

STONEBRIDGE World School



**2018-2019 Annual Report
and
World's Best Workforce Summary Report**

Stonebridge World School

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Stonebridge World School

Building Global Citizens

MISSION

Stonebridge World School is a community with a global perspective that inspires lifelong learners with a passion for academic success.

VISION

At Stonebridge World School we aspire to develop independent critical thinkers motivated to pursue their dreams with a sense of global social responsibility.



Introduction

Stonebridge World School successfully opened in September 2007. In 2018-2019, we entered our 12th year and saw 256 K-7th 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 to our K-7 students 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. We use Title I funds to help support our ongoing coaching support to improve teacher effectiveness. Stonebridge has an extensive professional development plan that supports goals and objectives. We do this by providing weekly strategy focused professional development to teachers in order for teachers to address and decrease learning gaps within their classrooms.

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 their global social responsibility as independent and critical thinkers with a passion for education.

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. We use Monarch Transportation Company to transport our students and Quality Transportation for our highly mobile transport. 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 students 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, tennis shoes, winter coats, 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 2nd to 7th grade.

At monthly parent events food is often 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 also have a Parent Advisory Group that provides support and input for school events and projects.

Stonebridge achieved program success in the area of student attendance with 92% attendance in 2018-2019 exceeding our goal of 90%. We support regular school attendance by communicating quickly and consistently with parents. 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. ELL students received extra support in Reading, Listening, Speaking and Writing in an after-school program, developed by the ELL Coordinator. After school math tutoring was also provided for students who wanted extra support. We also continued our 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 79 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 as 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 2018-2019 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:

- Climb Theater
- Ordway- Air Play
- Coon Rapids Regional Park
- Oliver Kelley Farm

1st grade:

- Climb Theater
- Mill City museum
- Coon Rapids Regional Park
- Ordway- Air Play

2nd grade:

- Climb Theater
- Water is Life: Science Museum, Arboretum, Minneapolis Institute of Arts
- CAAM Dance Theater
- Mill City Museum
- Ordway- Air Play
- The Works- Catapults
- Coon Rapids Regional Park

3rd grade:

- The Works- Light and Sound
- Climb Theater
- Minneapolis Institute of Arts
- Ordway- Air Play
- Coon Rapids Regional Park

4th grade:

- Climb Theater
- Energy Assembly
- Mill City Museum
- Ordway- Black Violin

- The Works- Circuits
- Minneapolis Institute of Arts

5th grade:

- Coon Rapids Regional Park
- Climb Theater
- Energy Assembly
- CAAM Dance Theater
- Mill City Museum
- The Works- Pasta Bridges
- Ordway- Black Violin

6th grade:

- Camp St. Croix
- Climb Theater
- Gopher Women's Basketball game
- Energy Assembly
- Ordway- Black Violin

7th grade:

- Gopher Women's Basketball game
- Energy Assembly
- Climb Theater



Stonebridge Organizational Chart

2018-2019



Governance and Management

2018-2019 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
David Kloskin	Member	Community Member	davidrkcpa@gmail.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 2018-2019

1. Data training in state and district data collection and school scores
2. Coaching and Teacher Support Programs
3. Financial oversight and financial statements.
4. Math Instructional Framework

2018-19 Annual Meeting: May28, 2019

School Management and Faculty Information

Name	File Folder Number	Assignment	Years Employed
Barbara Novy		Executive Director	12
Karla Story		Office Manager	5
Barbara Dotty		Finance Specialist	9
Andrea Betts		Student Support Coordinator	10
Jeff Williams		Student Dean	8
Joanie Jeffrey	#427909	Academic Director	12
Heather Whalen	#376056	Instructional Coach	9

