



# **Annual Report2015-16**

**Produced by Designs for Learning & Jennings  
Community School  
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# Charter School Annual Report Checklist

School Year:

2015-16

A charter school may combine this report with the reporting required under section 120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.

Per...	Requirement	Included on page...
Statute	<p><b>Annual Report Posted to Website</b></p> <p>Is your annual report posted to the school website?</p> <ul style="list-style-type: none"> <li><i>In addition to making the annual report accessible to your current stakeholders, it can also be a great marketing tool. Be sure to post it on your website where it can easily be found by those seeking to learn more about your school.</i></li> </ul>	
Statute	<p><b>Annual Report Distribution</b></p> <p>Was the annual report distributed to school employees, parents and legal guardians, and authorizer by publication, mail, or electronic means in a timely manner?</p> <ul style="list-style-type: none"> <li><i>When your Annual report is uploaded to Epicenter, please provide a note that states <b>how</b> and <b>when</b> it was distributed</i></li> </ul>	
Statute	<p><b>School Enrollment</b></p> <p>Does it contain school enrollment data?</p> <p><i>Historical enrollment data by grade level and total count of students.</i></p>	Pg. 6

Statute	<p><b>Student Attrition</b></p> <p>Does it contain <b>student attrition</b> information?</p> <p><i>Attrition is measured as a percentage of students leaving each school year for any reason; transferring to another school, moving, expulsion, etc. You may choose to use the rate of attrition calculated one of two ways:</i></p> <ul style="list-style-type: none"> <li>• <b>Within the Year Attrition Calculation</b> <i>Number of students enrolled by October 1 who leave the school before the last day of the school year ÷ Number of students enrolled by October 1 who remain continuously enrolled to the last day of the same school year = within the year attrition rate</i></li> <li>• <b>Year to Year Attrition Calculation</b> <i>Number of students who left the school between the last day of previous year (2014-15) and first day of new school year (2015-16)* ÷ Number of students enrolled on the last day of previous year (2014-15)* = year to year attrition rate</i></li> </ul> <p><i>*For year to year calculation, be sure to eliminate any students not eligible to return from both counts (e.g. graduating seniors, or 5<sup>th</sup> graders in the case of a K-5 school, etc.)</i></p>	Pg. 6
Statute	<p><b>Governance and Management</b></p> <p>Does it contain an update on governance and management?</p> <ul style="list-style-type: none"> <li>• <i>Including board roster, board trainings, election process and committees</i></li> <li>• <i>Including members of school leadership and their roles</i></li> </ul>	Pg. 7-8
Statute	<p><b>Staffing</b></p> <p>Does it contain an update on staffing structure?</p> <ul style="list-style-type: none"> <li>• <i>Including professional development activities for the year</i></li> <li>• <i>Including roster of all staff and/or complete organizational chart</i></li> </ul>	Pg. 10
Statute	<p><b>Finances</b></p> <p>Are there financial statements included?</p> <ul style="list-style-type: none"> <li>• <i>Including balance sheet (audited or unaudited) as of June 30, 2016, statement of revenue and expenditures for year ending June 30, 2016, and information on current and projected fund balance</i></li> </ul>	Pg. 11

Statute & Contract	<p><b>Academic Performance</b></p> <p>Is there an update on the academic performance?</p> <ul style="list-style-type: none"> <li><i>In alignment with the charter school contract academic and non-academic goals</i></li> <li><i>In alignment with the charter school performance framework</i></li> </ul>	Pg. 12-21
Statute	<p><b>Innovative Practices and Implementation</b></p> <p>Does the report discuss innovative practices and implementation?</p> <ul style="list-style-type: none"> <li><i>The school’s annual report must document the implementation of the school’s innovative practices, which include innovative learning opportunities, teaching methodologies, formats for measuring outcomes, formats of accountability and/ or professional opportunities for teachers.</i></li> </ul>	Pg. 24
Statute	<p><b>Future Plans</b></p> <p>Does the report update on future planning?</p> <ul style="list-style-type: none"> <li>If applicable, include progress and updates on strategic plans, goals, and initiatives.</li> </ul>	Pg. 25
Statute & Contract	<p><b>Statutory Purposes</b></p> <p>Is there a summary on how the school is meeting the primary and additional purposes per MN Statute?</p> <ul style="list-style-type: none"> <li><i>Including the primary purpose to improve all pupil learning and all student achievement.</i></li> <li><i>Including the selected additional purposes to:</i> <ol style="list-style-type: none"> <li><i>increase learning opportunities for all pupils;</i></li> <li><i>encourage the use of different and innovative teaching methods</i></li> <li><i>measure learning outcomes and create different and innovative forms of measuring outcomes;</i></li> <li><i>establish new forms of accountability for schools; or</i></li> <li><i>create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</i></li> </ol> </li> </ul>	Pg. 9

**Jennings Community School: Introduction**

Jennings Community School, Minnesota Independent School District #4031, has completed seventeen years as an independent charter school, and is pleased to present this annual report for the 2015-16 school year! Between the 2014/15 school year and 2015/16 school year, we changed our school name. This decision was reached to include the word “school” in our school name.

