



World's Best Workforce Plan 2015-2016

The World's Best Workforce (WBWF) bill was passed by the Minnesota Legislature in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the five goals:

- All children are ready for school
- All third-graders can read at grade level
- All racial and economic achievement gaps between students are closed
- All students are ready for career and college
- All students graduate from high school.

Stonebridge World School's WBWF plan serves as a foundational plan to align the many initiatives already in place to ensure all our students are equipped with necessary skills for the 21st century. Included in our WBWF plan are the many actions we are taking in order to improve student achievement, including:

- Clearly defined student achievement goals and benchmarks
- Process to evaluate each student's progress toward meeting the state and local academic standards
- System to review and evaluate the effectiveness of instruction and curriculum
- Practices that integrate high-quality instruction, rigorous curriculum and instructional technology
- Collaborative professional culture that support teacher quality, performance and effectiveness
- Evidence-based strategies for improving curriculum, instruction and student achievement
- Annual budget for continuation of the district plan's implementation



Our school goal for reading for the spring of 2016 is that the percentage of 3rd-6th grade students meeting or exceeding the state reading performance standards will increase from 13.08% to 21.77% as measured by the MCA III and MTAS.

- In the spring of 2016, the percentage of 4th grade students meeting or exceeding the state reading performance standards will increase from 9.08% to 18.18% as measured by the MCA III, MTAS and MCA-MOD.
- In the spring of 2016, the percentage of 5th grade students meeting or exceeding the state reading performance standards will increase from 21.21% to 29.09% as measured by the MCA III, MTAS and MCA-MOD.
- In the spring of 2016, the percentage of 6th grade students meeting or exceeding the state reading performance standards will increase from 10% to 19% as measured by the MCA III, MTAS and MCA-MOD.

Another goal for our school is that by 2016, 60% of students in grades K-6 with whom a teacher has direct contact with will meet or exceed their predicted target RIT growth goal established by NWEA and those performing at the highest level will maintain their scores due to teachers demonstrating proficiency teaching reading comprehension strategies.

Our school goal for math for the spring of 2016 is that the percentage of 3rd-6th grade students meeting or exceeding the state math performance standards will increase from 20.8% in 2015 to 30.52% in 2016 as measured by the MCA III and MTAS.

Close the achievement Gap (s) Among All Groups

The Achievement Gap score from MMR will show a 20% reduction in closing the achievement. Our score will improve from 6.70 points to 10.36 points out of 25 points possible (26.8% to 41.4%)



Assessing and Evaluating Student Progress

Stonebridge uses a number of measures to assess and evaluate student progress toward local, state and national standards as well as college and career readiness standards. The purpose of the assessment process to screen, monitor progress, make curriculum decisions, guide student instruction and evaluate program effectiveness. We also use our assessments to determine learning difficulties, professional development needs and inform parents of student progress.

Fountas and Pinnell

Students are assessed four times a year using the Fountas and Pinnell Benchmark Assessment System. Students are placed at a reading level based on their fluency and comprehension. Assessment data is used to determine which students will receive pullout intervention services with Leveled Literacy Intervention.

Standardized Assessment

The Minnesota Comprehensive Assessment is given to all students in grades 3-6 in the Spring of each school year. Students take the reading, mathematics and science (5th grade) assessment each year. Data from these assessments are used to determine if students are on-track to develop the skills necessary to succeed at their grade level.

Nationally-Normed Assessment

Students in grades K-6 take the NWEA assessment three times a year in both Reading and Math. Teachers analyze data from each assessment to determine grouping and intervention needs. Parents are also notified of the results and they are used at Fall and Winter conferences to track growth.

Access for ELLs



The Assessing Comprehension and Communication in English State-to-State for English Language Learners is an English language proficiency assessment given to K-6th grade students who have been identified as English Language Learners.

Reviewing, Evaluating and Improving Curriculum and Instruction

Stonebridge World School is an authorized International Baccalaureate school. IB principles drive our curriculum and shape our culture. The Primary Years Program (PYP) brings global understanding to the classroom on a daily basis. Six units of inquiry are studied at each grade level, encouraging students to dig deep into a topic and look at issues from many perspectives.

