

# STONEBRIDGE World School



**2017-2018 Annual Report  
and  
World's Best Workforce Summary Report**

# Stonebridge World School

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# Stonebridge World School

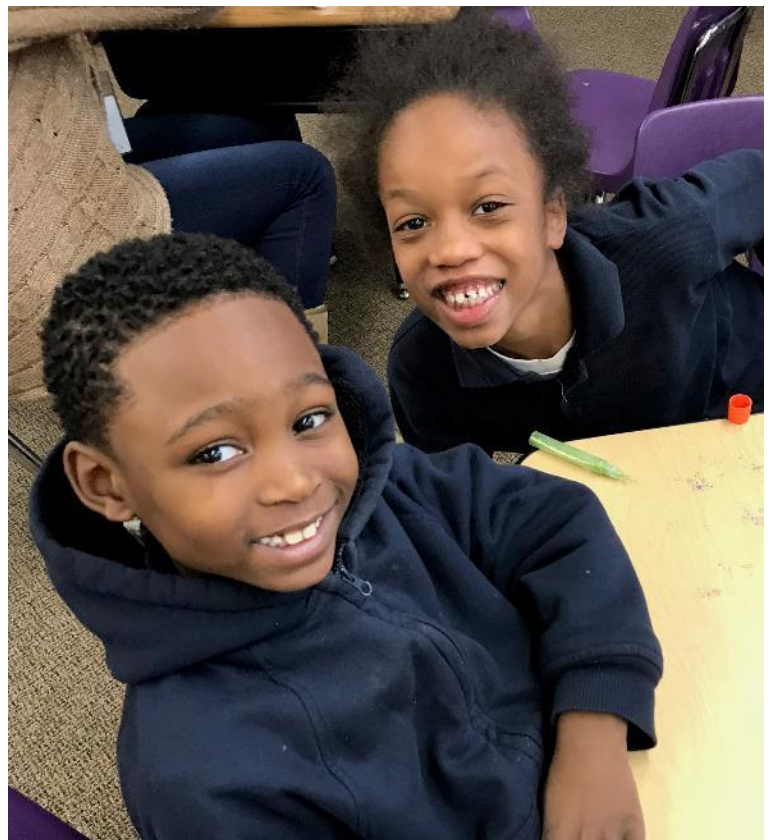
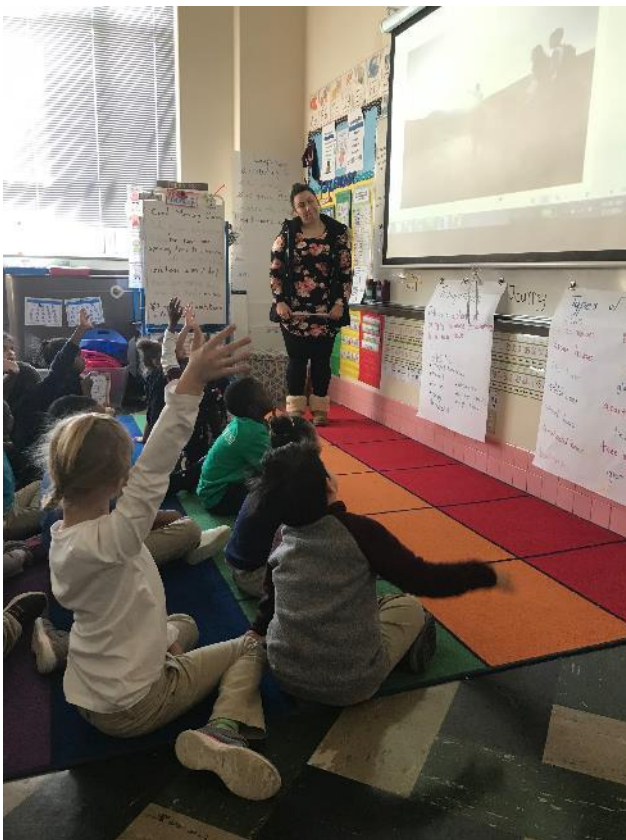
## Building Global Citizens

### MISSION

Our mission is to create an environment with a global perspective that prepares students to excel academically.

### VISION

Our vision is to develop motivated and principled global citizens for lifelong learning and productive citizenship.



## Introduction

Stonebridge World School successfully opened in September 2007. In 2017-2018, we entered our 11<sup>th</sup> year and saw 268 K-6<sup>th</sup> grade students. Stonebridge provides a unique combination of a global and arts curriculum integrated into academics, as well as offering visual art, technology and physical education in order to educate the whole child. Stonebridge incorporates the principles of Responsive Classroom, integrating what children need to learn with what we know about how they learn. We are rooted in the shared vision of parents, teachers, administrators and the community that it is critical to develop motivated, skilled and principled global citizens for life-long learning and productive citizenship.

Our academic and social goals are designed to help students gain the skills necessary to achieve and meet state and national academic standards and help close the achievement gap in Minneapolis. We have focused on creating the best possible learning environment for our students, individually and collectively. We know how important it is to provide support services and have developed strong networks with local corporations, churches, social and health services in order to ameliorate many of the barriers preventing our students from realizing their academic potential.

Stonebridge works to help close the achievement gap in Minneapolis by providing students with a rigorous academic, social learning program and a specific focus on reading and math skills. Curricula are selected to reflect the diverse cultural backgrounds of our student population and to accommodate a wide spectrum of students with varying abilities and academic goals.