Teaching Staff 2018-2019

Teacher	Assignment	File Folder #
Janice Aziz	Kindergarten	#430828
Marissa Moore	Kindergarten	#511729
Keandrea Addink	First Grade	#480581
Joanna Bender	First Grade	#489311
Keisha Feser	Second Grade, Mentor Teacher	#411585
Nichol Michels	Second Grade	#455450
Mackenzie Zoner	Third Grade	#508914
Alex Vanhorn	Third Grade	#469667
Ashley Bray	Fourth Grade	#489686
Chase Miller	Fourth Grade	#499001
Jeffrey Peterson	Fifth Grade, Mentor Teacher	#377800
Ryan Sinda	Fifth Grade, Mentor Teacher	#508290
Ross Pierce	Sixth Grade	#449912
Kiel Hutchins	Seventh Grade	#431599
Krista Steffen	ELL	#480377
Molly Neumann	ELL	#476266
Luke Earley	Physical Education Specialist	#512059
Kate Ladwig	Art Specialist	#499468
Tim Kampa	Technology Specialist	#421072
Steve Henderson	Special Education Coordinator	#470712
Karen Braye	Special Education	#363110
Bridgette Collins	Special Education	#470217
Pati Davis	Special Education	#410540
Ian Wells	Special Education	#482532
Maria Sauer	Special Ed. Paraprofessional	
Kevin Turner	Special Ed. Paraprofessional	
Leslie Zimmerman	Special Ed. Paraprofessional	
Sharicka Robinson	Special Ed. Paraprofessional	
Vanessa Gantz	Special Ed. Paraprofessional	
William Bell	Special Ed. Paraprofessional	
Latosha Mite	Special Ed. Paraprofessional	
Micah Miles	Special Ed. Paraprofessional	

Michael Lark	Special Ed. Paraprofessional	
Deontai Dunn	Special Ed. Paraprofessional	
Rachel Brown	Special Ed. Paraprofessional	
Princess Okafor	Special Ed. Paraprofessional	
Gerald Burrell	Special Ed. Paraprofessional	
Barry Murphy	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 2018-2019

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

- Certified TAP Evaluator
- Envoy Café Training
- Student Discipline for Charter Schools
- Education Excellence & Success with Calvin Terrell (Equity Training)
- Turnaround Arts Leadership Training
- Trauma Informed Classroom Practice
- Employment Law for Charter Schools
- Regional Center for Excellence Trainings
- Special Education Law and Leadership
- Restorative Practice Workshop

Professional Staff / Teacher Development 2018-2019

- Math Leaders Kickoff
- Equity Training
- High Cognitive Tasks in Math
- Visual Thinking Strategies
- Tableau
- Benchmark Literacy
- Responsive Classroom
- ENVoY
- Everyday Math
- Connected Math
- ACCESS training
- Math: Number Talks and Problem Solving
- Tim Kanold Math Series
- NWEA-MAP Training
- Using data to support Teaching and Learning
- Integrating Tableau into Benchmark Literacy
- Trauma-informed classrooms
- Continuous Improvement Planning
- Growth Mindsets in Math

Academic Goals for the 2019-2020 school year

Future Plan highlights for 2019-2020 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 our Turnaround Arts program that includes arts integrated parent events and arts activities school-wide that focus on VTS.
- 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 2018-2019, there was an Instructional Coach, 2 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 two to three 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.