While we use the Community Learning Center Model, we decided that the use of the word school was important to the name and for marketing purposes.

The Jennings Community School vision statement is *Global Experiences to Change Lives*.

The JCS mission statement: *Jennings Community School students will work to become self-directed lifelong learners, productive workers, responsible citizens, and creative, healthy individuals.*

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

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

## **School Enrollment and Student Attrition**

### **Student Enrollment and Attrition Rates**

*This table identifies the number of students enrolled at the school during the 2013-14, 2014-15, 2015-16, and estimated 2016-17 enrollment. Data is based on October 1 enrollment.*

The policy of Jennings Community School is to accept all students who request enrollment, as long as they are Minnesota residents and in grades 7-12. The Board has placed a cap on overall enrollment at 92. This has not yet been reached, but if it is reached students to be admitted will be selected by lottery, with the exception of sibling preference. Application/ enrollment forms are available at the school or online at <http://www.jenningsclc.org/enroll.php>.

During the 2015/16 school year, JCS Served 74 students. 19 of those students did not re-enroll at JCS for 2016/17. 15 of the students graduated.

*“I am very happy I made the switch to Jennings. Before I came here, I didn’t have hope that I would graduate and I would hate coming to school every day. Now I am on track, ahead at that and enjoy school. I have a chance of doing PSEO, and I am very grateful for that. I hope to continue my great experience and graduate from here.”*

JCS has a charter for grades 7-12. The school welcomes middle school students as well and has begun to enroll them in small numbers. Middle-school students are integrated with high school students in the advisory settings. They are also expected to propose and learn to utilize Project Based Learning methods, though with a concentration on the Minnesota standards in for 7th and 8th grade students. JCS’s 7<sup>th</sup> and 8<sup>th</sup> grade students are also eligible to attend all seminars and participate in trips and exhibitions.

School Year	7	8	9	10	11	12	Total	Growth Rate
2012-13		4	5	13	14	35	71	+18%
2013-14		0	2	7	18	47	74	+4%
2014-15	1	0	1	10	19	53	62	-16%
2015-16	5	1	6	12	17	33	74	+17%
Estimated 2016-17							86	+14%

It is worth noting that enrollment at JCS typically climbs throughout the year, so that the October 1 figures included in the table above, will under-state the school’s enrollment. Another notable characteristic of the JCS student body is that seniors have been greatly over-represented during the past three years. As of October 1, 2016, JCS had 90 students enrolled.

## Governance, Management, and Director’s PDP

### Governance and Board Training

The Jennings Community School is governed by a six-member Board, with membership as noted in the table below. Board Training was completed by all board members on December 15<sup>th</sup>, 2015. Board Training covered Governance & Management, School Finance, and Human Resources. Board Training was provided by Designs for Learning.

*2015-16 Election Date: October 21, 2015*

*2016-17 Anticipate Election Date: October 19<sup>th</sup>, 2016*

Jennings CLC’s governing board has six members, as shown in the table below. School board terms are two years.

## 2015-16 School Year Jennings CLC School Board

*This table contains information for ALL board members.*

Name	Board Position, Group Affiliation	Date Seated	Term Expiration	Contact Information	Member Meeting Attendance Rate
Sam Eberhart	Member; Teacher (#473798)	Oct. 2013	Oct. 2015	<a href="mailto:sam@jenningsclc.org">sam@jenningsclc.org</a>	2/2 meetings
Wayne Jennings	Chair; Community member	Oct. 2012	Oct. 2016	651 644-2805; <a href="mailto:wayne@designlearn.net">wayne@designlearn.net</a>	5/6 meetings
Sara Segar	Member; Teacher (443910)	April 2013	Oct. 2017	651 649-5403; <a href="mailto:sara@jenningsclc.org">sara@jenningsclc.org</a>	6/6 meetings
Antisar Vickers	Parent Member	Oct. 2014	Oct. 2016	antisarvickers@gmail.com	3/6 meetings
Cailin Rogers	Community Member	Oct. 2015	Oct. 2017	<a href="mailto:cailin@sapcc.org">cailin@sapcc.org</a>	6/6 meetings
Val Honey	Member; Teacher	Oct. 2015	Oct. 2017	val@jenningsclc.org	
Laurie	Community Member	Aug. 2016	Oct. 2016		Interim
R'elle Robinson	Student Member	Aug. 2016	Oct. 2016		Interim

## Management

Jennings Community School is managed by its director, in collaboration with the school's small staff.

