



**Annual Report Completed October 2016  
World's Best Workforce Report (WBWF)**



**Reward School Recognition 2012, 2013, 2014, 2015, 2016**

**Harbor City International School, District 4085  
Volunteers of America of Minnesota  
Charter School Authorizing Program  
VOA-MN Education Center, Phone: 612-270-1998 [www.voamncharters.org](http://www.voamncharters.org)**

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## Harbor City International School Introduction

### History

Opening in 2002, key components of the HCIS educational program were: integrated core curriculum; project based learning; service learning; cultural immersion; Friday block electives; and two three week symposiums a year. While students reported anecdotally and on the Gates Foundation Hope Survey a high satisfaction with HCIS, test results (MCA, MAP, PLAN, ACT) did not indicate adequate progress in preparing students for college, or that students were making progress over time in reading, language arts and math. In 2008 HCIS began program changes that included more time for core subjects and less time for electives, and the development of a vertically aligned, rigorous academic curriculum to prepare students for AP classes. In 2009-2010 student test results improved. In 2013-2014, three AP courses were offered. AP Computer Programming was added for 2014-2015. We continue to add AP courses, college in the schools courses and develop new symposia.

## **Mission Statement**

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

## **Vision Statement**

*Harbor City International School is a tuition-free, college preparatory, charter high school. We are a small community that nurtures a sense of belonging and academic excellence. We prepare students for college by offering a vertically aligned curriculum that combines content knowledge with skill development leading to participation in Advanced Placement coursework. Participation in our curriculum and the life of the school instills the ethics of our four “R” philosophy. The four R’s stand for Respect, Responsibility, Relationship and Reach. Our goal is to instill these values in our students for the rest of their lives. We support students through a vibrant community of highly qualified teachers and staff. Education and training is provided to families for effective partnering that benefits students’ achievement and goal setting for their futures. Service learning and volunteer programs serve the greater community and provide leadership opportunities for students. Our school is fiscally sound and effectively managed so that students, families, employees, and the greater community benefits from our existence.*

## **The HCIS Student Vibe**

*We as students will strive to create a place to learn that is comfortable, safe, and full of laughter. We will have respect and trust for teachers and fellow students, with freedom and responsibility. We’d like HCIS to be a place where everyone can be themselves and where everyone can fit in. It will be a place where all are teachers and learners. We want to create a fun environment where we can be comfortable with our self-images. We are looking for a “uni-clique”—everyone working and living as one. We, as contributive HCIS students, will be engaged in our learning. We believe in actively sharing ideas through debate, positive conversation, and discussion of current events. HCIS is our school. (Written by Student Forum, Summer 2002)*

The Strategic Planning Committee spent 2015-2016 working on the mission, vision, values and goals. The committee analyzed carefully making sure that they reflect who we are, what we do and why we do it.



## Annual Report Purpose

The HCIS Annual Report provides data and information about how the school is operating and educating students and includes sections on school governance, academic performance, teachers and staff, financial accountability, program challenges and future plans. The report is available online and in the school’s office. The report is due annually to Volunteers of America, the school’s authorizer. The Annual Report also serves as our World’s Best Workforce Report.

## Statutory Purpose

Harbor City International School’s purpose is to improve pupil learning and student achievement.

## Authorizer

Harbor City International School has been sponsored by Volunteers of America-Minnesota (VOA-MN) since 2002. In May of 2014, VOA renewed our contract through June 2020.

Three essential questions drive VOA’s accountability of charter schools:

- Is the school’s Learning Program a success?

- Is the school financially viable?
- Is the organization effective and well run?

HCIS benefits from a strong, supportive relationship with our charter authorizer. Volunteers of America-Minnesota’s role as an authorizer goes beyond the compliance based model set forth in state law. They actively participate in our process of continuous improvement, vigilantly monitoring financial and academic performance through visits and reviews of reports and data. Several times each year the sponsor liaison visits the school, observes classes, staff meetings, and board meetings, and provides feedback to the director and the board. VOA-MN also receives testing results, financial reports and various communications from the school and in return provides feedback to aid in the growth of the school. This approach to shared accountability sets a tone and mindset for ongoing improvement. This is a key ingredient to success as it focuses the school’s efforts on genuine, school-wide continuous improvement.

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## School Board Governance and Management

### Organizational Effectiveness

- The HCIS Board of Directors has developed meeting routines and expectations for meeting preparation that have increased overall effectiveness and efficiency of the board. We passed a motion this year stating that meetings are from seven until nine and if we want or need to go over that time, a motion needs to be passed to do so. This has made the time we spend together more efficient and effective. We have also started putting estimated time lengths on the agenda so we don’t get bogged down with one issue for too long.

### Strategic Planning

- In 2015, the Strategic Planning Committee of the board revised the mission of our school to more accurately reflect our objectives. The SPC has been working with a consultant to come up with a revised Vision statement, and Practical Vision Elements so we can go forward for the next several years with clear goals in mind.

### Board Challenges

- The challenges the board of directors is facing are challenges of recruitment and maintaining institutional knowledge over the course of board changes and terms coming to a close.

### VOA recognition of the HCIS Board

- 2016 School Academic Performance Award of Excellence
- 2014,2015, 2016 School Board Governance Award of Excellence

- 2015 School Financial Management and Oversight

**HCIS Board 2015-2016**  
**Election date: February 9, 2016**

Position rotation	Name	Role	Date Elected	Date Term Ends	Date Appointed	Date Seated
<b>A</b>	Shannon RedBrook	Parent	2/11/2015	5/10/2016 RESIGNED 6/15/2016	---	5/14/2015
<b>B</b>	Pete Langr	Teacher	2/11/2015	5/10/2018	5/14/2013 4/22/2014	6/11/2013
<b>C</b>	Sarah Lindahl	Teacher	2/11/2015	5/10/2018	---	5/14/2015
<b>D</b>	Lisa Walsh	Parent	NA	5/12/2016	5/13/2014	6/10/2014
<b>E</b>	Jenny Ahern	Teacher	2/12/2013	5/12/2016	5/8/2012	5/14/2013
<b>E (appointed)</b>	Amy Hexum	Teacher	NA	5/12/2016	9/10/2015	9/10/2015
<b>F</b>	Tom Maloney	Teacher	2/11/2014	5/12/2016	8/20/2013	9/10/2013
<b>G</b>	Sara Floerke	Parent	2/11/2014	5/11/2017	---	5/13/2014
<b>H</b>	Liz Holte	Teacher	2/11/2014	5/11/2017	---	5/13/2014
<b>I</b>	Sumair Sheikh	Community Member	2/11/2014	5/11/2017	---	5/13/2014
<b>Student 1</b>	Grace Berg	Student Representative	---	5/11/2016		
<b>Student 2</b>	John J. Liljeblad	Student Representative	---	vote to dismiss 1/14/16		

**Board Member Trainings 2015-2016**

	Finance Training	Governance Training	Employee Law Training
Shannon RedBrook	10/17/2015	10/17/2015	10/17/2015
Pete Langr	10/17/2015	10/17/2015	10/17/2015
Sarah Lindahl	10/17/2015	10/17/2015	10/17/2015

Lisa Walsh	11/3/2014	6/10/2015	6/10/2015
Jenny Ahern	6/18/2013	6/1/2013	6/1/2013
Amy Hexum	2/29/2016		
Tom Maloney	10/8/2014	10/23/2013	10/7/2014
Sara Floerke	10/8/2014	5/20/2014	12/18/2014
Liz Holte	11/3/2014	5/20/2014	12/18/2014
Sumair Sheikh	10/8/2014	5/20/2014	12/18/2014

## Board Attendance

Name	Absences	Absences
Shannon RedBrook	5/19/2015	2/9/2016
Pete Langr		
Sarah Lindahl		
Lisa Walsh	3/12/2015	
Jenny Ahern		
Amy Hexum		2/9/2016
Tom Maloney	4/16/2015, 8/13/15	2/9/2016
Sara Floerke		
Liz Holte	3/12/2015	
Sumair Sheikh	3/12/2015, 8/13/15	

