021-2022 Assessment Results

NWEA MAP- Math (percentages represent students at or above grade level national average)

Grade	# of Students	Fall21	Winter22	Spring22
K	8	87.5%	87.5%	75%
1	3	66.6%	66.6%	66.6%
2	8	75%	62.5%	87.5%
3	7	57.1%	71.4%	57.1%
4	6	66.6%	66.6%	83.3%
5	12	58.3%	58.3%	50%
6	2	100%	100%	100%
K-6	46	68.10%	68.10%	71.1%

NWEA MAP- Reading (percentages represent students at or above grade level national average)

Grade	# of Students	Fall 21	Winter22	Spring22
K	8	100%	37.5%	75%
1	3	66.6%	100%	66.6%
2	8	12.5%	62.5%	62.5%
3	7	28.5%	71.4%	57.1%
4	6	83.3%	66.6%	50%
5	12	58.3%	75%	41.6%
6	2	100%	100%	100%
K-6	46	59%	68.20%	58.7%

NWEA MAP- Language Usage (percentages represent students at or above grade level national average)

Grade	# of Students	Fall 21	Winter22	Spring22
2	8	75%	62.5%	75%
3	7	85.7%	33.3%	85.7%
4	6	83.3%	83.3%	83%
5	12	58.3%	50%	58.3%
6	2	100%	100%	100%
2-6	35	52.70%	66%	74.2%

MCA Performance Spring 2022

Subject	2018	2019	2020	2021	2022
	Math	41.2% (14)	57.7% (15)	N/A (N/A)	42.3% (11)
Reading	47.1% (16)	50.0% (13)	N/A (N/A)	30.8% (8)	46.2% (12)
Science	CTSTR (CTSTR)	CTSTR (CTSTR)	N/A (N/A)	CTSTR (CTSTR)	41.7% (5)

Developmental Reading Assessment Results- Spring 2022

Grade	# of students	% at or above grade level
K	8	100%
1	3	100%
2	8	87.5%
3	7	71.4%
4	6	75%
5	12	91.6%
6	2	100%

Explanation of the school's progress meeting the VOA-MN Academic Performance Standards contained in Addendum B of the Charter Contract.

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Green Isle Community School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Following the COVID-19 pandemic, we saw a decrease in student achievement. Since returning in person, our growth rates have returned and increased to a rate higher than 0.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

The difference between the “all-students” proficiency rate and the free and reduced lunch sub group has been decreased. The The difference between the “all-students” proficiency rate and the free and reduced lunch sub group has been decreased

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Green Isle Community School meets all criteria and the evaluation process is adhered to.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

The school has adopted and followed a school-wide, data-driven professional development plan.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

The school has a plan and is meeting their additional purposes to ensure student academic, social, and emotional growth.

Academic Standard 7: The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

The school has a plan for meeting their WBWF goals and is partially meeting them.

VIII. SCHOOL ANNUAL PLAN FOR ASSESSMENTS



**Green Isle Community School #4144-07
Academic Assessment Plan
2021-2022**

**L. Paschke, Academic Director
190 McGrann St.
Green Isle, MN 55338**

Green Isle Community School will implement the following assessment methods for grades K-6 to help monitor and measure student academic success and progress toward learning goals.

Assessment	Intended For	Type	Description	Purpose Use	Administer
DRA	K-6 Reading & Fluency	Summative	Evaluate growth in student reading over time to help teachers identify individual reading levels	Assess student oral reading fluency and comprehension	Fall Winter Spring
NWEA	K-6 Math Language Arts Reading Science	Benchmark Diagnostic	Designed to measure student achievement in the moment and over time	Determine what a student knows and is ready to learn next regardless of grade level	Fall (1-6) Winter (K-6) Spring (K-6)
MCA	3-6 Math Reading Science (gr5)	Summative	Measure MN student achievement in line with MN Standards	May be used to identify changes required in curriculum to inform at a district level and provide teachers information to establish changes in lessons at a classroom level	Spring

Classroom Formative Assessment	K-6 Multiple	Formative	Quick checks for understanding that are built into instruction.	To analyze student work and understand. of concepts and skills, providing teacher with real time data to adjust teaching and learning process	Daily
Unit Tests	K-6 Multiple	Summative /Formative	Teacher designed or vendor supplied assessment that assess understanding of concepts and competency Covered in units of study	To assess the level of mastery and proficiency. Core concepts and competency covered in instruction	Per curriculum unit

Anticipated Assessment Plan for 2022-2023 (based on FY22 results and needs for improvement)



Green Isle Community School #4144-07
Academic Assessment Plan
2022-2023

L. Paschke, Academic Director
190 McGrann St.
Green Isle, MN 55338

Green Isle Community School will implement the following assessment methods for grades K-6 to help monitor and measure student academic success and progress toward learning goals.

