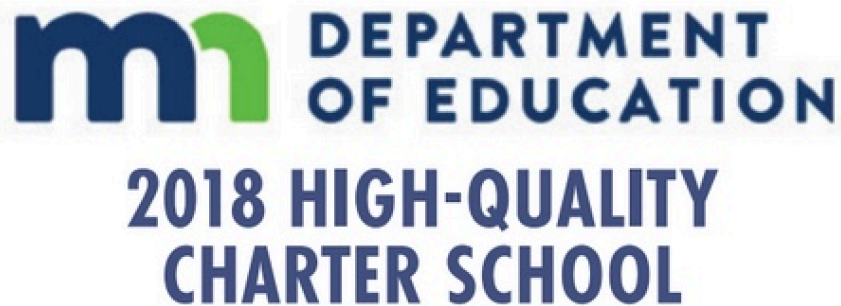




*Harbor City International School
Annual Report & World's Best Workforce Report
2020-2021 School Year
District 4085*



- **Verification of Statutory Compliance**

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- **Report Introduction**

HCIS Mission Statement

Harbor City International School is a college preparatory, public high school. We are a small community whose mission is to nurture a sense of belonging, insist upon academic excellence, and graduate global citizens who eagerly pursue knowledge and enrich their communities.

HCIS Vision Statement

Harbor City International School is the first choice for families in the area because it supports student academic success in a rich, diverse learning environment including a wide variety of courses, travel opportunities, and community engagement. The school's inclusive environment fosters relationships and supports students, families, and faculty. The school offers an excellent college preparatory educational choice for students in grades 6 through 12.

Purpose of Report

Harbor City International School issues an Annual Report & World's Best Workforce report by November 1st of each year. This report is specifically issued to Volunteers of America, the organization that serves as the Authorizer for HCIS. This report is also available to any stakeholder, including students, families, and community members. The purpose of the Annual Report & World's Best Workforce Report is to provide data and information regarding the functioning of the school in several areas including school governance, school staff, student enrollment and performance, and school planning. Anyone with questions about the information included here should contact the Executive Director of Harbor City International School.

Statutory Purpose

HCIS exists for the primary purpose of improving pupil learning and student achievement. Other statutory purposes for HCIS include encouraging the use of different and innovative teaching methods, and creating new professional opportunities for teachers. Specific examples of how we reach these statutory purposes will be outlined in this report; specifically teacher development on page 11, teacher evaluation on page 11, charter contract standards and goals on page 15, our academic program on page 15, 16, 17, the school's assessment plan on pages 18 and 19, and the innovative practices on page 22.

General Information: History and Programming

Opening in 2002, key components of the HCIS educational program were integrated core curriculum; project based learning; service learning; cultural immersion; Friday block electives; and two three week symposiums a year. While students reported anecdotally and on the Gates Foundation Hope Survey a high satisfaction with HCIS, test results (MCA, MAP, PLAN, ACT) did not indicate adequate progress in preparing students for college, or that students were making progress over time in reading, language arts and math.

In 2008 HCIS began program changes that included more time for core subjects and less time for electives, and the development of a vertically aligned, rigorous academic curriculum to prepare students for AP classes. In 2009-2010 student test results improved. In 2013-2014, three AP courses were offered. AP Computer Programming was added for 2014-2015, and AP American History in 2016-2017. College in the Schools (CITS) courses were added in 2016-2017.

In 2017 a schedule change was made that included five 6 period days instead of three 6 period days and two 4 period blocks with block electives as well as extending the school day by 24 minutes. This change resulted in students spending more time in core classes, and having time during the school day for a 40 minute uniform study period (College Pursuit Period) where students can work directly with teachers, and work on homework.

- ***Authorizer***



Main contact: Stephanie Olsen, Manager
VOA Charter School Authorizing Program
VOA-MN Education Center
924 19th Avenue South
Minneapolis, Minnesota 55404
Phone - 612-270-1998
Email - solsen@voamn.org

Authorizing, Accountability, and Relationship

Harbor City International School has been sponsored by Volunteers of America-Minnesota (VOA-MN) since 2002. In May of 2014, VOA renewed the HCIS contract through June 2020. Three essential questions drive VOA's accountability of charter schools:

- Is the school's Learning Program a success?
- Is the school financially viable?
- Is the organization effective and well run?

HCIS benefits from a strong, supportive relationship with the charter authorizer. Volunteers of America-Minnesota's role as an authorizer goes beyond the compliance-based model set forth in state law. VOA actively participates in the HCIS process of continuous improvement and vigilantly monitors financial and academic performance through visits and reviews of reports and data. Several times each year the sponsor liaison visits the school, observes classes, staff meetings, and board meetings, and provides feedback to the director and the board. VOA-MN also receives testing results, financial reports and various communications from the school and in return provides feedback to aid in the growth of the school. VOA's emphasis on service learning has led HCIS in its development of programs that serve the greater community and provide leadership opportunities for students. VOA's approach to shared accountability sets a tone and mindset for ongoing improvement which is a key ingredient to the success of HCIS as it focuses the school's efforts on genuine, school-wide continuous improvement.

• School Board Governance

Board Members for the 2020-2021 School Year

Last Name	First Name	Group Affiliation	Position	Term Start	Term End	Phone #	Email
Sarah	Lindahl	Teacher	Chair	2018	2024	218-722-7574	slindahl@harborcityschool.org
Bethany	Carroll	Teacher	Vice Chair	2019	2022	218-722-7574	pbelsito@harborcityschool.org
Aryn	Bergsven	Teacher	Secretary	2020	2023	218-722-7574	abergsven@harborcityschool.org
Tina	Stoneburner	Teacher	Member	2019	2021	218-722-7574	tstoneburner@harborcityschool.org
Blair	Powless	Parent	Member	2021	2024	218-722-7574	bpowless@harborcityschool.org
Skip	Sandman	Community	Member	2020	2023	218-722-7574	ssandman@harborcityschool.org
Pam	Gipe	Parent	Member	2020	2023	218-722-7574	pgipe@harborcityschool.org
Patrick	Schmalz	Parent	Member	2019	2021	218-722-7574	pschmalz@harborcityschool.org
Liz	Holte	Teacher	Teacher	2020	2023	218-722-7574	eholte@harborcityschool.org
Tim	Tydlacka	director	ex-officio	NA	NA	218-722-7574	ttylacka@harborcityschool.org

Required Statutory Training Completed by Members

Board Member Name	Governance	Financial	Employment	Additional training/
--------------------------	-------------------	------------------	-------------------	-----------------------------

