

STONEBRIDGE World School



2020-2021 Annual 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.

OUR CORE VALUES

Creative

- We believe it is essential to encourage and respect individualism.
- We believe it is important to create opportunity and a safe place for everyone to show their creativity.

Inquirer

- We believe in fostering an environment which encourages curiosity, questioning and critical thinking, which are essential to lifelong learning.
- We believe it is important to be relentless problem-solvers.

Caring

- We believe in supporting and advocating for the importance of student voice.
- We believe that active listening honors and respects individuals and enhances the well-being of our school community.

Respect

- We believe in creating a space where we respect each other and ourselves.
- We believe everyone in our school community can learn, show compassion, and communicate in a respectful way.

Open-Minded

- We believe in an atmosphere that promotes open minded thinking creating validation for all voices and opinions.
- We believe in supporting, respecting, and honoring each other's cultures.

Risk-Taker

- We believe we can be vulnerable and share our truth, which builds our life skills as global citizens.
- We believe that encouraging risk-taking builds confidence and perseverance.



Introduction

Stonebridge World School successfully opened in September 2007. In 2020-2021 we entered our 14th year and served 298 Pre-K-8th 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-8 students 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 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 implements a school-wide Title 1 plan to ensure that all students can receive the academic support they need to achieve their growth targets. Title I funding is used to help support our Reading Specialist position who provides essential reading support to a range of identified students.

Stonebridge has an extensive professional development annual plan that supports learning goals and objectives and builds teacher capacity and expertise. We provide weekly strategy focused professional development for teachers where they explore and learn strategies to increase student learning and close gaps.

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 in south Minneapolis and has been in our current building since 2010. The Stonebridge Building Company completed the purchase of the current building in 2014 which had been owned by a church with a school as part of the building. Stonebridge World School now leases the building 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. 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 self-control with the goal of returning students to class within a short period of time, to avoid missing critical instruction. They spend time working with students to provide support, problem-solving, interventions and have begun integrating restorative practice with middle school students.



Stonebridge Programs and Services

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 and families who need them: backpacks, school supplies, uniforms, shoes, winter coats, vision screening and eyeglasses, Ready Set Smile dental clinic, Sheridan Story, housing referrals and transportation services. By providing these services we help eliminate barriers that students and families face, and this allows greater focus on academic growth and achievement.

Stonebridge works to encourage participation of the students' parents and guardians in school events. Historically, we hold a parent event each month and alternate between evening events and day events. Some of the more successful events in the past have included Family Bingo Night; Black History event with music, dance and spoken word by students; Gallery Art Night with a replicated gallery opening and several art workshops where families do art projects together, Stonebridge Spring Musical with students involved from grades 2-8, and the book fair where families can purchase books to build a home library.

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 within the school, via phone, or virtually. We have a Parent Involvement Day where parents are encouraged to participate in the classroom and come to lunch.

Stonebridge has a parent advisory group that provides feedback, support and input related to school goals, initiatives, and events. Parents from this group are often involved in helping with school events.

Stonebridge supports regular school attendance by communicating quickly and consistently with parents. We work hard to provide transportation options for students who become homeless or highly mobile to ensure minimum school disruption for students. Stonebridge developed a support team once we moved into distance learning to continue to communicate with families providing support and resources to minimize disruption to student education.

The Social Worker provides well over 40 hours of service per week, through utilizing two graduate level social work intern. The Social Worker and interns focus on discovering and developing relationships with local resources, relevant community organizations that are helpful to families. We have had great success in

supporting families through crisis utilizing developed resources and networking. needs during this time.

Stonebridge is also part of a grant program called City Connects out of Boston College. This program helps support a fulltime licensed school counselor who is trained and works with the teachers to review and assess student strengths and needs. Students then receive a personalized support plan which includes services, resources, and enrichment opportunities. The City Connects Coordinator communicates with caregivers to help initiate these resources and supports.

