



**Glacial Hills Elementary**

**PUBLIC CHARTER SCHOOL DISTRICT #4168**

**SCHOOL YEAR 2022-2023**

**WORLD'S BEST WORKFORCE & ANNUAL REPORT**

## Table of Contents

1. <a href="#">School Information</a> .....	Page 3
2. <a href="#">Implementation of Primary and Additional Statutory Purposes</a> .....	Page 4
3. <a href="#">Student Enrollment &amp; Demographics</a> .....	Page 4
4. <a href="#">Student Attendance, Attrition &amp; Mobility</a> .....	Page 5
5. <a href="#">Educational Approach and Curriculum</a> .....	Page 6
6. <a href="#">Innovative Practices &amp; Implementation</a> .....	Page 9
7. <a href="#">Academic Performance: Goals &amp; Benchmarks</a> .....	Page 12
8. <a href="#">Educational Effectiveness: Assessment &amp; Evaluation</a> .....	Page 18
9. <a href="#">Student &amp; Parent Satisfaction</a> .....	Page 19
10. <a href="#">Environmental Education</a> .....	Page 19
11. <a href="#">Governance and Management</a> .....	Page 21
12. <a href="#">Staffing</a> .....	Page 25
13. <a href="#">Operational Performance</a> .....	Page 27
14. <a href="#">Finances</a> .....	Page 29
15. <a href="#">Future Plans</a> .....	Page 31
16. <a href="#">Distance Learning Plan Description and Reflection on Implementation</a> .....	Page 31



## 1. School Information

### Contact Information:

Physical Address: 610 W. 6<sup>th</sup> Street

Mailing Address: P.O. Box 189

Starbuck, MN 56381

Phone: 320-244-3334

Website: [www.glacialhills.org](http://www.glacialhills.org)

**Grades Served:** Preschool through Sixth Grade (PreK-6)

**Year Opened:** 2007-08

**Mission:** Our mission is to create an innovative, dedicated, safe and caring environment for students in preschool through sixth grade. This is accomplished by collaborating with families and staff to achieve academic success and environmental literacy through hands-on-learning and individualized instruction.

**Vision:** Our vision is to shape academically strong, respectful and responsible students. Students will reach their full potential and become lifelong learners and positive members of society when their individual academic, behavioral, and social needs are addressed.

**Current contract period with Osprey Wilds:** July 1, 2020 – June 30, 2025

### AUTHORIZER INFORMATION

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its

authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing  
Osprey Wilds Environmental Learning Center  
Charter School Division  
1730 New Brighton Blvd  
Suite 104, PMB 196  
Minneapolis, MN 55413  
(612) 331-4181

[www.auduboncharterschools.org](http://www.auduboncharterschools.org)

## 2. Implementation of Primary and Additional Statutory Purposes

The primary purpose of Glacial Hills Elementary School is to improve pupil learning and student achievement. The school will report its implementation of this primary purpose through the annual report.

Glacial Hills Elementary School has set goals for student achievement and growth. The faculty and administrator will meet regularly to review these goals and monitor student progress toward achieving these goals.

Glacial Hills Elementary School also strives to meet the individual needs of the students. The STAR assessment is given in the fall, winter, and spring to monitor student progress in both math and reading. Teachers use the results of the assessments to guide instruction and meet the various needs of the individual students. The results of the STAR are shared with the students during individual conferencing sessions. The teacher discusses the progress made by the student and they set goals for the next period of time.

The additional purpose of Glacial Hills Elementary School is to increase learning opportunities for all pupils. The school will report its implementation of this additional purpose through the annual report.

Glacial Hills Elementary School will increase learning opportunities for pupils by providing field trips to local environmental sites, and other sites, to increase student experiences and background. This will extend the classroom experiences into "real-world" situations, therefore making connections to the local environment. Glacial Hills Elementary will report the implementation through the annual report.

## 3. Student Enrollment & Demographics

### STUDENT ENROLLMENT

<b>Number of Students Enrolled</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025 (est)</b>
Preschool or PreK	3s- 4; 4s- 11 15	3s-2; 4s-10 12	3s - 2; 4s - 14 16	3s - 2; 4s - 9 11	3s - 8 4s- 13 21	3's - 8 4s - 13 21
Kindergarten	14	15	16	19	18	20
1st Grade	15	15	15	10	20	16
2nd Grade	13	15	12	16	9	20
3rd Grade	13	13	16	14	16	9
4th Grade	10	12	10	18	10	16
5th Grade	13	10	6	12	16	10
6th Grade	15	9	5	4	10	17
<b>Total</b>	<b>108</b>	<b>101</b>	<b>96</b>	<b>104</b>	<b>120</b>	<b>129</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>92.07</b>	<b>84.87</b>	<b>77.25</b>	<b>93.37</b>	<b>99</b>	<b>108</b>

Rejuvenating our programming along with adding new program offerings has helped our school's enrollment grow. The enrollment of GHES was 73 K-6th grade students in 2021. We ended the year with 80 in 2022. In the fall of 2022, we started the year with 94 students! Glacial Hills attributes the growth to the holistic approach of our programming to include environmental education, social emotional learning, life skills, and project based learning!

### **STUDENT DEMOGRAPHICS**

<b>Demographic Trends</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-2022</b>	<b>2022-2023</b>
Total Enrollment	91	93	89	73	93
Special Education	31	38	28	23	23
English Learners	1	1	0	0	0
Free/Reduced Priced Lunch	52.7%	53.8%	44%	45.2%	58%
Black, not of Hispanic Origin	1	1	2	3	0
Hispanic/Latino	3	2	2	3	3
Asian/Pacific Islander	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	1
Two or more races	-	-	-	-	1

White, not of Hispanic Origin	87	90	89	67	88
-------------------------------	----	----	----	----	----

The demography remains stable. Our special education percentage remains the same but our free and reduced population climbed from 45.2% to 58%.

#### 4. Student Attendance, Attrition & Mobility

##### STUDENT ATTENDANCE

	2018-19	2019-20	2020-2021	2021-2022	2022-2023
<b>Student Attendance Rate</b>	93.5%	93.7%	n/a	79.5%	80.7%

Attendance rates continue to be low as we have a high number of students who are chronically absent due to a variety of reasons, but oftentimes, it is related to mental health and trauma. We did see a slight rise, but are continuing to work with parents to get students to school. Glacial Hills formed a Parent-Teacher Organization in the spring of 2023 that administration and the student support specialist will utilize to gather ideas on how to increase parent-school engagement to raise attendance.

##### STUDENT ATTRITION

<b>Percentage of students* who were continuously enrolled between October 1 of the 2022-2023 school year and October 1 of the 2020-21 school year.</b>	<b>89.6%</b>
--	--------------

*\*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 6<sup>th</sup> grade.*

##### STUDENT MOBILITY

<b>Percentage of students who were enrolled for 95% or more of the 2022-23 school year.</b>	<b>98%</b>
---	------------

#### 5. Educational Approach & Curriculum

##### Program Description:

Glacial Hills Elementary School serves students in grades preschool through sixth grade, and employs one full-time licensed teacher for each grade. However, 4th through 6th grade students shared two teachers due to the size of those classes. Classrooms are self-contained in grades preschool through 3rd grade. In grades 4-6, students receive grade-level instruction for literacy and math, but the times when they are joined, students are participating in a project-based, transdisciplinary curriculum that meets multiple

grade-level standards. Each classroom receives 35 minutes of physical education, and 25 minutes of music each day. A full-time licensed teacher teaches physical education and a part-time (.6) licensed teacher teaches music. GHE operates on an approximately 169 day student contact calendar, and typically divides the school year into semesters and quarters. The school day begins at 8:15 a.m. and ends at 2:50 p.m. Students are provided 25 minutes for lunch. This equals 6.2 hours of instruction each day which exceeds the statutory requirement.