Stonebridge has developed and is implementing a school-wide Title 1 plan to ensure that all students can receive the academic support they need to achieve their growth targets. The major focus of Title I is a licensed Reading Specialist who works with identified students in small groups, or 1:1 several times a week in order to address and decrease learning gaps.

A majority of teachers and staff at Stonebridge are experienced in elementary education and have worked with a diverse student population for many years. Stonebridge has an extensive professional development plan that supports goals and objectives.

We have developed a learning program at Stonebridge that features research-based curriculum, experiential learning opportunities, small class sizes, comprehensive family support services, and many avenues for active parent participation. We know that *how* students learn is as important as what they learn, and we support families in helping children learn and grow as global citizens.

## Operational Performance

Stonebridge is located at 4530 Lyndale Avenue South, Minneapolis. Stonebridge moved to the current building in 2010 and the Stonebridge Building Company completed the purchase of the building in 2014. Stonebridge World School is now leasing from the Stonebridge Building Company. The Stonebridge Building Company over the last several years has made renovations which include: adding four classrooms for special education, social work room, a student support area, a gymnasium, a teacher lunch/break room, a new technology lab, training room and a testing lab.

Stonebridge works with Dieci School Finance, LLC to manage and report on our finances, and uses Monarch Transportation Company to transport our students. Stonebridge contracts with CKC to cater healthy lunches for our students. Breakfast and snacks are also offered.

At Stonebridge, our goal is to create a safe, caring and positive learning environment for all students. We believe children learn best when they have mastered self-control. In order to help student's reach this goal, we have instituted the Responsive Classroom (RC) approach.

Our Student Support Coordinator oversees the school practice area (SPA) to help students work on behavior issues and self-control in order to return students to class so they don't miss critical instructional time. Our Student Dean works with student's school-wide providing support and interventions when implementing the standards of student behavior.



## **Programs for Students and Parents**

Stonebridge program successes occurred in partnership with building strong relationships with community organizations, churches and local businesses. With the generous support of these community members we have been able to provide the following services free to our students/families who need them: backpacks, school supplies, uniforms, winter coats and boots, vision screening, dental clinic, housing referrals and transportation services. By providing these services we help eliminate barriers that students and families face, and this allows the focus to be on school growth and achievement.

Stonebridge works hard to encourage participation of the students' parents and guardians in school events. We hold a parent event each month and alternate between evening events and day events. Some of the more successful events include a family Bingo Night; the Black History event which includes music, dance and spoken word by students; Gallery Art Night which includes a gallery set up with student work displayed with a replicated gallery opening and three art workshops where families do art projects together; the Stonebridge spring musical production with students involved from Kindergarten to 6<sup>th</sup> grade.

At all of the monthly parent events food is provided and events include arts integrated projects and student performances. We have parent-student conferences twice yearly, with the goal that 100% of families will have a conference in the school, via phone, or at the student's home. We have a Parent Involvement Day and parents are encouraged to volunteer in the classroom and come to lunch. We have a Parent Advisory Group that meets monthly and annually works to help plan a family Bingo Fundraiser evening to support school projects and needs

Stonebridge had a student attendance rate of 81.3% and we continue to strive to reach our goal of 90%. Stonebridge supports regular school attendance by communicating quickly and consistently with parents through phone calls, email and social workers setting meetings with parent. We work hard to provide consistent transportation for students who become homeless or highly mobile in order to ensure minimum school disruption for students.

Our School Social Worker is able to provide over 40 hours of service per week, along with two social work interns that they supervise. The Social Worker and interns focus on discovering and developing relationships with local resources, relevant community agencies and organizations that might be helpful to families. We have had great success in supporting families through crisis utilizing developed resources and networking.

Stonebridge now has both a boys and girls basketball team that participates in the Charter School Basketball League. We have offered soccer clinics on Saturday mornings with good student involvement with plans to expand soccer. After school tutoring in math and before school technology classes were available last year as well as free before school drop off at 7:15 AM for the entire school year to support families who had early start times at work.



## **Innovative Practices and Implementation**

### **Turnaround Arts**

Stonebridge is one of 83 Turnaround Arts schools across the nation. Led by the John F. Kennedy Center for the Performing Arts and now a part of the Minnesota Department of Education, the program works in schools to improve and close the achievement gap. This is accomplished by building a high-quality, integrated arts program, while thinking strategically about how to deploy the arts to tackle school challenges. Turnaround Arts transforms schools across the country through the strategic use of arts with a focus on raising academic achievement and increasing student engagement.



Stonebridge, as a part of schools in Minnesota and across the country involved in the Turnaround Arts initiative, receives innovative professional development which incorporates sharing of outcomes and best practice arts integration across subject areas.

Turnaround Arts Schools are demonstrating increased student and family engagement, better student attendance, increased academic growth and greatly improved school culture and climate.

### **Global Units of Study**

Through Global Units of Study students are encouraged to try different approaches to learning, ask challenging questions, think critically and develop research skills. There are five Global Units of Study throughout the year and these inquiry units interweave subject areas such math, language arts, science and social studies. This approach encourages students to make their own connections between what they learn in core subject areas and how it relates to the world globally and around them. Global Units of Study in 2017-2018 included: Animal Life Cycles, Celebrations, Habitats, Revolutions, Healthy Living and Geography.