# Board Calendar

Months	I. Results	II. Board Operations	III. Relationship Board to Director	IV. Exec. Dir. Limitations	Appendices	Financials	Policies to Review	Policies that Must be Revisited	Other
January		K. Student Representative to the Board (pp. 15-16)		G. Communication and Support to the Board (p. 37)	Appendix F: Open & Closed Meetings (pp. 50-53)	December financials	3.1: Record Retention/Destruction 3.2: Administration of the MGDPA 5.1.1: Admissions Policy with Lottery 5.3.1: Student Educational Data 5.3.2: Adjudicated Juveniles 7.2.2: Bidding for Services from Authorizer		-Director Review Process begins -Annual Budget Process begins -Retreat Planning
February						January financials			-Annual Meeting -Director's State of the School Address -Election Results
March		A. Governing Approach (p. 8)		C. Financial Planning & Budgeting - incl. Fund Balance Policy (pp. 29-33)	Appendix H: Acceptance & Administration of Gifts to HCIS (pp. 56-57)	February financials	2.4.3 & 4.5.5: Gifts 4.6.4 & 5.5.2: Drug-Free  Workplace/Drug-Free School 5.5.1: Chemical Use & Abuse 5.5.3: Tobacco-Free Environment 5.5.8: Student Medicine in School 7.1: Segregation of Duties		Board Review/Retreat
April	D. Director's Annual Results (p. 7)	G. Cost of Governance (p. 12)		D. Financial Activities (p. 34)		March financials	2.2: Board Member Training 4.6.6 & 5.5.9: Weapons 5.5.7: Student Transportation 5.6.1: Section 504 7.2.1: Vendor Contracts	7.3.1: Electronic Transfer of Funds*	-Last meeting for outgoing board members -Board Review results
May		E. Board Committee Principles - includes Appendix G (pp. 11, 54-55)		F. Compensation and Benefits (p. 36)		April financials	2.4.2: Prohibition of Harassment 4.1.1: EEO 4.3.1: Employee Benefits 4.3.2: Salary & Wage Compensation 5.3.4: Transfer of Educational Records 5.4.2: Bullying & Cyber Bullying 5.4.3: Hazing Prohibition Policy 5.8.1: Cyberbullying		-New members seated as voting members -Sign Conflict of Interest



<b>June</b>	<del>E. Board Annual Results</del>	B. Board Members' Conduct – includes Appendix E (pp. 9, 49) – refer to HCIS Policy 2.4.1		I. Results Focus of Grants (p. 38)		May financials Approve Budget	2.8: Tort Liability 2.9: Nepotism 4.1.2: At-Will Employment 4.1.3: Criminal Background Checks 4.5.3: Employee Ethics & Conflicts of Interest 4.5.4: Outside Employment 4.6.5: Referring of Firearms Possessor		-Committee assignments -Bullying Report (see Policy 5.4.2)*
<b>Topics</b>	<b>I. Results</b>	<b>II. Board Operations</b>	<b>III. Relationship Board to Director</b>	<b>IV. Exec. Dir. Limitations</b>	<b>Appendices</b>	<b>Financials</b>	<b>Policies to Review</b>	<b>Policies that Must be Revisited</b>	<b>Other</b>
<b>August**</b>	A. Mission (p. 6) – refer to HCIS Pol. 1.1.1	M. Board Committee Structure – incl. Exec. Comm. Roles, Board Comm. Structure, and Comm.'s Annual Results (pp. 18-22) – refer to HCIS Policy 2.3		J. Executive Director Qualifications (p. 38)		June & July financials	4.6.2: Bloodborne Pathogens 4.6.3 & 5.5.5: Communicable Diseases & Infections 4.9: Employee's Rights Regarding Termination 5.3.3: Directory Information (FERPA) 5.5.4: Concussion Management 7.5: Annual Audit	6.6: The Pledge of Allegiance Policy*	-Annual Meeting Planning Begins -Student Handbook -Employee Handbook
<b>September</b>	B. Vision (p. 6)	J. Director Succession – incl. Appendices A, B, C (pp. 14, 39-47) L. Annual Report (p. 17)	A. Board Authority (p. 23)	H. Emergency Succession Plan for the Director – includes Appendix D (pp. 37, 48)		August financials	4.2.1: Pub. & Private Personnel Data 4.4.1: FMLA 4.4.2: MN Parental Leave Act 5.4.6: Dress Code/Religiously Neutral 5.6.3: Removal of Students with IEPs 6.7: Field Trips & Travel	5.8.2: Internet & Educational Network Safety & Acceptable Use*	-App. Annual Report -Crisis Plan Review -Exposure Control Plan (see Policy 4.6.2)* -Hazardous Information Plan (see Policy 4.6.2)* -Board Composition**
<b>October</b>	C. Strategic Intentions (p. 6)	H. Board Policy Review and Adoption (p. 13)	B. Accountability of the Director (p. 23)	E. Asset Protection (p. 35)		September financials	4.10: Whistleblower 6.1: Grading 6.2: Length of School Year & Calendar 6.4.1: Release Time for Religious Events & Rel. Accommodation	4.5.1 & 5.4.1: Against Unfair Discriminatory Practices*	<del>Review Board results</del>

<b>November</b>		I. Strategic Planning (p. 13)	C. Delegation to the Director (p. 24)	B. Treatment of Staff and Volunteers (p. 28)		October financials	4.5.2: Code of Conduct for Employees Licensed by MDE 4.7.1: Maltreatment of Minors/Mandatory Reporting 5.7.1: Tennessee Warning 5.7.2: School Lockers 5.7.3: Students' Free Speech Rights 7.3.2: Employee Expenses & Reimbursement Policy		Audit Presentation
<b>December</b>		C. Board Job Contributions (p. 10)	D. Monitoring Director Performance (p. 25)	A. Treatment of Students & Families (p. 27)		November financials	4.5.6: Use of Reasonable Force 4.6.1: Health & Safety Including Employee Right to Know 4.8.1: Use of Electronic Systems 5.4.5: Pupil Fair Dismissal Process 5.9.1: Student Extra-Curricular Part.	5.4.4: Student Discipline*	-Audit Approval -Election Update

## School Management

Harbor City International School was managed by an Executive Director (licensed administrator) who collaborated with the Assistant Director, Leadership Team, the Guidance Department, and the Operations Team to run the school.

The Assistant Director worked with the Professional Learning Community groups and the teacher development and evaluation process. The Executive Director attended an assessment conference and a restorative justice conference. The Assistant Director's Professional Development included: The Invisible Classroom, Kirke Olson; The Courage to Teach, Parker Palmer; The Courage to Teach Guide, Parker Palmer; Transformative Assessment, James Popham; Emotions, Learning, and the Brain, Mary Helen Immordino-Yang; Professional Learning Communities at Work, Dufour, DuFour, Eaker; Change Leadership, Tony Wagner; Learning by Doing, DuFour, DuFour, Eaker, Many; Building a Professional Learning Community at Work, DuFour, DuFour. The materials were used to create PLC training.

A bookkeeper and an accountant supported the Executive Director in financial matters. These individuals are long-time contractors with the organization.

# **HCIS Director Review Process**

## **Annual Results for 2015-2016**

### **Directors Annual Results 2015-16**

1. The director will guide the school to determine whether it should expand into a middle school or keep it's focus on grades 9-12 only.
2. The director will have a detailed plan in place for the future facilities supporting whichever expansion option is chosen.
3. The director will ensure we have equitable representation in advanced courses. By Spring 2019, HCIS will have 60% of graduating seniors with at least one AP course on their transcript. Supporting data on current honors and AP demographics (ethnic, racial, socioeconomic) compared to school-wide demographics will be presented to board.
4. The director will demonstrate through presentation of clear data that the number of students with absenteeism problems has declined between Fall 2014 and Spring 2016.
5. The director will ensure the school is meeting VOA academic goals.
6. The director will ensure that each student is encouraged and has an opportunity to engage in a significant travel experience, preferably international. Measurable progress will be presented to the board.

### **HCIS Director Review Committee**

#### **Board Approved Timeline 2015-2016**

- The Director Review committee will prepare, distribute and tally teacher surveys in time for April BOD meeting
- At the April BOD meeting, the BOD will...
  - review ED performance relating to annual results.
  - review ED performance relating to director limitations.
  - Review results of teacher survey
- Sharing Results

- The BOD will share its findings from the above three bullets before the June BOD meeting.