*Special Education, Speech/Language, Occupational Therapy, Physical Therapy, EL, and Title 1* related services are also provided at Glacial Hills Elementary for those students who require these services. GHES employs one full-time licensed special education teacher, one full-time Speech-Language Therapist and four full-time highly-qualified paraprofessionals to meet the needs of the identified students. The OT and PT services are contracted from Glacial Ridge Health System as needed per IEP services determined by the team. A school psychologist is also contracted for a monthly visit. GHES employs one full-time Title 1 teacher and a full-time student support specialist.

*A preschool program* has been in operation since SY17-18. During the 2022-2023 school year, the preschool program expanded to include two teachers and offer all day, every day programming. The program is also Four Star Parent Aware. Families can choose from one of the following programs: T-TH half days, M-W-F full days, or all day, everyday preschool. This program is a tuition-based program.

### **Mathematics:**

During the SY 2021-2022, GHES piloted a new math curriculum called Bridges in Mathematics. Glacial Hills purchased a 7 year subscription after the successful pilot. Students receive math during morning meetings called Number Corner and a designated math time.

All grades also utilize additional support programs, such as Renaissance Math, IXL, Education.com, and Nearpod, which create individualized assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, provides ongoing feedback on students' daily practice, and helps differentiate instruction, therefore addressing students' individual needs.

### **Reading and Language Arts:**

Preschool students will be involved in project-based and play-based learning activities. All curriculum and activities will be aligned to the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPS). Teaching Strategies curriculum and GOLD assessments will be utilized.

Grades K-6 employ the Scholastic Literacy Program. It includes instructional tools that provide districts, teachers and students with: a shared, spiraled understanding of the standard and their vocabulary across and through all grades: equity of understanding of

expectations, learning outcomes, and objectives; vertical planning for teachers and administrators; interpretation of the standards and important teacher reminders; and a way to think about and find patterns within and across texts.

Lessons begin by unpacking and breaking down standards into clear, easy-to-understand explanations for both educators and students, enabling the latter to be active participants in their own success. Lesson objectives incorporate these standards, ensuring that student work is tied to what students are expected to know.

Scholastic Literacy is modular and flexible. This unique configuration features Whole Group, Small Group, and Independent Learning modules which can be seamlessly integrated into existing frameworks, or work together for a balanced literacy curriculum. Scholastic Literacy features authentic books that students would encounter at a library or bookstore. These authentic texts stimulate increased student engagement in reading of all genres. There is a phonics and phonemic awareness component to the curriculum, as well as a digital component. Scholastic Literacy also offers formal and informal assessment opportunities to monitor students' learning and progress

#### **Science:**

All grades, K-6, utilize research-based, hands-on science materials that include experiments that are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms, and prepare them for life in the 21<sup>st</sup> century. Teachers use Mystery Science and Generation Genius to support and guide their lessons. Grades K-6 also use a curriculum that provides inquiry-rich content with scaffold activities and cross-curricular connections that link reading and science skills.

#### **Social Studies:**

Social studies curriculum provides standards-based content developed from the latest research and organized around the themes of Social Studies. The program integrates reading support in every lesson and instills citizenship through real-life role models.

Grade 6 also studies Minnesota history via the Northern Lights text written by Dave Kenney. It retells stories of Minnesota's past through lively text and colorful illustrations of artifacts from the collections of the Minnesota Historical Society. *One of the projects is for the students to perform a wax museum to highlight famous people from Minnesota history. The student in the picture is portraying Laura Ingalls Wilder.*

The Scholastic News is utilized in 1st, 2nd, and 3rd grade classrooms. It is a weekly news magazine filled with current events. Its content builds children's knowledge and reinforces the literacy scope and sequence used in the classroom while making students aware of the world around them.

#### **Music:**

All grades, K-6, participate in classroom music daily. The music curriculum includes activities, lessons, games, handouts, videos and arrangements from Music Play Online.



Additionally, the use of Orff instruments, boomwhackers, drums, recorders, and other classroom instruments help students to learn and understand the concepts of note reading, rhythm dynamics, and symbols of music. They also learn to sing with proper singing voices, and are taught the etiquette of performance. Students will also learn to dance!

Students in grades 5 & 6 have the opportunity to participate in a band program. Each student receives a minimum of one lesson each week and participates in a full band rehearsal once a week.

### **Physical Education:**

All grades, PreK-6, participate in PE each day. The curriculum focuses on healthy lifestyles, motor skills, movement knowledge, and social and personal skills. GHE was fortunate enough to be awarded the Statewide Health Improvement Program (SHIP) Grant which allowed our program to purchase over \$2500 in new physical education and recess equipment to expand our offerings and encourage active lifestyles and student wellness.

### **Technology:**

All classrooms are equipped with a Promethean SMART Panel and 1-to-1 devices. All 3-6th grade students have access to a Chromebook. In November of 2021, our K-2 students were given an iPad to support their learning. The K-2 Chromebooks were repurposed for replacement devices and used for K-2 to learn typing skills. GHE purchased a Typing Club for 1st through 6th grade students which includes a literacy program so students can practice vocabulary skills and sight words while learning typing.

Glacial Hills Elementary has access to a makerspace. This program was expanded to include more tools to engage students in STEM and interdisciplinary learning. Those include but are not limited to: Dash robots, Snap Circuits, Beebots, 3D pens, Ozobots, Osmos, and Sphero Bolts. There will be enough of everything to engage all students in one class in small groups of 4 to 5. Teachers will also be encouraged to utilize Code.org to teach the basics of computer science to K-6 students.

### **Environmental Education:**

While all classroom teachers integrate environmental education into their curriculum throughout the school year, Glacial Hills elevated their commitment to environmental education through a new program offering called Fulfilled Fridays. Throughout 23 Fridays during the year, students rotate through the following block classes: Creation Station, Brain Builders, Young Roots I (Horticulture and Wildlife) and Young Roots II (Outdoor Recreation and Wellness). These classes allow the school to offer learning opportunities that would be typically taught in larger school districts. Additionally, GHES provides students with experiential learning opportunities that included:

- The PreK-6 students spend the day at places such as Prairie Lakes EE Center in Spicer.
- K-6th grade trip to Dodge Nature Center
- 5th grade SWELL trip
- 6th grade Waterfest trip

- School-wide State Park Family Day
- Summer school students (1/3 of the school) went to the Science Museum of MN, a local farm, and Glacial Lakes State Park
- World Clean Up Day and Earth Day initiatives

The school has two raised planters to grow vegetables and students utilize the Grow Labs to start plants and move them to the greenhouse when appropriate before transplanting them in the garden. A Grow Tower has also been purchased with grant funds and is available for use.

An outdoor classroom gazebo was built on the school grounds to make it a bit easier to hold classes outside. It is equipped with a whiteboard, benches, and access to WIFI. There are also bird feeders nearby, and plans to plant a butterfly/bee garden in the future. This was made possible by a grant from Bayer/Monsanto.

## 6. Innovative Practices & Implementation

Glacial Hills Elementary recognizes the need for consistent professional development and time for teachers to dive deep into their own learning. As a result, Glacial Hills now offers a majority of professional development opportunities in the summer along with professional learning communities (PLCs) to occur monthly during the school year. Additionally, the entire certified teaching staff meets every other month for three hours to evaluate the school's progress toward its goals and identify actionable steps to further our commitment to our "WHY".

Glacial Hills Elementary expanded mental health support to all students. We hired a full-time school counselor who provided Tier 1, 2, and 3 level support to K-6. Additionally, both the counselor and the director have taken steps to implement Restorative Justice and Positive Behavior Intervention and Supports practices into their teachings and "disciplinary" approach. Glacial Hills implemented fix-it and SOAR tickets. In essence, students were awarded a ticket called, "At Glacial Hills, we SOAR," for behavior and practices that are safe, optimistic, achieving, and responsible. We wanted to reward the positive (PBIS) behavior to help retract the negative ones. In addition, if students illustrated poor behavior, they were given time to reflect on their actions and repair the harm with a "fix-it" ticket. With SOAR tickets, students were able to qualify to shop in our school store and purchase merchandise. Prior to rolling out our fix-it and SOAR tickets, the counselor and director taught students what it means to be a Glacial Hills Eagle and be safe, optimistic, achieving, and responsible.

