

# STONEBRIDGE World School



**2019-2020 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 2019-2020, we entered our 13<sup>th</sup> year and saw 284 Pre-K-8<sup>th</sup> grade students. Stonebridge provides a unique combination of a global and arts curriculum integrated into academics, as well as offering visual art, technology and physical education 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.

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 Dean and Student Support Coordinator oversee 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 occur 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 and eyeglasses, dental clinic, extra food for home, 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. Due to Covid-19 and Distance Learning for the end of the school year our 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, and the Stonebridge spring musical production with students involved from 2<sup>nd</sup> to 7<sup>th</sup> grade, were unable to take place.

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 90% attendance in 2019-2020 matching our goal. 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. Stonebridge developed an attendance team once we moved into Distance Learning to continue to communicate with families and work to maintain attendance during the pandemic.

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. This is especially true with the COVID-19 pandemic. We were able to maintain communication with families and meet family's needs during this time.

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. 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 70 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, however in 2019-2020, Due to the COVID-19 pandemic, most classes were only able to complete 4 units this year. 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 2019-2020 included: Senses, Animal Life Cycles, Celebrations, Storytelling, Simple Machines, 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. In 2019-2020 we completed the following service learning projects, Pennies for Patients, Earth Day Clean Up, Rules and Citizenship, Economics, Hydroponics, and the Right to Vote.

## Field Trips Related to Global Units of Study

Field trips are a critical part of the learning experience at Stonebridge and all classrooms in grades K-5 participate in a number of field trips related to academic units of study each year.

### Kindergarten:

- Ordway- Danu

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

- Mill City museum
- Ordway- Danu

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

- Water is Life: Science Museum, Arboretum, Minneapolis Institute of Arts
- CAAM Dance Theater
- Mill City Museum
- Ordway- Danu
- The Works- Catapults

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

- The Works- Light and Sound
- Minneapolis Institute of Arts
- Ordway- Danu

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

- Mill City Museum
- Ordway- Taiku
- The Works- Circuits
- Minneapolis Institute of Arts

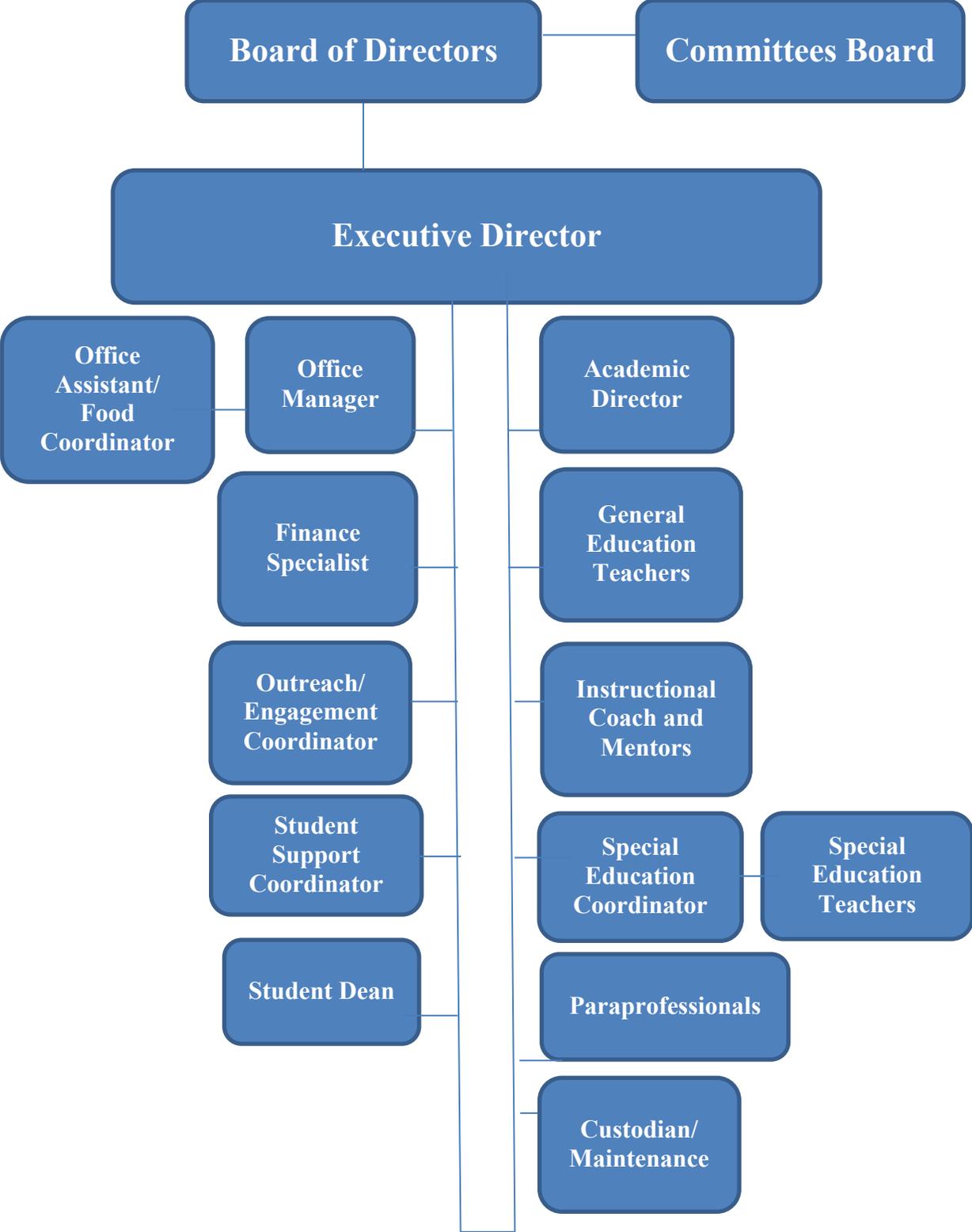
### 5<sup>th</sup> grade:

- Mill City Museum
- The Works- Pasta Bridges
- Ordway- Taiku



# Stonebridge Organizational Chart

2019-2020



## Governance and Management

### 2019-2020 Board of Directors

Name	Board Position	Group	Email Address
Dr. Stanley Brown	Chair	Community Member	stanley-brown@hopkins.k12.us.mn
David Kloskin	Treasurer	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 2019-2020**

1. Data training in state and district data collection and school scores
2. Strategic Planning
3. School Core Values
4. Coaching and Teacher Support Programs
5. Financial oversight and financial statements.
6. Distance Learning

2019-20 Annual Meeting: October 27, 2020 Due to COVID-19

## School Management and Faculty Information

Name	File Folder Number	Assignment	Years Employed
Barbara Novy		Executive Director	13
Micah Miles		Office Manager	4
Karla Story		Finance Specialist	6
Andrea Betts		Student Support Coordinator	11
Jeff Williams		Dean of Students	9
Heather Newman	#376056	Academic Director	10
Jeffrey Peterson	#377800	Instructional Coach	6

## Teaching Staff 2019-2020

Teacher	Assignment	File Folder #
Marissa Moore	Pre-Kindergarten	#511729
Janice Aziz	Kindergarten	#430828
Keandrea Chalbi	First Grade	#480581
Joanna Bender	First Grade	#489311
Keisha Feser	Second/Third Grade, Mentor Teacher	#411585
Kerianne Simmons	Second Grade	#502185
Abby Hubbard	Third Grade	#489224
Kim Japuntich	Fourth Grade	#485109
Connor Trow	Fourth/Fifth Grade	#509217
Ryan Sinda	Fourth/Fifth Grade	#508290
Ross Pierce	Middle School Social Studies	#449912
Kiel Hutchins	Middle School Math	#431599
Hailey Fish	Middle School Science	#510890
Lynnea Forness	Middle School English Language Arts	#446511
Krista Chong	ELL	#480377
Molly Neumann	ELL	#476266
Blake Hickman	Physical Education Specialist	#446461

Kate Ladwig	Art Specialist	#499468
Tim Kampa	Technology Specialist	#421072
Ashley Bray	Life Skill Specialist Middle School Special Ed. Paraprofessional	#489686
Steve Henderson	Special Education Coordinator	#470712
Karen Braye	Special Education	#363110
Bridgette Collins	Special Education	#470217
Pati Davis	Special Education	#410540
Luke Earley	Special Education	#512059
Rachel Brown	Special Education	#495878
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	
Garren Turner	Special Ed. Paraprofessional	
Michael Lark	Special Ed. Paraprofessional	
Deontai Dunn	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 2019-2020