				Locations/Trainers
Sarah Lindahl	10/17/15 5/30/18 MACS	10/17/15 MACS	10/17/15 1/4/17 5/23/18 MACS	1/4/17 Edison MACS Employment 5/23/18 MACS Employment 5/30/18 MACS Governance 10/2/2018 MACS Board Chair Training 11/15/18 Open Meeting Law 1/10/19 Introductory Course to Board Roles and Responsibilities 5/16/19 HCIS finance training 11/21/19 Open Meeting Law 5/21/20 HCIS finance training 9/17/20 HCIS Finance Training 5/20/21 HCIS finance Training 6/17/20 Financial documents training
Bethany Carroll	5/5/21 MACS	2/23/21 MACS	1/27/21 /MACS	9/17/20 HCIS Finance Training 5/20/21 HCIS Finance Training 6/17/20 Financial documents training
Liz Holte	6/17/20 MACS	11/19/19 MACS	4/21/20 MACS	11/21/19 Open Meeting Law 5/21/20 HCIS finance training 9/17/20 HCIS Finance Training 6/17/20 Financial documents training
Skip Sandman				
Tina Stoneburner	6/1/19 MACS	10/21/19 MACS	6/1/19 MACS	5/16/19 HCIS finance training 5/21/20 HCIS finance training 9/17/20 HCIS Finance Training 5/20/21 HCIS Finance Training 6/17/20 Financial documents training
Blair Powless	6/18/21 VOA	6/18/21 VOA	6/18/21 VOA	5/20/21 HCIS Finances 6/17/20 Financial documents training

Patrick Schmalz	9/16/20 MACS	6/23/2020 MACS	4/21/19 MACS	5/21/20 HCIS finance training 9/17/20 HCIS Finance Training 5/20/21 HCIS Finance Training 6/17/20 Financial documents training
Pam Gipe	6/17/20 MACS	6/23/20 MACS	4/21/20 MACS	5/21/20 HCIS finance training 9/17/20 HCIS Finance Training 5/20/21 HCIS Finance Training 6/17/20 Financial documents training
Aryn Bergsven	11/17/20 MACS	11/17/20 MACS	4/30/20 MACS	5/21/20 HCIS finance training 9/17/20 HCIS Finance Training 5/20/21 HCIS Finance Training 6/17/20 Financial documents training

Election

In 2021 three directors were to be elected to the board of directors: a parent seat, and two teacher seats. Parents and students were informed over weekly emails and through advisories. Parents and students were also sent information in the school newsletter. All eligible teachers were told about the opportunity through email and the daily announcements.

A Personal Biography sheet was sent in October to eligible teachers, parents and students and community. All interested candidates sent in their information by email to the Board Development Committee or in written form.

Voting started at 8:00:00 central time on 2/1/21 and ended at 23:00:00 on 2/18/21. All voters that hadn't voted were sent weekly emails prompting them to vote (initial email and one email per week through election - total of 3 emails).

Liz Holte was running for one of the teacher seats. Sarah Lindahl was running for the other teacher seat. Blair Powless was running for the parent seat.

The board of directors voted amongst four students running for the two available student seats. Arryn Clanaugh and Holland Veldhuizen were elected to the seats.

Election results were presented at the February annual meeting. New members will be sworn in at the May meeting.

Board Evaluation Results

The members of the HCIS Board of Directors filled out the *Minnesota Charter Schools Board of Directors Individual Board Member Self-Evaluation Instrument* in March.

VOA Report on Board Self Evaluation [linked here](#).

Annual Evaluation of School Director

The board of directors of Harbor City International School evaluated the director in March of 2021 in a closed meeting.

The board found the director's performance to be above average based on the evidence in the surveys, measured against the 2020-2021 annual results, and measured against the review outlined in our board policies. The director has been offered an employment agreement for the 2021-2022 school year. Annual Director Results for the 2021-2022 school year have been created and will soon be approved by the board of directors..

Attached are links to the minutes from the closed meetings for director evaluation.

[Director Review Closed meeting minutes](#)

Strategic Planning

The Strategic Planning Committee had four goals for the school year 2020-2021:

- Create director annual results (spring)
- Determine tools HCIS uses to gather information to inform planning. Determine gaps in information and plan how to fill gaps.
- Monitor the execution of the 5 year plan.
- Advertise strategic plan with students/parents/stakeholders.

The committee created annual results, and continues to determine tools HCIS uses to gather information to inform planning. The importance of this goal was highlighted in the spring with distance learning. The committee continues to monitor the execution of the 5 year plan.