### 2022-23 Accomplishments and Highlights

1. Glacial Hills Elementary remodel updated almost all classrooms and shared spaces throughout the school!
2. GHES staff participated in ALICE and CPR training.

3. GHES developed and offered new programming: all day, every day preschool, after school care, and Fulfilled Fridays.
4. The summer school programming continues to be a big hit with all students. For the second year in a row, GHES had over 30% of kids attend the two week program.
5. GHES was awarded the Prairie Care Grant to purchase 3 years of SEL Second Step curriculum.
6. GHES was awarded \$5,000 to support personalized professional development for staff. This included taking 10 of the staff to the Innovative Schools Summit in Atlanta, GA.
7. GHES was awarded the MN Department of Agriculture Full Tray award of \$17,500 to purchase farm-to-school produce.
8. GHES students demonstrated substantial growth on the MCAs.

### **Challenges and Plans**

The three largest challenges to the district are staff turnover, enrollment, and funding. To address staff turnover, the leadership of Glacial Hills has worked hard to create a fun and trusting climate and culture that utilizes staff strengths to build the capacity to make and sustain change. The GHES School Board and leadership realized one of the root causes to turnover was low compensation rates compared to area schools. The school district raised compensation and adopted a salary schedule for certified and noncertified staff. Glacial Hills was thrilled to experience a 88% retention rate from the 2021-2022 to the 2022-2023 school year.

While Glacial Hills Elementary's enrollment has increased since 2021, the school needs to continue to experience steady growth. The school strives to provide families with an innovative approach to teach life skills, academic standards, and environmental education, but a balance must be made to prevent teacher burnout. Therefore, the school must be thoughtful and receptive to all perspectives to nurture the growth of the school. GHES needs to attract families through unique programming but also provide teachers with time and training to be successful with current and new programming/curriculum. With the increased wages and enrollment, the school district is on target to begin making money based on student enrollment in the upcoming school years.

## **7. Academic Performance: Goals & Benchmarks**

### **PROGRESS ON OSPREY WILDS CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT**

The pandemic made the progress Glacial Hills Elementary desires toward our academic goals very challenging. However, Glacial Hills Elementary is very proud of the work our students and staff accomplished during the 2022-2023 academic school year. While we

know we still have work to do in terms of academic proficiency, our primary focus for students continues to be supporting their social, emotional, and mental wellbeing.

**World’s Best Workforce (WBWF) Goal Areas:**

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:**All students graduate from high school.

*Note: Glacial Hills Elementary School is a Preschool-6<sup>th</sup> grade elementary charter school. We do not enroll students in grades 7-12 so don't have specific goals related to the WBWF requirement for Career and College Ready or Graduate from High School.*

**Indicator 1: Mission Related Outcomes**

**Goal:** Over the period of the contract, students at Glacial Hills Elementary School (GHES) will demonstrate high levels of classroom engagement.

1.1 From FY21-24, the aggregate percentage of 2nd to 6th grade students who show growth from fall to spring on STAR reading assessment will be at least 85%.

1.2 From FY21-24, the aggregate percentage of 2nd to 6th grade students who show growth from fall to spring on STAR math assessment will be at least 85%.

1.3 From FY21-24, the aggregate percentage of attendance at parent-teacher conferences will be at least 85%.

**WBWF Goal Areas Addressed by this Goal:** Read Well by 3rd Grade and Achievement Gap Closure

**Key Measures & Results for this Goal:**

*STAR Reading Assessment*

Grade Level	Fall Assessment	Spring Assessment	Avg. Grade Level Growth	% of students that showed growth
2	1.6	3.0	1.4	100%
3	2.8	3.8	1	100%

4	3.7	4.8	1.1	94%
5	4.6	5.4	.8	75%
6	3.7	5.1	1.4	100%

*STAR Math Assessment*

Grade Level	Fall Assessment	Spring Assessment	Avg. Grade Level Growth	% of students that showed growth
2	2.1	3.0	.9	100%
3	3.2	4.3	1.1	71%
4	4.2	5.5	1.3	89%
5	5.1	6.4	1.3	92%
6	5.6	7.0	1.4	67%

*Parent-Teacher Conference - no data was collected due to the pandemic. (1.3)*

Glacial Hills Elementary School	Number of Families	Number of Families attending parent-teacher conferences	Percent of Families attending parent-teacher conferences
FY21			
FY22	69	81	85.2%
FY23	74	83	89.2%
FY24			
Aggregate	143	164	87.2%

GHE did meet goal 1.1 as 93.8% of 2nd to 6th grade students illustrated growth from the fall to spring STAR reading assessment. GHE fell shy of meeting goal 1.2 with 83.8% of students showing growth on the STAR math assessment. Glacial Hills Elementary did reach our 1.3 goal. The school had 89.2% of our families attend parent-teacher conferences.

**Indicator 2: English Language Learners**

**Goal:** Over the period of the contract, English Learners at GHE will demonstrate adequate progress towards English language proficiency.

*GHE has no English Learners in attendance.*

**Indicator 3: Reading Growth**

**Goal:** Over the period of the contract, students at GHES will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

3.1 In aggregate, from FY 21-24, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

3.2 In aggregate, from FY21-24, the overall percentage of students whose achievement level decreased or stayed “does not meet standards' on statement assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

3.3 From FY21-24, the aggregate percentage of students in the grades 1-3 who grow by one grade level or more from fall to spring annually as shown by grade equivalency indicator on the STAR Assessment will be at least 70%.

3.4 From FY21-24, the aggregate percentage of students in the grades 4-6 who grow by one grade level or more from fall to spring annually as shown by grade equivalency indicator on the STAR Assessment will be at least 70%.

**WBWF Goal Areas Addressed by this Goal:** Read Well by 3rd Grade and Achievement Gap Closure

**Key Measures & Results for this Goal:**

*Reading Accountability Test 2022-2023*

Statewide Proficient Avg.	GHE Proficient Avg.	Percentage Difference
47.6%	47.9%	.3%

	GHE %	Statewide %	Percentage Difference
<b>Exceeds</b>	11.1%	14.3%	<b>2.6%</b>
<b>Meets</b>	37.8%	36.1%	<b>1.7%</b>
<b>Partially Meets</b>	20.0%	20.6%	<b>.6%</b>

<b>Does Not Meet</b>	31.3%	28.9%	<b>2.4%</b>
----------------------	-------	-------	-------------

*STAR Reading Assessment*

Grade Level	Fall Assessment	Spring Assessment	Avg. Grade Level Growth	% of students that grew 1 grade level
2	1.6	3.0	1.4	100%
3	2.8	3.8	1	100%
4	3.7	4.8	1.1	94%
5	4.6	5.4	.8	75%
6	3.7	5.1	1.4	100%

Reading: STAR Assessment – Fall to Spring (Grades 1-3)

Glacial Hills Elementary School	Count with at least one grade level growth	Count with less than one grade level growth	Total Count	Percent with at least one grade level growth
FY21	21	8	29	72.4%
FY22	20	16	36	55.6%
FY23	24	16	40	60.0%
FY24				
Aggregate	65	40	105	61.9%

Reading: STAR Assessment – Fall to Spring (Grades 4-6)

Glacial Hills Elementary School	Count with at least one grade level growth	Count with less than one grade level growth	Total Count	Percent with at least one grade level growth
FY21	12	15	27	44.4%
FY22	7	5	19	36.8%
FY23	16	17	33	48.5%
FY24				
Aggregate	35	37	79	44.3%

Glacial Hills met goal 3.1 and 3.2 for Indicator 3: Reading Growth. The school had 30% of its students improve their achievement level compared to the state average of 18%. GHES had 36.7% of its students decrease or stayed at “does not meet standards”. The state average was 40%. Currently, GHES is not meeting goals 3.3 and 3.4. However, the school is

experiencing growth from FY22 to FY23.

**Indicator 4: Math Growth**

**Goal:** Over the period of the contract, students at GHE will demonstrate growth in math as measured by the state accountability tests and nationally normed assessments.