Special education is the education of students who differ socially, mentally, or physically from their peers to an extent that they require modifications of their educational program. We typically have 45-55 students with varying needs and disabilities and prefer a push-in model for our special education services and we understand that this is not always the best solution for all students. Classroom teachers and paraprofessionals receive information regarding the needs of students in special education and classroom teachers work closely with special education teachers to make sure that our student's needs are being met. 2020-2021 presented many challenges within special education. Smart boards were a great help and at the same time there was a very steep learning curve related to technology for all the special education students. During distance learning attendance was a big issue and it was often difficult to get student logged in and engaged while online. Stonebridge did determine that it was important to bring special education students to the building during hybrid, which really helped get students back on track. It was a challenging year in many ways for everyone. However, we were able to maintain relationships with students and families during a difficult time and effectively transition all our 8th graders to high school including our 8th grade special education students.

Stonebridge has steadily been working on developing after school activities. In the past we have had both a boys and girls basketball team that participates in the Charter School Basketball League; after school tutoring for all interested students including ELL students; a Robotics team that has participated in statewide competitions; and the school musical. During Covid many of these activities were unavailable but are back for the next school year. We also continue to offer free before school drop off at 7:45 AM for the entire school year to support families who had early start times at work.

Innovative Practices and Implementation

Key Success from 2020-2021

1. Designed and implemented three different learning models (distance, hybrid, and in-person) in all classrooms PreK-8. Teachers presented live instruction in all classrooms utilizing grade level curriculum.
2. Progressed towards closing the digital divide for our students by implementing a range of technology school wide. Each classroom was equipped with smart board TV's and every student had an iPad to do distance learning with. We were also able to provide hot spots for families that needed them at a highly discounted rate.
3. Stonebridge World School was able to deliver food to families weekly until we returned to in-person learning.
4. Stonebridge was able to implement a range of COVID protocols and building improvements. This was instrumental in helping prevent COVID outbreaks.
5. Stonebridge successfully implemented year two of our VPK (Voluntary Prekindergarten) Program. We were able to continually serve twenty, four-year old's, amid different learning models.
6. Stonebridge was able to complete construction on an outdoor green space on the playground that includes large stone sitting areas and a range of environmentally friendly plantings.
7. During the months of June and July, Stonebridge held a four-week summer academy. This academy reinforced skills lost due to distance learning and provided a focus on the arts leading to the completion of a mural in the school entry way.
8. The development of a Student Support Team who supported families with daily phone calls and home visits during distance learning providing support and resources to Stonebridge families.
9. Stonebridge World School was able to implement virtual family events that included Hispanic Heritage month activities, a winter celebration, assemblies, Black History Month, and a virtual art gallery.
10. To support our community in the face of local and national social justice issues, Stonebridge developed grade level social justice units to be implemented during the 2021-2022 school year.



Turnaround Arts

Stonebridge is one of 60 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 and Social Justice Units of Study

Through Global and Social Justice 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 and one Social Justice Unit throughout the 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 2020-2021 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 2020-2021 we completed the following service-learning projects, Pollination and the Importance of Bee's, Recycling, Planting, Rules and Citizenship, Community Change and Improvement, Climate Change, BLM, Social Justice Units, 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. Annually we plan the following field trips for each grade level. Due to the COVID-19 pandemic during the 2020-2021 school year we did not participate in any field trips to adhere to all safety measures to prevent the spread of the disease. In the future, we once again, look forward to having this experience available for all students.

Kindergarten:

- Ordway performance

1st grade:

- Mill City Museum
- Ordway performance

2nd grade:

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

3rd grade:

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

4th grade:

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

5th grade:

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

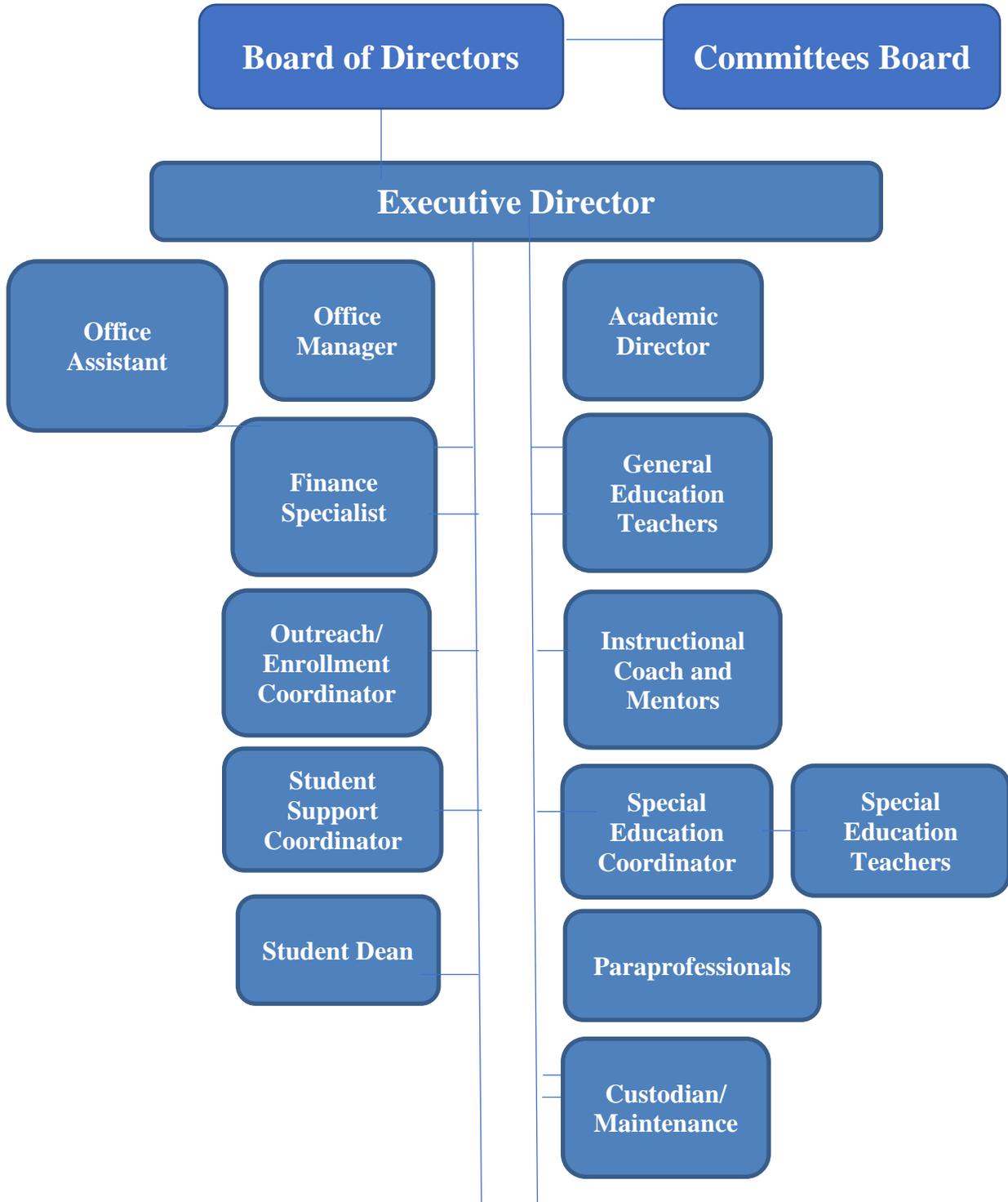
Middle School

- Twins Game



Stonebridge Organizational Chart

2020-2021



Governance and Management **2020-2021 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
Karen Braye	Member	Teacher	kbraye@sbwschool.org

Board Training 2020-2021

1. Open Meeting Law and Data Practices
2. Charter School Finance
3. Safe Learning Models/Distance Learning

2020-21 Annual Meeting: May 25, 2021

School Management and Faculty Information

Name	File Folder Number	Assignment	Years Employed
Barbara Novy		Executive Director	14
Eloisa Segura		Office Manager	.8
Robert Cuadro		Office Assistant	.5
Karla Story		Finance Specialist	7
Andrea Betts		Student Support Coordinator	12
Jeff Williams		Dean of Students	10
Heather Newman	#376056	Academic Director	11
Jeffrey Peterson	#377800	Instructional Coach	7