Assessment	Intended For	Type	Description	Purpose Use	Administer
DRA	K-3 (4-6 as necessary) Reading & Fluency	Summative	Evaluate growth in student reading over time to help teachers identify individual reading levels	Assess student oral reading fluency and comprehension	Fall Winter Spring
NWEA	K-6 Math Language Arts Reading Science	Benchmark Diagnostic	Designed to measure student achievement in the moment and over time	Determine what a student knows and is ready to learn next regardless of grade level	Fall (K-6) Winter (K-6) Spring (K-6)
MCA	3-6 Math Reading Science (gr5)	Summative	Measure MN Student Achievement in line with MN Standards	May be used to identify changes required in curriculum to inform at a district level and provide teachers information to establish changes in	Spring

				lessons at a classroom level	
Classroom Formative Assessment	K-6 Multiple	Formative	Quick checks for understanding that are built into instruction.	To analyze student work and understand. of concepts and skills, providing teacher with real time data to adjust teaching and learning process	Daily
Unit Tests	K-6 Multiple	Summative/Formative	Teacher designed or vendor supplied assessment that assess understanding of concepts and competency Covered in units of study	To assess the level of mastery and proficiency. Core concepts and competency covered in instruction	Per curriculum unit

IX. WBWF PROVISIONS

Green Isle Community School Goals for Student Achievement

Mathematics Achievement Goal
Goal: 80% of all students will perform at or above grade level based on the NWEA Measures of Academic Progress Growth assessment in the spring of 2022. Result:
Reading Achievement Goal
Goal: 80% of all students will perform at or above grade level based on the NWEA Measures of Academic Progress Growth assessment in the spring of 2022. Result:
Language Usage Achievement Goal
Goal: 80% of 2-6 grade students will perform at or above grade level based on the NWEA Measures of Academic Progress Growth assessment in the spring of 2022. Result:

World's Best Workforce Goals

1. All students are ready for school.
Goal: All students entering kindergarten from our CKCC program will have the appropriate academic foundation to succeed in the classroom. Action: The Academic Director and the CKCC Director will collaborate to properly train staff in planning and instruction of pre-kindergarten concepts. Measurement: Students will be assessed using the Early Childhood Indicators of Progress (ECIPs) as a guide. Results: Not met
2. All third grade students read at grade level.
Goal: 80% of students in grades K-3 will be proficient in reading by the spring of 2022. Action: The Academic Director and the teachers will work together to enhance focus on reading curriculum and practice for students in grades K-3 as well as closely monitor progress. Interventions will take place when learning difficulties are identified. Measurement: Developmental Reading Assessment Data, NWEA Reading Data Results: DRA- 89.72% Met NWEA Reading- 65.3% Not Met