4.1 In aggregate, from GY21-24, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

4.2 In aggregate, from GY21-24, the overall percentage of students whose achievement level decreased or stayed “does not meet standards” on the statewide assessments for math (as measured by North Star Academic Progress) is equal to or greater than the state.

4.3 From FY21 to 24, the aggregate percentage of students in grades 1-6 who grow by one grade level or more from fall to spring annually as shown by grade equivalency indicator on the STAR assessment will be at least 70%.

**WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure

**Key Measures & Results for this Goal:**

*Statewide Accountability Math Test (MCA)*

Statewide Proficient Avg.	GHE Proficient Avg.	Percentage Difference
42.8%	45.8%	3%

	GHE %	Statewide %	Percentage Difference
<b>Exceeds</b>	11.1%	14.3%	<b>3.2%</b>
<b>Meets</b>	35.6%	36.1%	<b>.5%</b>
<b>Partially Meets</b>	26.7%	20.6%	<b>6.1%</b>
<b>Does Not Meet</b>	26.7%	28.9%	<b>2.2%</b>

*STAR Math Assessment*

Grade Level	Fall Assessment	Spring Assessment	Avg. Grade Level Growth	% of students that grew 1 grade level
<b>1</b>	.8	2.1	1.3	50%



2	2.1	3.0	.9	44%
3	3.2	4.3	1.1	69%
4	4.2	5.5	1.3	67%
5	5.1	6.4	1.3	75%
6	5.6	7.0	1.4	67%

Math: STAR Assessment – Fall to Spring (Grades 1-6)

Glacial Hills Elementary School	Count with at least one grade level growth	Count with less than one grade level growth	Total Count	Percent with at least one grade level growth
FY21	44	21	65	67.7%
FY22	19	20	42	45.2%
FY23	45	28	73	61.6%
FY24				
Aggregate	108	69	180	60.0%

Glacial Hills Elementary did perform better than the statewide average for the percentage of students who improved their achievement level on the Math MCAs. 20% of Glacial Hills students improved while the statewide average was at 14.8%. The school met goal 4.1 but failed to meet goal 4.2 as GHES had 6.4% more students decrease or stay at “does not meet standards”. The school is not currently meeting goal 4.3 as the aggregate is 60%.

**Indicator 5: Reading Proficiency**

**Goal:** Over the period of the contract, students at GHES will demonstrate proficiency in reading as measured by state-wide accountability tests.

5.1 From FY21 to FY 24, the school’s aggregate proficiency index score of grade 3 students will be equal to or greater than the baseline proficiency level score (baseline score - 80.4).

5.2 From FY21 to FY24, the school’s aggregate proficiency index score will be equal to or greater than the baseline proficiency index score (baseline score -82.5) OR equal to or greater than that of the state for the same grades (3-6).

5.3 From FY21 to FY24, the school’s aggregate proficiency index score will be equal to or greater than that of the resident district (ISD2149) for the same grades (3-6).

5.4 From FY21 to FY24, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than the baseline proficiency index score (baseline score 78.7) OR equal to or greater than that of the state for the same subgroups and the same grades (3-6).

5.5 From FY21 to FY24, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 2149) for the same subgroup and the same grades (3-6).

5.6 From FY21 to FY24, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than the baseline proficiency index score (baseline score - 82.6) OR equal to or greater than that of the state for the same subgroup and the same grades (3-6).

5.7 From FY21 to FY24, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 2149) for the same subgroup and the same grades (3-6).

**WBWF Goal Areas Addressed by this Goal:** Read Well by Third Grade, College and Career Ready, and Achievement Gap Closure

**Key Measures & Results for this Goal:** *Data not available for FY20 due to the COVID-19 pandemic and the cancellation of statewide MCA testing.*

*Reading: All State Accountability Tests – All Students (Meeting enrollment criteria, Grade 3) Compared to Baseline*

Glacial Hills Elementary School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline						80.4
FY21*	0	2	5	4	11	40.9
FY22	1	1	1	11	14	17.9
FY23	1	6	1	5	13	57.7
FY24					0	
Aggregate	2	9	7	20	38	38.2

*Reading: All State Accountability Tests – All Students (Meeting enrollment criteria, Grade 3-6)*

Glacial Hills Elementary School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY21*	4	14	13	8	39	62.8

FY22	2	6	9	13	30	41.7
FY23	5	17	9	14	45	58.9
FY24					0	
Aggregate	11	37	31	35	114	55.7

Reading: All State Accountability Tests – All Students (Meeting enrollment criteria, Grade 3) Compared to Baseline

Glacial Hills Elementary School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline						80.4
FY21*	0	2	5	4	11	40.9
FY22	1	1	1	11	14	17.9
FY23	1	6	1	5	13	57.7
FY24					0	
Aggregate	2	9	7	20	38	38.2

	Summary Proficiency	FRP	SpEd	3rd Grade
Statewide	47.6	35.3%	28%	48
ISD2149	66.2%	54.3%	34.9%	62.5
GHE	47.9	42.3%	15.4%	53.9

Glacial Hills Elementary did not meet goals 5.1 and 5.2. While Glacial Hill’s 3rd grade outperformed the last two years, the aggregate still falls well below the 80.4 baseline proficiency index. The school does not meet the 3-6th grade reading proficiency index. The 3-6th reading proficiency index is 55.7, which is close to the state aggregate of 63.1. Glacial Hills is still hopeful to meet 5.2 by the end of FY24. While Glacial Hills outperformed the state average for reading proficiency in all subgroups besides Special Education, the school did not outperform the residential district of Minnewaska in any categories.

**Indicator 6: Math Proficiency**

**Goal:** Over the period of the contract, students at GHE will demonstrate proficiency in math as measured by the state accountability tests.

6.1 From FY21 to FY24, the school's aggregate proficiency index score will be equal to or greater than the baseline proficiency index score (baseline score - 78.6) OR equal to or greater than that of the state for the same grades (3-6).

6.2 From FY21 to FY24, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 2149 - Minnewaska School District) for the same grades (3-6).

6.3 From FY21 to FY24, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than the baseline proficiency index score (baseline score - 75.9) OR equal to or greater than that of the state for the same subgroup and the same same grades (3-6).

6.4 From FY21 to FY24, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD - Minnewaska School District) for the same subgroup and the same grades (3-6).

6.5 From FY21 to FY24, the school's aggregate proficiency index score for the SpEd subgroup will be at least 70.0 index points (baseline score - 87.0) OR equal to or greater than that of the state for the same subgroup and the same grades (3-6).

6.6 From FY21 to FY24, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD - Minnewaska School District) for the same subgroup and the same grades (3-6)

From FY21 to FY24, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (3-6).

**WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, College and Career Ready

**Key Measures & Results for this Goal:**

Glacial Hills Elementary School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline						78.6
FY21*	4	17	12	6	39	69.2
FY22	1	9	9	11	30	48.3
FY23	18	19	8	9	54	75.9

<b>FY24</b>					0	
<b>Aggregate</b>	23	45	29	26	123	67.1

	<b>Summary Proficiency</b>	<b>FRP</b>	<b>SpEd</b>
<b>Statewide</b>	42.8%	31.2%	29.6%
<b>ISD2149</b>	70%	55.4%	47.4%
<b>GHE</b>	45.8%	39.3%	15.4%

Glacial Hills outperformed the statewide average for proficiency including the free and reduced subgroup. The school did not outperform the statewide average in the special education subgroup. Like reading, our math special education proficiency fell well below the statewide average. Our district has experienced a lot of turnover in our special education department. Glacial Hills is focused on improving this learning gap for our special education students.

### **Indicator 7: Science Proficiency (and Growth)**

**Goal:** Over the period of the contract, students at GHES will demonstrate proficiency in science as measured by state accountability tests.

7.1 From FY21 to FY24, the school's aggregate proficiency index score will be at least 85.0 index points OR equal to or greater than that of the state for the same grade (5).

7.2 From FY21 to FY24, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 2149 - Minnewaska School District) for the same grades (grade 5).

**WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, College and Career Ready

#### **Key Measures & Results for this Goal:**

	<b>Summary Proficiency</b>
<b>Statewide</b>	48.4%
<b>ISD 2149</b>	64.2%

GHES	50%
------	-----

Glacial Hills Elementary’s proficiency index was 75 for the 2023 school year falling below the goal of 85. The aggregate for the last three years is 81.7. However, Glacial Hills still meets goal 7.1 as the state’s aggregate proficiency index is 60.3. GHES did not meet goal 7.2 as the residential district has a proficiency index of 77.4. While we didn’t meet all of our goals for Indicator 7, Glacial Hills was excited to see that none of the 5th graders “did not meet” standards.

<b>Indicator 8: Kindergarten Readiness</b>
--

**Goal:** Over the period of the contract, preschool students at GHES will demonstrate readiness for kindergarten as measured by students scores on the STAR early literacy test.

8.1 From FY21 to FY25, the aggregate percentage of children entering kindergarten who can correctly identify 30 of the upper and lower case alphabet letters is at least 70%.

8.2 From FY21 to FY25, the aggregate percentage of children entering kindergarten who can correctly identify the numbers 0-5 and show 1 to 1 correspondence when counting is at least 70%.

	2020	2021	2022	2023
<b>% that can identify 30 upper and lower case letters</b>	6/16 = 38%	11/16 = 68.8%	8/18 = 45%	
<b>% that can identify numbers 0-5 &amp; show 1 to 1 correspondence</b>	14/16 = 88%	7/16 = 43.8%	12/18 = %67	

**WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, College and Career Ready.

**Key Measures & Results for this Goal:** Unfortunately, GHE did not meet goals 8.1 and 8.2.

Glacial Hills Elementary did not meet goal 8.1 as the aggregate percentage of children entering kindergarten who can correctly identify 30 of the upper and lower case alphabet letters is 48.4%. On the other hand, GHES did meet the goal 8.2. The aggregate percentage of children who can correctly identify the numbers 0-5 and show 1 to 1 correspondence when counting is 70.3%.

**Indicator 9: Post Secondary Readiness**

**Goal:** *The school does not have a contractual goal in this indicator area as it does not serve 7th - 12th grade students.*

**Indicator 10: Attendance**

**Goal:** Over the period of the contract, students at GHES will attend the school at high rates.

10.1 From FY20-24, the average of the school’s annual consistent attendance rates is equal to or greater than that of the state.

**WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, College and Career Ready.

**Key Measures & Results for this Goal:**

	2020	2021	2022	2023
<b>GHES Attendance Rates</b>	Pandemic	79.5%	80.7%	
<b>Statewide Attendance Rates</b>	Pandemic	85.3%	69.8%	
<b>Difference</b>	<b>n/a</b>	<b>-5.8%</b>	<b>10.9%</b>	

Glacial Hills Elementary did meet the goal 10.1 as the percentage of students consistently attending school was 10.9% above the state average.

**Federal and State Accountability**

*Provide a narrative summary of the school's WBWF goals, the strategies and initiatives that the school used to meet the goals, and subsequent progress on those goals.*

**World's Best Workforce:** *There is no updated data for FY20 due to the COVID-19 pandemic.*

**High Quality Charter School Status:** *Glacial Hills Elementary School has not been identified.*

**ESSA Identification:** *Glacial Hills has not been identified for support.*

## **8. Educational Effectiveness: Assessment & Evaluation**

Glacial Hills will continue to focus on student achievement and progress in math and reading, especially for our marginalized population. Student progress is monitored using the *STAR Early Literacy, Reading and Math assessments*. This is done three times a year: fall, winter, and spring. Following the assessment the teacher has access to reports that identify student progress toward meeting state standards and classroom benchmarks. The reports are shared with students so they can see their progress and discuss with the teacher what is needed to improve. The reports and data are also shared with parents so they can stay abreast of the progress their student is making and take part in the planning for additional growth.

This progress monitoring data is also helpful to the teacher to help guide the instruction for the students whether it be individual and/or small or large group instruction. The Title 1 teacher and the SPED teacher also have access to the data so that they can use it to individualize instruction for the students they serve.

A new reading curriculum, Scholastic Literacy, was rolled out two years ago. Additional training on the literacy curriculum was provided to all teachers and paraprofessionals at a back-to-school workshop. It was also decided that along with STAR Assessments, we would utilize Scholastic Literacy Reading Records to benchmark students in the fall and spring.

All classrooms, preschool – 6<sup>th</sup> grade, have appropriately licensed teachers. The special education staff has one fully licensed teacher as well as three highly qualified paraprofessionals. We also employ a fully licensed preschool teacher and a fully licensed Title 1 teacher. All students have access to the same teachers and staff so 100% of our students at GHES have equitable access to highly qualified teachers.

Licensed classroom teachers are evaluated yearly and newly hired staff are evaluated twice a year. The process and evaluation tools are designed to meet the requirements of state statute. The Director completes all summative evaluations. Peer partnerships are employed to provide observation and support to each staff member. The school board also evaluates the Director on a yearly basis.



Professional development is provided to staff on a regular basis. Each staff member has access to in-services, workshops, classes, and online PD and is encouraged to take advantage of the opportunities available. GHE also holds book studies at least twice a school year, and once in the summer to provide staff an opportunity to choose the topic, share resources they discover, and collaborate on the information provided. The topics have included creating a culture of achievement, classroom management, reading instruction best practices, and math instruction best practices. The school Director participates in all staff development activities. Several teachers have attended PD activities provided by the local service cooperative - literacy institutes, data retreats, and technology implementation.