### 2015-16 School Management and Faculty Information

*The table below contains information for ALL members of the school management/ administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)*

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2015/16	Not Returning 2016/17
Bill Zimniewicz	296323	Director	9	<input type="checkbox"/>	<input type="checkbox"/>

Sara Betru	N/A	Administrative Assistant	2	<input type="checkbox"/>	<input type="checkbox"/>
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### Director’s Professional Development Plan

The JCS Director is Bill Zimmiewicz, he has a Master’s degree in Teacher Leadership and has directed other programs previously, though he does not have administrative licensure. Bill holds an MA in Teacher Leadership from the University of Minnesota and currently pursuing a Doctorate.

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

### Primary and Secondary Purposes of a Charter School per MN Statute

- The primary purpose of a MN Charter School is to improve all pupil learning and all student achievement. JCS addresses this by focusing on delivering individualized education to students who may have fallen through the cracks at other schools. Our staff advisors identify gaps in student learning and focus on developing core skills students will need as adults. Many of our students have several months or yearlong gaps in their education. Our program meets student needs in a collaborative process.
- Additional Purposes
  - Increase learning opportunities for all pupils: JCS works with students to identify how they learn best, and to identify their specific learning needs. Each student works with an advisor to develop a Personal Learning Plan. Students at JCS are also provided with several travel opportunities over the year, to expand and increase their awareness of current issues affecting national and global communities.
  - Encourage the use of different and innovative teaching methods: JCS teachers are a small group who work closely with each other to address student learning needs with a variety of tools. They are passionate about teaching and are not afraid of trying new teaching methods or tools. As such, students at Jennings learn in a variety of ways: seminar classes, project based learning, online learning tools, and real world experience.
  - Measure learning outcomes and create different and innovative forms of measuring options: JCS measures learning outcomes in a variety of ways: completion of credits,

projects, time spent “on track” in school, a school survey, the Hope Survey, student performance, and student participation in their own learning career. Our teachers and administrative staff are continuously working to document student progress outside of the formality of standardized tests.

- Establish new forms of accountability for schools: Developing new metrics to measure student progress is essential for JCS to maintain accountability to our mission and our stakeholders. We continue to work collaboratively to maintain accountability.
- Create new professional opportunities for teachers: As a small school, all of our teaching staff are involved in leadership decisions. Our staff is experienced and passionate teachers; our unique teaching environment invites them to take the lead in student education and voice their opinions. We believe this is part of the reason our staff continues to work at our school, year after year.

## Staffing

### 2015-16 Teaching Faculty Information

*The following table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).*

Name	File Folder Number	Assignment/ Subject	Left During 2015/16	Not Returning 2016/17
Sam Eberhart	473798	Advisor; Social Studies; multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Zachary Fjelstad	435722	Advisor; Special Education; multiple subjects with Innovative Program waiver	X	X
Val Honey	334763	Advisor; LA multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Kristyn Martin	998591	Special Education, ASD	<input type="checkbox"/>	<input type="checkbox"/>
Sara Segar	443910	Advisor; Science; multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Bill Zimniewicz	296323	Director	<input type="checkbox"/>	<input type="checkbox"/>
Tom Wendt	310808	Advisor; Mathematics Instructor	<input type="checkbox"/>	X

Jennings CLC's teaching staff went through an adjustment during the school year. A long-term teacher, Zach Fjelstad left during winter break. Our Mathematics teacher, Tom Wendt will be leaving in the Summer of 2016. His position has been filled for the upcoming school year with a part time teacher who is shared between JCS and High School for Recording Arts.

As a part of our World's Best Workforce plan and Professional Development plans, all JCS staff attend the Minnesota Association of Alternative Programs MAAP conference annually; each

teacher has a 3-point professional development plan, and JCS provides support for teachers to attend training in their area of specialty. Time is built into the school schedule for staff to meet every week to compare results, problem-solve and support each other to more effectively meet student needs.

## Finances

For questions regarding school finances and for complete financials for 2015-16 and/or an organizational budget for 2016-17, contact:

Name: Bill Zimmiewicz  
Position: Executive Director  
Phone: 651-649-5403  
Email: bill@jenningsclc.org

Designs for Learning provides accounting services for Jennings Community School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Pillsbury United Communities no later than December 31, 2016.