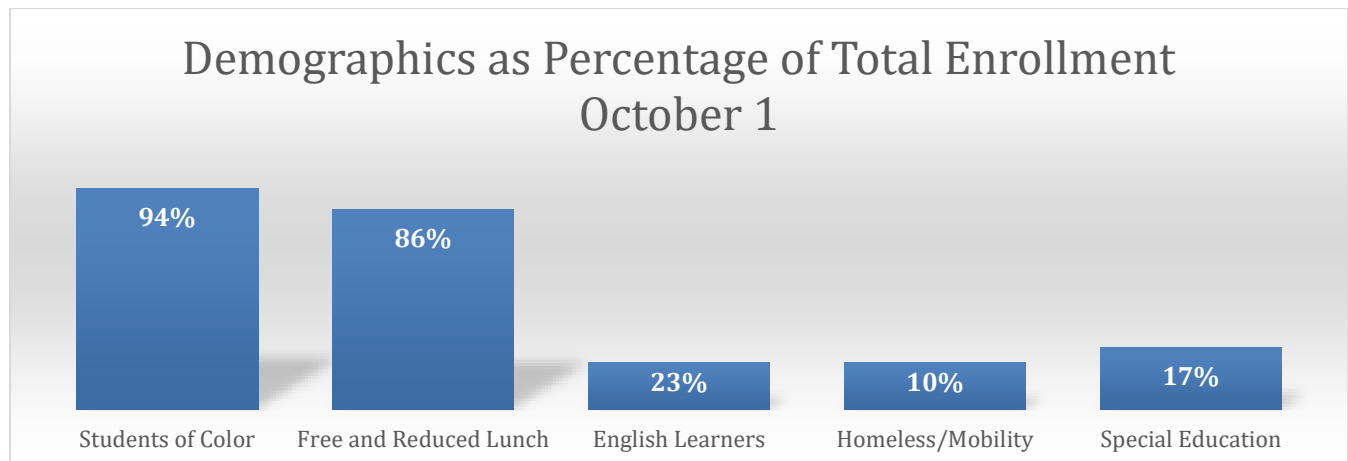
School Enrollment

In 2018-2019 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-7, with two classes at K-5 and one 6th and one 7th grade class.

Enrollment and Attrition

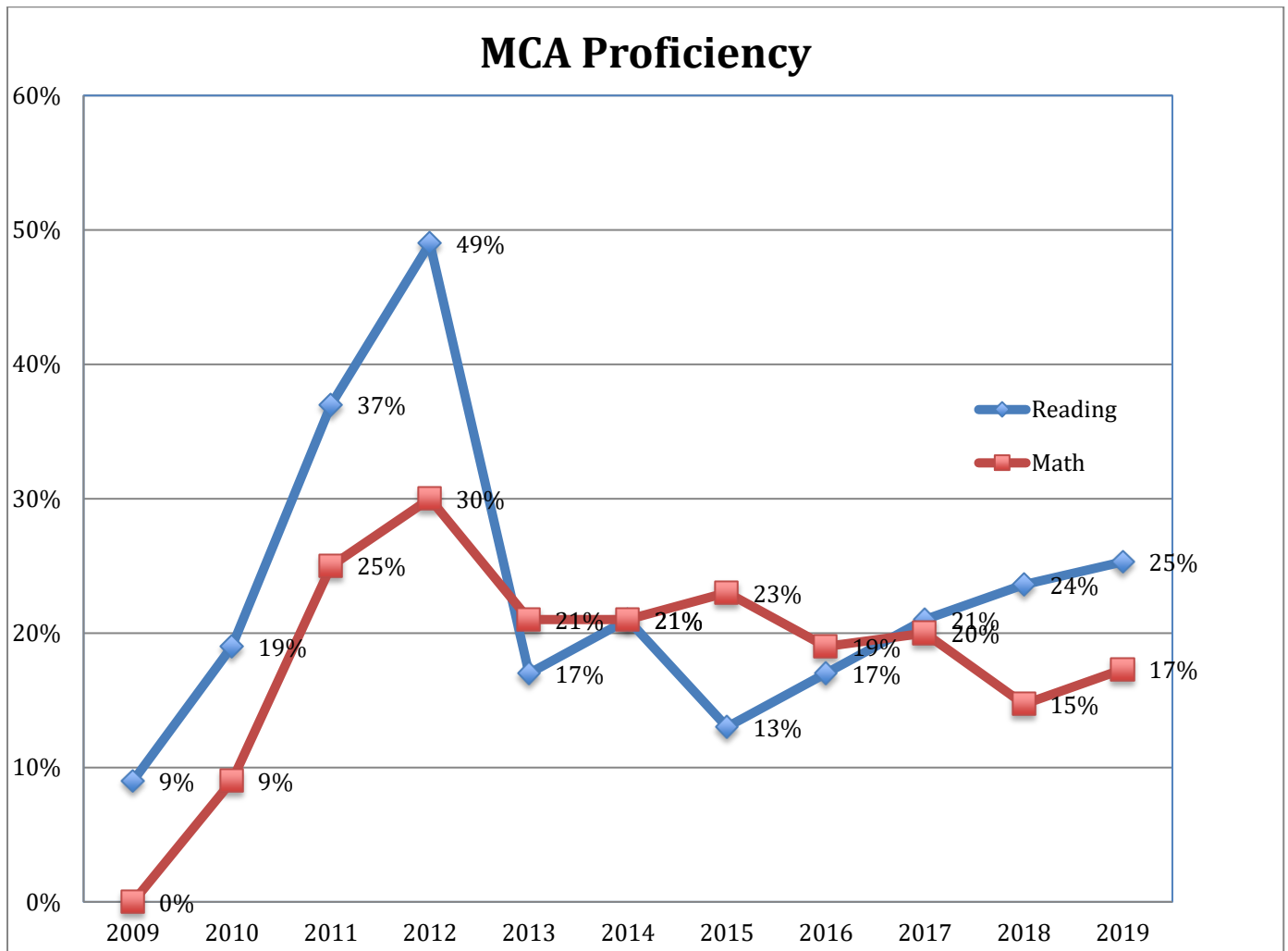
School Year	K	1	2	3	4	5	6	7	Total	Attrition
2018-2019	39	30	34	34	31	34	29	25	256	25% (High % of family's moved out of district at the end of school year)
2017-2018	34	43	41	34	33	37	29		251	14%
2016-2017	38	45	42	46	41	31	38		281	19%
2015-2016	44	40	49	44	45	36	37		293	39% (Homeless/Mobility high)
2014-2015	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% (school moved location)
2008-2009	22	19	20	21	13	13	NA		108	12%
2007-2008	23	22	21	20	24	12	10		111	1 st year of school

