

Jennings Community School

PUBLIC CHARTER SCHOOL DISTRICT # 4031-07

SCHOOL YEAR 2017-2018

WORLD’S BEST WORKFORCE & ANNUAL REPORT

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|  |  |  |
| --- | --- | --- |
| **Per…** | **Requirement** | **Included on page…** |
| Statute | **Annual Report Posted to Website**Is your annual report posted to the school website?* *In addition to making the annual report accessible to your current stakeholders, it can also be a great marketing tool. Be sure to post it on your website where it can easily be found by those seeking to learn more about your school.*
 | Yes |
| Statute | **Annual Report Distribution**Was the annual report distributed to school employees, parents and legal guardians, and authorizer by publication, mail, or electronic means in a timely manner?* *When your Annual report is uploaded to Epicenter, please provide a note that states* ***how*** *and* ***when*** *it was distributed*
 | Yes |
| Statute | **School Enrollment** Does it contain school enrollment data?*Historical enrollment data by grade level and total count of students.* | Pg. 7 |
| Statute | **Student Attrition**Does it contain **student attrition** information?*Attrition is measured as a percentage of students leaving each school year for any reason; transferring to another school, moving, expulsion, etc. You may choose to use the rate of attrition calculated one of two ways:** ***Within the Year Attrition Calculation***

*Number of students enrolled by October 1 who leave the school before the last day of the school year ÷ Number of students enrolled by October 1 who remain continuously enrolled to the last day of the same school year = within the year attrition rate** ***Year to Year Attrition Calculation***

*Number of students who left the school between the last day of previous year (2014-15) and first day of new school year (2016-17)\* ÷ Number of students enrolled on the last day of previous year (2014-15)\* = year to year attrition rate* *\*For year to year calculation, be sure to eliminate any students not eligible to return from both counts (e.g. graduating seniors, or 5th graders in the case of a K-5 school, etc.)* | Pg. 7 |
| Statute | **Governance and Management**Does it contain an update on governance and management?* *Including board roster, board trainings, election process and committees*
* *Including members of school leadership and their roles*
 | Pg. 19 |
| Statute | **Staffing** Does it contain an update on staffing structure?* *Including professional development activities for the year*
* *Including roster of all staff and/or complete organizational chart*
 | Pg. 21 |
| Statute | **Finances**Are there financial statements included?* *Including balance sheet (audited or unaudited) as of June 30, 2016, statement of revenue and expenditures for year ending June 30, 2016, and information on current and projected fund balance*
 | Pg. 23 |
| Statute & Contract | **Academic Performance**Is there an update on the academic performance?* *In alignment with the charter school contract academic and non-academic goals*
* *In alignment with the charter school performance framework*
 | Pg. 16 |
| Statute | **Innovative Practices and Implementation**Does the report discuss innovative practices and implementation?* *The school’s annual report must document the implementation of the school’s innovative practices, which include innovative learning opportunities, teaching methodologies, formats for measuring outcomes, formats of accountability and/ or professional opportunities for teachers.*
 | Pg. 11 |
| Statute | **Future Plans**Does the report update on future planning?* If applicable, include progress and updates on strategic plans, goals, and initiatives.
 | Pg. 24 |
|  Statute & Contract | **Statutory Purposes**Is there a summary on how the school is meeting the primary and additional purposes per MN Statute?* *Including the primary purpose to improve all pupil learning and all student achievement.*
* *Including the selected additional purposes to:*
1. *increase learning opportunities for all pupils;*
2. *encourage the use of different and innovative teaching methods*
3. *measure learning outcomes and create different and innovative forms of measuring outcomes;*
4. *establish new forms of accountability for schools; or*
5. *create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
 | Pg. 6 |

## School Information

**Contact Information**

*2455 University Ave W, St. Paul MN 55114*

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*bill@jenningsclc.org*

*www.jenningsclc.org*

**Grades Served: 7-12**

**Year Opened: 1998**

**Mission and Vision**

The Jennings Community School mission is: Jennings Community School (JCS) provides learner-directed experiences, educational advisor relationships, and mentoring opportunities for success in school and life.

Vision

Jennings Community School (JCS) is known as an exemplary, progressive, community-based public charter school that fosters achievement towards responsible citizenship, productive work, lifelong learning, and creative, healthy lives. The culture of JCS embraces trust, respect, caring, relationships, and student-driven learning. An advisor working with each student and their parent(s), guardian(s), or invested adult(s) creates a personal learning plan to advance each student. JCS is guided by the school’s Board of Directors and encourages staff and administrative professional growth.

Over the next five years, JCS will integrate its work-based learning, Career and Technical Education (CTE) and mentorship initiatives and add new resources for physical activities and nutrition learning. JCS will continue to have financial support from a growing constituency of community businesses, families, and independent sources. JCS will enhance its capacity for administrative effectiveness, leadership transitions, and student access to services that support their life needs.