X. FINANCES

Cashflow Statement Green Isle Community School #4144-07																	
Revenue										Expense							
FY22	Fund 01	Prior Year	Fund 02	Grant	Other	Current Total	FY22	Operating	PY	Payroll	Emp.Ben	SPED	Lease	Fund 02	Total	O/S	Total Cash
B.Bal.							B.Bal.										
July	\$42,649.20	\$0.00	\$3,849.90	\$0.00	\$3,513.10	\$50,012.20	July	\$6,629.55	\$39,392.36	\$17,110.84	\$15,139.54	\$0.00	\$8,000.00	\$0.00	\$86,272.29	-\$36,260.09	\$7,402.90
Aug	\$39,495.27	\$63,716.86	\$2,782.06	\$0.00	\$44.41	\$126,038.62	Aug	\$10,675.54	\$18,773.49	\$23,857.37	\$16,267.22	\$0.00	\$8,000.00	\$0.00	\$77,573.62	\$48,465.00	\$86,433.98
Sept	\$48,889.18	\$26,872.67	\$1,064.84	\$0.00	\$4,703.88	\$81,530.57	Sept	\$13,093.30	\$25.81	\$37,722.67	\$22,493.03	\$2,300.99	\$8,000.00	\$0.00	\$83,635.80	-\$2,105.23	\$29,484.63
Oct	\$34,097.18	\$14,113.49	\$6,136.21	\$9,984.00	\$2,045.67	\$66,376.55	Oct	\$8,986.35	\$0.00	\$37,581.57	\$22,791.62	\$367.74	\$8,000.00	\$0.00	\$77,727.28	-\$11,350.73	\$28,484.33
Nov	\$60,004.69	\$0.00	\$0.00	\$14.94	\$2,102.25	\$62,121.88	Nov	\$10,773.01	\$17,255.78	\$39,698.63	\$25,289.09	\$10,977.50	\$8,000.00	\$0.00	\$111,974.01	-\$49,852.13	\$0.48
Dec	\$44,712.73	\$110.90	\$489.10	\$10,635.60	\$2,491.44	\$58,439.77	Dec	\$18,130.66	\$17,347.82	\$40,280.76	\$21,009.82	\$4,634.53	\$8,000.00	\$0.00	\$109,403.59	-\$50,963.82	\$0.82
Jan	\$44,712.70	\$2,029.65	\$0.00	\$0.00	\$2,291.30	\$49,033.65	Jan	\$7,473.08	\$0.00	\$42,229.15	\$23,037.22	\$5,430.10	\$8,000.00	\$0.00	\$86,169.55	-\$37,135.90	\$0.34
Feb	\$49,625.06	\$195.86	\$5,110.40	\$0.00	\$2,316.98	\$57,248.30	Feb	\$6,308.21	\$0.00	\$41,674.20	\$28,806.14	\$120.00	\$8,000.00	\$0.00	\$84,908.55	-\$27,660.25	\$0.35
Mar	\$46,338.47	\$0.00	\$13,719.08	\$4,375.00	\$7,421.81	\$71,854.36	Mar	\$25,614.24	\$0.00	\$41,940.37	\$29,908.41	\$11,842.16	\$8,000.00	\$0.00	\$117,305.18	-\$45,460.82	\$1,025.87
Apr	\$50,116.89	\$5,361.28	\$4,517.65	\$6,500.00	\$4,127.41	\$70,623.21	Apr	\$8,173.73	\$0.00	\$42,611.42	\$25,182.79	\$3,001.97	\$8,000.00	\$0.00	\$86,969.91	-\$16,346.70	\$8,286.95
May	\$45,854.27	\$0.00	\$12,558.64	\$20,302.00	\$3,247.29	\$81,962.20	May	\$11,649.07	\$0.00	\$40,314.16	\$27,745.92	\$9,551.75	\$8,000.00	\$0.00	\$97,260.90	-\$15,298.70	\$22,044.67
June	\$45,790.06	\$0.00	\$9,762.94	\$40,443.94	\$787.79	\$96,784.73	June	\$16,767.31	\$0.00	\$44,391.62	\$23,478.05	\$2,034.14	\$8,000.00	\$10,000.00	\$104,671.12	-\$7,886.39	\$41,711.51
Total Rev	\$552,285.70	\$132,400.69	\$99,990.84	\$92,255.48	\$35,093.33	\$872,026.04	Total Exp.	\$144,274.05	\$92,795.26	\$449,412.76	\$281,128.85	\$50,260.88	\$96,000.00	\$10,000.00	\$1,123,871.80	-\$251,846.76	\$0.00

FY22	LOC In	LOC Out	CKCC In	CKCC Out	Total In/Out	Statement In	Out	O/S
July	\$34,948.00	\$10,000.00	\$17,490.46	\$0.00	\$42,438.46	\$102,450.66	\$96,272.29	\$6,178.37
Aug	\$28,687.00	\$0.00	\$1,879.08	\$0.00	\$30,566.08	\$156,604.70	\$77,573.62	\$79,031.08
Sept	\$0.00	\$67,577.12	\$12,733.00	\$0.00	-\$54,844.12	\$94,263.57	\$151,212.92	\$56,949.35
Oct	\$0.00	\$0.00	\$10,350.43	\$0.00	\$10,350.43	\$76,726.98	\$77,727.28	-\$1,000.30
Nov	\$1,015.00	\$0.00	\$20,353.28	\$0.00	\$21,368.28	\$83,490.16	\$111,974.01	-\$28,483.85
Dec	\$57,445.00	\$14,402.19	\$7,921.05	\$0.00	\$50,963.86	\$123,805.82	\$123,805.78	\$0.04
Jan	\$58,105.00	\$25,052.31	\$4,083.03	\$0.00	\$37,135.72	\$111,221.68	\$111,221.86	-\$0.18
Feb	\$28,103.00	\$442.74	\$0.00	\$0.00	\$27,660.26	\$85,351.30	\$85,351.29	\$0.01
Mar	\$58,451.00	\$11,974.66	\$0.00	\$0.00	\$46,476.34	\$130,305.36	\$129,279.84	\$1,025.52
Apr	\$13,129.72	\$11,300.00	\$21,778.06	\$0.00	\$23,607.78	\$105,530.99	\$98,269.91	\$7,261.08
May	\$9,559.71	\$0.00	\$19,496.71	\$0.00	\$29,056.42	\$111,018.62	\$97,260.90	\$13,757.72
June	\$0.00	\$0.00	\$27,553.23	\$0.00	\$27,553.23	\$124,337.96	\$104,671.12	\$19,666.84
Total Rev	\$289,443.43	\$140,749.02	\$143,638.33	\$0.00	\$292,332.74			