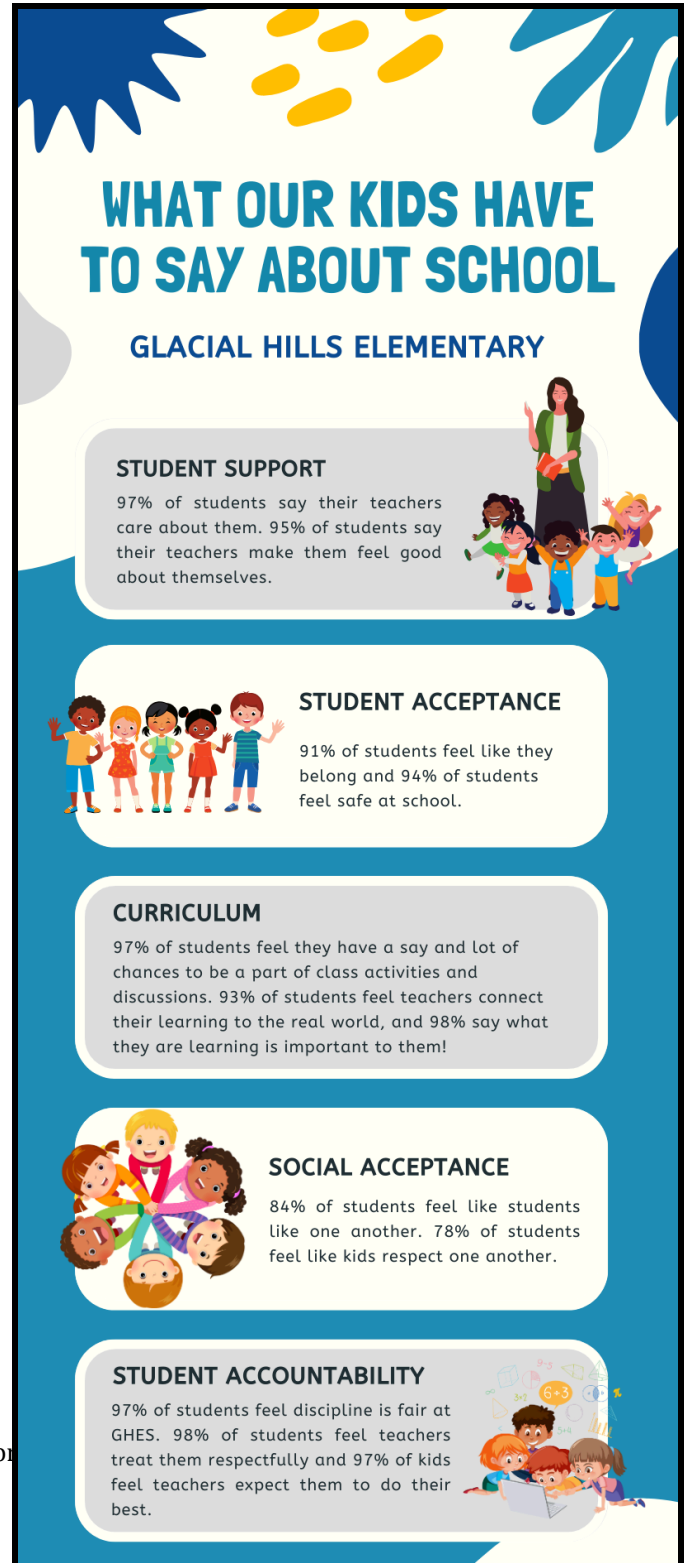
### 9. Student & Parent Satisfaction

In the fall of 2022, Glacial Hills Elementary surveyed parents to assess what we do well and to solicit feedback on items we can improve. Overall, the feedback from parents was positive. The survey consisted of 2 open-ended questions along with questions regarding the need for preschool expansion and summer care. [Here](#) are the results.

Additionally, the school surveyed 2nd through 6th grade students on our school's culture and climate. Summary of the data is presented in the infographic to the right.

### 10. Environmental Education

The mission of *Glacial Hills Elementary School's* authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of



environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

All of the staff at Glacial Hills have environmental education in mind when planning curriculum, activities in the classroom, and field trips as they understand the contract we have with Osprey Wilds to provide environmental education. They work to embed it within activities and lessons in all content areas and at all grade levels. The goal is to provide the students with the skills and knowledge to be confident in sharing the information at home and in the broader community. We are working together to educate the students so that they can take what they know and learn to a larger audience. We want them to share and show what they know in their daily lives. The school also uses Nearpod which is another valuable instructional tool that has environmental and science education lessons.

Over the past two years, Glacial Hills Elementary has taken substantial steps to improve our commitment to environmental education. As noted earlier, environmental education is integrated into our core curriculum and intentionally taught in our Fulfilled Programming which occurs for three hours every Wednesday afternoon. During our Fulfilled Programming, students take Young Roots I (Horticulture and Wildlife), Young Roots II (Outdoor Recreation and Wellness), Creation Station (Art), and Brain Builders (STEM). In addition, our school has taken the following steps to enhance our environmental education programming:

- Farm-to-School pledge and grants (First Bite and Full Tray) - we offer snacks and meal substitutions to improve the quality of our meals. We also teach students where their food comes from.
  - Students learned how to can tomatoes and pickles and make homemade salsa.
- Schoolyard Garden - this includes a greenhouse, raised beds, and a hydroponic garden.
- Environmental Education Field Trips - fishing, ice skating, birding, geocaching, nature mindfulness, foraging, etc.
- Conservation Crew After School Program - coming this school year (2023-2024).
- Eagle's Nest Outdoor Learning Center - designed and built by 3rd through 6th grade students alongside community members and teachers. Coming this school year (2023-2024).

Glacial Hills Elementary (school board, staff, parents) is committed to providing resources, financial and otherwise, to carry out environmental education activities. General funds are

designated to provide the annual overnight for the 4th-6th graders and to provide the programming and transportation for the annual State Park Day attended by all students, staff, and Glacial Hills families. Fundraising dollars and grants help to cover the cost of other field trips and activities.

All of these classroom activities and field trips help to teach the students to be responsible for the environment they live in and demonstrate to them how to be productive, contributing members of society. It also teaches them that the community is a web of people, all intertwined with different talents and abilities that affect all of us. The activities the students engage in are developing life-long skills. When they see the leaders of the community involved and taking part in their education at such events as the State Park Day, or helping in the garden, they see that education doesn't just happen in the classroom. The goal is for the students to learn from these activities and implement the skills at home and in their daily lives.

Glacial Hills Elementary (GHE) School has specific goals for each EE indicator as part of their contract with Osprey Wilds. The activities and data collected toward the achievement of these goals is reported annually to Osprey Wilds where it is reviewed and assessed.

## **11. Governance & Management**

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

#### **BOARD OF DIRECTORS**

Glacial Hills Elementary School holds an Annual Meeting in February to inform its constituents of the current status of the school, and it also holds the annual election of school board members at this time. All meetings are scheduled to be held at the school on the 4<sup>th</sup> Monday of each month. A schedule of board meetings can be found on the website and on our school board bulletin posted in our entrance. The agenda for each meeting is posted at the school in a timely manner. Approved minutes from all meetings can be found on the school website. All meetings comply with the Open Meeting Law.

The composition of the school's board of directors complies with statute and includes 1 teacher, 3 community members, and 3 parents. The board includes individuals with a mix of skills and experience that collectively demonstrate the capacity to govern an effective charter school. Attendance rate for individual board members is over 95%.

The board regularly reviews operational and financial data such as policies and budget. Academics are also reviewed as noted on the agenda. The board approves and oversees items such as the lease agreement, annual audit and annual report. The board is committed

to the mission and vision of GHE, and periodically reiterates its role of oversight and realizes it is invested with power only as a collective and not as individuals.

**School Name:** Glacial Hills Elementary School #4168-07

**School Year:** 2022-2023

**Election Date:** January 24, 2022

**Date Updated:** February 7th, 2023

**Term Length:** Parents and Community Members elected to a 3 year term. Teachers are elected to a 2 year term.

**Board Created Date:** 2009

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone Number	Email Address
Becky Anderson	Member	Teacher	4/24/23	5/22/23	Dec 2023	320-766-9068	banderson@glacialhills.org
Danielle Kulzer-Douvier	Member	Parent	1/23/23	2/27/23	Dec 2026	320-424-1775	dkulzerdouvier@glacialhills.org
Jesse Wartner	Member	Community	1/23/23	2/27/23	Dec 2026	320-491-4809	jwartner@glacialhills.org
Beth Aaberg	Member	Community	1/22/18 Re-elected on 1/25/21	2/22/21	Dec 2024	320-760-2596	baaberg@glacialhills.org
Aimee Thompson	Vice Chair	Parent	1/24/22	2/28/22	Dec 2025	617-224-3949	athompson@glacialhills.org
Ashley Boutain	Member	Parent	1/24/22	2/28/22	Dec 2025	218-391-1169	aboutain@glacialhills.org
Jessica Magnuson	Chair	Parent	1/27/20	2/24/20	Dec 2023	320-808-3575	jmagnuson@glacialhills.org
Jodee Lund	Ex-Officio	School Leader	N/A	N/A	N/A	320-244-3336	jlund@glacialhills.org
Glen Pederson	Ex-Officio	School Leader	N/A	N/A	N/A	320-244-3334	gpederson@glacialhills.org

### Board Training and Development

The School Board members are encouraged to continue on-going training to stay abreast of any new laws, or regulations. Opportunities for training are provided by MSBA, ACNW, West Central Initiative (a local non-profit organization), and other organizations. The school board participated in online training provided by Charter Source and mncharterboard.com. The yearly schedule of topics comes from books, online sources, and other print materials suggested by ACNW and/or other charter schools.