<b>FY16 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$983,985.70	\$29,955.59	-
Total Expenditures	\$1,055,914.10	\$29,955.59	-
Net Income	(\$71,928.40)	\$0.00	-
Total Fund Balance	\$138,244.40	\$0.00	-

### Overview

FY16 enrollment was lower than originally projected and budgeted. This necessitated a revision to the annual budget and careful monitoring of cash levels throughout the year.

### Revenues

The majority (95%) of Jennings' revenue comes from the state of Minnesota, including General Education Aid, Special Education Aid, and Lease Aid. Other revenue sources include the federal government and local donations and grants. Revenue is closely tied to enrollment figures.

### Expenses

Jennings expends approximately half of its revenue on staff salaries and benefits. Other large expenditure categories include purchased services, facilities rental and maintenance, and supplies.

### Net Income and Fund Balance

Jennings Community School began FY16 with a healthy fund balance of \$210,000. Fund balance decreased by \$72,000 during FY16 due to the low enrollment, leaving a \$138,000 fund balance. Jennings' goal for the future is to grow their fund balance by 5% each fiscal year. The fund balance on 6/30/2015 was \$210,172.80. On 6/30/2016 it was \$138,244.20, a decrease of \$71,928.60 or 34%.

### World's Best Workforce Annual Budget

The school's mission aligns closely to the principals and ideas of the World's Best Workforce. As such, all school expenditures are geared towards the World's Best Workforce. There is not separate budget tied WBWF goals.

## Academic Performance

### Program Summary

The Jennings Community School program is built around six key program features: Small School; Travel; Global Awareness; Focused Education; Reflection; and Academic Content and Credits.

JCS's educational program has been revised several times since the school's inception in the fall of 1998. Since 2008-09 JCS has utilized a project-based learning model supplemented by traditional instruction in core areas. JCS continually seeks to revise the program so as to improve the school, ensuring powerful and effective learning experiences for all. To this end, school leadership seeks to assess every aspect of the school including personnel, facilities, operations, assessment data use, and technology.

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*“Jennings was the best choice for me and still to this day is. Jennings offers so many opportunities, all you have to do is commit. If I could start over, I would've just started my high school years off here.”*

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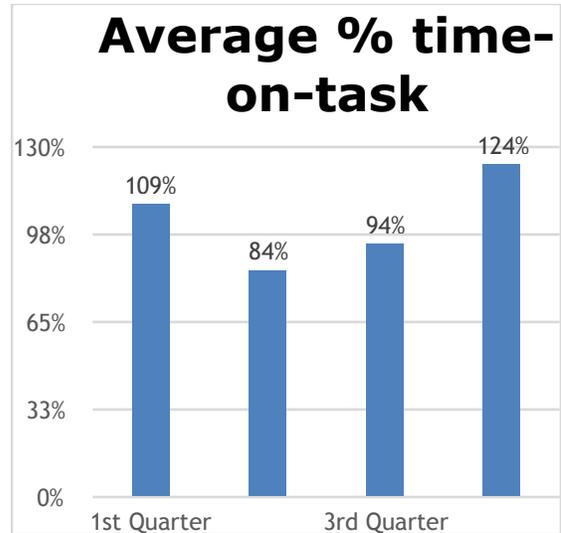
The curriculum has been revised in a way that shows academic progress throughout the year consistent with the Minnesota State Standards. Goal setting and updating of student progress/credits earned are now done quarterly. To track student progress toward graduation, JCS uses a credit system, in which one credit is generally equivalent to one semester's work. Students can also earn fractions of credits. When teacher/advisors award students credit, much is contemplated. How comprehensive or complex was the project? How many hours did the student document? What was the quality level of the final product? What Minnesota Grad Standards were completed? For seminars, trips, and service learning activities, the same questions are addressed. Other learning requirements—viewed as essential for youth—have been added to the curriculum. JCS students are now required to demonstrate how they have met four Transformational Learning Outcomes<sup>1</sup> before graduation.

The three-credit Capstone Senior Project is required before graduation and includes a special presentation night for senior projects only. Senior projects include Transformational Learning Outcomes and incorporate an emphasis on career/work and college readiness.

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<sup>1</sup> Developed in the 1990s with New American Schools funding, the Community Learning Centers model calls for all students to meet Transformation Learning Outcomes by becoming a: Responsible Citizen; Productive Worker; Self-Directed Lifelong Learner; and Creative, Healthy Individual.