## Writing 2016-2017 Annual Results

- In late April, stakeholders will be invited to share input for 2016-2017 annual results. A rough outline of these ideas will be shared with the board at the May meeting.
- An annual results committee will form and meet once or twice to solidify the annual results to be voted on at the June Meeting.

## **Appendix C**

### **Executive Director Review Process**

Revised: 03/11/2012

The executive director's performance will be evaluated annually by the board of directors. The Director Review Committee is responsible for facilitating this process in a timely manner.

#### Measures:

1. Compliance with the law
2. Compliance with board policy, including the "executive director's limitations"
3. Progress toward the executive director's annual results
4. Staff input on executive director's effectiveness
5. Annual Compiled Performance Evaluation

#### Process / Time Line:

1. Compliance with board policy, including director limitations, are monitored monthly by the board of directors (in event of non-compliance, see Board Policy III D.)
2. Progress toward the executive director's annual results is monitored quarterly based on executive director report to the board
3. January: staff survey distributed in mid-January, and collected in late-January
4. February: Director Review committee meets to compile staff survey, finalize evaluation form for members of the board of directors, and distribute evaluation form to board members at February meeting
5. March: BOD members meet to discuss and compile Director's Annual Performance Evaluation
6. April: at end of April BOD meeting, a closed session to review and approve the Annual Performance Evaluation; and in late April, Executive Committee meets with the Executive Director to review the Annual Performance Evaluation results

## School Management & Staffing 2015-2016

Name	Title/File # if applicable	Year hired	Left 15/16	Not Returning 16/17
Paul McGlynn	Executive Director 383556, Licensed Administrator	5/2014		X
Anne Wise	Assistant Director 220894	8/2004		
Dawn Buck	Operations Manager	6/2009		
Tricia Neubarth	Guidance Counselor	8/2013		
Breanna Greenly	Social Worker	8/2009		
Nathan Shaw	Technology Coordinator, Language Arts, 481652	9/2015		
Kim Holak	Operations and Admin. Asst., Teacher 373141	8/2014		X
Roger LePage	Operations and Facilities	7/2014		
Michael Furchert	Student Nutrition Coordinator	11/2013		
Mara Minwegen	Social Ed Instructional Aide, 319968	09/15		X
John Peterson	Special Ed Instructional 481046	8/2014		

Brain Scott	Special Ed Instructional Aide, Teacher  470188	8/2013		
Leah Biezuns	Special Ed Instructional Aide	8/2013		
Rachel Halligan	Special Ed Instructional Aide 479510	8/2015		X
Paul Belsito	Special Ed Instructional Aide 483476	12/2014		
Kris McNeal	Special Ed Instructional Aide 453997, Teacher	04/2013		

## Staffing & Teaching Faculty Information and Professional Development

### Professional Development

Harbor City International School's professional development was embedded in Professional Learning Communities (PLC) and the Teacher Development and Evaluation process. The 2015-2016 school year's professional development focused on the neurobiology of learning. Research is showing teachers who understand neurobiology can help students increase learning. Topics included:

Mindfulness
The Heart of a Teacher (fill in the blank if you are not a teacher)
Cultures of Fear: Education and Disconnection
Neurobiology in the Classroom
Attachment Styles

Attentional Circuits in the Brain
Explicit and Implicit Memory
Strength vs. Weakness
We Teach Who We are

We continued with our reading initiative and faculty received instruction on how to implement reading strategies in their classrooms.

In 2015-2016, HCIS met the Minnesota requirements for the teacher development and evaluation process. All teaching staff were evaluated twice in the 2015-2016 school year by Assistant Director and by the Executive Director. The process for each evaluation included a pre-observation meeting, a teacher self-evaluation, a classroom observation, and a post-observation meeting. Teachers set Student Learning Goals and completed IDPs (Individual Development Plans). All other Harbor City staff were evaluated by the Executive Director.

### 2015-16 Teaching Faculty Information

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

Teacher's Name	MDE File	Assignment	Left during 15/16	Not returning 16/17
Pat Anderson		School Psychologist		
Theodore C. Anderson	388209	Language Arts		
Paul Belsito	483476	Language Arts		
Aryn L. Bergsven	401434	Creative Arts		
Darin M. Bergsven	405077	Music		
Ted W. Buck	462093	Math		
Gregg A. Dold	380800	Social Studies		
Carol Furchert	428820	Social Studies		
Amy L. Hexum	383871	Science		
Elizabeth Holte	446564	Spanish		
Peter Langr	318748	Chemistry and Physics		
Emily Lanik Parr	385361	Speech and Drama		
Sarah Lindahl	234647	Language Arts		

Thomas Maloney	363361	Mathematics		
Sharon Hexum	166958	Reading Consultant		
Sandra Radtke	456230	Special Education		
Nathan Shaw	481652	Language Arts		
Justin Strom	447759	Mathematics		
Scott Totten-Hall	408866	Special Education		
Robert Turner	459367	Spanish 1 & 2		
Kay Wallis		Speech Therapist		
Anne B. Wise	220894	Language Arts		

## School Enrollment & Admissions

ISD 709 in Duluth is Harbor City International School's resident school district. For fall of 2011, ISD 709 moved to a two high school model, eliminating the centrally located high school, Central High School. Duluth East and Denfeld are the remaining public high school options in the 709 District. Harbor City International School is the remaining centrally located high school and the only small, college preparatory, tuition free option for high school in the greater Duluth area.

The local district has increased the average class size over the past several school years and parents report choosing HCIS for the small class sizes and overall small school model. They also report that HCIS provides a rigorous academic curriculum along with an environment that gives students a strong sense of belonging. A waiting list for ninth, tenth and eleventh grade is maintained.

### Admissions Policy

Harbor City International School follows Minnesota state law in admitting students who apply.

HCIS follows Minnesota Statute 124E.11 in its enrollment practices:

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

*HCIS does not discriminate on the basis of race, religion, gender, social or economic background, or sexual orientation.*

HCIS follows a lottery system should enrollment requests exceed the number of spaces available per grade before March 1st of the previous year. If enrollment requests exceed the target enrollment number anytime after March 1st, then HCIS has wait lists for each grade (9-12).

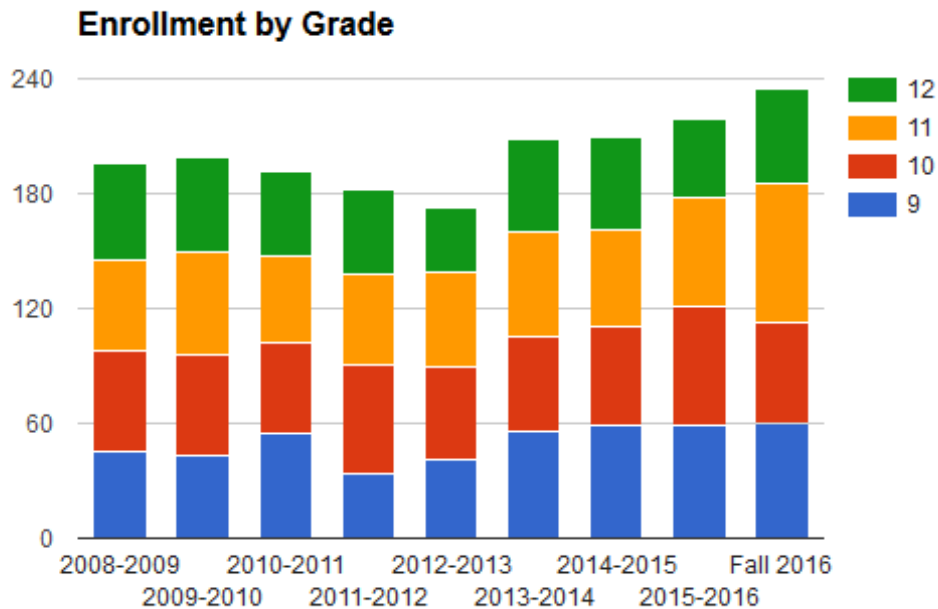
**Please see "Application Form," for more details (Appendix).**





## Student Attrition & Retention

Data is based on October 1 enrollment from MARSS reporting system.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Fall 2016
<b>9</b>	45	43	55	34	41	56	59	59	60
<b>10</b>	53	53	47	57	48	49	52	62	53
<b>11</b>	47	54	45	47	50	55	50	57	72
<b>12</b>	51	49	45	44	34	48	49	41	50
<b>Totals</b>	196	199	192	182	173	208	210	223	235

Our Enrollment continues to be strong. We ended the FY16 school year with an ADM of 202.18, exceeding our budgeted ADM of 200. We continue to be challenged by uncertainty in the number of students attending PSEO courses and how much space that will leave in the school for additional students.