Cashflow Statement Clover Kids Child Care DHS																		
Revenue										Expense								
FY22	Infant	Toddler	Pre-K	Credit Cards	Meals	School Age	Current Total	FY22	Infant	Toddler	Pre-K	Admin	Meals	Other	Total	O/S	Total Cash	
B.Bal.								B.Bal.										
July	\$2,170.00	\$7,564.00	\$4,760.00	\$0.00	\$0.00	\$4,935.04	\$19,429.04	July	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59.50	\$59.50	\$19,369.54	\$1,879.08	
Aug	\$1,380.00	\$2,860.00	\$6,380.00	\$0.00	\$60.06	\$4,425.00	\$15,105.06	Aug	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10.66	\$10.66	\$15,094.40	\$1,684.40	
Sept	\$1,440.00	\$4,066.00	\$4,425.00	\$0.00	\$0.00	\$4,705.04	\$14,636.04	Sept	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13.01	\$13.01	\$14,623.03	\$1,890.03	
Oct	\$1,974.00	\$3,290.00	\$6,336.40	\$0.00	\$0.00	\$675.04	\$12,275.44	Oct	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10.76	\$10.76	\$12,264.68	\$3,804.28	
Nov	\$2,521.00	\$5,020.00	\$9,213.00	\$0.00	\$0.00	\$1,108.05	\$17,862.05	Nov	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,862.05	\$1,313.05
Dec	\$2,114.00	\$1,579.00	\$6,638.00	\$0.00	\$0.00	\$360.03	\$10,691.03	Dec	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,691.03	\$4,083.03
Jan	\$2,395.78	\$4,430.00	\$7,548.00	\$0.00	\$0.00	\$635.00	\$15,008.78	Jan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,008.78	\$0.00
Feb	\$6,475.40	\$9,093.19	\$4,532.33	\$0.00	\$0.00	\$3,873.43	\$23,974.35	Feb	\$0.00	\$0.00	\$0.00	\$0.00	\$235.22	\$546.00	\$781.22	\$23,193.13	\$3,749.20	
Mar	\$800.00	\$740.00	\$7,279.47	\$16,350.74	\$0.00	\$686.84	\$25,857.05	Mar	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79.89	\$79.89	\$25,777.16	\$1,929.64	
Apr	\$22,053.49	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,053.49	Apr	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38.40	\$38.40	\$22,015.09	\$1,522.96	
May	\$22,316.44	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,316.44	May	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,316.44	\$4,342.69
June	\$25,036.41	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,036.41	June	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41.40	\$41.40	\$24,995.01	\$1,784.47	
Total Rev	\$90,676.52	\$38,642.19	\$57,112.20	\$0.00	\$60.06	\$21,403.47	\$224,245.18	Total Exp.	\$0.00	\$0.00	\$0.00	\$0.00	\$235.22	\$799.62	\$1,034.84	\$223,210.34	\$0.00	