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

- Certified TAP Evaluator
- Envoy Café Training
- Equity and the Arts
- Community Conversation on Educating All Children and Achievement Gaps
- Bullying and Harassment Training
- Emergency Plans and Crisis Communication Training
- Social Emotional Learning and Classroom Strategies
- LGBTQ

## Professional Staff / Teacher Development 2019-2020

- Equity Training
- High Cognitive Tasks in Math
- Visual Thinking Strategies
- Benchmark Literacy
- Responsive Classroom
- ENVoY
- Everyday Math
- Connected Math
- ACCESS training
- Math: Number Talks and Problem Solving
- NWEA-MAP Training
- Using data to support Teaching and Learning
- Understanding Trauma dn the Trauma-informed classroom
- Continuous Improvement Planning
- Setting School Wide Core Values
- Google Classroom
- Distance Learning
- Zoom
- LGBTQ



## **Academic Goals for the 2019-2020 school year**

Future Plan highlights for 2020-2021 build on current efforts with continuing focus on increasing student academic growth and achievement

- To refine and improve our distance learning model to increase the engagement and rigor of distance learning
- To review assessment data and define student achievement goals with teachers through 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 global units, math curriculums, and reading 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 ongoing 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 2019-2020, there was an Instructional Coach/ Assessment Coordinator, 1 Mentor teachers, 1 Q-Comp 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 Instructional Coaches and Mentor Teachers. Instructional Coaches 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/PLC 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

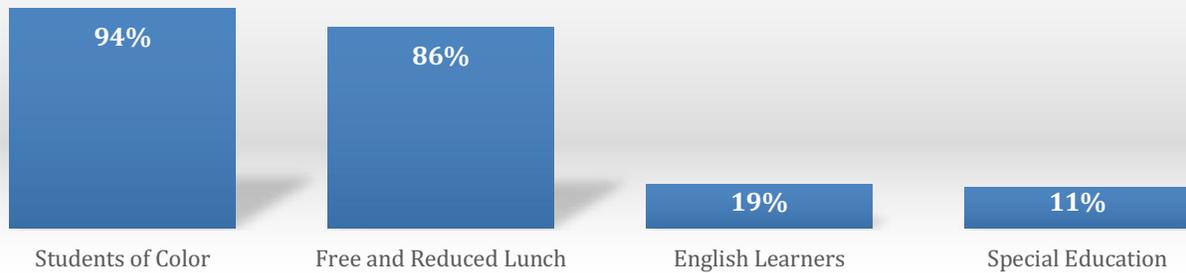
In 2019-2020 Stonebridge continued to serve families across Minneapolis as well as the neighboring communities of Richfield and parts of Bloomington. We continue with focused outreach efforts in south Minneapolis and Richfield in an effort to continue to build connections with communities close to Stonebridge. This past year Stonebridge served grades PreK-8.

### Enrollment and Attrition

School Year	Pre K	K	1	2	3	4	5	6	7	8	Total	Attrition
2019-2020	19	26	40	33	27	29	25	36	25	24	284	10%
2018-2019		39	30	34	34	31	34	29	25	NA	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		NA	251	14%
2016-2017		38	45	42	46	41	31	38		NA	281	19%
2015-2016		44	40	49	44	45	36	37		NA	293	39% (Homeless/Mobility high)
2014-2015		42	43	38	44	37	31	21		NA	256	24%
2013-2014		33	42	44	39	38	20	16		NA	234	32%
2012-2013		42	35	43	31	17	19	16		NA	203	36%
2011-2012		45	42	36	17	23	22	16		NA	201	35%
2010-2011		40	38	16	21	19	13	NA		NA	147	30%
2009-2010		44	23	20	20	15	14	NA		NA	136	40% (school moved location)
2008-2009		22	19	20	21	13	13	NA		NA	108	12%
2007-2008		23	22	21	20	24	12	10		NA	111	1 <sup>st</sup> year of school