We increased our enrollment in the 9<sup>th</sup> and 10<sup>th</sup> grades anticipating some early attrition and to fill the space left by increases in PSEO participation. While we do not have high attrition, losing even a small number of students has an impact on our fiscal health. More information applying to our school can be found in the school admissions section.

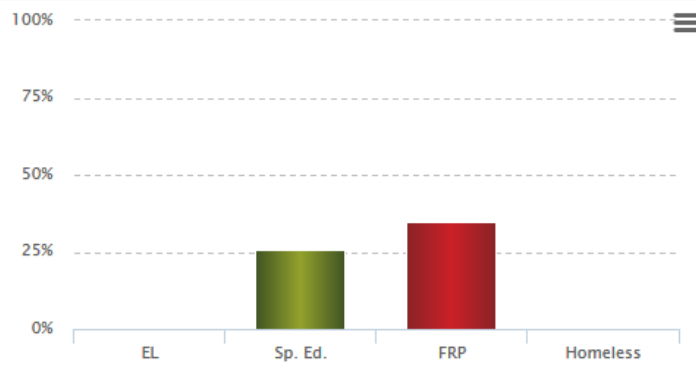
### Demographics FY16

The charts and tables below describe our demographic makeup for FY16. Our diversity in race and ethnicity falls between the two high schools in the Duluth school district #709. For FY17 we have increased the number of students of color in all categories.

Our Free and Reduced population dropped for FY16 to 35%, but our initial estimate for FY17 is 38%. This number has been as high as 42%.

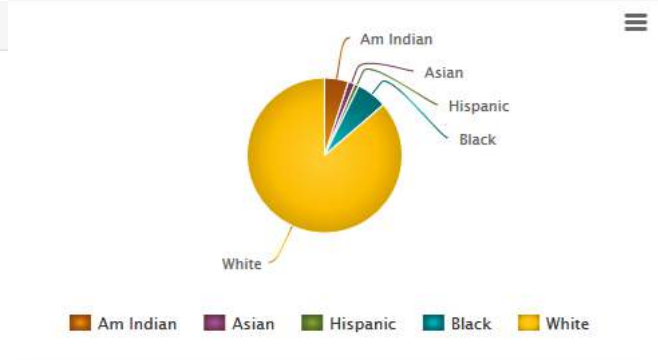
### Special Education

2016 Enrollment by Special Population



	Count	Percent
English Learner	0	0.0%
Special Education	57	25.9%
Free/Reduced Priced Lunch	77	35.0%
Homeless	0	0.0%

2016 Enrollment by Ethnicity



Ethnicity	Count	Percent
American Indian/Alaskan Native	11	5.0%
Asian/Pacific Islander	3	1.4%
Hispanic	2	0.9%
Black, not of Hispanic Origin	14	6.4%
White, not of Hispanic Origin	190	86.4%
All Students	220	100.0%

## Academic Performance

### 2015-2016 VOA SMART GOALS for HCIS Academic Growth:

#### 2015-2016

**READING** – The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will increase from 53.9% in 2015 to 55.4% in 2016. *(Increase of 1.5 percentage points based on the renewal year cohort)*

The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a 1.5% increase in proficiency during the 2016 school year, compared to the previous school year.

**Result:** Harbor City International School reading test proficiency increased to 87.1% proficient for students enrolled on October 1st, 2015. This is an increase of 14.3%, exceeding not only the one year goal but also the five year goal. The volatile percentile changes are to be expected with the small number of students tested (54) and, of course, the fact that we are testing *different* cohorts of children.

Harbor City reading scores created a 28% gap *above* the statewide reading performance, exceeding our goal.

**MATH** - The percentage of all students enrolled October 1 in grade 11 Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will increase from 59.3% in 2015 to 60.3% in 2016. *(Increase of 1 percentage point)*

The percentage of all students enrolled October 1 in grade 11 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a 1 % increase in proficiency during the 2016 school year, compared to the previous school year.

**Result:** Harbor City International School math test proficiency decreased to 46.0% proficient for students enrolled on October 1st, 2015. The volatile percentile changes are to be expected with the small number of students tested (50). This change is not the result of changes in our program as much as the testing of a different cohort. To put this in perspective, the statewide performance decreased by 1.5% from last year with 26,872 testing. As will be pointed out later in the report, the students in this cohort did show growth well above expectations, even though they didn't reach proficiency. In other words, they arrived at Harbor City behind in math.

Harbor City's math proficiency score was 1.2% below the state's average score for 11<sup>th</sup> grade in 2016. Adjusting for numbers, Harbor City School was less than 1 student reaching proficiency behind.

**SCIENCE** - The percentage of all students enrolled October 1 in grade HS at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MOD, MTAS) will increase .5 percentage point from the previous available score *(Increase of .5 percentage point, when data is available.)*

The percentage of all students enrolled October 1 in grade HS at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a .5 percentage point increase in proficiency during the 2016 school year, compared to the previous available score.

**Result:** Harbor City International School did not MCA test for science in the 2015-2016 year.

## Growth

Growth is measured using the “Growth Z-score” provided by the state. A 0.0 (zero) score means that the students are growing at the same rate as the state average. A positive score means they are growing faster and negative means that they are growing slower than the state average. In order to obtain a growth score a student must have taken the associated MCA test in 8<sup>th</sup> grade as well as 10<sup>th</sup> or 11<sup>th</sup> grade. This excludes some of our students that transfer in from other states, countries and private or home schools. As a 9-12 school, Harbor City has a relatively short amount of time to grow our students in math performance; these results indicate that we are doing a good job of moving our kids forward academically.

**READING** - The average growth score on the state reading accountability tests (MCA, MOD, MTAS) for all students enrolled the full academic year and taking the same test in consecutive testing years in grades 10 at Harbor City International will increase from -0.2072 (negative) in 2015 to - 0.1372 in 2016. (Increase of 0.07)

**Result:** The average growth for reading in 2016 was 0.45, far exceeding the target of 0.07 for the goal. In fact, HCIS has exceeded the growth target for the 5 year renewal period. It will be our internal goal to have average growth z-scores above 0.0 for the remainder of the contract.

**MATH** - The average growth score on the state math accountability tests (MCA, MOD, MTAS) for all students enrolled the full academic year and taking the same test in consecutive testing years in grades 11 at Harbor City International will remain at or above 0.0.

**Result:** The average growth score for math in 2016 was 0.1808, well above the target of zero for the remaining years of the contract.

Percent Meeting or Exceeding on MCA II Reading/Math, 2015-2016 School Year (all students)					
	<u>Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>	<u>Total Proficient</u>	<u>Percent Partially Meeting</u>
Math, Grade 11	50	32 %	14%	46%	20%
Reading, Grade 10	62	48.4%	38.7%	87.1%	4.8%

## Growth on MCA II Reading/Math, 2015-2016 School Year

The following table shows a breakdown of student growth sorted by their proficiency on the previous MCA Test. The data indicates that a large majority of students that have not found success in the past are growing at high or medium high rates.