Teaching Staff 2020-2021

Teacher	Assignment	File Folder #
Marissa Moore	Pre-Kindergarten	#511729
Janice Aziz	Kindergarten	#430828
Kerianne Simmons	Kindergarten	#502185
Joanna Bender	First Grade/Mentor	#489311
Keisha Feser	Second/Mentor	#411585
Francis Dimapelis	Second Grade	#514340
John Greiling	Third Grade	#1004047
Abby Hubbard	Third Grade	#489224
Jessica Rodriguez	Fourth Grade	#518613
Connor Trow	Fourth/Fifth Grade	#509217
Kim Japuntich	Fifth Grade	#485109
Ross Pierce	Middle School Social Studies	#449912
Dan Bahnaman	Middle School Math	#484338
Hailey Fish	Middle School Science	#510890
Colleen Athey	Middle School English Language Arts	#1006120
Blake Hickman	Physical Education Specialist	#446461
Kate Ladwig	Art Specialist	#499468
Tim Kampa	Technology Specialist/Tech Support	#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
Lynnea Forness	Special Education	#446511
Rachel Brown	Special Education	#495878
Maria Sauer	Paraprofessional	
Kevin Turner	Special Ed. Paraprofessional	
Leslie Zimmerman	Special Ed. Paraprofessional	
Sharicka Robinson	Special Ed. Paraprofessional	
Mary Perpich	Special Ed. Paraprofessional	
Sharon Tapani	Special Ed. Paraprofessional	
Latosha Mite	Special Ed. Paraprofessional	

Amber Carlson	Special Ed. Paraprofessional	
Michael Lark	Special Ed. Paraprofessional	
Lionel Silas	Special Ed. Paraprofessional	
Micah Miles	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 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 2020-2021

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

- Certified TAP Evaluator
- PELSB Teacher Relicensure
- QComp Goal Setting
- Cultural Competency Training
- MACS Weekly Meetings
- Weekly MDE Meetings
- PELSB School Year Guidance
- Continuous Improvement Planning
- Dakota County-How to Talk About Race with Students
- Equity Training with Calvin Terrell
- Visual Thinking Strategies
- Technology in the Classroom
- Social Emotional Learning
- LGBTQ

Professional Staff / Teacher Development 2020-2021

- Equity Training with Calvin Terrell
- Visual Thinking Strategies
- Benchmark Literacy
- Responsive Classroom
- Everyday Math
- Connected Math
- Seesaw
- ACCESS training
- NWEA-MAP Training
- Using data to support Teaching and Learning
- Social Emotional Learning
- Understanding Trauma and the Trauma-informed classroom
- Continuous Improvement Planning
- Arts Education
- Arts Conference
- Google Classroom
- Distance Learning
- Zoom
- Technology use in the Classroom
- IXL
- LGBTQ
- Early Childhood



Future Plans

STRATEGIC PLAN

PRINCIPLES AND STRATEGIES

I. Academic Excellence

To ensure all students' needs are being met through rigorous curriculum, instruction and assessment in order to become global learner and citizens.

- Implement school-wide strategies with continuous monitoring that builds critical thinking problem-solving skills resulting in high growth and proficiency on district and state assessments.
- Provide rigorous core instruction from a global perspective in addition to implementing Global Units.
- Continue to implement and expand a multi-tiered system for student support and growth which includes the City Connects program.
- Offer differentiated learning options to meet the needs and abilities of all students which could include multi-age classrooms when appropriate.

II. Equity

To ensure inclusive and culturally responsive practices and actions that facilitate change.

- Develop ongoing opportunities to self-reflect on our implicit and explicit biases and how it impacts our experiences, interactions and teaching.
- Teach from a strengths-based approach that recognizes and celebrates students' differences and promotes their home language and culture.
- Provide resources with accountability on the use of culturally relevant instructional planning and strategies.
- Expand staff recruitment and hiring to reflect the Stonebridge student population.

III. Innovation and Technology

To promote 21st century skills through academic innovation and technology.

- Create global learners by providing world language instruction.
- Provide hands-on opportunities for students to engage, develop, and build upon technological skills.
- Integrate arts and technology into curriculum and instruction in order to enhance student learning and engagement.
- Develop a plan for ongoing professional development in order to increase teachers' ability to effectively integrate technology and the arts

IV. School Culture

To support learning and growth through an equitable, positive, and safe environment.

- Implement a comprehensive PD plan along with the use of PLC/Cluster meetings to engage teachers and staff in continuous collaborative learning.
- Provide resources for staff that support positive school culture (social-emotional learning programs, restorative practices, Responsive Classroom, Envoy).
- Ongoing student attendance planning which includes celebrations as well as strategies to remove attendance barriers.
- Continuous implementation of core values within classrooms and schoolwide.