October 1

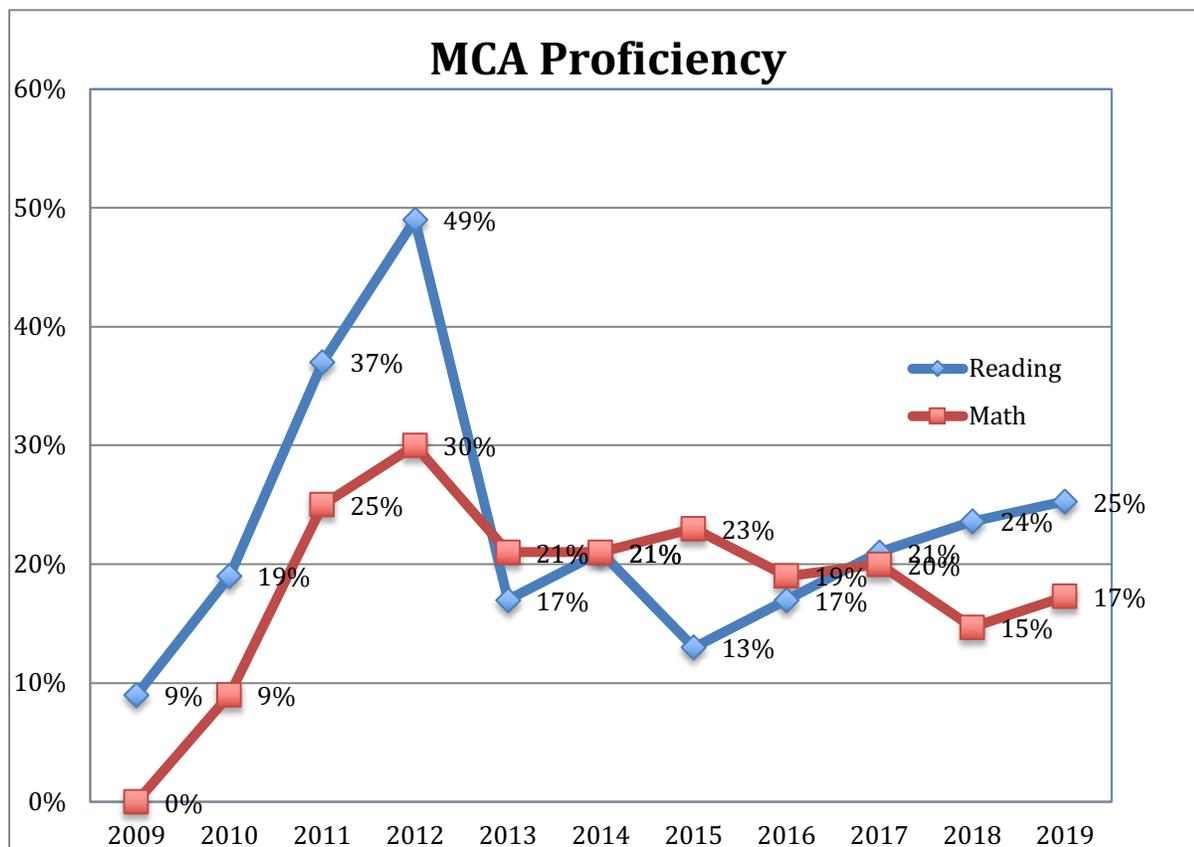
## Demographics as Percentage of Total Enrollment October 1