### Math

Growth Level	Proficient Students		Non-Proficient Students	
	Count	Percent of Total	Count	Percent of Total
Low	3	7.9%	4	10.5%
Medium	10	26.3%	5	13.2%
High	5	13.2%	11	28.9%

### Reading

Growth Level	Proficient Students		Non-Proficient Students	
	Count	Percent of Total	Count	Percent of Total
Low	3	7.0%	2	4.7%
Medium	13	30.2%	5	11.6%
High	10	23.3%	10	23.3%

## Average ACT Composite Scores

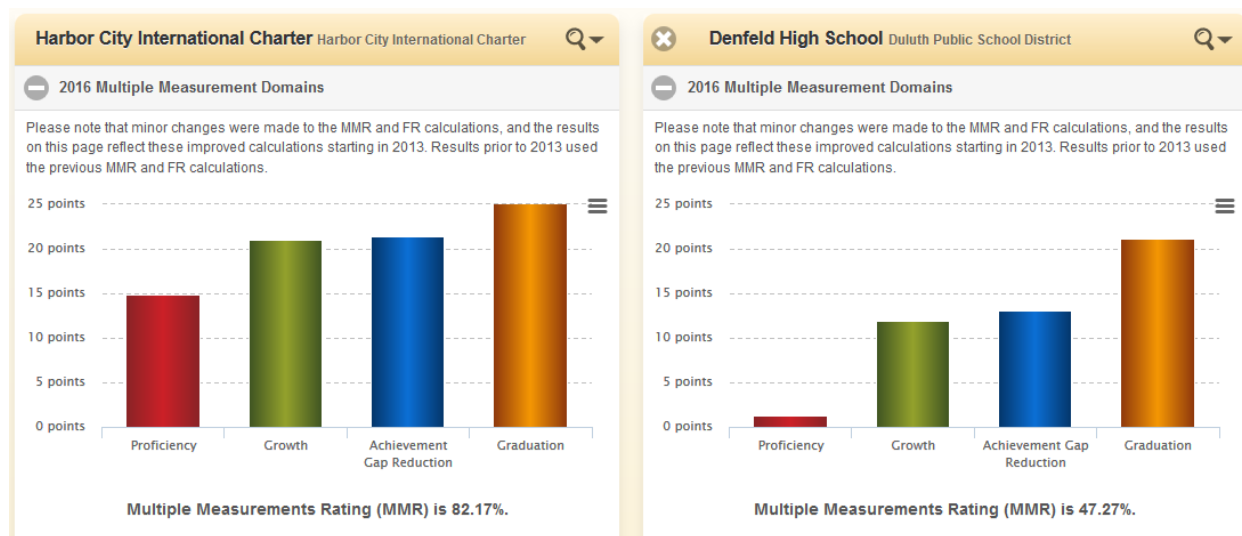
The average scores are affected by changes to who is testing. For the past 2 years all 11<sup>th</sup> graders have been tested.

Graduation Year	Harbor City Avg. Composite Score	Minnesota Avg. Composite Score
2008	21.0	22.6
2009	22.0	22.7
2010	23.4	22.9
2011	22.7	22.9
2012	22.9	22.8
2013	24.1	23.0
2014	23.7	22.9
2015	25.6	22.7
2016	21.0	21.1

Note: In 2016, all 11<sup>th</sup> graders were tested rather than just the traditionally college bound students. In prior years, college bound students opted to take the ACT.

# Multiple Measures – Harbor City School compared to resident district high school

Harbor City has been designated a reward school based on our proficiency and student growth. It puts Harbor City in the top 15% of schools in the state. MMR data for Denfeld High School, the other Title I school in the Duluth, is included for comparison.



## Academic Program

The academic program is based on the vertical alignment model of Advanced Placement coursework. Harbor City International School in 2015-2016 offered three levels of academic curricula in language arts, social studies, and science - AP/Honors, pre AP, and Fundamentals. By offering these three levels of academic curricula, HCIS faculty is able to provide instruction within students' zone of proximal development maximizing the possibility of academic growth. If students arrive at HCIS without proficiency at grade level, fundamentals courses are offered for building and practicing necessary skills, gaining necessary content knowledge, and exploring the content using critical thinking. The HCIS Math Department offers many levels of courses, ensuring that students are able to master new content, build and develop skills, and make academic progress. Harbor City International School used vertical alignment of curriculum readying students for AP coursework. Course objectives are clearly articulated in yearly syllabus unit plans, and daily plans, which are all posted on teachers' websites. Students not making adequate progress have the opportunity to meet with faculty during their office hours, attend after school Homework Lab, and before school Math Lab.

Harbor City International School began as a combination traditional and project-based high school, with emphasis on an integrated and experiential curriculum. In 2009, HCIS began its move to vertical alignment of curricula, and in 2010 implemented AP Curriculum. HCIS has earned Reward School Status from the state of Minnesota for the past five years, and its ACT scores have improved, both indications that our curricula, tools, and techniques support student achievement.

Harbor City International School faculty, as part of their Professional Learning Community work, meet in Vertical Alignment Teams (subject matter teams), to review curricula and ensure all Minnesota State Academic Standards are met, and students are prepared for AP and college courses.

HCIS assists educationally and economically disadvantaged students to succeed academically through the following programs and services:

- Title I - Math Directed Studies, parent meetings, community resources
- Homework Lab – Extended School Day Program
- Before and after school teachers’ office hours
- Tutoring
- Math lab before school
- Teacher conferences
- Base camp student conferences
- Parent meetings
- Individual tutoring with Promise Fellows (9th and 10th graders)

HCIS has shown continued academic growth as evidenced by the increases in proficiency on MCA tests, higher ACT tests scores, and Reward School status for 2012-2016. MCA results from the previous year, 2013-2014, informed our decision to focus on reading strategies in every classroom, add a Reading Strategies class, and hire a Reading Specialist that continues in 2015-2016. The needs of our students informed our decision to make neurobiology the topic of our Professional Learning Community for 2015-2016. Math Directed Studies classes were also continued in 2015-2016.

## **Career and College Readiness**

Harbor City has a full-time guidance counselor who connects with each student and provides personal guidance based on individual needs.

Elements of the plan

- Starting in ninth grade, the student and the counselor create a four-year plan on paper. This visual plan often helps make graduation a reality and is a good tool when setting goals for personal and academic success.
- The plan is revisited each semester and changes made as necessary.
- Activities during four years of planning include:
  - College visits
  - Career days
  - Hands-on experiences through symposium courses and electives
  - Scholarship seminars
  - Financial aid seminars
  - Practice college entrance exams
  - College exam facilitation
  - College application process

Class of 2016

- 38 graduates
- 32 graduates reported starting a program in the fall, the others reported a gap year to work then a college or trade school.
- Academic High Honors: Six graduates
- Academic Honors: Eight graduates

## **School Climate**

The charts below represent data from the 2016 Parent/Guardian Survey conducted in the spring.



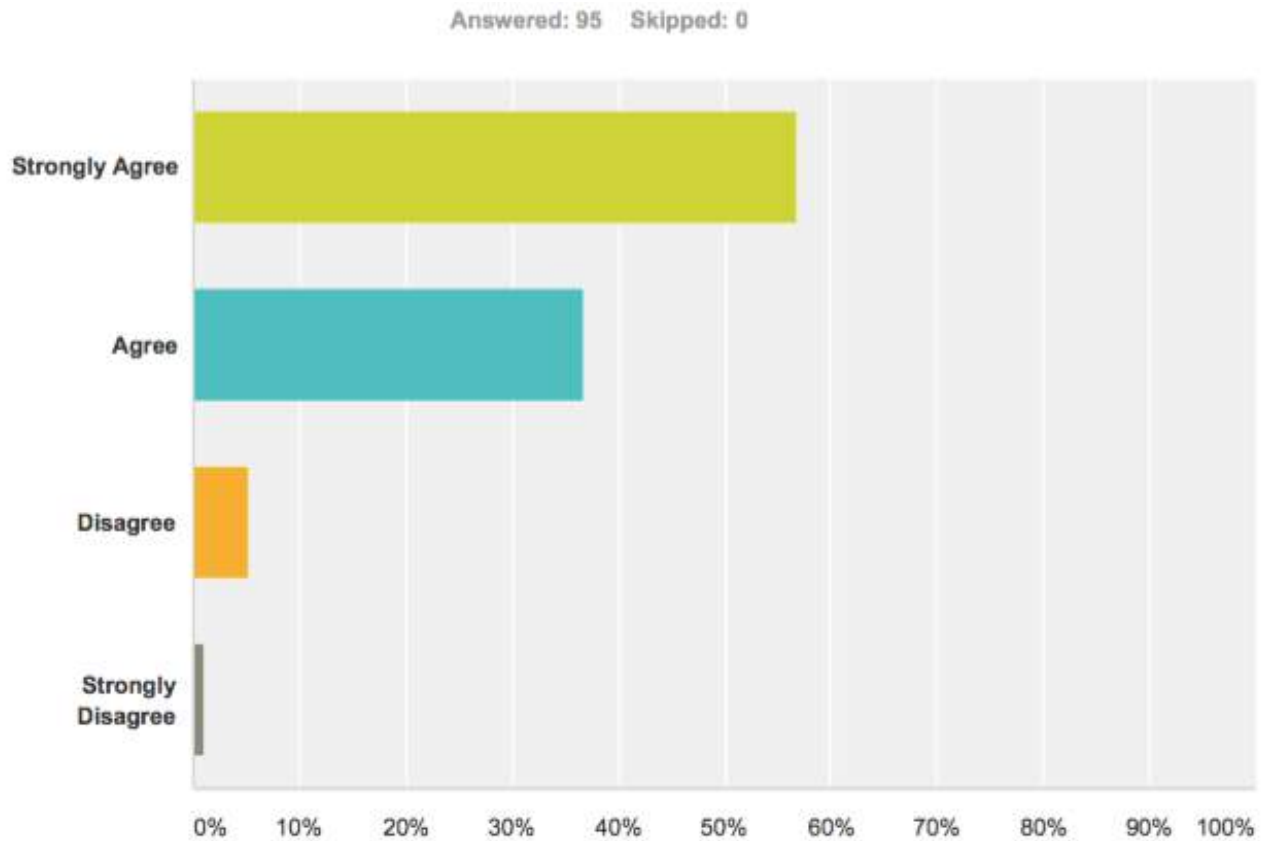
The annual satisfaction survey will poll parents on satisfaction rates on HCIS culture, welcoming atmosphere, and supportive learning environment.