### **Service Learning in Action**

Service learning provides students with opportunities to develop civic engagement skills. Service learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. Each classroom participates in at least two service projects each year and they include: Raising awareness of children's cancer and raising money for Pennies for Patients, working in the neighborhood to clean up trash and learn about environmental issues, collecting food for the food shelters and learning about local food programs.

## Field Trips Related to Global Units of Study

Field trips are a critical part of the learning experience at Stonebridge and all classrooms participate in a number of field trips related to academic units of study each year.

### Kindergarten:

- Stages Theatre Company
- Coon Rapids Dam Regional Park
- Oliver Kelley Farm
- Cowles Dance Center
- Climb Theater

### 1<sup>st</sup> grade:

- Mill City Museum: Field to Farm
- Stages Theatre Company
- Minnesota Book Arts
- Coon Rapids Dam Regional Park
- Cowles Dance Center
- Climb Theater

### 2<sup>nd</sup> grade:

- Water is Life: Science Museum, Arboretum, MIA
- Mill City Museum: Berry Wheat
- CAAM Chinese Dance Theater
- Cowles Dance Center
- Coon Rapids Dam Regional Park
- The Works: Catapults
- Climb Theater

### 3<sup>rd</sup> grade:

- The Works: Light and Shadow
- Eastman Nature Center
- Coon Rapids Dam Regional Park
- Fire Station
- Minneapolis Institute of Art
- Stages
- Cowles Dance Center
- Climb Theater

### 4<sup>th</sup> grade:

- Stages
- The Works: Electrical Circuits
- Mill City Museum
- Big River Journey- Mississippi River
- Cowles Dance Center
- Climb Theater

### 5<sup>th</sup> grade:

- Eastman Nature Center
- Mill City Museum
- The Works: Bridges
- Stages
- Cowles Dance Center
- Minneapolis Institute of Art
- Coon Rapids Dam Regional Park
- Climb Theater

### 6<sup>th</sup> grade:

- YMCA Camp St. Croix
- WE Day Minnesota
- Cowles Dance Center
- The Works
- Minnesota History Center
- Climb Theater





# Stonebridge Organizational Chart

## 2017-2018



## Governance and Management

### 2017-2018 Board of Directors

Name	Board Position	Group	Email Address
Dr. Stanley Brown	Chair	Community Member	stanley-brown@hopkins.k12.us.mn
Mathew Schumacher	Treasurer	Community Member	Mathew.j.schumacher@usdp.com
Kiesha Feser	Member	Teacher	kfeser@sbwschool.org
JoAnn Knutson	Member	Community Member	joanneknutson@hotmail.com
Leticia Abarca	Member	Parent	Andres_letty@hotmail.com

### Board Training 2017-2018

1. Regional Center for Excellence – Overview of State Support System and New ESSA guidelines
2. Data training in state and district data collection and school scores
3. International Baccalaureate Program
4. Coaching and Teacher Support Programs
5. Overview of ELL program, state expectations and SWS program components
6. Financial oversight and financial statements.

2017-18 Election Date: May 15, 2018

2018-19 Anticipated Election Date: May 21, 2019

### School Management and Faculty Information

Name	File Folder Number	Assignment	Years Employed
Barbara Novy		Executive Director	11
Karla Story		Office Manager	4
Barbara Dotty		Finance Specialist	8
Andrea Betts		Student Support Coordinator	9
Jeff Williams		Student Dean	7
Joanie Jeffrey	#427909	Academic Director	11
Heather Whalen	#376056	Master Teacher	8

## Teaching Staff 2017-2018

Teacher	Assignment	File Folder #
Janice Aziz	Kindergarten	#430828
Molly Neuman	Kindergarten	#476266
Keandrea Addink	First Grade	#480581
Joanna Bender	First Grade	#489311
Keisha Feser	Second Grade, Mentor Teacher	#411585
Nichol Michels	Second Grade	#455450
Tim Kampa	Third Grade	#421072
Alex Vanhorn	Third Grade	#469667
Ashley Bray	Fourth Grade	#489686
Chase Miller	Fourth Grade	#499001
Jeffrey Peterson	Fifth Grade, Mentor Teacher	#377800
Kiel Hutchins	Fifth Grade, Mentor Teacher	#431599
Ross Pierce	Sixth Grade	#449912
Krista Steffen	ELL	#480377
Laura Hensley	ELL, Mentor Teacher	#402794
Joe Shallenberger	Physical Education Specialist	#430612
Kate Ladwig	Art Specialist	#499468
Karen Braye	Reading Specialist	#363110
Matthew Taber-Hanson	Technology Specialist	#456458
Steve Henderson	Special Education	#470712
Kimberly Lombardi	Special Education	#347138
Bridgette Collins	Special Education	#470217
Pati Davis	Special Education	#410540
Leslie Zimmerman	Special Ed. Paraprofessional	
Deontai Dunn	Special Ed. Paraprofessional	
Sharika Robinson	Special Ed. Paraprofessional	
Micah Miles	Special Ed. Paraprofessional	
Latosha Mite	Special Ed. Paraprofessional	
Ben Dupay	Special Ed. Paraprofessional	
Kevin Turner	Special Ed. Paraprofessional	
Shahir Ampey	Special Ed. Paraprofessional	
William Bell	Special Ed. Paraprofessional	
Gerald Burrell	Special Ed. Paraprofessional	

## Professional Development

Stonebridge has a commitment to ongoing professional development for all staff in order to provide an accountable, well managed school environment and effective best practice instruction for improved student achievement. The Stonebridge administrator professional development plan includes the following areas: instruction and assessment, human resource and personnel management, financial management, legal and compliance management, community and parent outreach. The annual administrator professional development plan is approved by the Stonebridge Board of Directors and reported on annually.