V. Family and Community Partners

To engage and build positive relationships with families and community partners that strengthen our school community.

- Continue to develop family events, arts enrichment activities and extra-curricular programs for all students.
- Build and maintain relationships with families and community partners through consistent outreach, expanded volunteer opportunities and options to be involved in an advisory capacity.
- Increase home language access for non-English speaking families.
- Continue to implement student service-learning experiences and projects in order to support a culture of giving back to the community and world.

VI. Finance

To develop and sustain effective school management that ensures the appropriate use of resources in order to maintain long term viability and school operations.

- Continue to maintain an annual fund balance at 20-25%.
- Develop and ensure facility upgrades and expansions are made and funded in order to meet the needs of school operations and programs.
- Build enrollment through the development of a comprehensive marketing plan that includes networking, social media and website enhancement.
- Design an outreach and communication plan that engages students, families and the community throughout the school year and summer months.

Focus Areas

- To review assessment data and define student achievement goals with teachers through professional development and regular data meetings.
- To continue to implement the National Institute for Excellence in Teaching (NIET) model which includes weekly professional development (cluster) based on teacher strategies with a field-testing component, follow-up teacher coaching support and evaluation of teacher instructional effectiveness using best practice TAP evaluation rubric.
- To continue the Curriculum Committee, with a focus on formative assessment and current curriculum grade level curriculum. We will review the efficacy of the current curriculum with special focus on language arts.
- To provide professional development for all staff on race and equity to further enhance school climate, culture, and classroom instruction.
- To implement and evaluate the newly designed social justice global unit in all grade levels.
- To continue to implement our Turnaround Arts program that includes arts integration in all subject areas and monthly parent events.
- To focus teacher cluster on implementation of the math framework to increase rigor and develop student critical thinking and problem solving in math.
- Continued integration of smart boards in the classroom and classroom instruction with iPad use.
- Increase parent involvement and input within the school community.

Stonebridge Teacher Incentive /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 Stonebridge Teacher Incentive Program have allowed Stonebridge to add positions to enhance instruction and teacher performance. In 2020-2021, there was an Instructional Coach/ Assessment Coordinator, 3 Mentor teachers, 1 Q-Comp Coordinator.

The Stonebridge Incentive Program is based on four elements designed to enhance teacher performance:

Career Growth and Leadership Skills- Experienced teachers could serve in positions of leadership on the Leadership Team as well as being an Instructional Coach or Mentor Teachers. All these roles, along with administrators, form a leadership team, to set annual student-learning goals, deliver coaching, problem solve, and provide professional support.

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 up to three times a year using the TAP rubric. 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 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.