At JCS we strongly believe learning should take place within real-world, meaningful contexts, for students who learn best through experience. This is accomplished at JCS by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field learning experiences, community service projects, and investigation of real-world problems. Learning is exciting and critical to all students’ lives, and at JCS we are committed to helping young people rediscover their innate passion for learning!

The balance of the report is organized around the ten required elements of charter school annual reports as specified by Minnesota statute (M.S. 124D.10, subd. 14), with additional information that will help readers understand this school.

### Implementation of Primary and Additional Statutory Purposes

The primary purpose of a MN Charter School is to improve all pupil learning and all student achievement. JCS addresses this by focusing on delivering individualized education to students who may have fallen through the cracks at other schools. Our staff advisors identify gaps in student learning and focus on developing core skills students will need as adults. Many of our students have several months or yearlong gaps in their education. Our program meets student needs in a collaborative process.

Additional Purposes

* Increase learning opportunities for all pupils: JCS works with students to identify how they learn best, and to identify their specific learning needs. Each student works with an advisor to develop a Personal Learning Plan. Students at JCS are also provided with several travel opportunities over the year, to expand and increase their awareness of current issues affecting national and global communities.
* Encourage the use of different and innovative teaching methods: JCS teachers are a small group who work closely with each other to address student learning needs with a variety of tools. They are passionate about teaching and are not afraid of trying new teaching methods or tools. As such, students at Jennings learn in a variety of ways: seminar classes, project based learning, online learning tools, and real world experience.
* Measure learning outcomes and create different and innovative forms of measuring options: JCS measures learning outcomes in a variety of ways: completion of credits, projects, time spent “on track” in school, a school survey, the Hope Survey, student performance, and student participation in their own learning career. Our teachers and administrative staff are continuously working to document student progress outside of the formality of standardized tests.
* Establish new forms of accountability for schools: Developing new metrics to measure student progress is essential for JCS to maintain accountability to our mission and our stakeholders. We continue to work collaboratively to maintain accountability.
* Create new professional opportunities for teachers: As a small school, all of our teaching staff are involved in leadership decisions. Our staff is experienced and passionate teachers; our unique teaching environment invites them to take the lead in student education and voice their opinions. We believe this is part of the reason our staff continues to work at our school, year after year.

**3. Student Enrollment & Demographics**

**STUDENT ENROLLMENT**

*Provide a brief narrative discussing enrollment trends, anticipated enrollment, or other relevant enrollment information.*

*Complete the table below, deleting grade level rows that are not relevant.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Students Enrolled** | **2016-17** | **2017/18** | **2018-19 (est.)** |
| 7th Grade | 1 | 0 | 3 |
| 8th Grade | 10 | 3 | 3 |
| 9th Grade | 6 | 15 | 10 |
| 10th Grade | 26 | 18 | 16 |
| 11th Grade | 33 | 38 | 22 |
| 12th Grade | 60 | 67 | 43 |
| **Total** | 136 | 141 | 97 |
| **Total ADM (Average Daily Membership) for year** |  |  |  |

**STUDENT DEMOGRAPHICS**

Student Ethnicity data may not add up to total enrollment accurately. Current Federal law requires American Indian/Alaskan Native’s to be reported as dual ethnicity (or race). Because of this, students of American Indian/Alaskan Native are reported twice.

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographic Trends** | **2016-17** | **2017/18** | **2018-19 (est.)** |
| Total Enrollment | 146 | 141 | 97 |
| Special Education | 14 | 18 | 19 |
| English Learners | 0 | 0 | 0 |
| Free/Reduced Priced Lunch | 100 | 122 | 85 |
| Black, not of Hispanic Origin | 14 | 14 | 46 |
| Hispanic/Latino | 6 | 0 | 23 |
| Asian/Pacific Islander | 5 | 3 | 3 |
| American Indian/Alaskan Native | 20 | 6 | 5 |
| White, not of Hispanic Origin | 34 | 26 | 21 |

## Student Attendance, Attrition & Mobility

**STUDENT ATTENDANCE**

The Overall Student Attendance Rates have been calculated for students who were enrolled for more than half of the school year, or 68% of the school year.

|  |  |  |
| --- | --- | --- |
|  | **2016-17** | **2017/18** |
| **Overall Student Attendance Rate** | 79% | 94% |

**STUDENT ATTRITION**

Out of 42 students who were enrolled in both 2016/17 and 2017/18, 24 were enrolled October 1 to October 1.

|  |  |
| --- | --- |
| **Percentage of students\* who were continuously enrolled between October 1 of the 2016-17 school year and October 1 of the 2017/18 school year.** | **57%** |

*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

Out of 42 students who were enrolled in both 2016/17 and 2017/18, 38 were enrolled in Spring (an exit date of April 1 or later) were also enrolled on October 1, 2017.