## Academic Performance

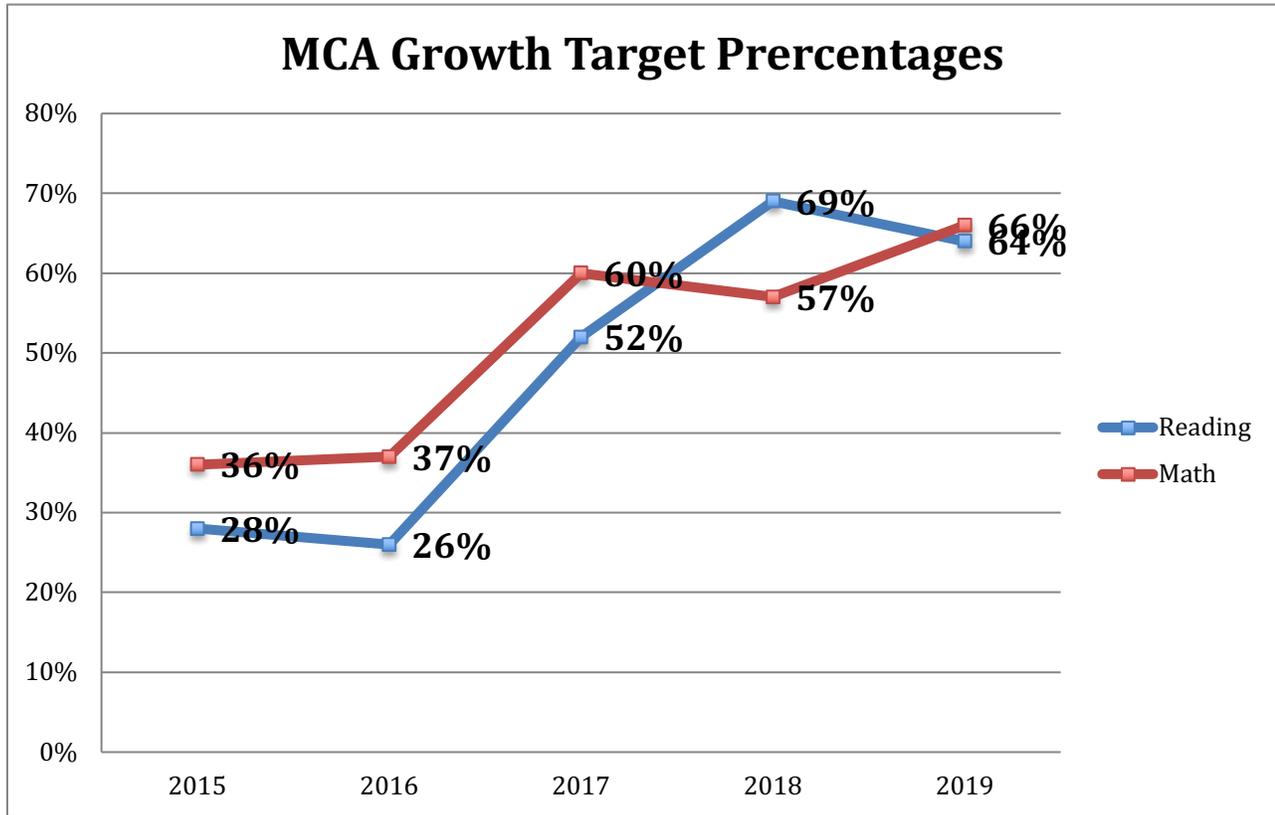
### MCA II & III, MTAS Percent Proficient at Stonebridge World School

Stonebridge does not have MCA assessment results for 2019-2020 due to the Covid-19 pandemic and assessment cancellation by the Minnesota Department of Education.



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

Stonebridge does not have MCA assessment results for 2019-2020 due to the Covid-19 pandemic and assessment cancelation by the Minnesota Department of Education.





## Finances

We are proud that Stonebridge has continuously achieved the state finance award and has managed our budgets very conservatively. During the fourteenth year of operation, Stonebridge continued to demonstrate effective management of its finances. The school made a significant investment through adding 8th grade as well as adding space in their current location. The School Director had overall responsibility for the management of the finances and worked with the Finance Committee and the Board Treasurer to monitor finances, report financial information to the school board monthly, and establish, monitor and revise the annual budget.

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

Robert Procaccini, President

651-636-6358 [robert@diecisf.com](mailto:robert@diecisf.com)

During the 2020-21 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 2019-20 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 2020-21

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 283 students in grades PreK – 8<sup>th</sup>. 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 is about 29% for the year ending 6/30/20.

Three significant expense risks that school foresees in 2020-21:

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 FY20-21 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 more recent year's special education expenses are no longer 100% reimbursed to the school which poses a greater budget risk for the school.

2. Recruitment and retention of instructional staff continue to play an important role in the school's success. The school diligently works to maintain their strong teaching staff.
3. The impact of the COVID-19 pandemic poses risks for a variety of reasons. The school must maintain its enrollment while conducting school in a distance learning environment and technology needs have greatly risen. The school continues to monitor the situation and work through its challenges during the FY20-21 school year.