As a project based learning school, it is essential that students manage their time effectively. This is a skill which will be necessary for students in the workforce. We expect students to spend at least 6 hours of the day on school work. The building is open to students for longer than this, and students are given the option to spend more time working on projects or homework. School advisors track the time students spend on tasks. There is a spike of productivity in the 1<sup>st</sup> and 4<sup>th</sup> Quarters, and our least productive quarter is the 2<sup>nd</sup>. This is attributed to the Holiday season, there are special school events as well as the usual home-life distractions that come with the holiday season.



Travel away from the school site remains an important part of the JCS program! JCS staff seek to ensure that all students have the opportunity to travel, encouraging students who have not yet taken trips through the school to do so when the next travel experience is being planned. Major trips are connected with a seminar, in which students do research in advance on topics connected with the place they will visit. There were trips off-campus for learning experiences in a wide variety of settings during 2015/16, including:

- JCS students continued to participate in MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) events.
- At the Spring MAAP conference, students from across the state compete and participate in two days of activities showcasing their skills in the Minnesota Standards along with artistic, career and life skills. Many activities are career or work related (e.g. interviewing, public speaking, management decision making). Participants make individual and group presentations and compete for awards. JCS had 8 students attend MAAP Stars this year and won awards in Career Portfolio, Entrepreneurship, and Video Promotion.
- JCS continued its partnership with Northern Lights Community School, a project-based charter school in Warba, northern Minnesota. JCS students and staff visited Northern Lights, and students and staff from their school visited JCS.
- Boundary Waters trip in the fall
- Camping Trip in Whitewater State Park

- Puerto Rico Spring trip to study Cultural differences and Rainforest Science. Students fundraised with community organizations in the Western Suburbs to pay for trip expenses.
- New York Spring Trip to student Theater, Architecture, and city life



## Academic Goals and Indicators, 2015/16



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CHARTER SCHOOLS

### Charter Contract Goals: Jennings Community Learning Center School Year: 2015-16

ACADEMIC and NON ACADEMIC GOALS	REPORTED PROGRESS	NOTES
<p><b>Reading</b></p> <p><b>Goal 1:</b></p> <p>At least 50% of JCLC students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in Reading.</p> <p><b>Goal 2:</b></p> <p>At least 80% of JCLC students who are continuously enrolled from October 1 will complete their Reading Plans as tracked in Project Foundry.</p>	<p>X Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>75% of students met their growth targets on the MAP Reading</p>
<p><b>Math:</b></p> <p><b>Goal 1:</b> At least 50% of JCLC students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in Mathematics.</p> <p><b>Goal 2:</b> At least 80% of JCLC students who are continuously enrolled from October 1 will complete their Mathematics Plans as tracked in Project Foundry.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p>X Goal currently not met</p>	<p>25% of students met their growth targets on the NWEA MAP Mathematics.</p>

<p><b>Post--Secondary Assessments</b></p> <p><b>Goal 1:</b></p> <p>At least 90% of JCLC juniors and seniors will have taken the Armed Services Vocational Aptitude Battery (ASVAB) or the Accuplacer by the end of the 2014-15 school year. The ASVAB and Accuplacer are alternative assessments that can now qualify students to meet graduation requirements. JCLC will provide opportunities for students to take both assessments.</p> <p><b>Goal 2:</b></p> <p>At least 25% of JCLC seniors will take the ACT or SAT by the end of the 2014-15 school year.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p>X Goal currently not met</p>	<p>70% of students took the ASVAB or Accuplacer.</p> <p>0 Students took the ACT or SAT</p>
<p><b>Financial:</b></p> <p>During Fiscal Year 2015, JCLC will increase its fund balance by at least 5%.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p>X Goal currently not met</p>	<p>JCS fund balance decreased by 34%.</p>
<p><b>Operations:</b></p> <p>Each Advisor at JCLC will develop and lead at least one seminar per quarter. The seminars focus on specific learning outcomes linked to the state graduation standards. Seminars are typically inter-disciplinary, allowing students to meet standards and earn credits in multiple areas. JCLC is planning to offer the seminars during the same hour each day, and require every student to be enrolled in a seminar.</p>	<p>X Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>Each advisor leads at least one Seminar.</p>