FY22	LOC In	LOC Out	GICS In	GICS Out	Total In/Out	State. In	State.Out	O/S
July	\$0.00	\$9,379.77	\$0.00	\$17,490.46	-\$26,870.23	\$0.00	\$26,870.23	\$0.00
Aug	\$0.00	\$13,410.00	\$0.00	\$1,879.08	-\$15,289.08	\$0.00	\$15,289.08	\$0.00
Sept	\$0.00	\$1,684.40	\$0.00	\$12,733.00	-\$14,417.40	\$0.00	\$14,417.40	\$0.00
Oct	\$0.00	\$0.00	\$0.00	\$10,350.43	-\$10,350.43	\$0.00	\$10,350.43	\$0.00
Nov	\$0.00	\$0.00	\$0.00	\$20,353.28	-\$20,353.28	\$0.00	\$20,353.28	\$0.00
Dec	\$0.00	\$0.00	\$0.00	\$7,921.05	-\$7,921.05	\$0.00	\$7,921.05	\$0.00
Jan	\$0.00	\$15,008.78	\$0.00	\$4,083.03	-\$19,091.81	\$0.00	\$19,091.81	\$0.00
Feb	\$0.00	\$19,443.93	\$0.00	\$0.00	-\$19,443.93	\$0.00	\$19,443.93	\$0.00
Mar	\$0.00	\$27,596.72	\$0.00	\$0.00	-\$27,596.72	\$0.00	\$27,596.72	\$0.00
Apr	\$0.00	\$643.71	\$0.00	\$21,778.06	-\$22,421.77	\$0.00	\$22,421.77	\$0.00
May	\$0.00	\$0.00	\$0.00	\$19,496.71	-\$19,496.71	\$0.00	\$19,496.71	\$0.00
June	\$0.00	\$0.00	\$0.00	\$27,553.23	-\$27,553.23	\$0.00	\$27,553.23	\$0.00
Total Rev	\$0.00	\$87,167.31	\$0.00	\$143,638.33	-\$230,805.64		\$230,805.64	

GICS has adopted and adheres to financial procedures relating to internal controls for processing payments and approvals. GICS operates in accordance with GAAP accounting standards in all instances, primarily on an accrual basis, with limited cash basis accounting. Therefore, all considerations must be included and precautions taken to ensure proper reporting and recording of the type of revenue and expenditure being obligated and expended.

XI. Service-Learning Plan 2021-2022

Service Learning Overview

GICS strives to teach the value behind serving others. Unlike many academic subjects, service learning projects are led by students and guided by teachers. Students are guided through the following steps when creating and implementing service learning projects: Investigation, Planning and Preparation, Action, Reflection and Demonstration/ Celebration.

Service-Learning School Goal

All students will develop knowledge about the variety of ways individuals may provide service to others by collecting data that indicates community need and participate in at least 3 service projects each year. Students will complete a student reflection following each service project that will document knowledge acquired.

Date	Grade s	Service-Learni ng Activity	Objective for Activity	Outcomes
September	K-6	Community Bell Ringing	Get out into the community, see neighbors, let the community know school is back in session	Students learned the importance of traditions in a culture/ community.
September	K-6	Community Clean up	Do our part to keep our community clean. Students will learn the impact we can make by simply picking up trash	Students were able to reflect on ways they can make a difference in their environment.
October December February April	K-6	Elders’ Coffee	Bring in local community members as well as family members into the school so that the students can build connections with those in our community.	Due to COVID-19, we did not invite community members into our environment. We plan to continue this in 22-23.

November	K-6	Thanksgiving Wishes	Get out into the community, students will learn the value of kind gestures.	Students were taught the importance of giving without expecting anything in return.
November	K-6	Student Led Coat Drive	Students collected and brought in warm weather items such as hats, coats, mittens, snow pants and donated them to a homeless shelter in Minneapolis. Student's reflected on how they can make an impact.	We partnered with One Warm Coat for this project. Our students raised 367 warm clothing items (jackets, mittens, hats, snow pants, etc.) and donated them all to people in need within Minnesota.
December	K-6	Winter Program	Students will learn the components of theater and organization of productions.	Students learned about all of the people it takes to put on a successful show.
February	K-6	Food Drive	Raise money for the food shelf and help those who are in need, try to collect 100 items by the 100 th day of school.	Students raised over 250 items to donate to the Sibley County Food Shelf.
April	K-6	Community Clean up	Do our part to keep our community clean. Students will learn the impact we can make by simply picking up trash.	Students learned to take pride in their environment.
May	K-6	Elder's Program	To honor a member of the Green Isle community. Students will learn components of theater and production.	Students participated in all aspects of this performance. Organizing, interviewing, practicing, making props, advertising, creating surveys, etc.)

Methods and measurement tools used for evaluation:

The Activities Committee will choose service-learning projects based on community needs.

Students will complete a reflection activity when service learning projects conclude

Opportunities to Volunteer

Parents and community members are encouraged to volunteer often in our classrooms. Volunteers enjoy helping with classroom tasks, assisting in kitchen clean-up, judging the science fair, chaperoning on field trips and various other tasks to contribute to our school community. As a way to show appreciation for our volunteers, we hold an annual Volunteer Appreciation Lunch followed by a short program.