### Executive Director Development 2017-2018

Attended trainings and workshops to strengthen skills in the Executive Director role.

- Legislative and Policy Forum (MACS)
- Certified TAP Evaluator
- Envoy Café Training
- TAP Leadership Trainings (3) and National Conference
- Data Practices and Records Retention
- Student Discipline for Charter Schools
- Education Excellence & Success with Calvin Terrell (Equity Training)
- Turnaround Arts Leadership Training
- Trauma Informed Classroom Practice
- Directors Regional Charter School Meetings (MACS)
- Employment Law for Charter Schools
- Regional Center for Excellence Trainings



### Professional Staff / Teacher Development 2017-2018

- Global Learning Units
- Responsive Classroom

- Turnaround Arts Whole School Kickoff
- Turnaround Arts Leadership Team meetings
- Turnaround Arts Integration Strategies
- Visual Thinking Strategies
- Benchmark Literacy
- ENVoY Cafeteria
- ENVoY Hallway
- Academic Language
- Unpacking ELA Standards
- Supporting Academics in Classroom (Paras)
- OSHA
- Fountas and Pinnell training
- TAP New Teacher Boot Camp
- Inspiring Students to Learn Math
- TESOL ELL Conference
- Turnaround Arts – Tableau/Arts Integration
- Equity Training with Calvin Terrell
- Implementation of Collaborative Structures to Improve Math Teaching and Learning
- Incorporating Math Problem Solving in Alignment with MN Standards
- Turnaround Arts Leadership Team Workshop
- MN Math Leaders Networking Meeting
- TAP Leadership Academy
- Regional Center for Excellence ELA Training
- Math Instruction; From Old School to New School
- DAC Training
- Inspiring Students to Learn Mathematics
- Big Journey Teachers Workshop
- Turnaround Arts VTS Coaches training
- Regional Center ELA Training
- TAP National Conference
- Regional Centers Paraprofessional Training



## **Academic Goals for the 2018-2019 school year**

Future Plan highlights for 2018-2019 build on current efforts with continuing focus on increasing student academic growth and achievement

- To review assessment data and define student achievement goals with teachers thorough regular data meetings.
- To continue to implement a modified Teacher Advancement Program (TAP), which includes weekly professional development (cluster), follow-up and coaching support and evaluation of teacher instructional effectiveness using TAP evaluation rubric.
- To continue the Teacher Curriculum Committee, with a focus on evaluation of math curriculums, review of Benchmark Curriculum results and further enhancement of curriculum maps and curriculum assessments.
- To focus on professional development for all staff on race and equity and continue the school equity team who will provide ongoing professional development and focus on equity issues in order to enhance school culture and climate.
- To evaluate and improve global units of study and classroom work.
- To continue to implement Turnaround Arts program and arts integrated activities school-wide focusing on VTS and Tableau implementation and coaching.
- To focus on providing professional development for staff on implementation of the math framework in order to increase rigor and develop deeper critical thinking and problem-solving skills with students.



## Teacher Advancement Program (TAP) /Q Comp Program

Stonebridge World School provides opportunities for professional growth, career growth, and additional pay for performance for teachers. Q-Comp, Minnesota's System for Quality Compensation and TAP have allowed Stonebridge to add positions in order to enhance instruction and teacher performance. In 2017-2018, there was a Master Teacher, 4 Mentor teachers, 1-Q Comp Coordinator and an Assessment Coordinator.

TAP is based on four elements designed to enhance teacher performance:

**Career Advancement** - Skilled teachers have the opportunity to serve in positions of leadership as Master and Mentor Teachers. Master and Mentor Teachers, along with administrators, form a leadership team, to set annual student-learning goals, deliver coaching and professional support, and conduct evaluations.

**Professional Development** - Teachers participate in weekly cluster group meetings to examine student data, engage in collaborative planning and learn instructional strategies that are field-tested in our school.

**Evaluation** - Teachers are observed in classroom instruction four times a year using the TAP rubric. (Attachment 2) Evaluators and teachers hold a pre-conference and post-conference session to discuss reinforcements and refinements intended to help the teacher strengthen instructional.

**Performance Compensation** - Along with our school's participation in Q Comp, teachers in TAP schools have the opportunity to earn bonuses based on their observed skills, knowledge and responsibilities, their students' average growth, and the entire school's average growth.