• Administration/School Management

<i>Name</i>	<i>Position</i>	<i>File Folder if applicable</i>

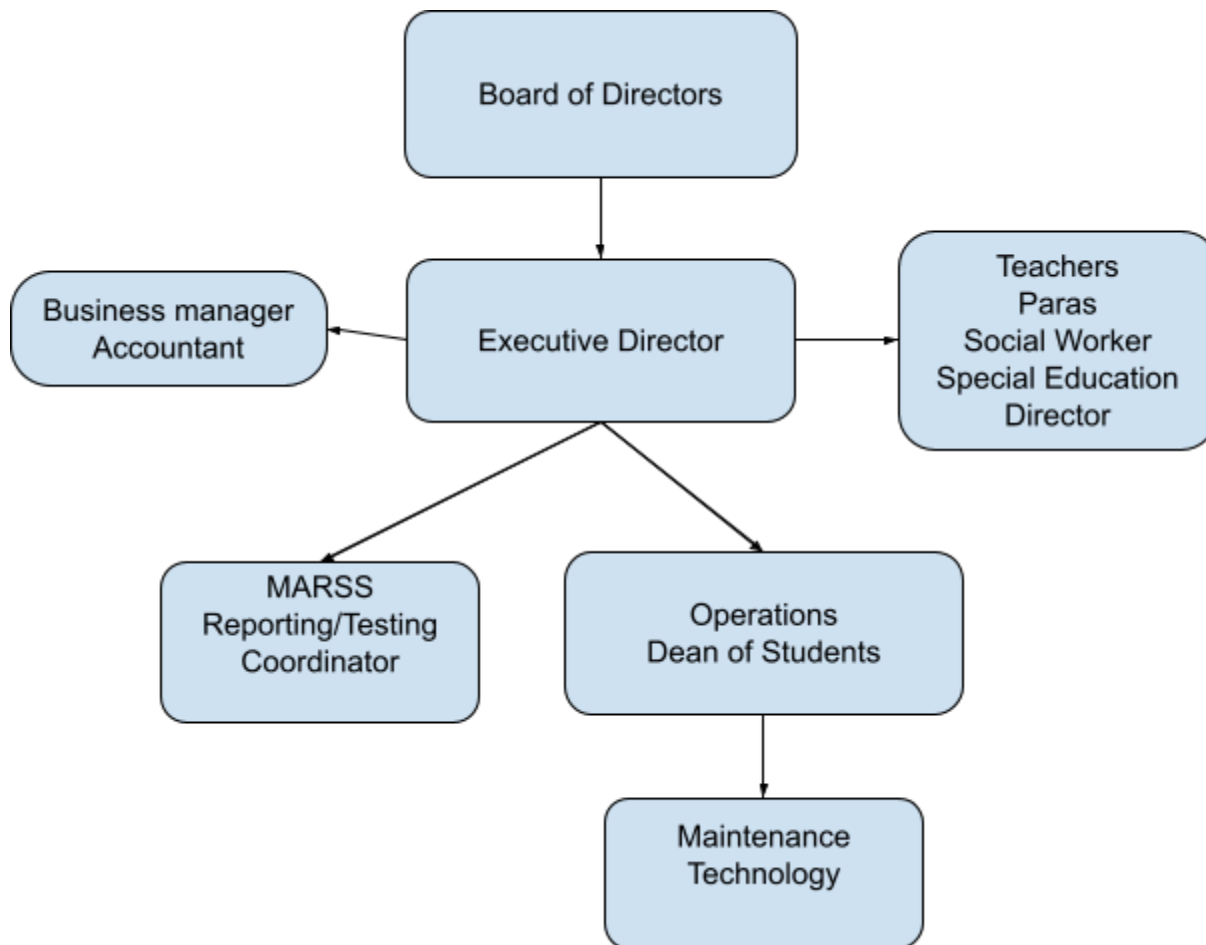
Tim Tydlacka	Executive Director Job Description: <i>The Executive Director is responsible for the effective operation of the school, general administration of all instructional, business, or other operations of the schools. They will administer and supervise the school and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement.</i>	360146
Ted Buck	MARSS coordinator Job Description: <i>Performs accounting tasks under limited supervision and is expected to apply judgment and discretion in carrying out accounting activities within the guidelines of the District, reporting requirements and District procedures. Functions typically performed by position assigned to this level include maintaining school lunch accounts, administering the Minnesota Automated Reporting System (MARSS), and tracking all special education students and related accounting actions.</i>	462093
Dawn Buck	Operations Manager/Dean of Students Job Description: <i>The Dean of Students (DOS) is a member of the Leadership Team. The role of the Dean of Students is to maintain a strong student culture so that teachers and the School Leader can focus on instruction, as well as, to support the leadership's vision of a strong and positive staff culture. This role is intended to ensure that our school maintains our focus on the mission of preparing our students for college in the best way possible.</i>	NA

Matt Dexter	Technology Coordinator/Admin. Assistant Job Description: <i>The Educational Technology Coordinator (EDC) is responsible for training, modeling, and assisting teachers in integrating technology in the classroom to improve student achievement and ensure that every student meets and exceeds the Common Core Standards.</i>	510433
Sam Zimmerman	Special Education Director Job Description: <i>Recruits, hires, supervises, and evaluates District-level special education staff. in the laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program. Incorporates policies and procedures in accordance with laws and regulations.</i>	514480
Madisen Clark	504 Coordinator Job Description: <i>Evaluates students who request a 504, facilitates family meetings to discuss 504 eligibility and status. Oversees implementation of 504's, and leads 504 reviews.</i>	

Roles, Responsibilities, Structure

In 2018-2019, the school replaced the director model of two co-directors with one Executive Director, Tim Tydlacka. For 2020-2021, Ted Buck remained the MARSS coordinator and also assisted Mr. Tydlacka with MDE reporting which include the CRDC report. In 2018, Mr. Tydlacka changed Dawn Buck's job title to dean of students in addition to her operations manager title, as she has taken on the responsibilities of enrollment, attendance, and student academics and behavioral management, working closely with Mr. Tydlacka on issues pertaining to student behavior and academic status. Matt Dexter maintained his position as technology coordinator and also took on administrative assistant responsibilities, ultimately taking over the scheduling process. Sam Zimmerman was added as the Director of Special Education.

Faculty Flow Chart



Professional Development of the Leadership

Executive Director Tim Tydlacka

Professional Background and Education:

- K-12 Principal's License Saint Mary's University
- Masters of Education College of St. Scholastica
- BS Moorhead State University

Classroom teaching - 23 years

School Board Chairperson Math and Science Academy - 3 years

Professional Development Plan for 2020-2021

Executive Director

Goal #1 To engage the school community in reaching the 2020/2021 Annual Results.

1. Increase the percentage of students who are engaged in our curriculum and academic culture by utilizing strategies that improve student outcomes as indicated by both quantitative and qualitative data points. [for example, movement to honors classes, attendance, survey results]
2. HCIS will create a plan to increase student ADM by supporting students through their four years at HCIS and therefore increasing student retention demonstrated by a higher

graduation rate in 2022 than 2020

3. Engage consistent funding streams outside the state funding to improve student opportunities and retain and attract quality staff.

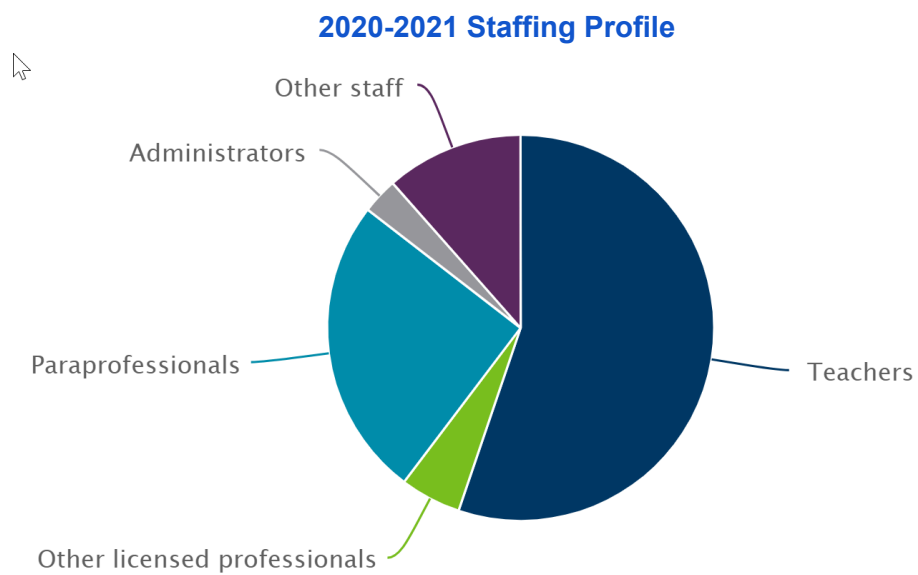
Leadership Evaluation

The Director Review Committee of the board along with board outlined policies are what was used to evaluate the director. The director review process was started in September by incorporating the annual director results into creating a tool for evaluation. Evaluation took place with the board in April using the tool devised by the Director Review Committee. Please see Appendix B for Review Calendar from the Board Policies.