Ongoing Invitations to Visit

There are many opportunities for parents and community members to visit Green Isle Community School including Bell Ringing, Elder's Lunches, Elder's Celebration, Winter Program, Science Fair, Track and Field Day, End of the Year Picnic, 6th Grade Graduation, Service Learning events and Family Fun Nights.

Reciprocal Support

Green Isle Community School has gained multiple community partners throughout the past fifteen years. Some of these individuals/organizations include the Green Isle Fire Department, Arlington Ambulance, Green Isle American Legion, Green Isle Lions, Arlington VFW, Good Samaritan Arlington, The Salvation Army, area businesses and individual members of our community.

XII. INNOVATIVE PRACTICES & AWARDS

W.I.N. (What I Need) Math and ELA

After thoughtful research and collaboration, Green Isle Community School adopted this innovative practice in the fall of 2021. Instead of students being placed by true grade level for math and reading/ language arts, students are placed based on their academic level of achievement. By implementing this innovative practice, teachers are able to teach in a way that narrows in on the specific standards that need to be taught to students. Most importantly, students are developmentally ready to receive the information they are being taught, and excel once any learning gaps are filled.

Multi Age Benefits

The multi age setting positively impacts the overall climate of the school by enhancing positive social interaction, reducing interfering behaviors, and strengthening a strong sense of community.

The benefits of multi age education for student growth and development are:

- Greater student self-direction
- Emergence of peer leadership
- Active participation of students

- Greater student ownership
- Enhanced learning through teaching others
- Increased willingness to take on academic challenges
- Enhanced self-discipline and self-confidence

Having students in multiple grade levels in the same classroom forces the teachers to know the K-6 standards backward and forward in order to ensure the standards are being met. This allows the teacher to gain a better understanding of what the students have already been taught and what they will be learning next. All of our teachers are on the same page with the sequence of standards and skills. It is essential to our program that teachers use this knowledge to differentiate instruction for every student, every day.

XIII. CHALLENGES & FUTURE PLANS

GICS staff has identified a few challenges and difficulties during the 2021-2022 school year. We plan to address these challenges and make the following adjustments to our programs:

Enrollment: As a rural choice school, enrollment continues to be a challenge for our school. A problem that has been identified is that each year several students going into 6th grade enroll in their home district rather than GICS. Most of the surrounding districts start their middle school in 6th grade, making this year a natural transition for most students. The leadership team at GICS/CKCC has formulated a working projection worksheet for the next 5 years and we are hopeful that the daycare will continue to increase K-6 enrollment. Our enrollment goal is to increase enrollment of K-6 students by 5% each year.

5 Year Projections Based on Current GICS Families and CKCC Enrollment

- 22-23: 47
- 23-24: 45
- 24-25: 51
- 25-26: 57
- 26-27: 60

CKCC/ GICS Academic Coherence: We have identified that children coming into kindergarten from Clover Kids Childcare have limited academic (mathematical thinking and pre-reading) skills. These children are having a difficult time getting up to speed with those that did not attend our daycare programs. Moving forward, GICS plans to work closely with the staff and families within the preschool program to strengthen the academic skills of children going into kindergarten the following year. The Academic Director and Clover Kids Childcare Director will collaborate to ensure all students are ready for kindergarten by developing appropriate curriculum and maintaining high expectations for staff.

Retention of Staff: Throughout the past couple of years, we have had several points of staff turnover. Our goal is to retain 80% of our staff each year. We will achieve this by supporting staff development and collaboration.

Social/ Emotional Aspects of W.I.N. Time: We noticed a trend throughout the school year that a few of the students who switch classrooms for the morning blocks of math and reading (specifically those that participate in a higher level class) have been displaying an increase of behaviors when they return to their advisory groups with students of similar age. This is something we are documenting and monitoring closely and data will be taken into consideration when creating learning plans and placements. We will work as a team and notify parents of change in behavior as situations arise.

XIX. NON-PROFIT STATUS

Organization Name: Green Isle Community School

Federal ID # 030551630

Organization Type: 501(c)3 Nonprofit

Address: 190 McGrann Street, Green Isle, MN 55338

Website: www.greenislecommunityschool.org

IRS Code 501C3

Purpose or Description: Green Isle Community School will foster a positive and respectful multiage environment that promotes educational excellence, community service, community connections, and responsible citizenship.

Phone Number: (507) 326-7144

Status: Active

[Proof of "Active" Status](#)