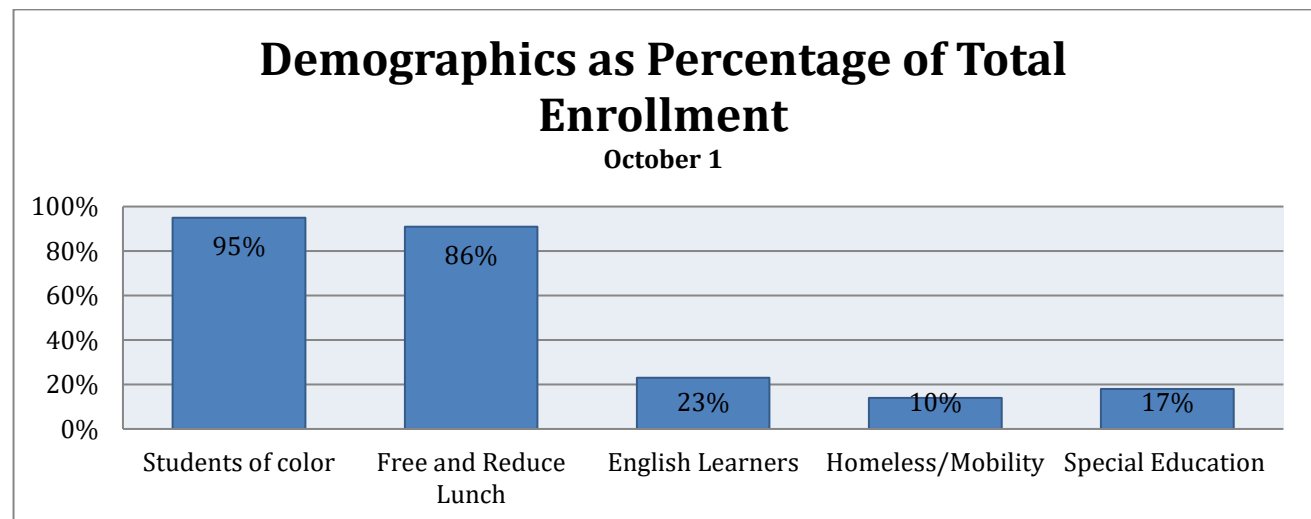
## School Enrollment

In 2017-2018 Stonebridge continued to serve families across Minneapolis as well as the neighboring communities of Richfield and parts of Bloomington. We continue with focused outreach efforts in south Minneapolis and Richfield in an effort to continue to build connections with communities close to Stonebridge. This past year Stonebridge served grades K-6, with two classes at K-5 and one 6<sup>th</sup> grade class.

### Enrollment and Attrition

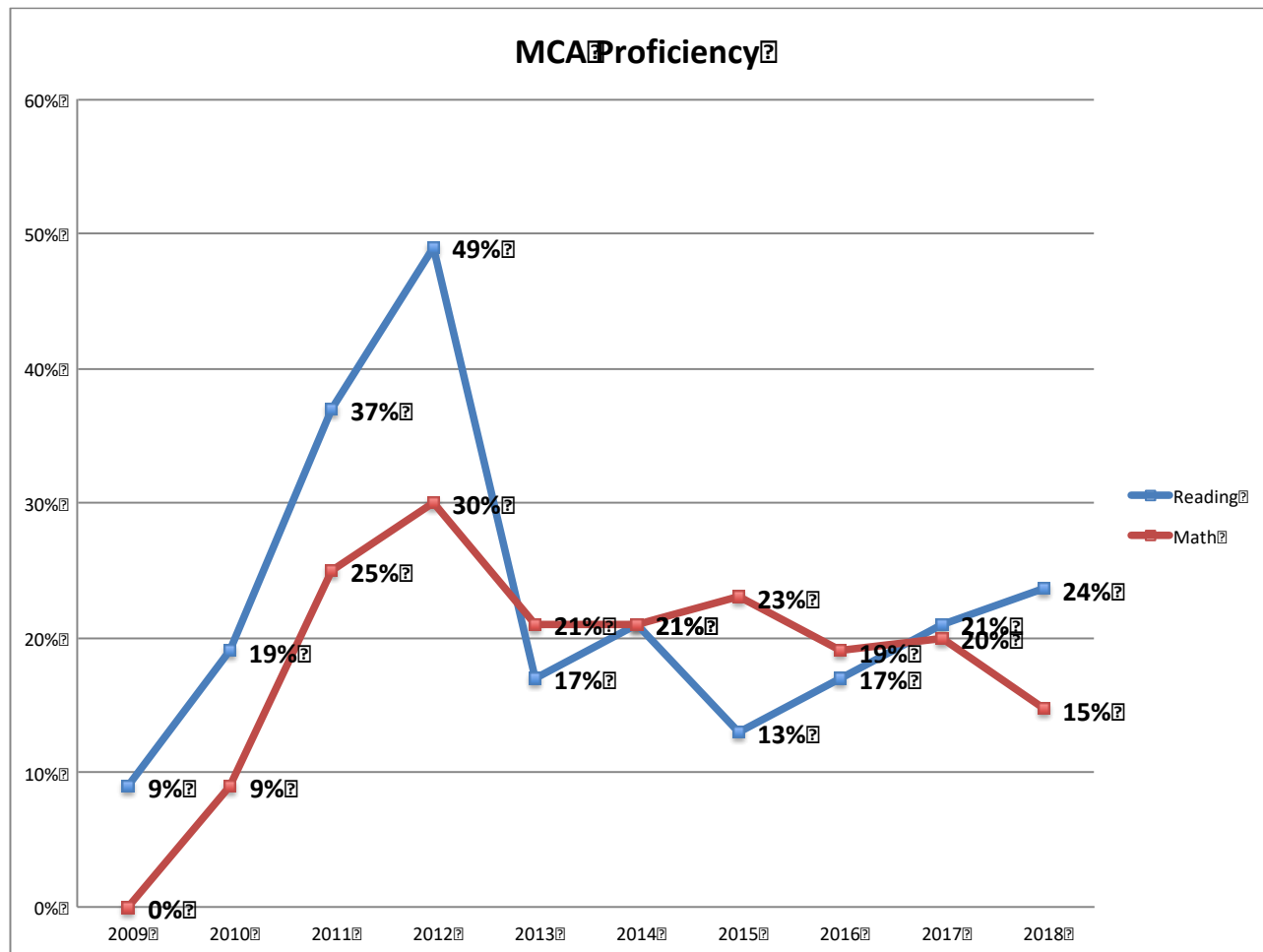
School Year	K	1	2	3	4	5	6	Total	Attrition
2017-2018	34	43	41	34	33	37	29	251	14%
2016-2017	38	45	42	46	41	31	38	281	19%
2015-2016	44	40	49	44	45	36	37	293	39% (Homeless/Mobility high)
2014-2015	42	43	38	44	37	31	21	256	24%
2013-2014	33	42	44	39	38	20	16	234	32%
2012-2013	42	35	43	31	17	19	16	203	36%
2011-2012	45	42	36	17	23	22	16	201	35%
2010-2011	40	38	16	21	19	13	NA	147	30%
2009-2010	44	23	20	20	15	14	NA	136	40% (moved location)
2008-2009	22	19	20	21	13	13	NA	108	12%
2007-2008	23	22	21	20	24	12	10	111	1 <sup>st</sup> year of school