October 1



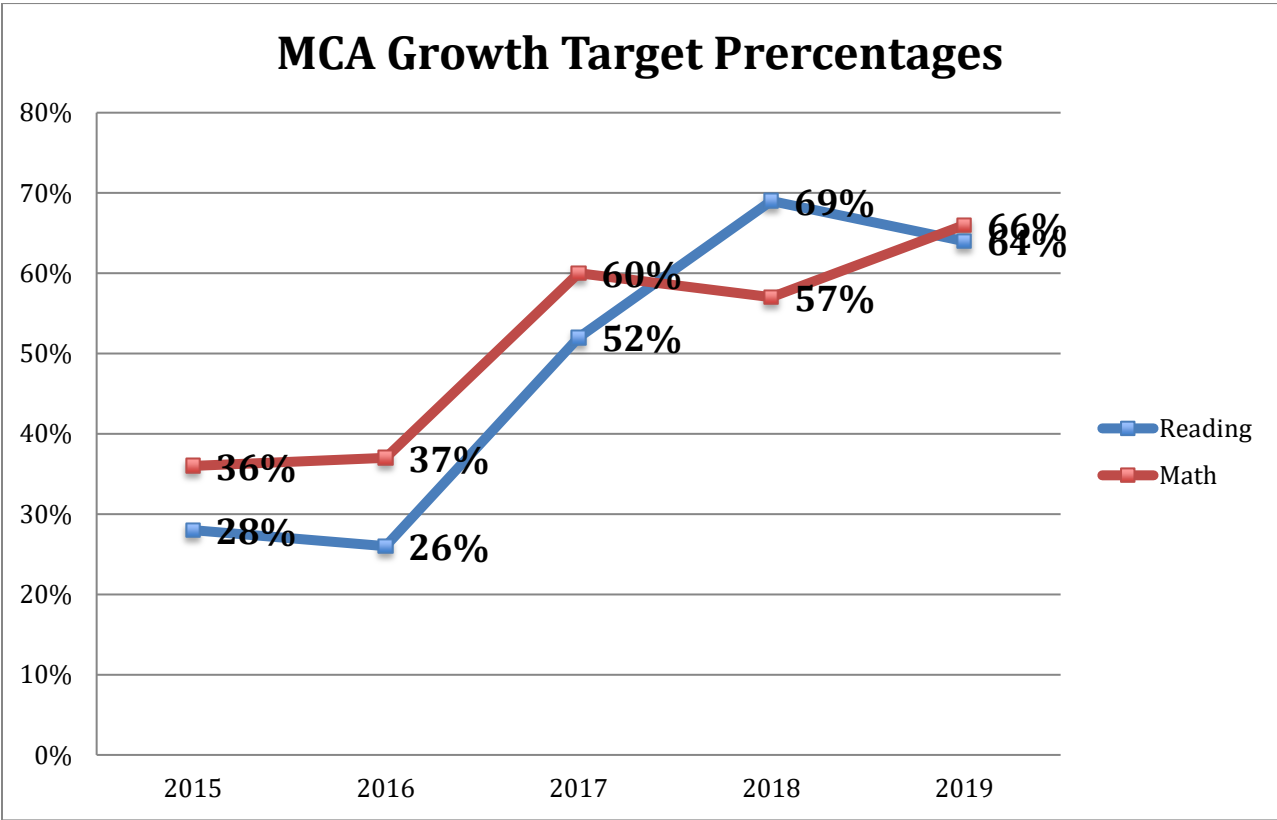
Academic Performance

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



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

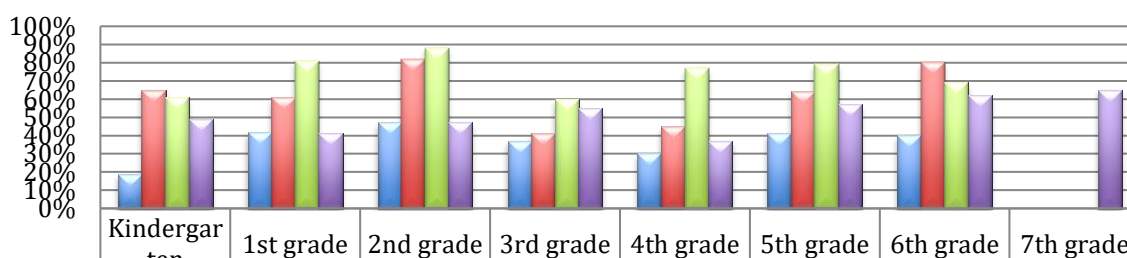
Students are given a goal score for the MCA starting in 4th grade. This goal is based off their score from the year before. Below are the percentages of students meeting their Growth Target on the MCA.



NWEA MAP Testing Growth Goals

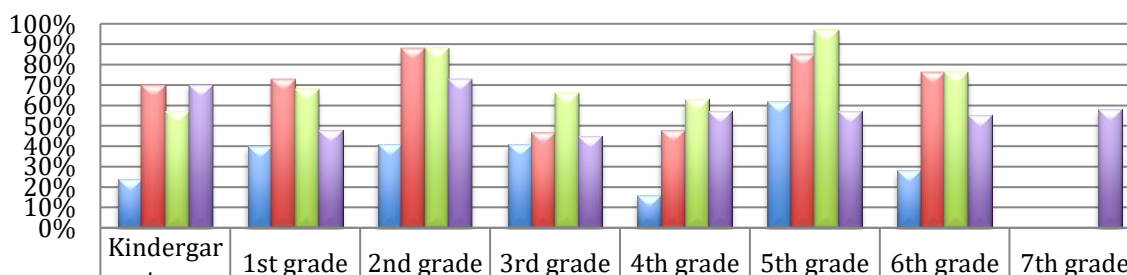
Stonebridge uses Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments for all students, who are assessed three times each year (fall, winter, and spring). Students and classes are given a growth goal to achieve by the end of the school year. With NWEA, we are able to 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.

Percentage of students meeting growth goals in reading



	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade
2015-2016	19%	42%	47%	37%	30%	41%	40%	
2016-2017	65%	61%	82%	41%	45%	64%	80%	
2017-2018	61%	81%	88%	60%	77%	79%	69%	
2018-2019	49%	41%	47%	55%	37%	57%	62%	65%

Percentage of students meeting growth goals in math



	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade
2015-2016	24%	40%	41%	41%	16%	62%	28%	
2016-2017	70%	73%	88%	47%	48%	85%	76%	
2017-2018	57%	68%	88%	66%	63%	97%	76%	
2018-2019	70%	48%	73%	45%	57%	57%	55%	58%

Finances

We are proud that Stonebridge has continuously achieved the state finance award and has managed our budgets very conservatively. During the twelfth year of operation, Stonebridge continued to demonstrate effective management of its finances. The school made a significant investment through adding 7th grade as well as adding space in their current location resulting in a small loss in the school's fund balance for FY18-19. 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@diecifs.com

During the 2019-20 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 2018-19 audited financials were available for review. Please contact the school or visit our website for more information.