|  |  |
| --- | --- |
| **Percentage of students\* who continued enrollment in the school from Spring 2017 to October 1, 2017.** | **90%** |

*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

**STUDENT MOBILITY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Summer Transfers In** | **Number of students on Oct. 1** | **Mid-year Transfers In** | **Mid-year Transfers Out** | **Total Mid-year Transfers** | **Mobility Index\* *(as a percent)*** |
| **2014-15** | 0 | 84 | 65 | 10 | 75 | 89% |
| **2015-16** | 5 | 70 | 53 | 20 | 73 | 104% |
| **2016-17** | 0 | 91 | 60 | 14 | 74 | 81% |

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

*Provide a brief narrative discussing these rates, including the trends over the past two-three years.*

|  |  |
| --- | --- |
| **Percentage of students who were enrolled for 95% or more of the 2017/18 school year.**  | **31%**  |

44 out of 141 students were enrolled in Jennings more than 95% of the school year.

## Educational Approach & Curriculum

* *The school’s key pedagogical approaches and their alignment to the school mission;*

Jennings Community School’s students come with a wide variety of experiences, skill levels and records of success. Some students are able to read very complex material or engage in trigonometry. Others struggle reading material created for much younger students; one student Jennings enrolled could not add or subtract two-digit numbers. Some students enter Jennings Community School having earned most of the credits from their former school(s); while others, and some are almost twenty years old, enter the school without having enough credits to call themselves a sophomore, and often this is not due to lacking in ability. At Jennings Community School, the staff feels compelled to work the neediest students.

Project-based learning provides students a chance to excel at their pace. More skilled students are given opportunities to construct and work on projects utilizing advanced research methods, working with statistics, or creating presentations that close to those found in higher education. Others who are not as skilled need to start at their level and then be challenged to expand and construct higher level projects.

The system we’ve designed presents students with three separate levels of project development. A ring-one project is one that simply requires students to seek information on their subject, organize it and present to an audience at school. Ring two and three projects require students to seek a community expert, design their own rubrics, and create an authentic, meaningful and useful product.

When a student enters Jennings Community School and their transcripts are obtained, the school director transcribes the credits on an Excel document; from that document, teacher/advisors enter in credit on the student’s page on Project Foundry. This is typically the first data utilized to inform advisors, parents and students as to what projects they may want to approach.

 All Jennings Community School students have a Personal Learning Plan (PLP). This is a fluid document created by the advisor, student, and whenever possible, parent/guardian. The PLP contains the student’s goals, projects, credits earned, etc. The PLP guides and customizes the students’ learning.

 All students are given the NWEA MAP tests. Students also take a variety of inventories: an interest inventory, a Transformational Outcomes assessment, often the Myers-Briggs personality assessment, learning styles inventory, an online instrument that can be used to create a student’s Multiple Intelligence profile, etc. Also, every student submits a writing sample (five-paragraph essay) when they enroll, and another one near the end of the school year.

 Teacher/Advisors tract students on a daily basis utilizing a spreadsheet showing students’ attendance and productivity. These are used during PLP meetings.

### Graduation Requirements

Jennings Community School students fulfill the following requirements:

* 8 Credits of Language Arts (English)
* 6 Credits of Math (to include Algebra, Geometry and Probability/Statistics)
* 7 Credits of Social Studies (to include American and World History, Geography, Economics)
* 6 Credits of Science (to include Life Science)
* 2 Credits of Art (may include Music, Dance, Theatre and Computer Graphic Arts)
* 2 Credits in Community Involvement
* 2 Credits in Careers/Life Skills
* 7 Credits in Electives

In addition, JCS students will participate in presentations and a senior project/presentation.

### Senior Projects

Every senior must complete a comprehensive senior project. The components for the project include: a senior presentation, a senior paper, research on careers, field trips and authentic

experiences and self-growth deposits.

### Community Partnerships

The Board and staff at Jennings Community School continuously work toward establishing and maintaining strong community partners. A number of our community partners include:

* Midway Chamber of Commerce – The school director and administrative assistant are very involved with the Midway Chamber of Commerce. They attend monthly luncheons and other pertinent events. This provides many valuable networking opportunities. One highlight of note: JCS produced a calendar for the Midway Chamber of Commerce’s 100th Anniversary. Over seventy businesses and non-profit contributed to this project.
* Elpis – A non-profit organization that hires homeless youth and produces t-shirts and birdhouses that are marked throughout the community. JCS students have been involved with this organization since 2017.
* Minnesota Association of Alternative Schools (MAAP) - An organization of teachers, administrators, friends of progressive education. MAAP puts an annual conference, providing engaging workshops and world class speakers. MAAP also has a legislative committee and newsletter. As noted above, two staff members—Krissy Wright and Kristyn Martin—serve on the MAAP Board as officers.
* MAAP STARS - This is a youth organization. They provide three activities: Fall Leadership Conference (an overnight event), a Legislative Day and a Spring Conference (overnight activity). Jennings Community School students participate in all three events.
* Minnesota Association of Charter Schools (MACS) - Jennings Community School has been a member of MACS for decades.
* St. Anthony Park Community Council - Besides using our facility monthly, SAPCC provides internship opportunities for students and serves as a communication conduit for the school.
* RS Eden/Fresh Grounds - This is a more recent partnership, providing Jennings Community School housing and employment opportunities for students.
* Urban Boat Builders - Provides internship/employment, skill building, etc. This organization builds wooden boats and enables students to develop woodworking and construction skills. A few of the students have become supervisors of other interns.
* Midway YMCA - Jennings Community School purchases YMCA group memberships for the students. The Y also has many youth programs. Thus far, Jennings students have not yet taken advantage of these programs.
* Mentorship Program - Jennings Community School created their own mentoring initiative. Several individuals from the community and the Midway Chamber of Commerce serve as mentors for JCS students.
* SEARCH Institute – Beginning in fall of 2018, JCS has partnered with the SEARCH Institute to assess the students by using the REACH instrument to measure social/emotional growth.
* Vertical Endeavors – As a result of project constructed and implemented by two JCS students, some JCS will participate in activities with Vertical Endeavors, a rock climbing facility, promoting physical and mental growth.
* LifeEdge Solutions – This organization will began working with JCS students to “assist youth and young adults in creating a personal vision built on positive and healthy lifestyle choices that lead to success in life.”

## Innovative Practices & Implementation

#### Innovative or unique aspects of the school, especially as they relate to the school mission

The Jennings Community School mission is: *Jennings Community School (JCS) provides learner-directed experiences, educational advisor relationships, and mentoring opportunities for success in school and life.* Note: The school’s mission was changed in the spring of 2018 as a result of strategic planning carried out by the school board and staff members. The JCS Board of Directors approved the strategic plan on March 14, 2018.

Jennings Community School follows the Community Learning Center model that was developed by Dr. Wayne Jennings, the school’s board chair and others. A major component of this model is Project Based Learning (PBL). In order to utilize PBL optimally, students need to initiate their learning projects based on their interests; advisors help the students guide their learning project so they are authentic and satisfy the Minnesota Graduation Standards. Students have to have most of their projects approval by a panel consisting of one classmate and two staff members. Once the projects are approved, students may continue to work on them. When completed, projects are presented and evaluated.

An example of a learner-directed experience: JA is in Krissy Wright’s advisory and she was interested in doing a project on voting. How does one register to vote? Where do vote? Why don’t some eligible voters vote? Is there voter suppression and why?

JA wrote a project proposal under the direction of Krissy. In her project proposal JA would reach out to the League of Women Voters to visit the school and help other JCS students understand how to register to vote and why voting is important. JA also helped an 18-year-old student register through the Minnesota Secretary of State’s website. Note: JA won’t be eighteen until January 2019, but she was interested in this learning experience and Krissy and the Project Approval Panel approved and supported JA to continue to study this field of study.

 The student-advisor relationship is essential to student success. Each advisor is a licensed teacher and facilitates their advisees’ Personal Learning Plans (PLPs). They assist their students in constructing are challenging, authentic and meet the Minnesota State Standards. In accordance with the Community Learning Center model, advisors serve as the students’ advocate, coach, challenger, counselor, mentor and learning facilitator. Val Honey, one of JCS advisors, has served as a support and for one of her students, KT. KT has many of life’s challenges that are deep and, if KT were in a traditional school, it would be difficult for KT to find that one adult person in the school who would know of KT’s situation well enough to help her through her challenges. As a result of Val’s relationship with KT, this student is well on her way to graduate in a timely manner (in about two years). KT is an outstanding project-based learner and Val has been there for her for three years.

Val Honey has also helped bring outside mentors into the program. Jennings enlists the community resources for our students. About ten mentors have come into Jennings Community School to meet the students they are mentoring on nearly a weekly basis. One mentor was recruited through the Midway Chamber of Commerce. The mentor had taken a young man under his wing; we feel that made all the difference in ensuring the student’s graduation.

### Key Successes of the 2017/18 School Year

JCS continues to create positive working relationships with students. Student retention is good overall; students who are succeeding in the program tend to remain for multiple years. One of the program’s successes in 2017/18 was in travel-based learning with several successful trips carried out during the year. As described above in the “Program Summary” section, trips undertaken by JCS students during 2017/18 included:

* A 2017 fall trip to Hawaii to study geology, ecology and climate science
* A trip to Chicago’s DePaul University for college admissions (one 2018 graduate was accepted to DePaul and is currently attending the school).
* JCS students travelled to New York City to study mega-urban culture, immigrant history and cultural diversity
* JCS students and staff attended the March for Our Lives rally in Washington DC, held on March 24, 2018—an estimated 800,000 citizens were present at this event
* Day trips to several closer locations, for camping, visits to post-secondary schools, and learning about careers. A northern Minnesota trip took place
* JCS students attend MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) fall leadership and spring conferences as well as the STARS Leadership Day at the Minnesota State Capitol. At the 2018 Spring Conference, the JCS MAP STARS team was awarded 10 plaques. One JCS student received 3 first place honors this past April.
* All seniors are required to complete a senior project that includes a career and college component.
* Students participate in numerous service-learning activities throughout Minnesota, including a fundraiser for Breaking Free (a local non-profit supporting women who were victims of sex-trafficking).
* JCS students and staff partnered with the Midway Chamber of Commerce creating a calendar commemorating the chamber’s 100 anniversary in 2019. In July 2018, JCS was awarded Non-Profit of the Month by the chamber.
* During the 2017/18 school year, JCS established a mentorship program. Almost a dozen adults from the community have volunteered to mentor a JCS student. This, we believe, made a great difference in the students’ lives and for school success.
* Two current staff members are officers of the board of the Minnesota Association of Alternative Programs.
* Two current board members—Dr. Wayne Jennings and David Bly—as well as the school’s executive director—are recipients of MAAP’s Exemplary Award.

### Key Challenges from the 2017/18 school year:

For Jennings Community School, the 2017/18 school had many challenges to address:

**Leadership Transition:** During the year, the director, Bill Zimniewicz, had announced to the Jennings Community School Board and staff, of his retirement date. He chose December 31, 2020 as his final day as Jennings Community School director.

***The Plan to Address this Challenge:*** *A Leadership Transition Plan was developed and approved by the board at the August 15, 2018 regular board meeting. The transition timeline was approved at an earlier meeting.*

**Academic Performance:** Academic performance in mathematics has been a challenge for many JCS students. Moreover, in our pedagogy, student-initiated project-based learning, non-licensed math teachers are not often comfortable when helping students with their math skills. Most students who enter Jennings Community School have poor math skills and are math-phobic. This has been due to their years of experiences of not doing well in math and developing a hatred for the subject.

***The Plan to Address this Challenge:*** *Mitchell Johnson, a licensed math teacher, was hired as a fulltime teacher/advisor in August 2017. He supervises all of the academic progress in math. In addition, we offer*

**Financial Concern:** One financial concern the school experienced was due to deficit spending. There was one unexpected expense was from a large legal expense that the school incurred due to an investigation that the administration had ordered. An attorney who is recognized as an expert in sexual harassment, bullying and cyber bullying was hired to conduct the investigation.

Another issue that caused the deficit spending was having a group of students leaving the school due to a violent incident that took place in February 2018. As a result of this issue and a similar one, five or six students left the school.

Note: *One challenge in operating a small school is that when just a few students leave at once and enter another school, it creates a revenue challenge.*

***The Plan to Address this Challenge:*** *Although the audit is not yet published as of this writing, we assume there will be a small deficit from the 2017/18 fiscal year. We don’t anticipate a large legal expense (the one described was unique).*

*The director has pledged to be more diligent in approving daily expenses such as advisory outings*

**Student Behavior:** Two incidents took place during the 2017/18 school year. Prior to this past year, the school had not experienced these events.

The first incident was that a JCS student brought a gun to school and the police were called and escorted the student out of the building.

The second incident occurred as a result of two warring groups of female students deciding to begin fighting in one of the classrooms. This resulted in police being called, three staff members injured (two sought medical treatment), and charges being pressed against an older sibling of one of the students getting involved in the fracas.

In addition to the two incidents described above, a few Jennings Community School students—almost all of the students involved had IEPs—engaged in a complex cyber-bullying incident that caused legal and financial ramifications described in the previous section. Schools today have to be very diligent in preparing and responding to social media abuses.

***The Plan to Address this Challenge:*** *For the gun incident, we have lockdown drills and have added a component to the practice utilizing cell phones and text messaging among the staff.*

*As far as the fighting incident, we continue to work on Restorative Justice initiatives. Restorative Justice is on our professional development schedule for this school year. It very well be included as part of subsequent school years as well.*

*Finally, we had attorney Paula Forbes and Dario Otero lead a school-wide training for all students and staff. This was a day-long activity. Some of the topics included were: respect, legal concerns of social media, what makes each of us human, and healthy conflict resolution. We also had help some of the students involved get Medicaid so they may receive the mental health services they need. Our school social worker has been involved with that.*

