



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Stonebridge World School

Grades Served: K-6th grade

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- <http://www.stonebridgeworldschool.org/annual-report/>
- *Provide the direct website link to the A&I materials.*

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- *May 15, 2018*

District Advisory Committee

WBWF Requirement: 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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Barbara Novy	Executive Director	
Joanie Jeffrey	Academic Director	
Heather Newman	Master Teacher	
Steve Henderson	Special Ed. Coordinator	
Molly Newman	Kindergarten Teacher	
Krista Steffen	ELL Coordinator and Teacher	
Shannon Lawler	Outreach and Engagement Coordinator	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*

The Hiring Committee consists of the Executive Director, Academic Director, the Instructional Coach, Dean of Students and Special Education Coordinator. We work together to ensure all students have experience, effective and in-field teachers. We evaluate achievement data from each teacher in our building to ensure all students are receiving high-quality instruction.

- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*

All of our teachers are highly-qualified, licensed educators. Because of our high number of low-income, students of color or American Indian students, all of our staff work together to ensure that all students have equitable access to excellent teachers.

- *What are the root causes contributing to your gaps? NA*

- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers? ABOVE*

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

We have struggled to hire teachers that reflect the diversity of our students. We post on multiple job websites and attend the MN Education Job Fair in an effort to hire more diverse staff.

- *What efforts are in place to increase the diversity of the teachers in the district? ABOVE*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☒ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>In 2017-2018, of the kindergarten students enrolled, 75% will have early childhood screening completed and on file at the school.</i>	<i>In 2017-2018, of the kindergarten students enrolled, 63% had early childhood screening completed and on file at the school.</i>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We request the Early Childhood Screening from parents when they enroll their students.

- *What strategies are in place to support this goal area?*

Our Office Specialist and Outreach Coordinator track and follow up with parents on phone and in email. We provide parents with an information sheet that helps them find resources to complete the screening.

- *How well are you implementing your strategies?*

We talk with our families on an ongoing basis to ensure we have all screenings completed for all kids.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Our number of parents completing the Early Childhood Screenings are steadily improving each year.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>In the Spring of 2018, the percentage of 3rd grade students who meet their projected RIT Growth Target on the NWEA-MAP Reading test will increase from 41% in 2016-2017 to 50% in 2017-2018.</i>	<i>In the Spring of 2018, the percentage of 3rd grade students who meet their projected RIT Growth Target on the NWEA-MAP Reading test increased from 41% in 2016-2017 to 60% in 2017-2018.</i>	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We have looked at NWEA-MAP data to set goals for all students in growth. We look at MAP data by student group, grade, teacher and ethnicity.

- *What strategies are in place to support this goal area?*

We implement TAP system for teacher evaluation and for implementation of academic strategies. Teachers have 4 evaluations a year, focused on professional growth in the TAP Rubric. Teachers also have weekly cluster meetings focused on implementing reading strategies in the classroom. Teachers analyze MAP data in the Fall and Winter to determine goals for students and for their class. Teachers also develop instructional strategies based on their MAP data and identified needs.

- *How well are you implementing your strategies?*

We are implementing our strategies with fidelity. Teachers receive weekly follow-up based on the new learning from cluster and they receive feedback on their implementation of the strategy. Teachers bring and analyze student work related to the strategy at cluster on a regular basis.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Since we have started implementing TAP 5 years ago, our MCA reading scores have steadily improved and our MAP growth numbers have greatly improved.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>In the 2017-2018 school year, the proficiency gap between Hispanic students and African American students on the MCA-III Reading test will decrease from 3% in 2016-2017 to 2% in 2017-2018.</i>	<i>In the 2017-2018 school year, the proficiency gap between Hispanic students and African American students on the MCA-III Reading test increased from 3% to 15.8%.</i>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We have looked at the MCA disaggregated by student groups to help us set this goal.

- *What strategies are in place to support this goal area?*

We implement TAP system for teacher evaluation and for implementation of academic strategies. Teachers have 4 evaluations a year, focused on professional growth in the TAP Rubric. Teachers also have weekly cluster meetings focused on implementing reading strategies in the classroom. Teachers analyze MAP data in the Fall and Winter to determine goals for students and for their class. Teachers also develop instructional strategies based on their MAP data and identified needs.

- *How well are you implementing your strategies?*

We are implementing our strategies with fidelity. Teachers receive weekly follow-up based on the new learning from cluster and they receive feedback on their implementation of the strategy. Teachers bring and analyze student work related to the strategy at cluster on a regular basis.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Since we have started implementing TAP 5 years ago, our MCA reading scores have steadily improved and our MAP growth numbers have greatly improved.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>In the Spring of 2018, the percentage of all students who meet their projected RIT Growth Target on the NWEA-MAP Reading test will increase from 63% in 2017 to 70% in 2018.</i>	<i>In the Spring of 2018, the percentage of students who met their projected RIT Growth Target on the NWEA-MAP Reading test increased from 63% in 2017 to 73% in 2018.</i>	Check one of the following: Multi-Year Goal: On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We have looked at the MCA disaggregated by student groups to help us set this goal.

- *What strategies are in place to support this goal area?*

We implement TAP system for teacher evaluation and for implementation of academic strategies. Teachers have 4 evaluations a year, focused on professional growth in the TAP Rubric. Teachers also have weekly cluster meetings focused on implementing reading strategies in the classroom. Teachers analyze MAP data in the Fall and Winter to determine goals for students and for their class. Teachers also develop instructional strategies based on their MAP data and identified needs.

- *How well are you implementing your strategies?*

We are implementing our strategies with fidelity. Teachers receive weekly follow-up based on the new learning from cluster and they receive feedback on their implementation of the strategy. Teachers bring and analyze student work related to the strategy at cluster on a regular basis.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Since we have started implementing TAP 5 years ago, our MCA reading scores have steadily improved and our MAP growth numbers have greatly improved.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12

<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> • What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? • What strategies are in place to support this goal area? • How well are you implementing your strategies? • How do you know whether it is or is not helping you make progress toward your goal?

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Provide the baseline starting point here.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.