The staff, faculty, and board of directors review the survey results and use the data to make changes to programs and procedures.

**2015-2016, 95 respondents, 93.7 % of parents responding report satisfaction**

2014-2015, 117 respondents, 97.4 % satisfied

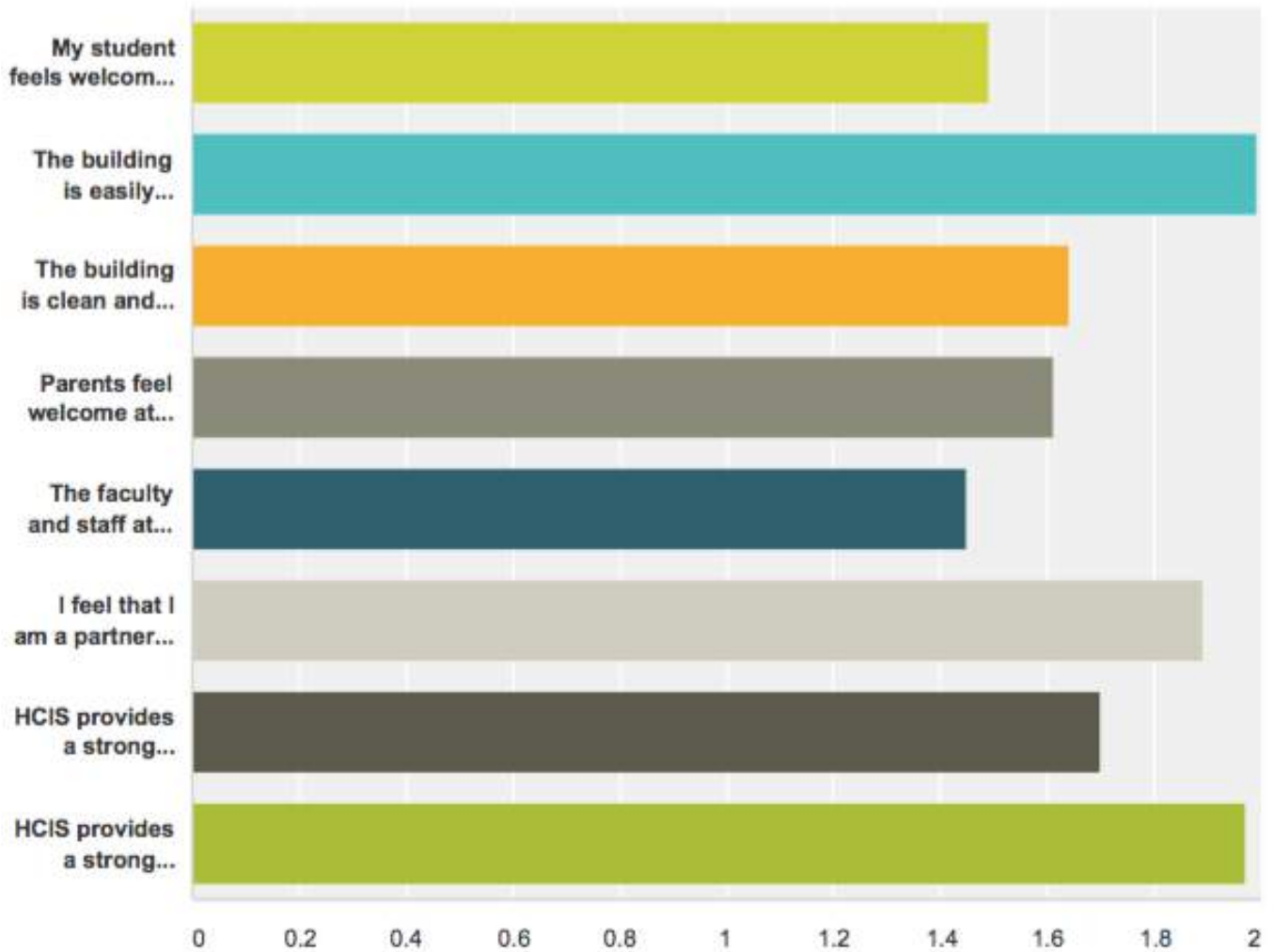
2013-2014, 90 respondents, 95.4 % satisfied



**Please rate the following statements:**

89 respondents, for this question spring 2016

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
My student feels welcome at Harbor City International School.	59.55% 53	35.96% 32	2.25% 2	0.00% 0	2.25% 2	89	1.49
The building is easily accessible and is in a safe location.	31.46% 28	47.19% 42	15.73% 14	2.25% 2	3.37% 3	89	1.99
The building is clean and well-maintained.	47.19% 42	43.82% 39	6.74% 6	2.25% 2	0.00% 0	89	1.64
Parents feel welcome at Harbor City International School.	51.69% 46	38.20% 34	7.87% 7	2.25% 2	0.00% 0	89	1.61
The faculty and staff at HCIS know my student.	64.04% 57	30.34% 27	2.25% 2	3.37% 3	0.00% 0	89	1.45
I feel that I am a partner in my student's education.	37.50% 33	43.18% 38	12.50% 11	6.82% 6	0.00% 0	88	1.89
HCIS provides a strong academic environment in the classroom.	44.94% 40	42.70% 38	10.11% 9	2.25% 2	0.00% 0	89	1.70
HCIS provides a strong academic environment outside the classroom.	29.55% 26	47.73% 42	19.32% 17	3.41% 3	0.00% 0	88	1.97



Student conferences 2015-2016 were well attended. Approximately 75 families attended fall conferences; 70 families attended spring conferences.

### **School Community Highlights 2015-2016**

- “I Am Malala” community event which included five sections of language arts students’ presentations
- 3rd Annual Student Art Show at Pizza Luce
- HCIS/MN represented by HCIS student at the Poetry Outloud Finals in Washington DC
- Housing for All: Several HCIS students participated in the St. Louis County Housing Summit
- HCIS Parent Group organized and began supporting school events
- Spring GALA for student travel scholarships in March
- Senior Knowledge Bowl advanced to the State Tournament
- Spanish III Students attended a Celebration of World Languages and Cultures at the College of St. Scholastica
- Six students attended a four-day conference “Transforming Community – The Radical Reality of Relationship” at the College of St. Scholastica
- Several students attended the Scott Anderson Leadership Forum
- Second year of participation in the Dragon Boat Festival, Rotary Fundraiser
- HCIS Equality Club Advisor receives Duluth Superior Pride Community Award for outstanding dedication and contribution
- Successful International trip to Berlin, twenty four students participated, this is the largest traveling group so far

## **Finances**

The 2015 - 2016 school budget was based on an ADM of 200. The school completed the year with an ADM of 202.