## Academic Performance: Goals & Benchmarks

| **Charter Contract Goal** | **2017/18** |
| --- | --- |
| Academic Goal #1At least 50% of JCS students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in Reading. | ☐ Goal met☐ Goal partially met X Goal currently not met8% of students met their growth target on the MAP reading.  |
| Academic Goal #2At least 50% of JCS students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in Mathematics. | ☐ Goal met☐ Goal partially met X Goal currently not met36% of students met their growth targets on the NWEA MAP Mathematics.  |
| Non-Academic Goal #1At least 90% of JCS juniors and seniors will have taken the Armed Services Vocational Aptitude Battery (ASVAB) or the Accuplacer by the end of the current school year. The ASVAB and Accuplacer are alternative assessments that can now qualify students to meet graduation requirements. JCS will provide opportunities for students to take both assessments. | X Goal met☐ Goal partially met ☐ Goal currently not met100% of students took the ASVAB or Accuplacer. This includes only students graduating within the school year.  |
| Non-Academic Goal #2At least 25% of JCS seniors will take the ACT or SAT by the end of the current school year. | ☐ Goal metX Goal partially met ☐ Goal currently not metThe ACT was offered to all Juniors and Seniors. 4 students took the ACT.  |
| Financial GoalDuring Fiscal Year 2015, JCS will increase its fund balance by at least 5%. | ☐ Goal met☐ Goal partially met X Goal currently not metFor FY18 Jennings Community school reduced the overall fund balance to support student learning and unexpected costs that were incurred throughout the year.  |
| Operational GoalEach Advisor at JCS will develop and lead at least one seminar per quarter. The seminars focus on specific learning outcomes linked to the state graduation standards. Seminars are typically inter-disciplinary, allowing students to meet standards and earn credits in multiple areas. JCS is planning to offer the seminars during the same hour each day, and require every student to be enrolled in a seminar. | X Goal met☐ Goal partially met ☐ Goal currently not metAll Advisors lead more than one Seminar Class a year.  |
| Governance GoalThe JCS Board will schedule at least two planning meetings to review and update the school’s Strategic Plan. \*2018/19 begins a new five year strategic plan | X Goal met☐ Goal partially met ☐ Goal currently not metMore than two meetings held.  |
| Family Engagement GoalAt least 30% of JCS students will plan and execute one student led parent-student-advisor conference. | X Goal met☐ Goal partially met ☐ Goal currently not metComprehensively completed. |
| Hope Study GoalJCS students who remain continuously enrolled will show positive differences in the Hope Study indicators; JCS students will continue to show higher Hope Study ratings than students at traditional schools. | ☐ Goal met☐ Goal partially met ☐ Goal currently not metData was not released to JCS on our HOPE Survey Results. The Search Institute REACH survey will be used in the future.  |
| Community IntegrationJCS will carry out outreach activities by participating in at least three major community events during the current school year. | X Goal met☐ Goal partially met ☐ Goal currently not metMidway Chamber of Commerce luncheons, St. Anthony Park Community Council, a dozen mentors in the Mentorship Program, Urban Boat Builders, Elpis Enterprises, Community Invites to Presentation Nights.  |

## Student & Parent Satisfaction

*Present data that the school has collected regarding student and parent satisfaction and perceptions of safety in chart or graph form along with a brief narrative interpreting the data.*

Our Student Satisfaction goal (which was also reported on in Section 7) is: JCS will survey students who have been enrolled for at least six months to determine their level of satisfaction with the school; at least 75% of these students will state that JCS is a better fit for their education than their previous school.

* Of the 29 students surveyed who have been attending at JCS for more than half a year and who responded to the question “I feel that JCS is a better fit for me than previous schools I have attended”; 7 Agreed, 20 Strongly Agreed, and 2 Strongly Disagreed. A 93% positive response.

93% of students surveyed (62) Agree or Strongly Agree that JCS is a positive environment for learning.

80.6% of students surveyed feel physically and emotionally safe at JCS. 9.7% are unsure, and the remainder (9.7) agree or strongly disagree to this statement.

On the Advisor Survey, in which 62 students participated, in response to the prompt “My advisor is preparing me for success after I leave JCS”: 24 Agree, 28 Strongly Agree, 2 Disagree, 2 strongly disagree, and 6 are Unsure.

* For students who have been enrolled less than one year (33); 12 Agree, 15 Strongly Agree, 1 Disagree, and 1 strongly disagrees, 4 are unsure.

Project Presentation nights are held at least three times each school year. For the 2018-19 school year, student presentations and exhibits will be a feature of those events. Parents are also invited to meet with their student's advisor and discuss completed and new projects and attend at the Student Performance portion of the night. At these semi-annual parents’ night, advisors meet with parents to discuss JCS’ successes and areas to improve.

Also, parents are asked to share with students their work, hobbies and personal projects. In the Fall of 2018, a parent came in and did a presentation on the organization she works with, Breaking Free. Parents have acted as chaperons on field trips. Two parents serve on the JCS Board of Directors.