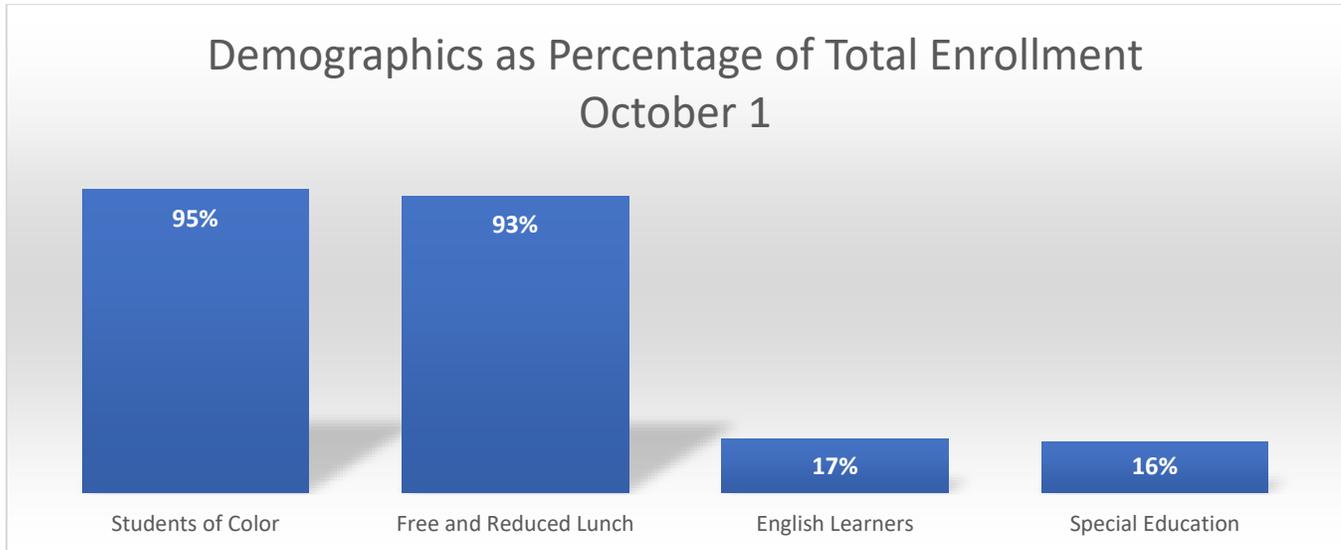
School Enrollment

In 2020-2021 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
2020-2021	20	31	20	38	31	28	27	23	30	26	274	22%
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 st year of school

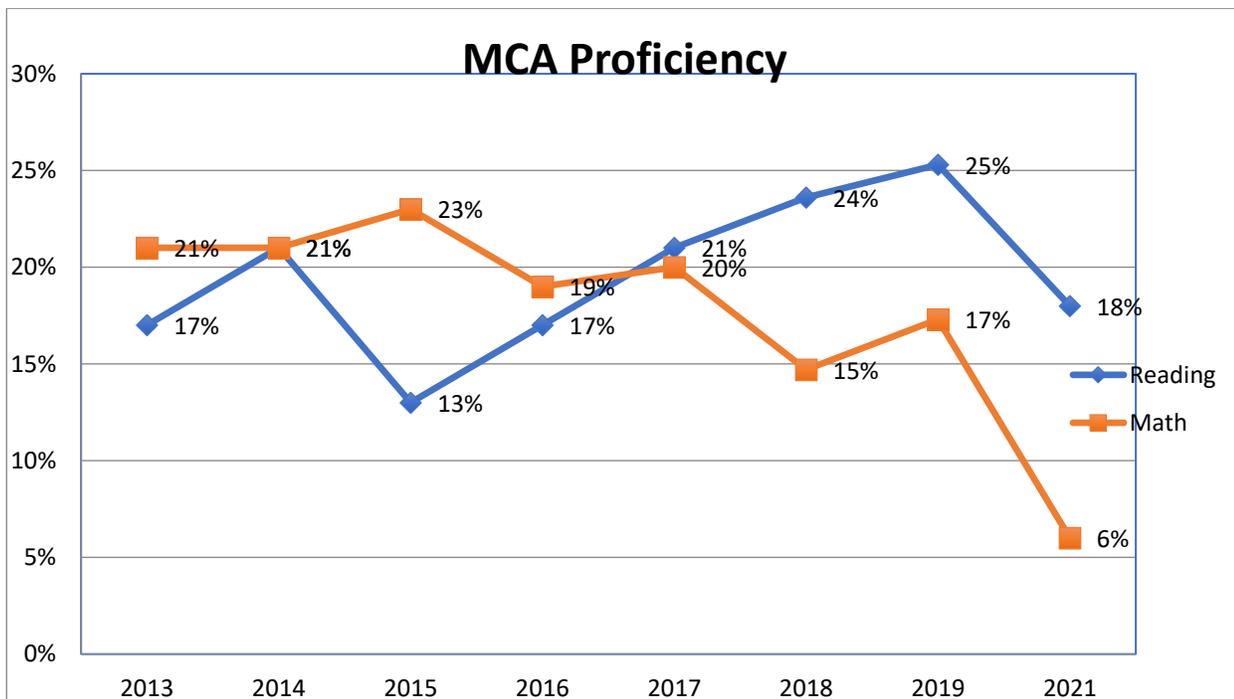
Demographics



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 cancelation by the Minnesota Department of Education. When looking at 2020-2021 data we can see that there was significant learning loss due the pandemic and changes in learning styles throughout the year.