<p><b>Governance:</b></p> <p>The JCLC Board will schedule at least two planning meetings to review and update the school's Strategic Plan. The 2014-15 year is year 3 of JCLC's five-year Strategic Plan.</p>	<p><input type="checkbox"/> Goal met</p> <p>X Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>One large planning meeting, small updates on the Strategic plan held during board meetings.</p>
<p><b>Family Engagement:</b></p> <p>At least 30% of JCLC students will plan and execute one student led parent-student-advisor conference during the 2013-14 school year.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p>X Goal currently not met</p>	<p>Was not done during 15/16, this will be done starting October 14, 2016, for the 16/17 school year.</p>
<p><b>Hope Study:</b></p> <p>JCLC students who remain continuously enrolled will show positive differences in the Hope Study indicators; JCLC students will continue to show higher Hope Study ratings than students at traditional schools.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p>X Goal currently not met</p>	<p>Hope Survey scores decreased from Fall of 2015 to Spring of 2016. This is attributed to transformative school efforts that were begun but not completed due to budgetary constrictions and low enrollment.</p>
<p><b>Community Integration:</b> JCLC will carry out outreach activities by participating in at least three major community events during 2015-16.</p>	<p>X Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>JCS worked did a Community Clean-Up day, works with Urban Boat Builders, hosted a Breaking Free Fundraiser, Holocaust Survivor speaking event hosted at JCS.</p>

Results for the Academic Goals are summarized below.

#### Measures of Academic Progress (MAP) Reading results

JCS used the Northwest Evaluation Association's MAP test as a tool to track student learning in Reading and Math during 2015-16, for the sixth consecutive year. The MAP is a well-known norm-referenced test that measures student abilities in areas covered by the state academic standards. An amount of "projected growth," to the next test window, is identified based on a "pre" test score, in this case, the Fall result, which was then compared with spring "post" test results. Growth norms for this test are created by NWEA, based on large samples of students who take the tests nationwide, such that every student has a 50% chance of meeting or exceeding the Growth Target. Thus, if more than 50% of students at a given school are meeting or exceeding their growth targets, the school as a whole has out-performed the national norming group for that subject.

Twenty-one students took the Reading MAP in fall and spring during the 2015-16 school year. Of these twenty-one students, seventy-five percent met their growth targets. This is a significant increase over last year when half the students met growth targets.

JCS staff have observed severely test-adverse behavior by many students, especially in the spring, toward the end of the school year and after having taken tests such as the MCAs and college-placement tests. School leadership discussed this in the spring of 2014 and planned for changes in 2014-15 to encourage more-consistent participation and effort. Advisors were responsible for testing students and preparing students for it. As a result, JCS received higher participation and success on MAP testing than in previous years. The MAP will continue to be the responsibility of Advisors during 2016-17.

#### Reading Plans

During the 2015/16 school year reading Plans became a reading group, 11-12pm. Students who excel at reading can read independently. The goal is to read a book a month, non-fiction and fiction. If the group reads a short novel, we will finish the month using short stories. A book club was started for students who are planning to go to college, to assist them in reading literature expected for college.

#### Measures of Academic Progress (MAP) Mathematics results

Forty-five students took the Math MAP in the fall of 2015; thirty-seven took the test in the spring, and only twenty-one students took it both test seasons. Of the twenty-one students who took the Math MAP both times during 2015-16, four met their growth targets (24%), so JCS did not meet this target.

The caveats noted in the section on MAP results in Reading apply here as well: data from this small a number of students are not necessarily representative of the whole student population, and many students may not have tried their best on this assessment.

### Mathematics Plans

In Math as well as Reading, each student was to have an annual Personalized Learning Plan, tracked and updated by advisors, and including goals and instructional activities in math, individualized to meet students' needs. However, while students did have math plans in their PLP, the plans were not consistently implemented and tracked. Each student advisor utilized their own system for tracking and follow up. Therefore the results are a bit inconsistent.

Creating an effective math program for our student population has been an ongoing challenge for JCS. Assessment and observational data consistently show that many students attended school sporadically before enrolling at JCS, and are far behind in basic academic skills, especially mathematics. Alternative means of communicating key math concepts, through inquiry-based and hands-on activities, are likely to help such students learn essential concepts in math.

To reach goals in math, students work with their advisors to identify specific steps they will take to improve their math knowledge. Students' math programming may include math courses, Khan Academy and APEX Math as online options, math work packets, or small instructional seminars. In addition to the labs and individualized projects there are upper level seminars, and a Final Project by which growth in math knowledge is to be demonstrated by the end of the school year.

### Additional Data on Academic Progress

Alternative strategies for gauging student productivity are to analyze the proportion of time students spend on-task, and the number of credits they earn. Time-on-task is tracked by JCS teacher-advisors in time tracking app that has been customized for the school; each day, each advisor records proportion of time on-task, of the 6 hours in the school day, for their advisees who were present that day. Students may earn additional credit in terms of time-on-task if they complete projects in less time than projected or if they work additional hours outside the school day. For any given quarter, a handful of students will have over 100% time-on-task.

Credits are awarded on a quarterly basis; a student making the expected progress toward graduation will earn 2.5 credits per quarter. It is worth noting, however, that JCS serves many students with multiple risk factors such as homelessness, involvement with the legal system, and

a history of inconsistent school attendance prior to enrolling at JCS. About one-fourth of the students have active IEPs.