## Governance & Management

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

**BOARD OF DIRECTORS**

*Provide a brief narrative about the capacity and role of the board. This narrative should address key indicators included on ACNW’s performance framework.*

Several Board Member terms ended during the 2017/18 school year. Sara Segar has been on leave, and is expected to return in FY19. Board Elections were held in October, 2017 and all board members who were eligible were re-elected for another term.

| **Name** | **Board Position, Group Affiliation** | **Date Seated** | **Term Expiration** | **Contact Information** | **Member Meeting Attendance****Rate** |
| --- | --- | --- | --- | --- | --- |
| Wayne Jennings | Chair; Community member  | Oct. 2012 | Oct. 2020 | 651 644-2805; wayne@designlearn.net | 100% |
| Cailin Rogers | Community Member | Oct. 2015 | Resigned July 2018 | cailin@sapcc.org | 66% |
| Val Honey | Member; Teacher | Oct. 2015 | Resigned Sept. 2018 | val@jenningsclc.org | 66% |
| Lori Crever | Community Member | Aug. 2016 | Oct. 2018 | crevlori@msn.com | 83% |
| R’elle Robinson | Student Member | Aug. 2016 | Oct. 2020 | relle@jenningsclc.org | 83% |
| Natasha Harwell | Parent Member | Oct. 2016 | Oct. 2020 | natasha@jenningsclc.org | 66% |
| Andreas Jurewitsch | Teacher Member | Jun. 2017 | Resigned Sept. 2018 | [andreas@jenningsclc.org](http://andreas@jenningsclc.org/) | 100% |
| Mitch Johnson | Teacher Member | July 2018 | July 2020 | mitch@jenningsclc.org | New FY19 |
| Jessany Williams | Community | August 2020 | August 2020 | jwilliams435@live.com | New FY19 |
| Rich Alteri | Parent Member | Oct. 2018 | Oct. 2019 | rjalteri@gmail.com | New FY19 |
| David Bly | Community Member | Oct. 2018 | Oct. 2019 | david@davidbly.com | New FY19 |
| Jada Jones | Student Member | Oct. 2018 | Oct. 2019 | jada@jenningsclc.org | New FY19 |
| Terms which expired during the 2017/18 school year: |

**Board Training and Development**

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

#### MANAGEMENT

Jennings Community School utilizes the Community Learning Center model developed by Dr. Wayne Jennings and others in the early 1990s. This model promotes a student-centered approach to teaching and learning. The teacher/advisors have a lot of autonomy as to what takes place in their learning spaces and for the learning of the students they are responsible for.

The school director is responsible for all school operations including curriculum and instruction. The director is assisted by the administrative assistant. The areas of the director’s responsibilities include: curriculum and instruction; finance and budget; enrollment, including recruiting and registering students; facility management; accountability and reporting; school nutrition; public relations, including authorizer, MDE, the media, the general community, etc; evaluation; student discipline; school board meetings; strategic planning; transcribing credits; special education; staff development, including re-licensure; safety; human resources. In general, the entire school operation is under the domain of the school director.

The administrative assistant is responsible for: MARSS reporting; preparing many reports, including preparing the CLICS reports; communication, both internal and external; marketing; fire drills; ordering; and, any additional tasks assigned. She is also involved with external communications; and, with the school director she has participated in community networking, mostly through the Midway Chamber of Commerce.

The teacher-advisors are responsible for: the facilitation of their students learning; direct instruction; acquisition of resources and materials for instruction and student project; maintaining good relationships with families; assigning and reporting for credit earned; referrals; curriculum planning; trip planning; etc.

JCS also has two educational assistants. They help with the instructional operations and in any other way needed. One educational assistant has taken on the duties as assessment coordinator; while the other EA is in charge of truancy filing and leads an equity team consisting of JCS students.

At the August 15, 2018 regular board meeting, the board of directors approved of the Leadership Transition Plan. Beginning in fall of 2019, the transition plan will be executed to find a suitable replacement that will begin as an assistant director sometime after July 2020 and will assume the duties as director January 2021.

#### Director’s Professional Development Plan

The JCS Director is Bill Zimniewicz, he has a Master’s degree in Teacher Leadership and has directed other programs previously. He holds a current K-12 Principal Administrative License. Bill holds an MA in Teacher Leadership from the University of Minnesota.

Mr. Zimniewicz attends the Minnesota Association of Alternative Programs conference annually and attends MDE training for charter school directors. He participates in the Pillsbury United Communities' Directors' Roundtable (monthly meetings of directors of charter schools authorized by Pillsbury) and has served on an advisory committee set up by Pillsbury to evaluate Pillsbury-authorized schools.