VI. 2020-2021 School Faculty Information and Professional Development.

Teacher's Name	MDE File	Assignment	Left during 2020-2021	Not returning 2021-2022
Theodore C. Anderson	388209	Language Arts		
Paul Belsito	483476	Language Arts/Para		
Aryn L. Bergsven	401434	Creative Arts		
Ted W. Buck	462093	SPED, /MARSS Coordinator/Assessment Coordinator		
Bethany J. Carroll	508585	Language Arts/Grant Writer/Post-secondary Counselor		
Alyssa Elliott	494275	Social Studies		
Carol Furchert	428820	Social Studies		
Kristian Hartmann	508017	Science		
Elizabeth Holte	446564	Spanish		
Brandy Forsman	370101	Chemistry and Physics		
Emily Lanik Parr	385361	Speech and Drama		
Sarah Lindahl	351760	Language Arts		
Thomas Maloney	363361	Mathematics		

Anja Morris	499345	Mathematics		
Nicole Ottjes	391120	Music		
Ben Peters	474170	Social Studies		
Tina Stoneburner	404517	Special Education		
Brian Scott	470188	Science		
Justin Strom	447759	Mathematics		x



Professional Development of Faculty

The theme for Professional Development at HCIS for 2020/2021 was “Distance Learning.”

Topics covered were:

- What does it mean to be a college prep school during distance learning?
- How do we nurture a sense of belonging during distance learning?
- How do we insist on academic excellence during distance learning?
- How do we graduate global citizens during distance learning?
- How do we incorporate the core value of Respect in our role at HCIS during distance learning?
- How do we incorporate the core value of Relationship in our role at HCIS during distance learning?
- How do we incorporate the core value of Reach in our role at HCIS during distance learning?
- How do we incorporate the core value of Responsibility in our role at HCIS during distance learning?
- How do we incorporate the core value of Resilience in our role at HCIS during distance learning?

Teacher Evaluation Program

Teacher Development and Evaluation is important to the academic success of HCIS students. In 2020/2021 a model based on state recommendations was adjusted to fit the needs of the unique educational processes of a small charter school during distance learning.

Teacher Evaluations:

- Teacher evaluation documentation was partially based on the state model and partially based on the unique education processes of HCIS during distance learning.
- Teachers completed annual targeted growth plans and submitted them to administration.
- Student Learning Goals set by teachers.
- Teacher evaluation process provides feedback on strengths and challenges, nurtures a collaborative teaching/learning culture in which teachers are able to continue their professional growth as educators.
- Teacher Evaluation included Summative Evaluations.

VII. School Enrollment and Student Attrition.

Charter Schools in Minnesota are public schools that are accessible to all school-aged children regardless of race, national origin, gender, ethnicity, language proficiency, physical or mental disability, sexual preference, and/or academic achievement. All students from the State of Minnesota are eligible to attend Harbor City International School (HCIS).

Enrollment Procedure

A parent/guardian must complete an application to enroll their student into Harbor City International School.

To request an application, phone the school at 722-7574 x311. Alternatively, visit the school at 332 West Michigan Street in the Duluth Plumbing Supply Building to pick up an application. Take the elevator to the 3rd floor during regular business hours of 8:00 a.m. until 4:00 p.m. The enrollment form is also available for download from our website, www.harborcityschool.org.

Preference in the acceptance to Harbor City International School is given to families with siblings at our school and teachers' children. March 1 is our deadline to fill open spaces in classes. After March 1, applications for classes with openings will be accepted by date of the application until the class is full.

If the number of applicants exceeds the number of openings before March 1, then siblings of families attending Harbor City International School and the children of teachers at Harbor City International School will be enrolled at our school and the remaining students will participate in a lottery process. The lottery will be held on March 1 or the first business day following March 1 if March 1 falls on a weekend or a holiday.

Following their admission to Harbor City International School, students are encouraged to experience Harbor City by completing an orientation visit. During the orientation visit, students spend a half-day at school attending classes and observing the daily activities of the school. Students are asked to complete several questions about their observations of our school. Parents are invited for a pre or post- visit meeting.

Students who are admitted to Harbor City but are not present at the new student orientation in August, without advance notification of the enrollment coordinator at 218-722-7574 x225, will be placed on the waiting list at the end of the roster. Students who do not attend the first day of school without proper parental notification of the attendance office as described in the student handbook, will be designated as a “no-show” and their application will be placed on the waiting list at the end of the roster.

Updated Enrollment Form Used for Enrolling for Fall 2021, page 15.

Application Form 2020-2021

STUDENT INFO

Date _____

Last Name _____ First _____ Middle _____

Home Phone Number _____ Grade Level in **2020 – 2021** _____

Parent's Email Address _____

Address _____

City _____ State MN Zip Code _____ Alternate phone _____

PARENT/GUARDIAN INFO

Parent/Guardian _____ Work/Cell _____

Parent/Guardian _____ Work/Cell _____

Name/grade of any other students in your household attending HCIS: _____

X _____ Relationship to student _____

Signature of person completing registration form. By signing this form, you are verifying that the information provided above is accurate.

Return To: Harbor City International School
ATTN: Admissions
332 W Michigan St, Ste 300
Duluth, MN 55802
Or scan & email the form to:

For Questions or more information:
Dawn Buck, Operations/Enrollment
Phone 722-7574 x225
Email: dbuck@harborcityschool.org

Harbor City International School follows Minnesota state law in filling openings in its classes. March 1, 2020 is our deadline to fill open spaces in classes for the 2020-2021 school year. After March 1, 2020 application forms submitted for classes with openings will be accepted until the class is full.

After March 1, 2020 application forms submitted for a class that is full will be kept until a space opens in class. At that time, first preference will be based on all applicants on the waiting list with a sibling of an enrolled pupil, to a foster child of that pupil's parents and enrolling children of the school's teachers before accepting other pupils by lot. If there are no applicants with siblings or teachers at the school are on the list, the selection will be conducted with a waiting list of chronological completed forms starting with the oldest.

