

# STONEBRIDGE World School



**2022-2023 Annual Report**  
**Building Global Citizens**



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## **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 2023-2023 we entered our 16<sup>th</sup> year and served 346 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-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 close the achievement gap 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 support our Reading Specialist position which provides essential reading assistance to a range of identified students and the instructional coach who support teachers.

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 Northstar Bus Lines to transport our students and Quality Care 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 Support Coordinator and Student Success Coach 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.



## **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, Every Meal, housing referrals and transportation assistance. 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; Annual 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 office staff and social workers work together to provide consistent communication and a support to address both transportation and attendance concerns.

Social workers 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 well developed resources and networking with local organizations.

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 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 services are provided when a student has been identified through a rigorous evaluation process as needing additional resources, support, and modifications to their school day. We typically have 15-18% of students with varying needs and disabilities that need the support of special education services. 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 a student's needs are being met. It was a successful year in special education. Caseloads moved up quickly in the year to more than 20. We were tremendously lucky and were able to hire another special education teacher who brought a lot of energy to the team and excelled at building relationships with our younger students. With a full team, we were able to complete upwards of 20 special education evaluations over the course of the year and our students consistently made progress towards their goals and objectives. We also purchased and learned new reading curriculum which will be an asset to the program going forward.

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; the ACES program and range of other one-time activities like a chess/games group; dance group with a range of dances; Spanish Heritage Speakers. 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 2022-2023**

- Continued to implement technology and smart boards in all classrooms and effectively integrate technology into curriculum.
- Continuing to build technology capacity with students and utilizing on regular basis in classrooms and for academic work.
- Provided coaching support to teachers which includes peer mentors, reading and math coaching.
- Upgraded the building school wide which included additional camera, speakers, lighting, and evening cleaning services.
- Successfully implemented year three of our VPK (Voluntary Prekindergarten) Program and were able to serve twenty, four-year old's.
- Initiated after school activities for the first time since covid pandemic.
- Stonebridge held a four-week summer academy and reinforced skills in language arts in addition to adding an arts component.
- Transitioned to a new assessment model within the school called Fastbridge
- Provide nine in person family events throughout the school year to build student and family engagement.
- Purchased and implemented in all grades a social emotional curriculum.
- Developed a plan for going forward as a PK- 6 charter school and worked to ensure all middle school students had resource information and desired placement options.
- Added music position and implemented a music curriculum for all grades.
- All grades' levels have initiated a social justice unit as part of global studies.

## Turnaround Arts

Stonebridge is one of over 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 and is eligible to apply for grants which support arts programs at Stonebridge.

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 examples in 2020-2023:

Who We Are	Senses To Discover World Celebrations Around World Families and Homes
Where We Are In Place and Time	Diverse Cultures and Traditions
How We Express Ourselves	Gross Motor Skills (scarf dancing) Storytelling
How The World Works	Weather and Seasons
How We Organize Ourselves	Communities Around the World Roles and Responsibilities Simple Machines
Sharing The Planet	Plants and Animals Needs and Sharing Exploring Living Things Animal Life Cycles- Habitats Plant Life Cycles – Growing Flowers
Social Justice	What Makes Me/How We Are Same & Different/Standing Up/Using our Voice Injustice Problem Solving -Wrote letters Revolutions World-Wide Pollution of Earth – Made bird houses out of milk cartons

## 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 2022-2023 we completed the following service-learning projects: Pollination and the Importance of Bee's- planting pollinators, Recycling and the Planet – Community Clean up, Rules and Citizenship – Sharing rules and rights, Importance of Reading – Buddy Reading, Community Change and Improvement – Sending letters, How to take Care of the Earth – Community Cleanup, Plant Life Cycles –Fundraising to plant trees, White Helmets Documentary – Fundraiser for earth quake victims, Right to Vote – Get Out Vote for Kids, Aging and Seniors - May Day Baskets for local Seniors.