Stonebridge World School continually reviews what and how students are taught. Student performance guides the school in deciding what needs to be done so that all students can be successful. The School Board, administration, teachers, staff, parents and students are committed to high student achievement and continuous improvement for all students. We believe that academic standards, when embedded into the curriculum, help ensure that students will be critical thinkers, effective communicators, engaged learners and responsible citizens.

The Stonebridge Curriculum Committee evaluates curriculum in an ongoing process. The process involves a review of data, revisiting the vision of our school, alignment with standards, review of new materials and or digital content and staff/student surveys. Curriculum changes and recommendations are then presented to the School Board.



Teacher Evaluation

Stonebridge World School adopted TAP (Teacher Advancement Program) in 2013-2014 school year. TAP encompasses teacher evaluation, PLC and coaching in one system. The TAP program has an evaluation system capable of differentiating teacher performance levels and providing feedback for improvement, ongoing professional growth using student and teacher data to guide improvement, recruitment and retention of effective teachers and the creation of a challenging, rewarding and collegial environment focused on high-quality instruction and student learning.

INSTRUCTION			
	Exemplary (5)*	Proficient (3)*	Unsatisfactory (1)*
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	<ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

INSTRUCTION - Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

INSTRUCTION - *Continued*

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> • Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> • Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> • Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	<ul style="list-style-type: none"> • Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.



INSTRUCTION - <i>Continued</i>			
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Thinking	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements few learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. <p>NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</p>
Problem Solving	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

DESIGNING AND PLANNING INSTRUCTION			
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners and; evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners and; evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing and; connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing and; rarely connect what they are learning to prior learning or life experiences.
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards and; include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks and; include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; include performance checks, although the purpose of these checks is not clear.



Strategies for Improving Instruction and Curriculum

Stonebridge World School uses the following educational best practices for improving instruction and curriculum.

TAP Framework/QComp

TAP encompasses teacher evaluation, weekly professional development and coaching in one system. The TAP program has an evaluation system capable of differentiating teacher performance levels and providing feedback for improvement, ongoing professional growth using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding and collegial environment focused on high-quality instruction and student learning. TAP is based on four elements designed to enhance teacher performance and job satisfaction.

Power 30/LLI

Each grade level has a 30-minute intervention block dedicated to Reading intervention. Students are identified and grouped using Fountas and Pinnell and NWEA. Struggling readers are pulled out of the classroom to receive intense intervention, using the Leveled Literacy Intervention program. Groups are evaluated every 18 weeks, according to the LLI recommendations.

Literacy Block

All students in the building are in a Literacy Block at the same time. This allows us to put one additional adult in each classroom for part of their Literacy Block. All Specialists, paraprofessionals and support staff are assigned to a classroom to assist with small groups, whole group instruction and interventions.

LIT/PLCs

Teachers participate in weekly PLC's focusing on the 5 Strategies for Formative Assessment, according to Dylan William. Teachers also create common scales, assessments and evaluate data in PLCs. The Leadership Implementation Team helps guide the PLCs by analyzing data and identifying the highest needs.

Student Assistance Team

Students who are identified as struggling in academics or behavior are referred to the Student Assistance Team. The team meets with the classroom teacher to develop and evaluate interventions. The team works with the teacher throughout the school year to ensure the student is making adequate growth in the identified area.



Responsive Classroom model

All teachers are trained in the Responsive Classroom model, and we operate under a school-wide plan. Teachers continue to grow their RC practice through monthly professional development. RC helps students learn self-control and builds intrinsic motivation in students.

The practices critical to the success of RC are integrated into the entire school. The 6 components to this classroom practice include: (1) morning meetings, (2) rules and logical consequences, (3) guided discovery of learning materials, (4) classroom organization that creates active interest areas, (5) academic choice, (6) ongoing assessment and reporting to parents.

International Baccalaureate Primary Years Program

The IB Mission and PYP curriculum framework directly supports the school's mission and vision. The IB program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The program encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Annual Budget

Stonebridge World School allocates a percentage of general education revenue to support the implementation of the Strategic Plan for improving teaching and learning that is aligned with the World's Best Workforce. MN Statute 120B.11