STATE LAW

HCIS follows Minnesota Statutes 124D.10 subd. 9 in its enrollment practices. The text of the law is provided below.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The charter school shall not distribute any services or goods of value to students, parents or guardians as an inducement, term, or condition of enrolling a student in a charter school. HCIS, a tuition-free public school, does not discriminate on the basis of race, religion, gender, social or economic background, or sexual orientation.

Harbor City International School is authorized by Volunteers of America – Minnesota; Stephanie Olsen, representative, 612-270-1998



332 W. Michigan St, Suite 300 Duluth, MN 55802
(218) 722-7574 FAX (218) 625-6068
www.harborcityschool.org

Date: _____

Application for 2021-2022

STUDENT INFORMATION, PLEASE PRINT:

First Name _____ Middle _____ Last _____

Home Phone Number: _____ Grade Level in 2021 – 2022 _____

Address: _____

City: _____ Zip Code: _____ Alternate phone: _____

PARENT/GUARDIAN:

P/G #1 Name: _____ Relationship: _____

Address: _____ City: _____ Zip: _____

Cell phone: _____ Email: _____

P/G #2 Name: _____ Relationship: _____

Address: _____ City: _____ Zip: _____

Cell phone: _____ Email: _____

Name/grade of any other students in your household attending HCIS: _____

X _____ Relationship to student _____

Signature of person completing registration form. By signing this form, you are verifying that the information provided above is accurate.

Please send completed form to:

332 W. Michigan St. Suite 300, Duluth, MN 55802 or FAX to 218-625-6068 or email dbuck@harborcityschool.org

Harbor City (HCIS) admission policies are consistent with the admission requirements of Minnesota Statutes §124E. HCIS shall not discriminate against any student based on race, color, ethnicity, sex, gender identity, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

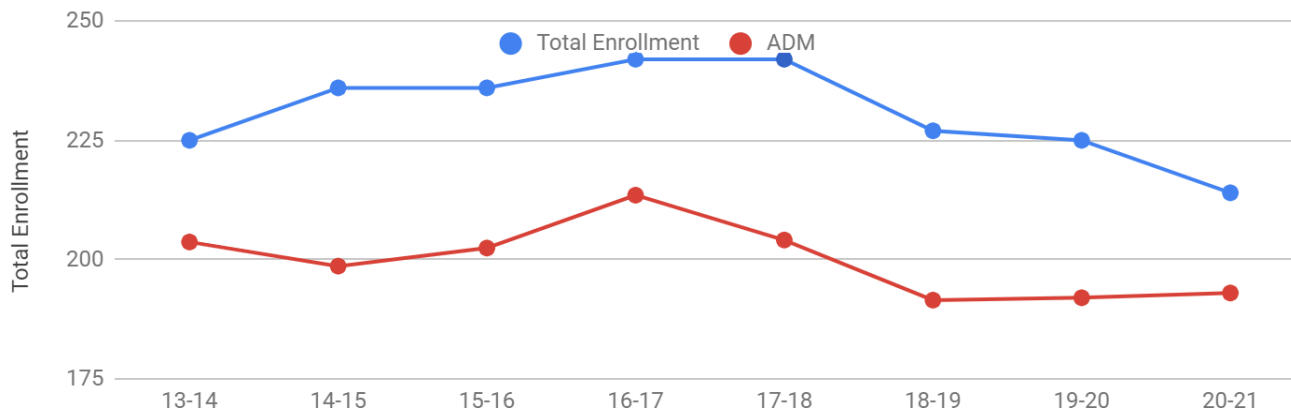
HCIS is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, students will be accepted by lot and admitted as further described below.

Before admitting a student on the lottery list, HCIS shall give preference for enrollment to siblings of an enrolled student and to a foster child of that pupil's parents; HCIS will give preference to enrolling children of the school's staff before accepting other pupils by lot. Interested families will submit applications up until 4 p.m. on the 1st of March. If March 1 falls on a Saturday or a Sunday, then the deadline for applications will be the first Monday following March 1. Once the application period is closed, if there are more applicants than spots available, all timely applicants will be placed on one of two lists by grade: (a) a preference list of students given preference by state law or this policy, and (b) all other applicants. Both lists will be shuffled and offers of enrollment will be made to students in the order in which they are listed for each grade until classes are full, first exhausting the preference list, and then proceeding to the non-preference applicants. This lottery will be held no later than the first Monday after the student application deadline. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from HCIS, they shall lose their place. If they later re-apply, they shall be treated as a new applicant. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year. See Admissions Policy with Lottery, Policy 5.1.1 at www.harborcityschool.org.

Harbor City International School is authorized by Volunteers of America – Minnesota; S. Olsen, representative, 612-270-1998

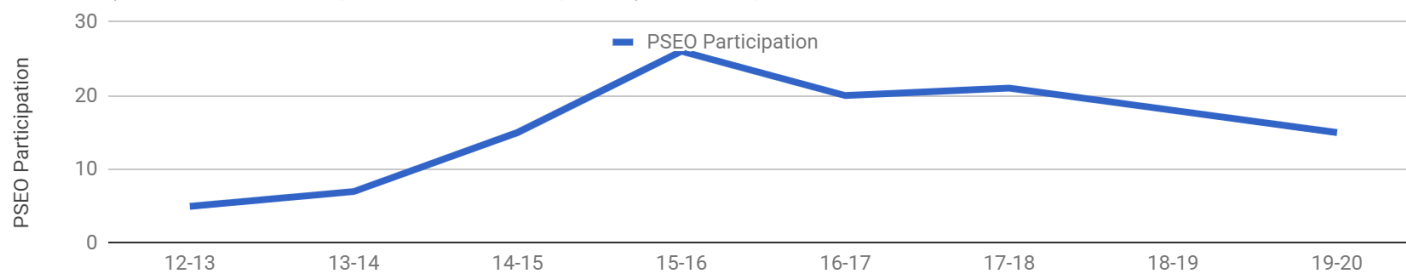
Enrollment and ADM by Grade from 2014-2021

Total Enrollment Trend



	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Grade 9	67	65	61	53	67	55	55
Grade 10	62	66	57	63	60	63	58
Grade 11	57	61	74	62	54	61	53
Grade 12	50	44	50	64	46	46	48
Total Enrollment	236	236	242	242	227	225	214
ADM	198.63	202.42	213.5	204.1	191.5	192	193