October 1



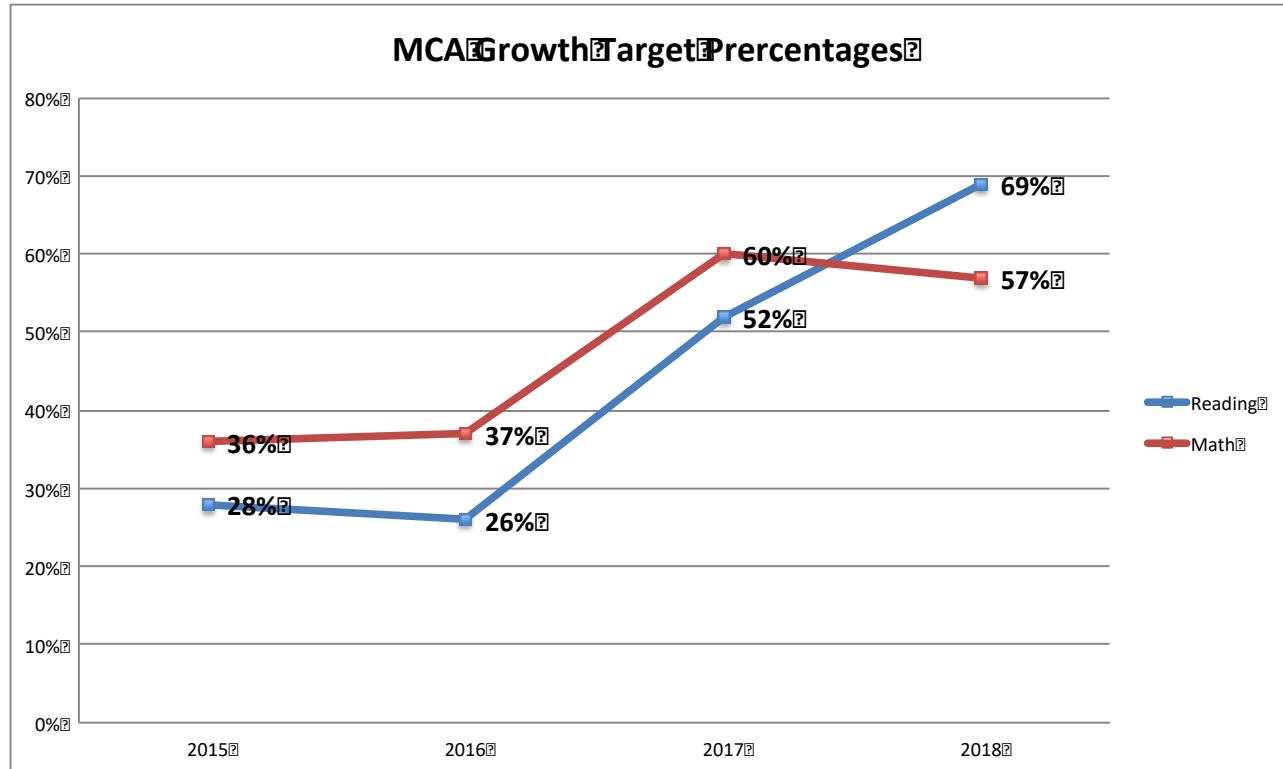
# Academic Performance

## MCA II & III, MTAS Percent Proficient at Stonebridge World School

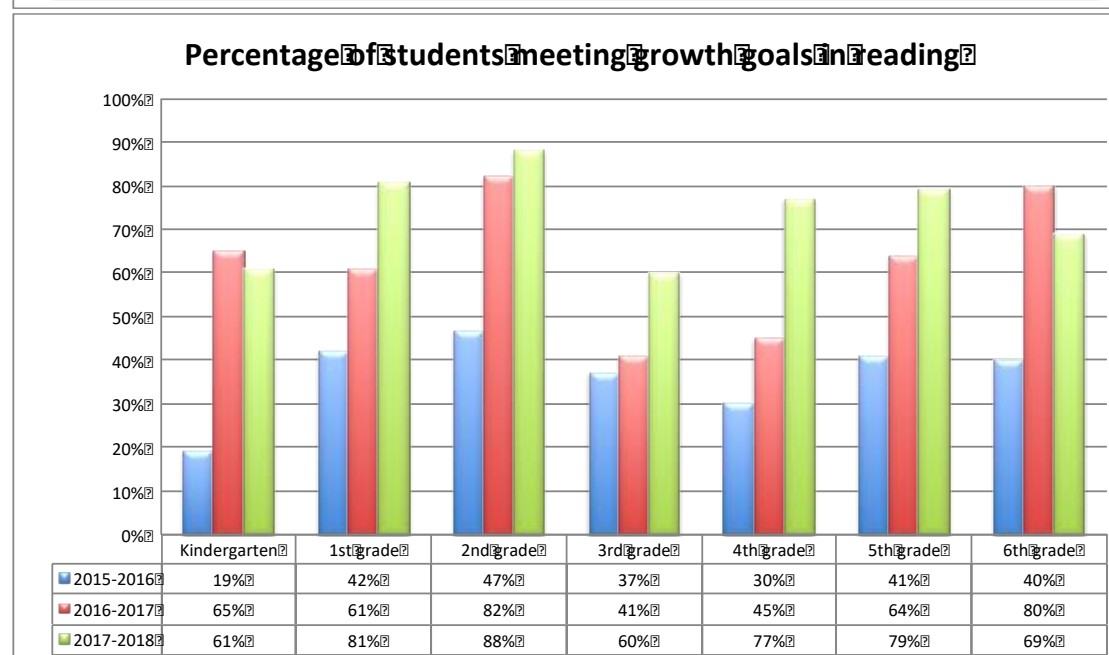
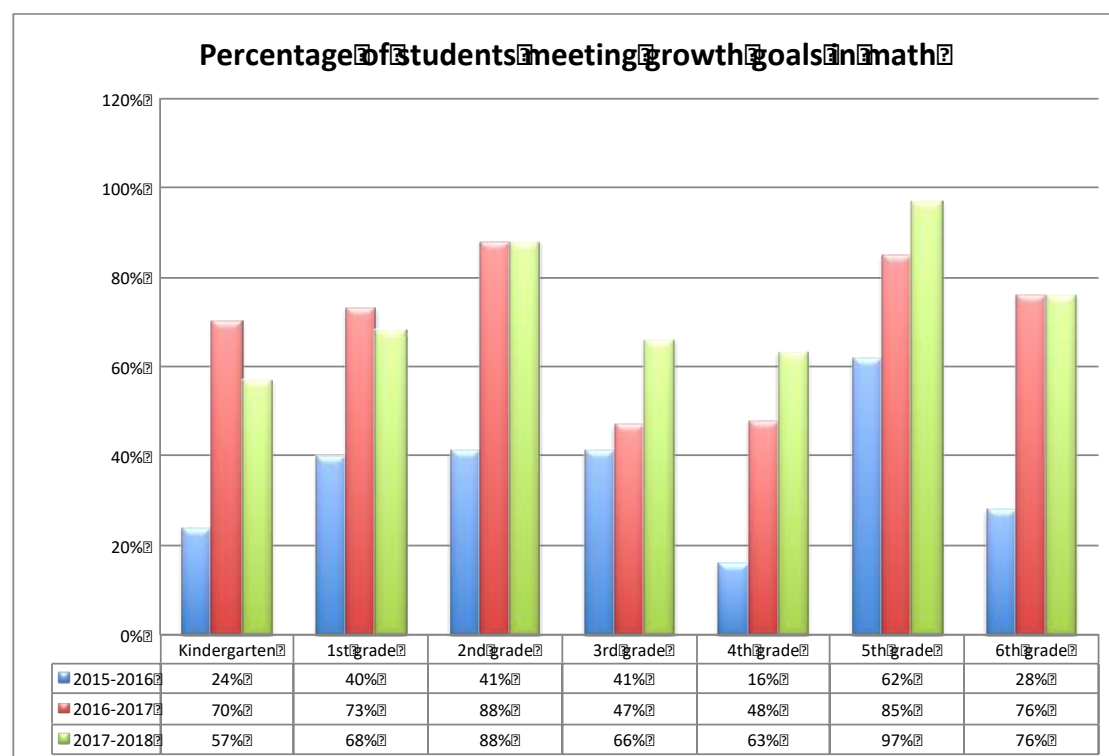


## MCA II & III, MTAS Percent Meeting Growth Targets at Stonebridge World School

Students are given a goal score for the MCA starting in 4<sup>th</sup> grade. This goal is based off their score from the year before. Below are the percentages of students meeting their Growth Target on the MCA.



Stonebridge uses Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments for all students, who are assessed three times each year (fall, winter, and spring). Students and classes are given a growth goal to achieve by the end of the school year for each subject tested. With NWEA, we are able to track the achievement and growth of individual students and personalize instruction in order to maximize every student's academic growth. The charts below show how students at Stonebridge World School (SWS) met and exceeded their individualized growth goals, as set by NWEA.