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

Harbor City International School completed the year with a 22.44% fund balance. A 25% fund balance is the goal with future increased allocations for educational opportunities for students.

The FY 2016 Audit report prepared by Wipfli, LLP:

Financial Statement Findings: None

Minnesota Legal Compliance Findings: None

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

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

HARBOR CITY INTERNATIONAL SCHOOL  
 CHARTERED SCHOOL DISTRICT NO. 4085  
 STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - GENERAL FUND  
 FOR THE YEAR ENDED JUNE 30, 2016  
 (UNAUDITED)

	Adopted Budget	% of Revenue	Revised Budget	% of Revenue	(Unaudited) Actual	% of Revenue
<b>Revenue</b>						
Local revenue	6,500.00	0.26%	6,500.00	0.26%	32,722.20	1.24%
Revenue from state sources	2,423,047.00	96.52%	2,423,047.00	96.52%	2,524,945.92	95.55%
Revenue from federal sources	80,705.00	3.21%	80,705.00	3.21%	84,637.23	3.20%
Interest income	250.00	0.01%	250.00	0.01%	265.67	0.01%
Total revenues	<u>2,510,502.00</u>	<u>100.00%</u>	<u>2,510,502.00</u>	<u>100.00%</u>	<u>2,642,571.02</u>	<u>100.00%</u>
<b>Expenditures</b>						
School administration	280,945.00	11.19%	295,945.00	11.79%	321,035.76	12.15%
School support services	119,250.00	4.75%	120,250.00	4.79%	117,093.70	4.43%
Regular instruction	931,838.00	37.12%	931,838.00	37.12%	928,973.87	35.15%
Exceptional instruction	499,049.00	19.88%	499,049.00	19.88%	573,388.69	21.70%
Instructional support services	8,500.00	0.34%	8,500.00	0.34%	6,800.54	0.26%
Pupil support services	126,154.00	5.03%	127,154.00	5.06%	107,339.31	4.06%
Sites, buildings and equipment	506,901.00	20.19%	506,901.00	20.19%	503,158.95	19.04%
Fiscal and other fixed costs programs	9,000.00	0.36%	9,000.00	0.36%	8,995.91	0.34%
Total expenditures	<u>2,481,637.00</u>	<u>98.85%</u>	<u>2,498,637.00</u>	<u>99.53%</u>	<u>2,566,786.73</u>	<u>97.13%</u>
Excess (deficit)	28,865.00	1.15%	11,865.00	0.47%	75,784.29	2.87%
Transfers	<u>(27,964.00)</u>	-1.11%	<u>(27,964.00)</u>	-1.11%	<u>(31,221.49)</u>	-1.18%
Net change in fund balance	901.00	0.04%	(16,099.00)	-0.64%	44,562.80	1.69%
Fund balance, beginning	<u>548,429.95</u>	21.85%	<u>548,429.95</u>	21.85%	<u>548,429.95</u>	20.75%
Fund balance, ending	<u>549,330.95</u>	21.88%	<u>532,330.95</u>	21.20%	<u>592,992.75</u>	22.44%

## Innovative Practices and Implementation

In the 2015-2016 school year HCIS continues a literacy program using OLPA reading scores to identify students predicted to not reach proficiency on the MCA Reading test. After students were identified, parents were contacted and referrals were made to the reading specialist. Grant monies from a Northland Foundation grant were used for the literacy coach who worked with students one-on-one, worked with individual teachers on incorporating literacy strategies in their classrooms, and provided literacy across the content areas in-service training to teachers.

Freshman Seminar was modified in 2015/2016 and became a collaborative course taught by four teachers. Curriculum includes these topics:

- Study skills
- Growth mindset
- The importance of credits in high school
- Mindfulness
- Accountability for grades and speaking up for yourself.
- Communication with teachers and other students
- Self advocacy
- Team building
- The 4R's

The intent of freshman seminar was to make the transition from middle school to high school positive and successful. The goals were to orient students to the academic culture of high school in general and HCIS in particular, emphasize the importance of student accountability and responsibility, and teach strategies for organizing and prioritizing academically as well as socially.

Senior Seminar was continued in 2015-2016. The main goal of Senior Seminar was to facilitate post-secondary planning and self-discovery. Specifically, students gained a deeper and broader understanding of post-secondary opportunities. Seniors created a post-secondary plan, wrote a college application essay, created a resume, explored and applied for scholarships, visited several local colleges, interviewed a staff member, and engaged with guest speakers/community members who represented various post-secondary experiences.

During the 2015-2016 school year we continued our after school Tutoring Lab. We made tutoring available in the Achievement Center (special education) after school, and in teacher classrooms. Math tutoring was available to students each morning before school in math teachers' classrooms.

2015-2016 was our 3rd year to employ two AmeriCorps Promise Fellows who worked intensely and effectively with at-risk students on a daily basis, as well as assisting with the tutoring labs.

Harbor City International School was designated as a Reward School by the Minnesota Department of Education for 2015-2016. The designation places our school among the top 15% of schools in Minnesota for helping students reach proficiency in reading and mathematics, meet their education growth goals, and graduate from high school. This was the fifth year HCIS achieved the award. The commissioner of education, Brenda Cassellius, visited HCIS to observe our program.

Harbor City International School continued to work in vertical teams by discipline to ensure our curriculum is aligned to the Advanced Placement standards.

Students continued to be placed in courses that required them to meet academic challenges beyond their current level but within reach, making success achievable. Each student was evaluated for skill level and academic achievement and enrolled in classes using the concept of "zones of proximal development." This has been successful in challenging students and or teaching skills needed for reaching proficiency or mastery. "Zones of proximal development" places students where they are most likely to be challenged and meet with success. Students advance to the next level of rigor when skills are mastered.

## **Service Learning Plan**

The Service Learning Plan is accomplished through classes, base camps, symposium courses, clubs and after school activities.

Examples of service learning at HCIS:

- United Way Chili Cook-off volunteers
- Toy Drive for the Union Gospel Mission
- Red Cross Blood Drives
- Annual City Wide Bike and Pedestrian Count
- Camp Miller Service Learning Symposium spends a week at Duluth YMCA's Camp Miller, assisting staff in preparing the camp for the summer season.
- Volunteering for Duluth Parks and Recreation – Spring Symposium
- Trail Work Volunteering for the City, and More- Spring Symposium
- CHUM Fundraiser for food-shelf: Technology club hosted two “Ghost in the Machine” events with proceeds to CHUM
- Camp Esquagama Service Learning Symposium-Twenty students spent a week cleaning, painting, landscaping and getting camp ready for campers.
- Adopt- a -Beach Sweep Fall & Spring
- Food Drive: collected 1,025 items which equaled 835 pounds of food
- National Honor Society Book Drive: collected 250 books by donating new or lightly used books for children up to third grade.

## Program Challenges

Harbor City's greatest challenge is teaching students to face academic challenges with a growth mindset.

Another charter high school is slated to open in the fall of 2018. Will Harbor City's enrollment be affected by this new option in the community? Parents continue to report that they are choosing Harbor City for the small class sizes, individual attention for their students, high expectations for academics, opportunities in the arts, and a nurturing environment.

Planning for the number of full-time PSEO students off campus was challenging because the colleges don't give students schedules until August.

Staffing and programming in Special Education was a challenge.

Prioritizing the use of physical space in the building was difficult. The school was designed for a project based curriculum without enough classrooms. Effective collaboration solved the problem in 2015-2016.

## Future Plans

### Director's Annual Results 2016-17

1. The director will proceed with middle school expansion while ensuring the viability of the high school.
2. The director will ensure equitable access for all students to a rigorous and broad curriculum. (This means access to all extracurricular activities, all arts elective courses, international travel and AP courses.) The director will present a report to the Board of the equitable access for all students to a rigorous and broad curriculum.
3. The director will demonstrate through presentation of clear data that efforts to reduce absenteeism continue. (attendance/contact with effective teacher is major influence on student success in school) (2nd year goal)
4. Building off the 2015-16 travel goal: Establish formal school procedures that support staff facilitation and development of travel opportunities for students. (the gist: create an official program around travel) (2nd step of travel goal)
5. Technology - write a HCIS philosophy statement and growth plan on technology in education beginning with an account of where we are now and future (desired) usage including goals, action steps, and timeline (this would include supports - financial, physical, philosophical) to reach those goals. This process will include staff input and outside resources.