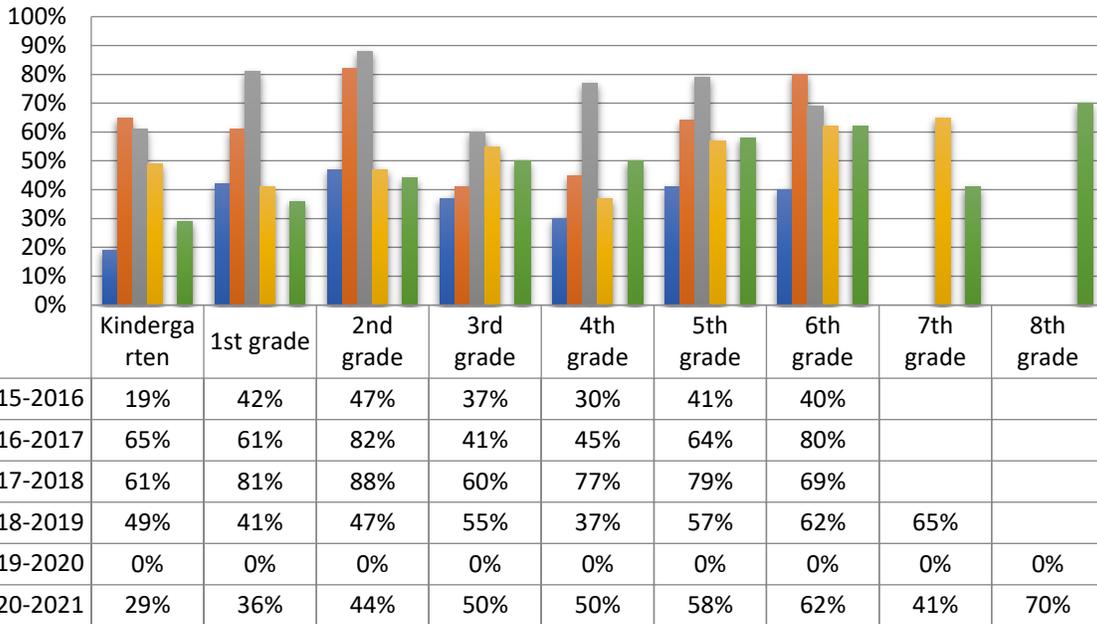


NWEA MAP Testing Growth Goals

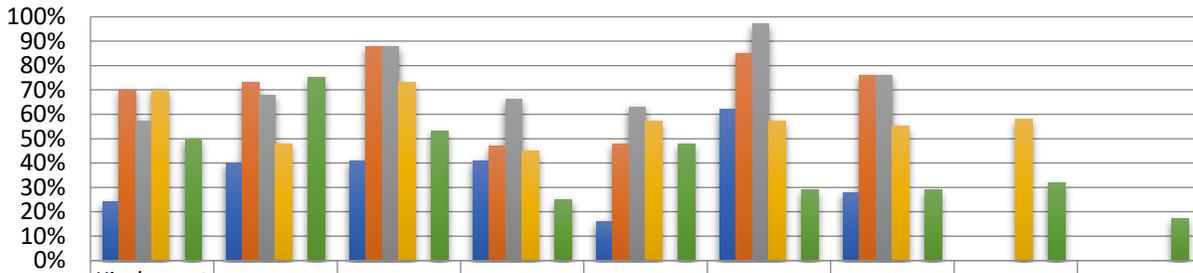
Stonebridge uses Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments for all students, who are assessed three times each year (fall, winter, and spring). Students and classes are given a growth goal to achieve by the end of the school year. With NWEA, we are able to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

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

Percentage of students meeting growth goals in reading



Percentage of students meeting growth goals in math



	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th 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%	
2019-2020	0%	0%	0%	0%	0%	0%	0%	0%	0%
2020-2021	50%	75%	53%	25%	48%	29%	29%	32%	17%

World’s Best Work Force

State legislation requires each school district to develop a World’s Best Workforce (WBWF) plan (state statute, section 120B.11). The plan is a comprehensive, long-term, strategic document that supports and improves teaching and learning. It aligns educational initiatives serving students from pre-k through high school.

The WBWF plan is based on five state goals:

- All students are ready for kindergarten.
- All achievement gaps between students are closed.
- All students in third grade can read at grade level.
- All students are ready for careers and college.
- All students graduate from high school (we do not report on this goal)

Stonebridge World School's World’s Best Workforce (WBWF) plan details how current initiatives and plans work together to help create a quality workforce equipped with the necessary skills for the 21st century.

