mn DEPARTMENT
OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name: Stonebridge World School
Grades Served: Kindergarten-6th grade
Contact Person Name and Position: Barbara Novy: Executive Director; Joanie Jeffrey: Academic Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

> ➢ http://www.stonebridgeworldschool.org/annual-report/

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

> ➢ May 16, 2016

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

> ➤ Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Barbara Novy	Executive Director
Joanie Jeffrey	Academic Director
Heather Newman	Master Teacher
Shannon Lawler	Outreach Coordinator
Tim Kampa	Classroom teacher
Erin Huber	Spanish teacher

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
In 2016-2017, of the kindergarten students enrolled, 75% will have early childhood screening completed and on file at the school.	*In 2016-2017, of the kindergarten students enrolled, 84% had early childhood screening completed and on file at the school.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
In the Spring of 2017, the percentage of 3rd grade students who meet their projected RIT Growth Target on the NWEA-MAP Reading test will increase from 37% in 2015-2016 to 50% in 2016-2017.	*In the Spring of 2017, 45% of 3rd grade students met their projected RIT Growth Target on the NWEA-MAP reading test. (3A: 53%; 3B: 37%)*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
In the 2016-2017 school year, the gap between Hispanic students and African American students on the MCA-III Reading test will decrease from 9.6% in the 2015-2016 school year to 6%.	*In the 2016-2017 school year, the gap between Hispanic students and African American students on the MCA-III Reading test decreased from 9.6% to 3%.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
In the Spring of 2017, the percentage of all students who meet their projected RIT Growth Target on the NWEA-MAP reading test will increase from 36% in 2015-2016 to 55% in 2016-2017.	*In the Spring of 2017, the percentage of all students who meet their projected RIT Growth Target on the NWEA-MAP reading test increased from 36% to 62%.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☒ *District/charter does not enroll students in grade 12*

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

> ➢ *On average, our Special Education students are not growing as fast as our Regular Education students (based off of NWEA-MAP and MCA data)*
> ➢ *Our ELL students struggle with writing. (ACCESS)*
> ➢ *All students struggle the most with vocabulary (NWEA-MAP)*
> ➢ *Most students made Very Low or Low Growth (MCA)*

4. Systems, Strategies and Support Category

4a. Students

> ➢ *In all grades at Stonebridge World School, students are assessed using the NWEA-MAP test in the fall, winter and spring. Following each test, we conduct data meetings using the Atlas Protocol. This helps teachers analyze their data and allows them to make individualized plans to enhance student achievement.*
>
> ➢ *Teachers also participate in weekly meetings, focused on analyzing data. For math, teachers have weekly PLCs with the Academic Director. Weekly Cluster meetings, led by our Master Teacher, allow teachers to analyze reading data. These meetings allow teachers to look at formative and summative assessments.*
>
> ➢ *We are using not only summative assessments, like Fountas and Pinnell and MAP tests but we are also using and analyzing formative assessment data from the classroom. This encourages teachers to make instructional decisions that will impact students immediately.*
>
> ➢ *The TAP Leadership Team and Leadership Implementation Team consistently analyze all forms of data. This happens in the summer, and at weekly meetings. We disaggregate data by Free and Reduced lunch, English Language Learners, Special Education, Hispanic and Latino, Black and Native American. This allows the leadership teams to make structural and organizational recommendations to help increase student achievement.*

4b. Teachers and Principals

- *Teachers at Stonebridge receive many hours of training and coaching in best practice instruction throughout the year, focusing on curriculum and instruction.*
    - As part of the TIF Grant from the National Institute for Excellence in teaching, we have 4 Mentor Teachers and 1 Master Teacher. Teachers attend weekly cluster meetings to learn, implement and develop best practice strategies for effective teaching. The Master and Mentor teachers do weekly walkthroughs to provide feedback and support in instruction.
    - The Curriculum Committee at Stonebridge has done extensive work over the last 5 years in curriculum adoption, implementation and evaluation. In the 2016-2017 school year, the committee focused on completing a self-study of inquiry and IB at our school. We also piloted and evaluated the effectiveness of a new Reading curriculum, which we are implementing this year in grades 3-6.
    - Career Teachers are evaluated 4 times a year using the TAP Rubric. These are formal evaluations and include a Post-Conference, where strength and growth areas are identified. Teachers received focused, specific coaching related to their growth areas.
    - The TAP Leadership Team, which includes the Executive Director and Academic Director, have 4 evaluations each year, done by our TAP Consultant from NIET. These evaluations focus on facilitating leadership meetings and ways to grow our team.

4c. District

- As a charter school, we operate as our own school district. We have an Academic Director who oversees all instruction, including our Specialists. She guides the Curriculum Committee in evaluating instruction and curriculum. We provide adequate resources to all teachers to enhance instruction and engagement.
- The district has a firm belief in the benefits of integrating technology into instruction. Teachers are encouraged to utilize all forms of technology in the classroom and to use educational websites, such as Study Island, Khan Academy, Discovery Education, Flocabulary and Reading Eggs.
- Stonebridge believes in the importance of a collaborative professional culture. Both the weekly cluster and PLC meetings encourage and provide a space for collaboration. We also include classroom paraprofessionals in our staff development to build the collaboration and effective instruction in the classroom.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

> ➢ *As part of the TAP model, the Leadersihp Team evaluates achievement data from each teacher in our building. We do this to ensure all students are receiving high-quality instruction.*
>
> ➢ *All of our teachers are highly-qualified, licensed educators. Because of our high number of low-income ad minority children, all of our staff are working to ensure that all students have equitable access to excellent teachers.*