## **School Highlights**

### **Pre-K**

Students spend much of their time on the structured units related to the Minnesota Learning Standard for literacy and math. Story time is part of their day bringing all themes together and making meaningful connections and students get excited each week to go to the library and check out books. One of the biggest goals is to help students write and recognize their name and writing is paired with phonics using a variety of multiple sensory learning experiences including shaving cream, play dough. Learning experiences were enriched by STEM playdates with the MN Academy of Science, various story tellers and global themes.

### **Kindergarten**

Students really liked spending time on addition, subtraction, 2 and 3 D shapes and loved counting backwards from 20. Students also spent time on IXL reviewing and practicing skills on their iPads. Kindergarten worked on writing their names, simple sentences and using capital and punctuation. They wrote in their plant journal weekly, did story -telling, acted out stories. They worked on growing flowers and making planters out of recycled soup cans. They learned letter sounds, sight words and love singing letter songs. They also had fun taking care of their classroom.

### **First Grade**

Math was enjoyed by students with favorites including math games, mental math fluency, using math manipulatives. Students loved literacy and had fun with the readers theater that is part of each learning unit. They learned to use character, voices and practice their fluency while performing in front of their class. Students practiced handwriting skills and worked on writing complete sentences in their journal. Global units were successful, and students were excited to learn about the life cycle of a butterfly and watch caterpillars grow. Students learned about plant cycles, planted flowers in pots and took them home to plant in their community.

### **Second and Third Grade**

Students liked and used IXL very productively to review and refine math skills on their iPads. Language arts included guided reading groups focusing on phonics and vocabulary to help build reading levels. Students practiced sentence writing, research writing and short stories. They were excited to participate in the Cowles Dance residency again this year which explores a range of dance. They really loved creating stop motion videos to show their learning with plant life cycles. Students explored six simple machines and were able to create a simple machine.

with a wheel and axel. They visited both the Arboretum and MIA as part of their Water is Life learning and field trip. Students also loved making flutes out of straws and working in music with them.

### **Fourth and Fifth Grade**

Students love the challenge of memorization with basic multiplication and division facts. In language arts students really excelled at building strong skills in summarizing, making inferences and identifying point of view. They spent time exploring water cycles, animal cycles and how cycles affect the environment moving into concepts of recycling and about how all of these cycles affect all of us and the planet. They created posters related to recycling and saving the planet and did a small display/demonstration for the cars passing the school on Lyndale Avenue.

One of the things they loved the most is creating a program called 'Reading is for Everyone' and became reading buddies with the kindergarten students.

### **Middle School 6-8**

Students were engaged in literacy and read several novels over the course of the year. Often these novels gave them insights into the civil rights movement, Jim Crow and people battling cancer. Students learned about culture, regions, religion, food and more about different countries around the world. They did project base activities creating their own children's book based on a novel they were reading as well as comic strips, digital creations, and posters. They spent time learning about climate change and pollution and decided to clean up a local park. They focused on world geography learning about the White Helmets in Syria and wrote messages of support to this group. Students explored the current climate of censorship and book banning in parts of the United States and wrote letters to representatives expressing their opinion. Middle school took a final trip to Valley Fair which was an exciting fun last day for everyone.

### **Art**

Students were introduced to a range of skills which were incorporated into projects of clay, painting, weaving, collage, Paper Mache, and drawing. They learned about art related to range of holidays country's and ancient cultures and artists around the world. Digital art was introduced to middle school they worked with graphic design, photography, grid drawing, and animation. Students made bracelets, 3 D forms out of cardboard. All of this fabulous art was on display at the annual art gallery night when families attend to view art and participate in art-based workshops.



## **Music**

Students worked on building coordination through using instruments, reading rhythm, keeping a steady beat and movement activities. Early music skills were developed through singing and playing a rhythm instrument in an ensemble. Intermediate skills developed through improvisation with rhythm instruments in an ensemble and staying on beat. Encouraging curiosity and student led learning by teaching about the science of sound and music. Students also spent time appreciating music from other cultures through a reflective listening time, drawing to music, watching live concerts, and using African Drums.