## Staffing

*Provide a narrative that outlines the school’s approach to staffing (both licensed and non-licensed) and how this approach, staffing levels, and qualifications support the school’s mission and student achievement.*

*Sample Staffing Tables*

**2017/18 Staffing**

|  |
| --- |
| **2017/18 Licensed Teaching Staff** |
| **Name** | **File #** | **License and****Assignment (subject/grades)** | **2018-19 Status\*** | **Comments***Include information regarding special licensure (e.g., Community Expert) or other relevant information.* |
| Bill Zimniewicz | 296323 | Director | R |  |
| Val Honey | 334763 | Advisor, WBL Coordinator | R |  |
| Krystin Martin | 477575 | Special Education | R |  |
| Sara Segar | 443910 | Advisor |  |  |
| Andreas Jureswitch | 417686 | Advisor | R |  |
| Claire Henning | 484310 | Advisor | NR |  |
| Mitch Johnson | 451480 | Advisor | R |  |

\* R = Returning, NR = Not Returning

#### 2017/18 Teacher Professional Development Activities:

JCS places a strong emphasis on professional development. All staff is required to report to school two full weeks before the regular school year begins. First year teachers and educational assistants attend staff development training prior to the two weeks.

 All staff members attend a three-day Minnesota Association of Alternative Programs state conference in February. It is there that staff have an ample opportunity to hear keynote speeches, attend practical breakout sessions and network with other professionals from other schools, programs and organizations. All staff members are encouraged to facilitate a breakout session at conference.

 Jennings Community School provides staff development for teachers and others to keep their licenses current. And, throughout the year staff are encouraged to participate in various workshops, classes and trainings.

**Teacher Retention:**

*Provide a brief narrative discussing the teacher turnover rate. Include trend data from previous years as appropriate.*

|  |  |
| --- | --- |
| **Percentage of Licensed Teachers from 2017/18 not returning in 2018-19 (non-returning teachers/total teachers from 2017/18 X 100)** | **0%** |

|  |
| --- |
| **2018-19 Non-Licensed Staff** |
| **Name** | **License and Assignment** | **2018-19 Status\*** | **Comments** |
| Sara Betru | Administrative Assistant | R |  |
| Steven Bailey | Support Staff | R |  |
| Aaron Bloom | Support Staff | R |  |
| Alicia Chavez-Mena | Support Staff | R |  |

\* R = Returning, NR = Not Returning

**CURRENT YEAR - 2018-19 Staffing**

|  |
| --- |
| **2018-19 Licensed Teaching Staff** |
| **Name** | **File #** | **License and****Assignment (subject/grades)** | **Comments***Include information regarding special licensure (e.g., Community Expert) or other relevant information.* |
| Bill Zimniewicz | 296323 | Director |  |
| Val Honey | 334763 | Advisor, WBL Coordinator |  |
| Krystin Martin | 477575 | Special Education |  |
| Sara Segar | 443910 | Advisor |  |
| Andreas Jureswitch | 471686 | Advisor |  |
| Claire Henning | 484310 | Advisor |  |
| Mitch Johnson | 451480 | Advisor |  |
| Krissy Wright | 463254 | Advisor |  |

|  |
| --- |
| **2018-19 Other Licensed (non-teaching) Staff** |
| **Name** | **License and Assignment** | **Comments** |
| Aaron Bloom | 495188, Advisor |  |

|  |
| --- |
| **2018-19 Non-Licensed Staff** |
| **Name** | **Assignment** | **Comments** |
| Sara Betru | Administrative Assistant |  |
| Steven Bailey | Support Staff |  |
| Alicia Chavez-Mena | Support Staff |  |

## Finances

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

Name: Wilderness Pinna

Position: Director of School Finance

Contact info:

Phone: 651-255-8824

Email: wpinna@designlearn.net

*Designs for Learning* provides accounting services for *Jennings Community School*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2018.

|  |  |  |  |
| --- | --- | --- | --- |
| **FY18 Finances** | **Fund 1** | **Fund 2** | **Fund 4** |
| Total Revenues | $1,147,188.52 | $28,156.81 | $0.00 |
| Total Expenditures | $1,227,179.50 | $28,156.81 | $0.00 |
| Net Income | $-79,990.98 | $0 | $0 |
| Total Fund Balance | $233,803.18 | $0 | $0 |

**Overview**

Jennings Community school had lower enrollment for FY18 than anticipated in addition to legal costs that were not anticipated for FY18.

**Revenues**

Jennings Community school main source of revenue is related general education aid. With lower enrollment than projected for FY18 the revenues are also reduced for the school year.

**Expenses**

Expenses for the year were largely related to staffing, contracted services, building lease and school Field trips that are related to the schools teaching model.

**Net Surplus or Deficit and Fund Balance**

For FY18 Jennings Community school reduced the overall fund balance to support student learning and unexpected costs that were incurred throughout the year.

**World’s Best Workforce Annual Budget**

As an independent charter school, all school goals and budget line items relate back to our WBWF goals.

## Future Plans

* During the FY19 school year JCS will be adding an Art Classroom to the school facility
* JCS will begin implementation of the Director’s succession plan in the spring of FY19
* A new charter contract will begin to be in effect during the spring pf FY19. At this time changes will be made to the school’s contractual goals.
* A planned update to the school’s Chromebooks will take place during the upcoming school year.