Harbor City is exploring options for new locations for high school and middle school sites. The middle school working group has been meeting to determine how to most efficiently and effectively grow our school, allowing HCIS to better serve the greater community's needs. The HCIS board continues to support these steps towards opening a middle school in the fall of 2017.

## World's Best Workforce Report (WBWF)

*Harbor City International School educates our students with a strong emphasis on the 4Rs- Respect, Responsibility, Relationships and Reach in order to prepare them for a post-secondary education and to be positive citizens in the community.*

### Overview:

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. In order to create the world's best workforce, Harbor City International School must make progress toward the following:

- Closing the identified achievement gaps in the district
- Making sure all students attain college, postsecondary and career readiness before graduating from high school



- Making sure all students graduate from high school

This progress was measured through any combination of the following:

- Student performance in the classroom and their grade results
- Student performance on NWEA Assessment
- Student performance on Minnesota Comprehensive Assessments along with other relevant assessments
- Student performance on OLPA Assessments
- Student performance on ACT Assessment
- Analysis of assessment data as it relates to achievement gaps in student sub-groups (racial groups, ethnic groups, English Language Learners, students receiving special education services and/or students living in poverty).
- High School Graduation rates
  - College and Career Readiness Assessments

**PSAT (juniors)**

The PSAT/NMSQT and PSAT 10 are tightly aligned with the redesigned SAT and provide educators and students with the chance to check in on student progress. Both exams will support all students with a clear focus on the skills and knowledge that matter most for college and career success.

Educators will be able to:

- Measure and follow student performance.
- Pinpoint areas for development.
- Prepare students for the redesigned SAT.

**SAT (Optional for students)**

The SAT Suite of Assessments makes it easier for students to navigate a path through high school, college, and career by providing unmatched benefits to students, educators, districts, and states.

The suite features:

- Focused, clear, and useful assessments that reflect the knowledge and skills that current research shows are essential for college and career readiness and success.
- Free, personalized, focused practice resources for all students.
- College opportunities through scholarships, fee waivers, and AP credit.
- Powerful career-planning partnerships and a focus on coding and STEM.

**PLAN (sophomores)**

The PLAN Student Score Report contains a lot of information about your skills, interests, plans, and goals.

You can use this information to:

- Make sure your remaining high school courses are the best ones possible to prepare you for college
- Help you consider your options for after high school

ISEEK skills assessment (freshmen) - ISEEK is Minnesota's comprehensive career, education, and job resource. This tool is used to start freshmen thinking about their likes/dislikes and how that translates into careers and college choices.

## **District/School Goals and Benchmarks for Instruction and Student Achievement**

District Math Goals:

- The percentage of Harbor City Students in grade 11 scoring a Meets or Exceeds on the MCA Math Test will increase by 2%

District Reading Goals:

- The percentage of Harbor City Students in grade 10 scoring a Meets or Exceeds on the MCA Reading Test will increase by 2%.

### Assessing and Evaluating Student Progress

9-12 Assessment System

9<sup>th</sup> Grade-NWEA twice a year, MCA Science with Biology bi-annually.

10<sup>th</sup> Grade-MCA Reading, ACT Plan, Reading OLPA, NWEA twice a year

11<sup>th</sup> Grade- MCA Math, ACT plus Writing, NWEA twice a year

### Data Utilization:

\*Testing results are utilized by Guidance Counselor and teachers to determine student placement in different level courses.

\*Testing results will be used to identify students needing remedial interventions through a Reading Strategies program.

\*Testing results are used in Student Advocacy Team (SAT) meetings to determine student strengths and weaknesses.

\*Testing results are used to determine effective pedagogy and curriculum.

### Systems of Review and Evaluation:

\*All grade levels and content areas build vertical curriculum maps.

\*All curriculums are aligned with state and national standards.

\*All curriculums are reviewed by departments on a yearly basis.

\*All curriculums are reviewed at the district level on a yearly basis.

### Teacher Development and Evaluation Plan:

Teacher development and growth are important to Harbor City's success with students. Harbor City uses a self-created model for teacher evaluations that is partially based on the state model and partially based on the unique educational process of our school. The evaluation is done annually for all staff. Teachers complete annual targeted growth plans that are submitted to administration. Teachers participate in PLCs and reflect on their professional growth.

### Executive Director Evaluation:

\*The director is reviewed annually using the Policy of Limitations and Director's Annual Results.

### Strategies for Improvement of Instruction, Curriculum and Student Achievement in District/High School:

\*PLCs allow for review and reflection of learning initiatives, assessment of data and evaluation of effectiveness.

\*MAP scores, NWEA scores and MCA scores allow for targeted focus on student needs in reading, math and science.

\*Core Course Departments meet regularly to reflect and discuss Vertical Alignment Strategies

\*Guidance counselor office and Ameri-Core Fellows work with students who are in need of remedial academic help.

\*Homework Lab is offered to all students four afternoons a week, which allows students direct one-on-one tutoring with their homework.

\*F-Troop is a committee that meets weekly to discuss strategies for reaching out to low performing students

### Effective Practices:

\*Teacher Development and Evaluation Plan utilizes observations and evaluation based on the specific school pedagogical model and state standards of evaluation. The evaluation offers teachers feedback on their strengths and challenges.

\*PLCs are used to provide a collaborative teaching/learning culture in which teachers can continue their professional growth as educators.

\*The director is evaluated annually using the Policy of Limitations and Director's Annual Results.

### Annual Budget for Sustaining Implementation of District Plan:

\*The budget will be reviewed annually. Staff development dollars will be set aside from the general fund to finance opportunities both within the school and outside of the school for teachers and administration to engage in best practice training and strategies.

### Reporting Requirements:

\*The school board will publish this report on Harbor City International Charter School's website.

\*The school board will hold an annual public meeting to review and revise the World's Best Workforce Plan, as well as, the district's success in achievement and improvement plans that may enhance the WBWF.

\*The school board will send an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.

### WBWF Committee:

\*The district has a WBWF Committee that periodically meets and reviews the WBWF Plan for Harbor City, which is comprised of parents, board members and the school director.

\*Anyone wishing to be a part of this WBWF Committee may contact the Harbor City Board or the school director. [hcis.board@harborcityschool.org](mailto:hcis.board@harborcityschool.org) or [pmcglynn@harborcityschool.org](mailto:pmcglynn@harborcityschool.org)

\*The committee meets about three times a year and meetings are open to the public.



# Appendix



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

## Application Form

### STUDENT INFO

Date \_\_\_\_\_

Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Grade Level in 2015 – 2016 \_\_\_\_\_

Parent's Email Address \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State MN Zip Code \_\_\_\_\_ Alternate phone \_\_\_\_\_

### PARENT/GUARDIAN INFO

Mother/Guardian \_\_\_\_\_ Work/Cell \_\_\_\_\_

Father/Guardian \_\_\_\_\_ Work/Cell \_\_\_\_\_

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

X \_\_\_\_\_ Relationship to student \_\_\_\_\_

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

**Return To:** Harbor City International School  
ATTN: Admissions  
332 W Michigan St, Ste 300  
Duluth, MN 55802

**For Questions or more information:**  
Dawn Buck, Operations/Enrollment  
Phone 722-7574 x225, 218-393-4219

Or scan & email to the operations manager

Email [dbuck@harborcityschool.org](mailto:dbuck@harborcityschool.org)

*Harbor City International School follows Minnesota state law in filling openings in its classes. March 1, 2016 is our deadline to fill open spaces in classes for the 2015-2016 school year. After March 1, 2016 application forms submitted for classes with openings will be accepted until the class is full.*

*After March 1, 2016 enrollment interest forms submitted for a class that is full will be kept until a space opens in class. At that time, first preference will be based on all applicants on the waiting list with a sibling of an enrolled pupil, to a foster child of that pupil's parents and enrolling children of the school's teachers before accepting other pupils by lot. If there are no applicants with siblings or teachers at the school are on the list, the selection will be conducted with a waiting list of chronological completed forms starting with the oldest.*

#### STATE LAW

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

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

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