#### Post-Secondary Assessments – ASVAB or Accuplacer

The first Post-Secondary Assessment target called for at least 90% of juniors and seniors to take the Armed Services Vocational Aptitude Battery (ASVAB) or Accuplacer by the end of the school year. Review of JCS attendance data showed there were 10 seniors who were required to take one of these tests. Seven of 10 seniors took the Accuplacer or ACT (70% of seniors). Those who did not take one of these tests were not required to for the degree program they were entering into. The three students who did not take these tests applied to Culinary Arts school, and two had already secured a job for after school.

JCS now expects all seniors who choose college as their career plan to take the Accuplacer; this is being administered at St. Paul College several times during the school year.

#### Post-Secondary Assessments – ACT or SAT

No students took the ACT or SAT as it was not required for their college degree programs. Jennings Community School did offer the ACT on site on April 23<sup>rd</sup>, 2016.

### Operational Performance

#### Non-Academic Goals and Indicators, 2015-16

In addition to its three Academic Goals, Jennings CLC had six non-academic goals, addressing the following areas: Financial, Operations, Governance, Family Engagement, the Hope Study, and Community Integration. The six non-academic goals and results were as follows:

- **Financial Goal:** During Fiscal Year 2015, JCS will increase its fund balance by at least 5%.

The general fund balance decreased by 34% due to low enrollment numbers.

- **Operations Goal:** Each Advisor at JCS will develop and lead at least one seminar per quarter. The seminars focus on specific learning outcomes linked to the state graduation standards. Seminars are typically inter-disciplinary, allowing students to meet standards and earn credits in multiple areas. JCS is planning to offer the seminars during the same hour each day, and require every student to be enrolled in a seminar.
- **Governance Goal:** The JCS Board will schedule at least two planning meetings to review and update the school's Strategic Plan. The 2014-15 year is year 3 of JCS's five-year Strategic Plan.

The Board did hold meetings to review and update the strategic plan as planned. This was done in conjunction with board training. During the 2015/16 school year we are working with Educational Consultant Steven Rippe on our Strategic Plan.

- **Family Engagement Goal:** At least 30% of JCS students will plan and execute one student led parent-student-advisor conference during the 2013-14 school year.

This was a goal in 2012-13 but was not carried out. The plan for 2013-14 was to pilot student-led conferences in 2013-14, beginning with students who have been enrolled longer. However this was not done to any great extent in 2014-15. JCS advisors did note that more parents than ever joined them for advisory conferences during 2013-14. During the summer of 2015 JCS Staff received training to help them better address this goal. We will implement these strategies during 2015/16 to increase family engagement.

- **Hope Study Goal:** JCS students who remain continuously enrolled will show positive differences in the Hope Study indicators; JCS students will continue to show higher Hope Study ratings than students at traditional schools.

The EdVisions Hope Study is based on research into factors that determine students' overall outlook. It uses a combination of survey items to assess students' status on several variables which are factors important to success in school and in life. The survey variables are Autonomy, Belongingness, Goal Orientation, Academic Press, Engagement, and Hope.

Jennings scores declined from Fall of 2015 to Spring of 2016. It is not a significant decrease, but we believe this is related to transformative school efforts which had to be halted prematurely due to low enrollment and budgetary concerns.

- **Community Integration Goal:** JCS will carry out outreach activities by participating in at least three major community events during 2015-16.

Students attended meetings at the Midway Chamber of Commerce to represent Jennings Community School. Our school also assisted in fundraising events with Breaking Free, a local organization that works to support women who have been affected by sex trafficking. We hosted a community event at the school where a holocaust survivor spoke to the community.

## Program Successes

Some of the successes and best practices in place at Jennings CLC during 2015/16 included the following.

The school continued to press positive working relationships with students. Student retention is good overall; students who are succeeding in the program tend to remain for multiple years. One of the program's successes in 2015-16 was in travel-based learning with several successful trips carried out during the year. As described above in the "Program Summary" section, trips undertaken by JCS students during 2015-16 included:

- Boundary Waters Canoe Area, northern Minnesota (fall and spring).
- Puerto Rico,
- Small trips to several closer locations, for camping, visits to post-secondary schools, and learning about careers
- MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) events, fall and spring. Won 8 Plaques, including a first place plaque.
- Horse Ranch, Bemidji MN
- Breaking Free Fundraising Event
- Dr. Fisch's presentation on the Holocaust

One of our greatest successes is getting students from school to work and or college. We are getting students to enroll in higher education and stay enrolled. They are equipped to do this because of the life skills we build in school.