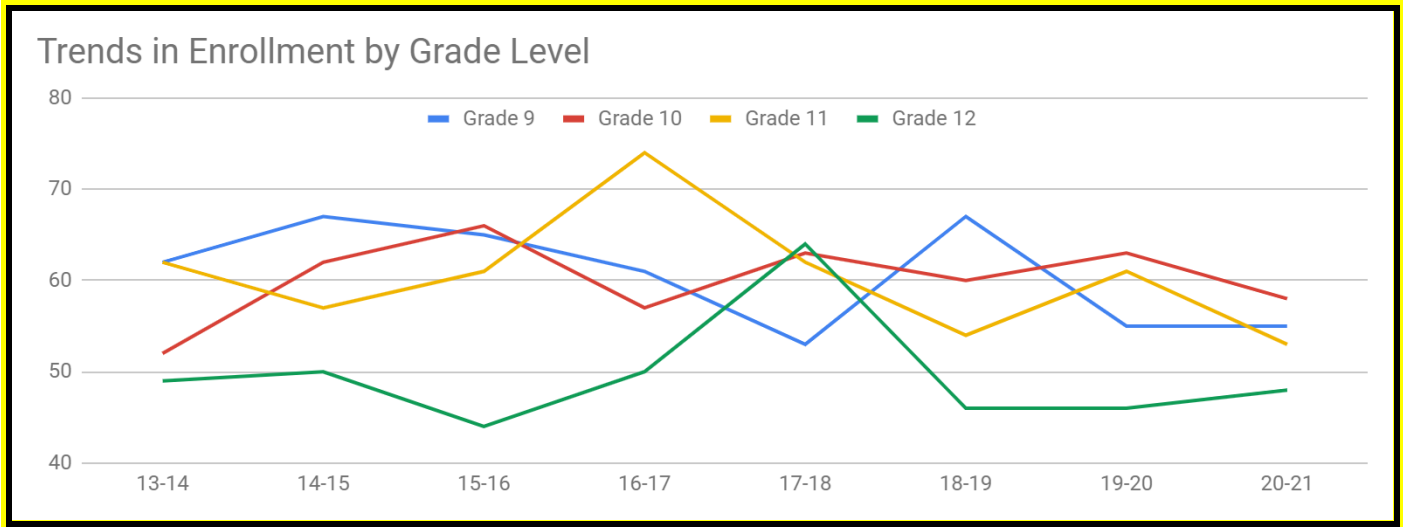
PSEO (Post Secondary Enrollment Option) Participation



PSEO (Post Secondary Enrollment Option) Participation

12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
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5	7	15	26	20	21	18	15
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VIII. School Academic Performance.

Charter Contract Standards/Goals:

The primary purpose of HCIS charter school is to improve all pupil learning and all student achievement. HCIS does this in many ways:

- Small class sizes decrease the ratio of students to staff members. Our teacher/student ratio is 1/13.
- Uniform College Pursuit period provides time during the school day for students to study, get help from teachers, start on homework, make up tests, get advising from staff, and participate in honors level music.
- A robust child-find team working in conjunction with all teachers identifies at-risk students and implements interventions.
- A well functioning and collaborative department of student services works in conjunction with students, teachers, and families to assist with graduation path, social/emotional skills, college preparation, assessments, 504 and special education services, and behavior intervention.
- HCIS mandatory service requirement shows students the value of community service.
- The availability of high-level courses, and increasing numbers of students taking AP, CITS, PSEO and honors courses.

Academic Program

HCIS has a curriculum-based educational program. The mission of our program is to insist upon academic excellence and to graduate students who are prepared for college.

Department of Student Services

HCIS implemented the Department of Student Services in 2019, with the intent to better serve students with academic and mental health needs. The department was also created to close communication gaps among staff members serving students and families in various capacities.

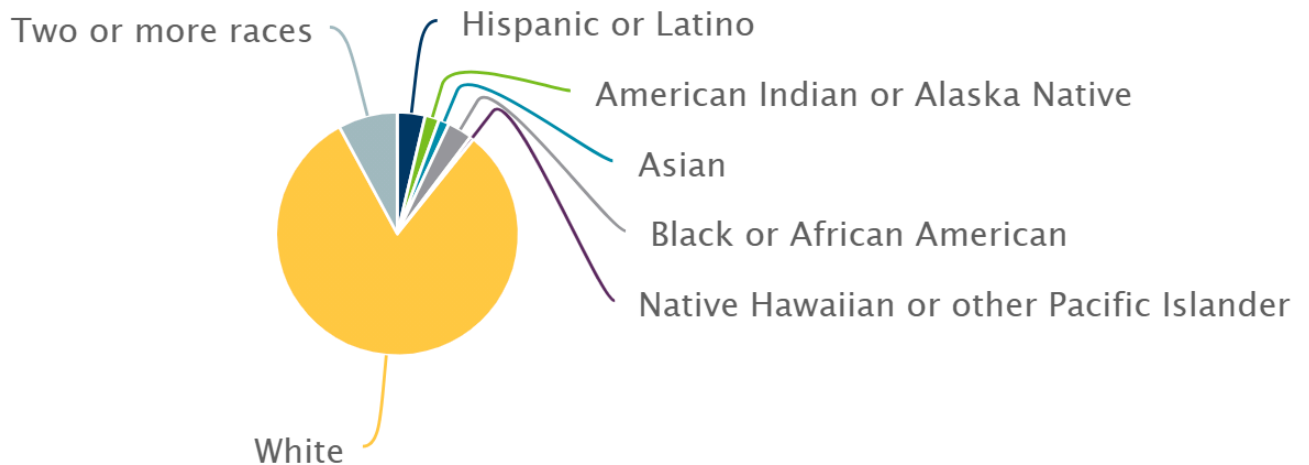
The Department of Student Services is comprised of:

Executive Director	Tim Tydlacka
Special Education Director	Sam Zimmerman
Dean of Students	Dawn Buck
School Social Worker	Corinne McMahon
Student Support Specialist/ 504 Coordinator	Maddy Clark
Registrar/Scheduling	Matt Dexter
Post Secondary Counselor	Bethany Carroll

The DSS (Department of Student Services) meets weekly to discuss students of concern and develop plans to best meet their needs.

Demographics of HCIS

Note: Data are reported by fiscal year based on October , 2019 enrollment. From MDE Minnesota Report Card site.
(https://rc.education.mn.gov/#demographics/orgId--74085010000__p--9)



Race/Ethnicity	Count	Percent
Hispanic or Latino	8	3.7%
American Indian or Alaska Native	4	1.9%
Asian	3	1.4%
Black or African-American	7	3.3%
Native Hawaiian or other Pacific Islander	1	0.5%
White	174	81.3%
Two or more races	17	7.9%
All students	214	100.0%

Note: Data from most recent testing. No testing happened due to the COVID-19 crisis and distance learning model in the spring of 2020.