Two significant revenue risks that our school foresees in 2019-20

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 290 students in grades PreK – 8th. 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 hold back has been as high as 40%.

The school will continue to manage these risks primarily through the utilization of a healthy fund balance, which about 20% for the year ending 6/30/19.

Two significant expense risks that school foresees in 2019-20:

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 FY19-20 Stonebridge continues to have a teacher on special assignment as out Special Education Coordinator which is critical to maintain the overall consistency of the program. In addition, special education expenses are no longer 100% reimbursed to the school. Beginning in the 2015- 16 school year, the school became 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 adopted the Teacher Advancement Program (TAP) and was part of a grant program that ended in 2018. The school continues to follow the guidelines of TAP and diligently works to maintain their strong teaching staff.

Projection of Financial Position

Our projected ending fund balance for the 2019-20 fiscal year is expected to be 17% of total budgeted expenditures. This is slightly below the recommended percentage set forth by the generally accepted accounting guidelines and the percentage decrease is mostly due to increased expenditures as the school grows. The school's goal is to regain a fund balance between 20-25% to maintain a strong financial position in the event of future state aid hold backs.

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 visit the school throughout the year. The Executive Director attends a monthly meeting held by the authorizer.

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 Director: Antonio Cardona, antonioc@pillsburyunited.org

Authorizer Charter School Liaison: Larry McKenzie, larrym@pillsburyunited.org

Authorizer Contact Information:

Antonio Cardona, Director
Pillsbury United Communities
Office of Public Charter Schools
1701 Oak Park Avenue North
Minneapolis, Minnesota, 55411

Contract Termination Date: June 30, 2021

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)** 2019

Name: STONEBRIDGE WORLD SCHOOL

Registered Office Address:

4530 Lyndale Avenue South
Minneapolis, MN, 55419

Agent No Agent Filed



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Stonebridge World School

Grades Served: K-7th Grade

WBWF Contact: Barbara Novy

Title: Executive Director

Phone: 612-877-7402

Email: bnovy@sbwschool.org

A and I Contact:

Title:

Phone:

Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

☐ Yes ☒ No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

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.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<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.

May 18, 2019

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

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 2018-19 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	Instructional Coach	
Steve Henderson	Special Ed. Coordinator	
Jeffrey Williams	Dean of Students	
Krista Steffen	ELL Coordinator and Teacher	
Alex VanHorn	3 rd Grade Teacher	
Ryan Sinda	5 th Grade Teacher	
Keisha Feser	2 nd Grade Teacher, Mentor	

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused

with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

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 experienced, effective, and in-field teachers.

Our Instructional Leadership Team examines multiple data points including but not limited to achievement data, standardized test data, classroom data, and student work, on an ongoing basis, from each teacher in our building to ensure all students are receiving high-quality instruction.

- What equitable access gaps has the district found?
- What are the root causes contributing to your equitable access gaps?

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 strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

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.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and

indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

Stonebridge has licensed teacher staff that represent Hispanic, African American and American Indian. We do not have representation on our licensed teacher staff for Somali and Indian.

- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

At Stonebridge World School 12.5% of our teachers are of color , 4% are Hispanic, and 8% are of American Indian decent. Our student population shows that 94% of our students are of color.

- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

Stonebridge, as a charter school, has very few applicants of color apply when we have teacher openings.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Stonebridge goals to increase racial and ethnic diversity of teachers:

Outreach on a range of social media.

Utilization of job posting sites with broad and diverse audiences.

Networking through current Stonebridge staff and Stonebridge families.