### **Projection of Financial Position**

Our projected ending fund balance for the 2020-21 fiscal year is expected to be 27% of total budgeted expenditures. The school's goal is to maintain a fund balance of a least 20% 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](mailto:antonioc@pillsburyunited.org)

**Authorizer Charter School Liaison:** Larry McKenzie, [larrym@pillsburyunited.org](mailto: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





## 2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Stonebridge World School

Grades Served: PK-8

WBWF Contact: Heather Newman

Title: Academic Director

Phone: 612-877-70-401

Email: hnewman@sbwschool.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes  No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 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 2019-20 SY. No charter schools should complete this section.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

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

**MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.**

**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.

<https://www.stonebridgeworldschool.org/annual-report/>

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year.** *Report on this measure for the 2019-2020 school year.*

**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.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the **2019-20** school year.
  - 10/27/2020

## District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year.** *Report on your membership list.*

**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 **2019-20** 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	
Heather Newman	Academic Director	
Jeffrey Peterson	Instructional Coach	
Steve Henderson	Special Education Coordinator	
Jeffrey Williams	Dean of Students	
Krista Chong	ELL Teacher/Coordinator	
Ryan Sinda	4/5th Grade Teacher	
Joanna Bender	1st Grade Teacher	
Keisha Feser	2nd Grade Teacher/Mentor Teacher	

### Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.*

**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.**

- 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?

**Limit response to 200 words.**

- The Hiring Committee consists of the Executive Director, Academic Director, the Instructional Coach, and Special Education Coordinator. We work together to ensure all students have experienced, effective, and in-field teachers and staff.  
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 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?

**Limit response to 200 words.**

We have struggled to hire teachers that reflect the diversity of our students. We post on multiple job websites 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.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

**Limit response to 200 words.**

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. At Stonebridge World School 27% of our teachers are of color, 4% are Hispanic, and 8% are of American Indian descent. Our student population shows that 94% of our students are of color

- 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?

**Limit response to 200 words.**

- 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.

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 **2019-20** WBWF summary report submission, *please check the lines below* 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
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>In 2019-2020, 75% of kindergarten students enrolled at Stonebridge World School will have Early Childhood Screening completed and on file at the school.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>In 2019-2020, 5% of Kindergarten students enrolled at Stonebridge World School had Early Childhood Screenings completed and on file at the school.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

**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?

We request the Early Childhood Screening from parents when they enroll their students. Our Office Specialist and Family 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. With our VPK program we will now have more data moving forward into coming school years.

## All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>In the Spring of 2020 the percentage of 3rd grade students who are projected to be proficient on the MCA reading test based on Fall NWEA-MAP reading scores will increase from 25% of 3rd graders (9/36) in 2019 to 30% or 3rd graders (9/28) in 2020.</p> <p>In the Spring of 2020, the percentage of 3rd grade students who are proficient on the MCA reading test will increase from 13% (4/31) in 2019 to 18% (5/28) in 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Unable to report</p> <p>Unable to report</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input type="checkbox"/> Unable to Report</p> <p>Goal not met</p>

### 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?

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 7 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
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>In the Spring of 2020, the proficiency gap between Hispanic students and African American students on the MCA reading test will maintain or decrease from 2% in 2019 to 0% in 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

### 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?

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

## All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>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 25.3% in 2019 to 30.3% in 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

### 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?

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

**The following goal we do not report on.**

**All Students Graduate**

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	<b><i>Check one of the following:</i></b> <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 <input type="checkbox"/> Unable to Report

**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?

Type response here.

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

View list of participating districts required to report progress of goals during the 2019-20 school year. Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.  Type response here.	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.  Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."  Type response here.	Check <b>one</b> of the following:  <input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Unable to Report

**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?

Type response here.

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**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?

Type response here.

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.



## **Integration**

### **Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

## **Impacts from Distance Learning**

### **Narrative is required; 200-word limit.**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

## 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 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**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?

Type response here.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**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?

Type response here.

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## **Integration**

**Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

## **Impacts from Distance Learning**

**Narrative is required; 200-word limit.**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

## Achievement and Integration

**This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.**

View list of participating districts required to report progress of goals during the 2019-20 school year. Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

## Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Type response here.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

### 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?

Type response here.

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

### 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?

Type response here.

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

## **Integration**

**Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

## **Impacts from Distance Learning**

**Narrative is required; 200-word limit.**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

## Racially Identifiable Schools

If your district’s 2019-22 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, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**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?

Type response here.

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

### 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?

Type response here.

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## **Integration**

**Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

## **Impacts from Distance Learning**

**Narrative is required; 200-word limit.**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

## Teacher Evaluation

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

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

## Attachments

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

## Attachments

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

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

## Attachments

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

# Annual Budget

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