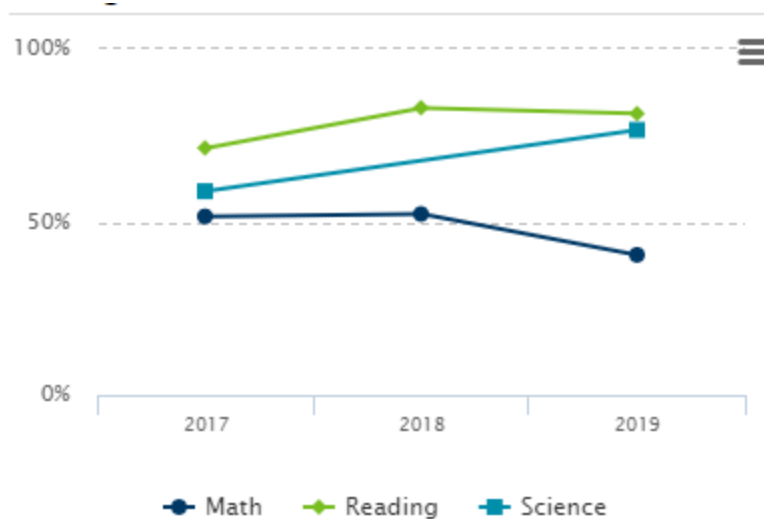
Math Growth - All students

d

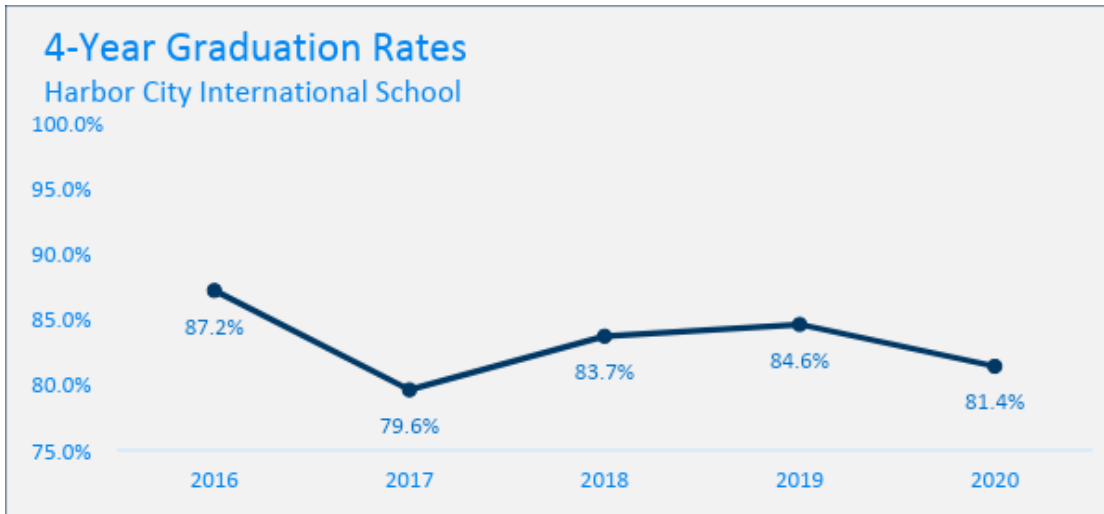
Reading Growth - All Students

Proficiency Trends*

***Some students were excluded from test results because of MDEs policy for reporting part year students in care and treatment programs.**



Graduation Rate Trends



Ratio of Licensed Teachers to Students

Licensed Teacher Ratio	13
October 1 Student Count	236
Total Licensed Teacher FTE Count	18

Ratio of Licensed Teachers and Support Staff to Students

Licensed Teacher and Support Staff Ratio	11
October 1 Student Count	236
Total Licensed Teacher And Support Staff FTE Count	20.62

Ratio of All Licensed Staff to Students

Total Licensed Staff Ratio	10
October 1 Student Count	236
Total Licensed Staff Count	22.56

The annual process for reviewing curriculum is done in a variety of ways. Within our daily schedule, a forty minute block is set aside during each week for departments to meet. During this time departments are encouraged to analyze curriculum, vertically align curriculum, discuss best methods for student academic growth, etc. Once a month the entire staff meets for professional development. The board is updated on academic student achievement on a regular basis by the director(s).

Assessment Plan:

The HCIS Assessment Plan includes standardized tests such as NWEA MAP tests given in the spring and the fall to assess reading and math growth, MCA reading tests for sophomores, MCA math tests for juniors, and biennially MCA Biology tests for freshmen and sophomores. The school also offers the ACT to be taken for all juniors at the school's expense and during the school day. Students can also select to take the PSAT their sophomore year.

IX. Finances

The school finished the year current on all financial expectations included but not limited to: payroll taxes, insurance, payroll and terms.

Harbor City International School completed the year with a 32.68% fund balance. A 20% fund balance is our official policy but the school is allowing the balance to grow to 25% to allow for some startup costs associated with expanding our grade levels or purchasing the building.

The FY 2020 Audit report prepared by Wipfli, LLP is currently underway.

Wipfli LLP
1502 London Road Suite 200
Duluth MN 55812
218-722-4705

HARBOR CITY INTERNATIONAL SCHOOL
BUDGET YEAR: 07/01/2020 - 06/30/2021

Revenue

Adopted revenue budget, General Fund	\$2,945,606
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Revisions:

Decreased state aid primarily due to lower special education expenditures	\$(236,101)
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Increased federal revenues related to COVID-19 financial relief	\$76,407
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Forgiveness of SBA Paycheck Protection Program Loan	\$397,200
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TOTAL NET INCREASE IN REVENUE BUDGET	\$237,506
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Revised revenue budget, General Fund	\$3,183,112
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Expense

Adopted expenditure budget, General Fund	\$2,923,401
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Revisions:

Decrease in state-funded special education expenditures	\$(179,552)
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Increase in federally-funded expenditures related to COVID-19 relief	\$76,407
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Staff pay adjustments	\$48,072
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TOTAL NET DECREASE IN EXPENDITURE BUDGET	\$(55,073)
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Revised expenditure budget, General Fund	\$2,868,328
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FUND BALANCE:

Fund Balance, 06.30.20	\$622,727
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FY 2020-2021 Net Income (Loss)	\$314,784
Fund Balance, 06.30.21	\$937,511
Fund balance as a % of FY 2021 expenditures	32.7%
FY 2021-2022 Operating Income (Loss)	\$(99,693)
Projected Fund Balance, 06.30.22	\$837,818
Fund balance as a % of FY 2022 expenditures	30.2%

Fiscal governance process

Each week the Business Director and the bookkeeper met to discuss all financial transactions, including signing checks. These transactions and all other expenses/revenues are reviewed at the monthly Board Finance Committee meetings, including the check registry for the month. The Board Finance Committee is made up of the school's accountant, bookkeeper, the board treasurer, an additional board member, and the business director. The Board Finance Committee presents their review at the monthly Board meeting with an update on current financial status, line item status, and check registry review. All necessary resolutions are presented and approved at the monthly Board of Directors meeting.