### Initial Training

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Beth Aaberg	<i>Appointed on 02/26/2018</i>	Charter Source*	Charter Source*	Charter Source*
Aimee Thompson	01/24/2022	MN Charter Board Training 8/1/2022	MN Charter Board Training 8/1/2022	MN Charter Board Training 8/1/2022
Ashley Boutain	01/24/2022	Osprey Wilds 2/8/2022	Osprey Wilds 2/8/2022	Osprey Wilds 2/8/2022

Jessica Magnuson	02/24/2020	Mncharterboard.com 10/02/2020	Mncharterboard.com 10/02/2020	Mncharterboard.com 10/13/2020
Danielle Douvier	2/27/2023	Osprey Wilds 8/1/2023	Osprey Wilds 8/1/2023	Osprey Wilds 8/1/2023
Jesse Wartner	2/27/2023	Osprey Wilds 2/8/2022	Osprey Wilds 2/8/2022	Osprey Wilds 2/8/2022
Becky Anderson	4/24/2023			

## Annual Training

Annual Training - FY23 YTD				
Board Member Name	Training #1: OW Sounding Board Personnel Files Feb 2023	Training #2: ACNWOW Board Issue Conflicts of Interest June 2023	Training #3: OW Sounding Board Cameras In the Classroom July 2023	Training #4: OW Sounding Board Public Comment August 2023
Jesse Wartner	Yes	Yes	Yes	Yes
Danielle Douvier	Yes	Yes	Yes	Yes
Beth Aaberg	Yes	Yes	Yes	Yes
Jessica Magnuson	Yes	Yes	Yes	Yes
Becky Anderson	n/a	Yes	Yes	Yes
Aimee Thompson	Yes	Yes	Yes	Yes
Ashley Boutain	Yes	Yes	Yes	Yes

## MANAGEMENT

Staff meetings are held once per month and led by the school director. The agenda is prepared with input from the teaching staff. The majority of communication between meetings is accomplished via email, and the use of teacher mailboxes in the central office. Special meetings are called when necessary. The staff also volunteers to chair and/or work as a team to organize special events and projects throughout the school year. For example, the State Park Trip, I Love to Read Month, fundraisers, etc.

The School Board regularly reviews the director. There is a survey given to the staff. The board personnel committee and board chair review the data and present it to the director. Appropriate responses from the yearly parent surveys are included in the review.

## LIST OF ADMINISTRATORS/QUALIFICATIONS

### Jodee Lund, Director

Glacial Hills Elementary employs a full-time Director to manage the overall operations of the district. The current Director holds a Minnesota Administrative K-12 Principal License and a Masters in the Science of Teaching, Learning, and Leadership along with an additional Masters in the Science of Curriculum and Instruction. . Therefore, no professional development plan is required. The Director reports to the board at monthly meetings and as needed if emergencies arise. The Director is responsible for all state reporting, OW reports and contacts, and oversees all employees.

## 12. Staffing

Glacial Hills Elementary is committed to hiring licensed, highly qualified staff when positions become available. It is important to student achievement and the school's mission for excellence and high standards. Paraprofessionals are hired as needed to fulfill the needs of Individual Education Plans (IEP). These positions are also awarded to staff that are highly qualified.

### 2022-2023 Licensed Teaching Staff

Name	File #	License and Assignment	2022-2023 Status*	Comments
Gruber, Kristi	352159	<i>Student Support Specialist</i>	R	
Koons, Nicole	1009898	1-6 Elem Ed <i>Second Grade</i>	R	
Giese, Mary	320715	K-6 Elem. Ed <i>Kindergarten</i>	R	
Glade, Amy	473690	B- Grade 3 Elem Ed <i>Title</i>	R	
Harrison, James	405885	K-6 Elem Ed; B-3rd ECE 4-6 <i>grade</i>	R	
Steidl, Megan	1000809	K-6 Elem Ed <i>3<sup>rd</sup> Grade</i>	R	
Vaadeland, Bob	399071	K-12 EBD, LD; 1-6 Elem Ed <i>K-6 Special Education</i>	NR	
Morton, Susan	373558	K-12 Instrumental & Classroom Music <i>Classroom Music</i>	R	
Lund, Nathan	464123	K-6 Elem Ed; 5-8 Math <i>4-6 grade</i>	R	
Feutchenberger, Barbara	1017299	K-6 Elem Ed <i>4-6 grade</i>	R	
Lowery, Sara	368406	1-6 Elem Ed <i>Preschool</i>	R	
Reidenbach, Adam	495161	K-12 PE; 5-12 Health <i>PE/Health</i>	NR	

\* R = Returning, NR = Not Returning

<b>Percentage of Licensed Teachers from 2019-20- not returning in 2020-21 (non-returning teachers/total teachers from 2020-2021 x 100)</b>	58.3%
--	-------

2022-23 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2022-2023 Status*	Comments
Lund, Jodee FF#454068	5-12 Social Studies; K-12 Principal Director/Principal	R	
Anderson, Rebecca FF#325551	PreK-12 S/L Path Speech/Language Pathologist	R	

### Non-licensed Staff

Name	Assignment	22-23 Status	Comments
Sara Maasjo	SPED Para	NR	HQ
Kuhnau, Roberta	SPED Para	R	HQ
Vangsness, Nikki	SPED Para	R	HQ
Graf, JoAnn	Para	R	
Pederson, Glen	Business Manager	R	0.5 FTE
Stout, Mercy	Office Manager	R	
Hoverud, Angie	Food Service Manager	R	
Benson, James	Maintenance Supervisor	NR	
Schuett, Michael	Technology Coordinator	R	0.5 FTE

\* R = Returning, NR = Not Returning

### **Professional Development SY22-23**

Over the 2022-2023 school year, staff participated in the following professional development opportunities:

- Monthly PLCs
- Promethean Panel
- STAR and JMC Refresher Course
- ALICE and CPR
- Bridges in Math
- Bullying Preventing: Recognition and Response
- Innovative Schools Summit

### 13. Operational Performance

*The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:*

- *relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:*
  - ✓ Glacial Hills consistently complies with all aspects of state reporting, including but not limited to MARRS, UFARS, STAR, EDRS, AOC, in a timely manner.
  - ✓ Lease aid is applied for and approved. All requirements of that application are met.
  - ✓ TRA/PERA requirements are met. Insurance requirements and policies are up to date for property, liability and worker's compensation.
  - ✓ The school website is updated as required by OW contract. New documents are posted as they are renewed and updated.

- *the school facilities, grounds and transportation, including but not limited to:*
  - ✓ The GHE calendar simulates the traditional public school, Minnewaska Area Schools, calendar due to the fact that we share the bus routes. MAS receives Glacial Hills Elementary School's state transportation dollars, and they contract with Palmer Bus Services to provide student transportation. GHE contracts independently with Palmer for field trips. Bus safety drills are completed at the direction of the bus supervisor.
  - ✓ Fire inspections are completed on a regular basis. Alarm, sprinklers and other controls are inspected on a regular basis as well. GHE complies to all federal and state guidelines and executes the appropriate drills and practices to fulfill all requirements to include 5 fire drills, 5 lock-down/safety drills, and 1 tornado drill each year.
  - ✓ Glacial Hills holds on file an E Occupancy certificate issued by the State as required.
  - ✓ An additional classroom space was remodeled to accommodate increased enrollment. Other spaces, such as the lunchroom and cafeteria areas, were also increased as necessary. There is sufficient space to house and operate the school and all air quality issues are in compliance. All areas of the building are safe and in compliance.
  
- *health and safety, including but not limited to:*
  - ✓ A school nurse is hired on as "as needed" basis to review and maintain health records so GHE remains in compliance with all laws and regulations. The school nurse also oversees and supervises all medication administration, as well as keeping all records and documentation. We also have access to services provided by Pope County Community Health.
  - ✓ Glacial Hills Elementary operates under the rules and regulations of the MN Dept. of Education Food and Nutrition Services and follows all laws both federal and state. A full-time food service manager is employed to supervise and manage the program. Families have access to the Application for Benefits for meals served at school. Breakfast is provided to all students at no cost.
  - ✓ The Director is in charge of the Emergency Management Plan and is assisted by the Maintenance Supervisor in carrying out all drills and events. The plan is current and up to date. There is a copy of the complete plan available in the director's office. Each teacher and school employee also has a handbook of all emergency procedures for easy access. Yearly in-services review the plans, and local emergency management professionals are included as they are available.
  