## Finances

We are proud that Stonebridge has continuously achieved the state finance award and has managed our budgets very conservatively. During the tenth year of operation, Stonebridge continued to demonstrate effective management of its finances by ending the year with an increased positive fund balance. The School Director had overall responsibility for the management of the finances and worked with the Finance Committee and the Board Treasurer to monitor finances, report financial information to the school board monthly, and establish, monitor and revise the annual budget.

Stonebridge World School's business management needs are being met through a partnership between school administration and Dieci School Finance, LLC. Dieci School Finance, LLC provides a variety of financial management support and compliance services to many charter schools throughout Minnesota. Robert Procaccini serves as Stonebridge World School's main financial service representative at Dieci School Finance, LLC. Robert's contact information is included below for reference purposes.

Robert Procaccini, President

651-636-6358

robert@diecisf.com

During the 2017-18 school year three key financial management functions have been delegated to our consulting accountants. The functions are financial statements, accounts payable, and payroll. Student reporting continues in-house. The relationship between the two organizations retains financial management support in areas such as special education funding and audit preparation.

At the time of this publication the 2016-17 audited financials were unavailable. Please contact the school or visit our website for data as it becomes available.

Two significant revenue risks that our school foresees in 2017-18

1. The uncertainty of enrollment projections is a revenue risk to Stonebridge World School. Recruitment efforts have been strong since the school changed locations in 2010 and the school has now grown to about 250 students. Enrollment is monitored regularly to ensure revenue is available as budgeted.
2. The state holdback continues to be a risk. Currently, the state's holdback is at 10% but it's subject to change based on the state's economic outlook. In the past, the holdback has been as high as 40%.

The school will continue to manage these risks primarily through the utilization of a healthy fund balance, which was over 20% for the year ending 6/30/17.



Two significant expense risks that school foresees in 2017-18:

1. The special education student population continues to remain high. Maintaining the proper staff, services, and transportation support will be critical to supporting the success of this population segment. Maintenance of effort must be watched closely particularly given the higher needs of the incoming special education students, staffing changes, and increased need for support. During FY17-18 one of the school's special education teachers on special assignment is working to coordinator help with these services. In addition, special education expenses are no longer 100% reimbursed to the school. Beginning in the 2015-16 school year, the school to responsible for paying 10% of the tuition billing portion of special education expenses which impacts the school's increases in fund balance.
2. Recruitment and retention of instructional staff continue to play an important role in the school's success. The school has adopted the Teacher Advancement Program (TAP), which will provide increased training to teachers. The school's contribution to the program will continue in the 2017-18 school year.

## **Projection of Financial Position**

Our projected ending fund balance for the 2017-18 fiscal year is expected to be 21% of total budgeted expenditures. This is within the recommended percentage set forth by the generally accepted accounting guidelines. The school's goal was to maintain a fund balance between 20-25% to maintain a strong financial position in the event of future state aid holdbacks.

## **Authorizer Information**

Stonebridge is authorized by Pillsbury United Communities. The authorizer receives information related to school, board meetings, and finances through uploads to Epicenter. The authorizer staff attends board meetings throughout the year. The Executive Director attends a monthly meeting held by the authorizer. In addition, they visit the school and attend board meetings several times a year.

Additionally, the Authorizer Agreement with Stonebridge requires the following:

- Documentation of enrollment data annually on October 1.
- Documentation of performance of students in meeting graduation standards.
- Compliance with the responsibilities and obligations of the Title 1 and Title II.
- Stonebridge and the Authorizer agree to annual goals, measurable performance indicator and Performance Framework.
- Filing of an Annual Report with the Authorizer.

Authorizer: Pillsbury United Communities

Authorizer Liaison: Larry McKenzie

Authorizer Contact Information:

E-mail: McKenzieL@puc-mn.org

Address: **Pillsbury United Communities**

Urban Institute-Charter Authorization Department

125 West Broadway Avenue, Suite 100, Minneapolis, MN 55411

Contract Termination Date: June 30, 2018

**Stonebridge World School**

**Current Non-Profit Status**

**Filing Number:** 2014038-2 **Entity Type:** Non-Profit Corporation

**Original Date of Filing:** 9/13/2006 **Entity Status:** Active

**Duration:** Perpetual **Good Standing:(date of last annual filing)** 2016

**Name:** STONEBRIDGE WORLD SCHOOL

**Registered Office Address:**

4530 Lyndale Avenue South

Minneapolis, MN, 55419

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

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

## INSTRUCTION - *Continued*

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



## INSTRUCTION - *Continued*

	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"> <li>• analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>• practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>• creative thinking, where students create, design, imagine, and suppose and;</li> <li>• research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives;</li> <li>• analyze problems from multiple perspectives and viewpoints and;</li> <li>• 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.</li> </ul>	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> <li>• analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>• practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>• creative thinking, where students create, design, imagine, and suppose and;</li> <li>• research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives and;</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> </ul>	<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"> <li>• generate a variety of ideas and alternatives and;</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> </ul> <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"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>	<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"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>	<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"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>

## DESIGNING AND PLANNING INSTRUCTION

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

# 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