JCS students continued to participate in MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem). 6 JCS students attended the fall MAP STARS conference at Camp Ripley, central Minnesota. 13 JCS students competed in the MAAP STARS Spring Conference in April, where they won 12 plaques/medals. At this conference, students from across the state compete and participate in a number of activities, many of which are career or work related (e.g. interviewing, public speaking, management decision making). of the medals won were for Life Plan Projects, there are only eight medals awarded in this category.

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*"Jennings has taught me a lot of things about; business, college, and the real world. It taught me to face my problems and not run away from them. It teaches you a lot about what you're going to be doing in the near future. Unlike most schools which do not tell you how to do taxes or students loans. One of the reasons I came back to Jennings is that it teaches me a lot about what I'm going to be getting into. If I had stayed at Roseville, I wouldn't have learned the stuff I know now. When I came to Jennings I had less than 1.5 credits; I left that same school year with over 10 credits."*

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JCS's connections with area business and organizations continued strong during 2015-16. The JCS director continues to attend meetings of the Midway Chamber of Commerce and the local community council, bringing students along as well. In the fall of 2015, JCS students attended the Midway Chamber's conference where they connected with community organizations; representatives of several local organizations were invited to visit the school. During 2014-15 JCS also developed a connection with the St. Anthony Park Community Council, and with the Keystone Center Food Shelf.

Senior capstone projects continued as an effective practice during 2015-16. Students are responsible for identifying and describing the project, which culminates in a research paper / write-up of results and public presentation. Project topics during 2015/16 included: Auto Mechanic, Culinary School, Graphic Design, and Commercial Art & Teaching.

### **Program Challenges**

Enrollment during the 2015/16 school year dropped and hovered around 65 students for the school year. We received some challenging students from the Minneapolis and St. Paul Public school districts as they struggled with issues of student violence. Due to this, in part, we had several students enrolling and dropping out and re-enrolling.

### **Innovative Practices and Implementation**

As a project-based urban school that facilitates student learning through frequent travel to remote sites, Jennings Community School is a highly innovative charter school! In addition to the project-based and field-learning focus, described elsewhere in this report, innovative practices JCS had in place during 2014-15 included:

- JCS students continued to participate in the MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) Spring Conference.
- All staff attended the Minnesota Association of Alternative Programs conference in the winter of 2015; non-staff members of the JCS board were invited as well. JCS's participation in MAAP has continued strong since, with JCS teachers filling the positions of MAAP Chair and Treasurer for the 2014-16 term. Kristin headed the conference Development. Bill Zimmewicz was on a panel of experts and presented with the International Speaker from Finland. Several other staff presented or worked on conference development.
- JCS seeks to build partnerships with organizations serving the homeless, connecting with these organizations via the Minnesota Coalition for the Homeless. This effort was in

response to staff's realization that many of our students are homeless, and that the school needs to more effectively serve these students. JCS staff provide resources for homeless students and continue to expand their knowledge base regarding what's available.

- JCS helps students build job skills by supporting them in creating resumes and applying for entry-level positions. JCS continues to work to provide internships for its students.
- Reading groups, described above in the Academic Goals and Indicators section, were another innovative feature, in place since the spring of 2013.
- JCS is improving its utilization of technology. Every student has a computer, with Microsoft Office installed, to use at their personal work station (one-to-one student to computer ratio).
- Presentation nights continue to be an important feature of the program. At these events students give demonstrations and lectures to other students, parents, staff and community highlighting projects they have completed at JCS.

### **Authorizer**

Jennings Community School's authorizer is Pillsbury United Communities. The 2015-16 school year was the second year of JCS's authorizer contract with Pillsbury; the contract was renewed in the spring of 2014 for another term, this time for four years.

Authorizer contact is Larry McKenzie (mckenziel@puc-mn.org; 612 302-3409).

### **Non-profit Status**

Jennings Community School is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>. JCS also is a tax-exempt "501(c)3" organization recognized by the Internal Revenue Service.

### **Future Plans**

Continue to work on stable enrollment and increased attendance with students. School stability is essential to student achievement and success. With increased enrollment and attendance JCS will hire additional teachers to give staff more time for teacher prep and relationship building. This is to improve staff climate and reduce teacher burnout. It will also give students more variation and opportunity to work.

The long-term vision for the school is to increase the fund balance to \$500,000 or 20%, whichever is more.

To develop an Endowment fund of donations from the community. To develop a second source of income for the school based on personal and organizational giving.

Improve on our project based learning model and student travel model. To have all students complete a post-high school career-oriented program.

Develop a base of community and volunteer experts who spend time working with students.

Develop a succession plan for the school leader that will preserve school values and goals.