- *admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;*



- ✓ Glacial Hills complies with all applicable laws, rules, and regulations concerning admission and enrollment. The enrollment application is available at the front office and also on the school’s website. It contains a statement on non-discrimination.
- ✓ The lottery policies and procedures were updated and approved.
- *due process and privacy rights of students, including but not limited to:*
  - ✓ Glacial Hills has appropriate policies in place regarding due process, privacy, civil rights and student liberties. Assurance of Compliance documentation required by the MN Department of Education (MDE) is filed in a timely manner.
  - ✓ The *Pupil Fair Dismissal Act* is followed if necessary. DIRS reports are filed as required by MDE.
  - ✓ Student records are handled appropriately and securely. Access is granted under the *Family Educational Rights and Privacy Act* if called for. If student records are requested for transfer the process is completed within 24-48 hours of the official request.
- *employment including transparent hiring, evaluation and dismissal policies and practices;*
  - ✓ Glacial Hills adheres to all laws and regulations that control the hiring and dismissal of employees. All employees at GHE are hired on an “at-will” contract. Employee reviews are completed by the Director. The personnel committee assists in employee interviews as necessary.
- *required background checks for all school employees*
  - ✓ Background checks for all employees and volunteers are on file in the Director’s Office.

## 14. Finances

For questions regarding school finances and for complete financials for 2022-23 and/or an organizational budget for 2022-23, contact:

Name: Glen Pederson  
 Position: Business Manager  
 Contact info: 610 West 6<sup>th</sup> Street  
 Starbuck, MN 56381  
 Phone: 320-244-3334  
 Email: gpederson@glacialhills.org

*CliftonLarsonAllen* is contracted to perform our annual audit. *BerganKDV* provides accounting services for *Glacial Hills Elementary*.

Information presented below is derived from the final audit report. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than November 30, 2023.

<b>FY21 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	1,534,494	92,852	119,232
Total Expenditures	1,651,118	110,203	106,069
Net Income	(116,624) <del>(17,821)</del> (134,445)	(17,351) <del>17,821</del> 470	13,163
Total Fund Balance	\$ 243,378	\$ 3,977	31,371

## Overview

Glacial Hills Elementary School’s FY 2023 audit was conducted by CliftonLarsonAllen. The audit was presented by Mary Reedy from CLA to the school board at the regular monthly meeting held on October 23,2023. Glacial Hills Elementary received an unmodified (“Clean”) opinion.

The revenues district wide came in \$44,858 over budget and the expenditures came in \$232,279 over budget. Capital Outlay spending was the sole cause of expenditures being over budget. These were approved by the school board but budgets were not officially adopted. GHE is preparing to take action during FY24 to ensure no deficit spending and to run a surplus in the FY24 budget.

The Business Manager continues to be responsible for payroll, accounts payable and receivable, monthly financial reports to the school board, and all other duties as assigned by the Board and/or Director. GHE works cooperatively with Region 1 to provide accurate reports and financial information, and complete all tasks necessary for the daily operations. The School Board also elected a Treasurer to oversee the financial statements of the school, and work directly with the Business Manager to prepare board reports.

## Revenues

Revenues coming into GHE for our Fund 01 balance were in large the general education aid received, as well as special education money and REAP. There were also fundraising efforts and donations made throughout the year.

Our Fund 2 revenues increased in FY23. GHE was approved to participate in the Summer Food Service Program (SFSP) through the food and nutrition program. Under this waiver GHE provided free school meals for all enrolled students. GHE was reimbursed meal costs through the state under the waiver program. Additional revenue was generated through food service sales.

Our Fund 4 revenues included monthly tuition fees paid by families and state program funding sources such as Pathway and CCAP.

## Expenses

Expenses for 2023 included salaries payable, building and instructional supplies, and office/administration costs. The expenses for the fiscal year came in over total revenue causing

GHE to run a deficit budget in FY23. GHE approved an interfund transfer between Fund 1 and Fund 2 to cover the high cost of food.

### **Net Surplus or Deficit and Fund Balance**

GHE ran a surplus budget in Fund 4 in FY23. GHE ran a deficit budget in Fund 1. A board approved transfer was completed to move \$17,821 from Fund 1 into Fund 2 to cover the deficit. The transfer of funds increased the deficit in our general fund. GHE is closely monitoring and taking action during FY24 to reduce the deficit spending and hoping to run a surplus in the FY24 budget.

The overall financial status of the school was stable, even with a negative cash flow. GHE made necessary capital outlay expenditures in FY22 and FY23 which reduced the fund balance from the prior reporting year and resulted in a 14% fund balance at the end of fiscal year 2023. This currently does not meet GHE required 25% fund balance policy. The 14% is based on FY23 expenditures that include over \$240,000 in capital outlay. Expenditures in FY24 will return to a more normal level which will in itself improve fund balance. Revenues and expenditures are being closely monitored to try and bring us back to covering the 25% fund balance policy. No borrowing was required for this fiscal year.

### **World's Best Workforce Annual Budget**

Funds are dedicated to provide highly-qualified staff and materials for the students. As a small, rural school with small classes (20 students or less) our adult to student ratio is 1:6, so we are able to provide services to meet the individual needs of the students in all curricular areas. We operate on a team approach with our classroom teachers and specialists.

## **15. Future Plans**

The Glacial Hills Elementary School Board will continue to work to keep the school solvent and fiscally responsible in the current volatile school funding environment. We will also continue to seek and apply for grants that will provide enhanced programming corresponding to the mission and vision of GHE. There has been a significant drop in our fund balance over the course of the last five years due to decreasing enrollment and the wish to maintain robust programs and top-notch staff. A concerted effort to market the school and increase enrollment, along with a thought out plan to improve efficiency will need to be developed to keep GHES on track for success.

The plans for the affiliated building company, GHE Building Company, to build an additional community space are still on hold until more funding can be obtained. However, this effort will continue to be in the future plans.

Glacial Hills Elementary School will continue to be mindful of making environmentally friendly decisions where possible in relation to the buildings/grounds/daily operations of the school. We will also work to improve our recycling practices.

## 16. Distance Learning Plan Description and Reflection on Implementation

The Distance Learning Plan designed in March, and the Return to Safe Learning Plan published in August, are both very concise documents. The Director and the School Board felt that providing the basic details that were necessary to participate in distance learning was the best way to communicate with the families here at Glacial Hills Elementary. Many schools designed and published elaborate, detailed plans, but we felt that being more direct would be best for us. We didn't want people to get lost in the jargon and verbiage and miss the points that were necessary to participate in the learning. We also know that being the size we are with 20 or less students per class, the teachers would be able to communicate effectively with the individual students and parents to answer questions and meet the needs they had. The Director received no feedback on the plans once they were published.

The two biggest hurdles during the SY20-21 was the adjustment between learning models and lack of engagement/attendance of some of the students, and the difficulty teachers had in disengaging from school. When we were able to come together as a staff in July and hold weekly virtual meetings to process the end of SY19-20 and prepare for SY20-21 we realized that we needed to improve on the process as we moved forward. It was decided that a large part of the engagement issue was because we didn't have time to pre-teach the platform that we employed for distance learning, and we couldn't meet with the parents to describe the plan. Moving forward we wanted to make sure that if we were to deliver our instruction via distance learning in the future that we would make sure that we met with parents and students to explain and describe how to manipulate the technology so that they could be successfully engaged and submit their materials efficiently. We would even plan to "practice" using the tools if we were in-person so we were more successful when we were not. The teachers had prepared videos on how to use Google Classroom, or submit work via email by taking pictures or scanning, but if they could directly teach the students and parents it would be more effective, and the hope was it would ultimately increase engagement.

We only had a couple of families who didn't have internet access and one teacher worked with a local provider to make it happen for those families. We were also able to provide enough devices to meet the needs of those families requesting those tools. So those things were not an issue as they were for some in the state.

We have gotten feedback from some of the parents who have children both at Glacial Hills and at Minnewaska or other area schools. They have stated that how we have provided distance learning, meals, materials, and support is very much appreciated and better accomplished here than elsewhere. We have open lines of communication and are willing to assist and provide what we can to help our students succeed.

*Approved by Glacial Hills Elementary School Board on October 23, 2023.*