The WBWF plan must support and improve teaching and learning aligned with the World's Best Work Force goals and must include:

- Clearly defined student achievement goals and benchmarks.

- A process to evaluate each student's progress in meeting the state and local academic standards.
- A system to review and evaluate instruction and curriculum effectiveness.
- Practices integrating high-quality instruction, rigorous curriculum, and instructional technology.
- A collaborative, professional culture that supports teacher quality, performance, and effectiveness.
- Evidence-based strategies for improving curriculum, instruction, and student achievement.
- An annual budget for continuing the district's plan for implementation.

Under the WBWF legislation, the district will publish a report on plan results each fall, hold an annual public meeting, periodically survey stakeholders about their level of satisfaction with the school district, and submit an electronic summary of the report to the state commissioner of education.

The goals we focused on for the 2020-2021 school year are as follows:

All students are ready for kindergarten.

Goal

In 2020-2021, 75% of kindergarten students enrolled at Stonebridge World School will have Early Childhood Screening completed and on file at the school.

Progress

Continually Progressing Towards.

All achievement gaps between students are closed.

Goal

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. There was no data to compare for 2020 so our goal remains the same for 2021.

Progress

This goal was not met for 2021 due to learning loss with COVID 19 and distance learning.

All students in third grade can read at grade level.

Goal

In the Spring of 2021, 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% of 3rd graders

Progress

For the 2020-2021 school year we cannot compare to the 2019-2020 school year due to no data. For the 2020-2021 school year 26% of 3rd graders were projected to be proficient.

(9/28) in 2020. There was no data to compare for 2020 so our goal remains the same for 2021.

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. There was no data to compare for 2020 so our goal remains the same for 2021.

For the 2020-2021 school year we cannot compare to the 2019-2020 school year due to no data. For the 2020-2021 year we had 14% of 3rd grade students who were proficient.

All students are ready for careers and college.

Goal

The percentage of all Stonebridge World School students enrolled in grades 3-8 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.

Progress

For the 2020-2021 school year we cannot compare to the 2019-2020 school year due to no data. For the 2020-2021 school year 18% of 3-8th graders met or exceeded on state accountability tests. We believe this is due to learning loss from COVID 19.

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. robert@diecisf.com 651-309-2233 Ext. 5

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.

The 2020-2021 audited financials are available for review. Please contact the school or Dieci School Finance, LLC at the number listed above for more information.

Two significant revenue risks that our school foresees in the coming year:

1. The uncertainty of enrollment projections is a revenue risk to Stonebridge World School. Recruitment efforts continue to be strong and the school has now grown to serving 293 students in grades PreK – 8 during the last year. 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.
3. The school will continue to manage these risks primarily through the utilization of a healthy fund balance.

Significant expense risks that school foresees in coming year:

1. The special education student population continues to remain high. Maintaining the proper staff, services, and transportation support is 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. Stonebridge continues to have a Special Education Coordinator which is critical to maintain the overall consistency of the program.
2. Recruitment and retention of instructional staff as well as paraprofessional continues to play an important role in the school's success. Covid has played a significant recruitment and Stonebridge continues to work diligently to maintain our strong staffing.
3. The impact of the COVID-19 pandemic poses risks for a variety of reasons. The school is monitoring the situation very carefully and continues to implement important protocols, building improvements and services during this critical time.

Projection of Financial Position

Our projected ending fund balance for the 2021-22 fiscal year is expected to be 27.4% 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 on a regular basis.. The authorizer staff visit the school throughout the year. The Executive Director attends a monthly meeting held by the authorizer. As part of the contract with the authorizer Stonebridge annually completes reporting on contract goals and a Performance Framework with a focus on aggregate student assessment data.

Authorizer: Pillsbury United Communities

Authorizer Director and Liaison: Samantha Diaz, samanthad@pillsburyunited.org

Authorizer Contact Information:

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

Contract Termination Date: June 30, 2024

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)** 2021

Name: STONEBRIDGE WORLD SCHOOL

Registered Office Address:

4530 Lyndale Avenue South
Minneapolis, MN, 55419

Agent No Agent Filed