Outreach to local University teacher programs.

Attendance at local teacher recruitment fairs.

Development of the Stonebridge "Grow a Teacher Program" which offers encouragement and tuition assistance to current racial and ethnic diverse Paraprofessionals to enroll in a teacher training programs.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X 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.

 District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Goal	Result	Goal Status
In 2018-2019, 75% of kindergarten students enrolled at Stonebridge World School will have Early Childhood Screening completed and on file at the school.	In 2018-2019, 42% of Kindergarten students enrolled at Stonebridge World School had Early Childhood Screenings completed and on file at the school.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten

Narrative is required; 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?

We request the Early Childhood Screening from parents when they enroll their students. 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 complete the form. We are in contact with our families on an ongoing basis

to ensure we have all screenings completed for all kids. We need to make improvements to how we are collecting our data to ensure we are moving towards meeting our goal. We need to look to involving our social work team to help get forms on file for our students.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
In the Winter of 2019, the percentage of 3 rd grade students who are projected to be proficient on the MCA reading test based on Winter NWEA-MAP reading scores will increase from 17% of 3 rd graders (5/29) in 2018 to 22% or 3 rd graders (7/33) in 2019.	In the Winter of 2019, the percentage of 3 rd grade. Students who are projected to be proficient on MCA based on Winter NWEA-MAP reading scores increased from 17% of 3 rd graders (5/29) in 2018 to 25% of 3 rd graders (9/36) in 2019.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 3
Goal	Result	Goal Status
In the Spring of 2019, the percentage of 3 rd grade students who are proficient on the MCA reading test will increase from 18% (5/28) in 2018 to 23% (8/33) in 2019.	In the Spring of 2019, the percentage of 3 rd grade students who are proficient on the MCA reading tests decreased from 18% (5/28) in 2018 to 13% (4/31) in 2019.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

Narrative is required; 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?

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. We implement the TAP system for teacher evaluation and for implementation of academic strategies. Teachers have 2-3 evaluations a year, focused on professional growth in the TAP Rubric. Teachers also have weekly cluster and data meetings focused on implementing 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. 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. Since implementing TAP 6 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

Goal	Result	Goal Status
In the Spring of 2019, the proficiency gap between Hispanic students and African American students on the MCA reading test will decrease from 15.8% in 2018 to 12% in 2019.	In the Spring of 2019, the proficiency gap between Hispanic students and African American students on the MCA reading test decreased from 15.8% in 2018 to 2% in 2019.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Narrative is required; 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 2-3 evaluations a year, focused on best practice and professional growth in the TAP Rubric. Teachers also have weekly cluster meetings focused on implementing reading strategies, such as the Does it strategy, CUPS, and SHADES, in the classroom. Teachers analyze MAP data using the ATLAS protocol 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 6 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

Goal	Result	Goal Status
The percentage of all Stonebridge World School students enrolled in grades 3-7 who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests will increase from 22.3% in 2018 to 27.3% in 2019.	The percentage of all Stonebridge World School students enrolled in grades 3-7 who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests will increase from 22.3% in 2018 to 25.3% in 2019.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Narrative is required; 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 2-3 evaluations a year, focused on best practice and professional growth in the TAP Rubric. Teachers also have weekly cluster meetings focused on implementing reading strategies, such as the Does it strategy, CUPS, and SHADES, in the classroom. Teachers analyze MAP data using the ATLAS protocol 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 6 years ago, our MCA reading scores have steadily improved and our MAP growth numbers have greatly improved.

All Students Graduate

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2018-19 school year.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 12

Narrative is required; 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

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Narrative is required; 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 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Narrative is required; 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 more than two goals, copy and paste additional A&I Goal tables below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Narrative is required; 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 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Narrative is required; 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 there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.

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	Presentation of content always includes: <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. 	Presentation of content most of the time includes: <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. 	Presentation of content rarely includes: <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.

Attachments

INSTRUCTION - <i>Continued</i>			
	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.). <p>In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p>	<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.

Attachments

INSTRUCTION - <i>Continued</i>			
	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.

Attachments

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

Attachments

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.

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