X. Service Learning

New Credit structure

2017/2018

	Old block schedule	This Year's Seniors	This year's Juniors	This Year's Sophomores	This Year's Freshman
	2017	2018	2019	2020	2021
Social Studies	4.25	4.25	4	4	4
English	4	4	4	4	4
Math	3	3	3	3	3
Science	4	4	4	4	4
Spanish	2	2	2	2	2
Health/PE	.5	.5	.5	.5	.5
Art	1	1	1	1	1
Electives	8.75	8.25	8	7	6.5
Service Learning	0	0	0	.5	.5
Possible	29	28.75*	28	27.5	27
Required	27.5	27	26.5	26	25.5

*Students have to take .25 Econ Symposium to get the economics credit to meet the state standard. Economics standards from here forward will be incorporated into 9/10 social studies, and 11/12 social studies.

Harbor City International School values service to others to enrich our community. By 2020 all seniors will be required to have participated in two public service symposiums. Public service symposiums are classes that promote the common good, foster habits of public engagement, and encourage students to serve society.

Symposium courses that qualify as public service symposiums will have the following components:

- A service component where the student spends time serving in the community meeting actual needs
- A learning component where students seek out or are taught information—often both interpersonal and academic—that they integrate into their service
- A reflection component that ties service and learning together

Symposiums that qualify for the service learning credit will require students to work in service of others in the community for at least 60% or more of the time spent in the class.

- Habitat For Humanity
- Parks and Recreation
- Trail Cleaning
- Camp Miller
- Camp Esquagama
- African Drumming Tour

XI. Innovative Practices

New Schedule

This was the second year that HCIS utilized a new and innovative daily schedule by switching from a six-period day three days a week, and a four period day two days a week, to having a six period day five days a week and adding a daily 40 minute study period called the College Pursuit period. The school simultaneously changed the way that special education services are provided to students. Previously SpEd students were assigned a Directed Studies period during the school day to work on IEP goals. With the new schedule SpEd teachers co-teach with general education teachers and provide services in the general education classroom.

The schedule change innovation addressed the following problems in the following ways:

1. Special education students did not have access to a broad curriculum because they previously spent a period of their day in a directed studies class. The new schedule allows students who would otherwise have to take a directed studies to have a schedule that includes all or mostly all general education classes. Their special education services are provided by special education teachers who are co-teaching general education classes.
2. Previously there was a school-wide problem of students not finishing assignments. Students attributed this to not having enough time. After-school homework lab didn't seem to address problems adequately. The new schedule includes a forty minute study period for students. During this time students can meet one-on-one with teachers to get help, students can work on assignments, or can get themselves organized. This is also a time for SpEd students to meet with their caseworkers.
3. With our previous block schedule, teachers did not have time for collaboration within the school day. With the schedule change, teachers have one prep period as well as one day during the week, during the student study period, to meet with departments for collaboration.

4. With our previous block schedule, each core and AP classes met four times a week for a total of 240 minutes of class time. With the new schedule core and AP classes meet five times a week for a total of 270 minutes. The additional meeting time, and the additional minutes allow for more curriculum to be covered.

The impact this innovation has had on our school was immediate upon implementation. Students get 30 additional minutes per week in core and AP classes than they did in years previous. SpEd students have access to elective classes they previously did not have time for in their schedules because now SpEd teachers are providing services in the general education classrooms. Students get a daily forty minute study period for working on assignments, getting organized, getting help from teachers on a one-on-one basis, and SpEd students can meet with case workers during that time. Teachers get one forty minute time period during the week, in addition to their daily prep period, to meet with their departments during the school day.

Director and Focus on Mission

In July of 2018 the HCIS Board of Directors hired Tim Tydlacka as the executive director, changing the model of leadership from a co-director model which was inefficient and problematic, to a more streamlined leadership structure. In April of 2018 the board hired a consultant to work with the staff to determine the type of leadership that would work best in the school. The overwhelming consensus from the staff and stakeholders was that HCIS needed an executive director. The board formed a hiring committee, advertised the position, interviewed several candidates and ultimately hired Director Tydlacka.

Together, the board and Director Tydlacka made the school mission the focus of the year for staff, students, and stakeholders. There were several ways in which this was accomplished. For instance, at staff meetings Director Tydlacka instituted the “two minute talk” where staff would take two minutes to talk about different components of the mission. This succeeded in bringing the mission, and the different interpretations of the mission to the forefront with the staff. The mission was the focus of the annual meeting for stakeholders. Mission adherence was less popular with students with the enforcement of the eligibility policy for academics, insisting on academic excellence for participation in extracurriculars. Although unpopular, the enforcement of this policy successfully encouraged students to lift their academic standards so they could continue participating in many extracurriculars popular at HCIS.

XII. Future Plans

The HCIS Board of Directors Strategic Planning Committee has one overarching goal for the school year 2019-2020. That is to make a five-year plan which includes a budget outlook, building expansion, grade expansion, and teacher retention.

We will explore purchasing the building we are currently located in and remodeling and developing the first floor to accommodate more students with additional classrooms, have administrative offices near one another, build a bigger and better science lab, and increase school security measures.

We will be exploring how and when we will expand to include middle school grades. We have to decide when we will do this, which grades we will start with, and we have to organize a feasible transportation plan, and we have to develop and/or grow our staff to accommodate middle grades.

We would also like to improve outreach and communication with the community in Duluth. With purchasing the building we will improve the look with improved signage on the building and throughout the school grounds. We will also improve and expand marketing ourselves to the community through positive news items and community service.

XIII. Parent Surveys:

[Distance Learning Survey](#)

[Parent Website Survey](#)

XIV. World's Best Workforce 2020-2021:

[WBWF Report 2021-2022](#)