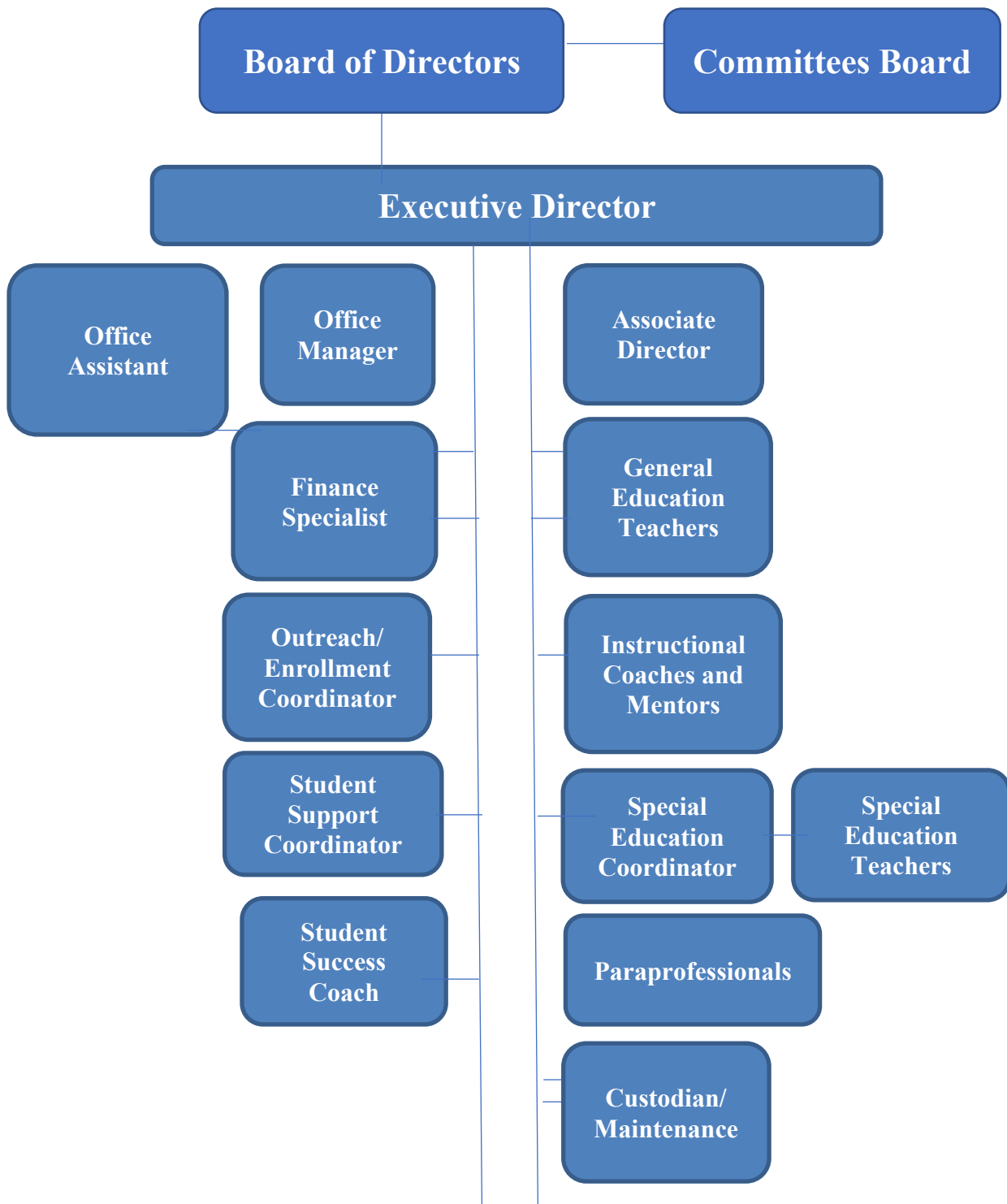
## **Physical Education**

Students learned muscle groups like biceps, triceps, quadriceps, and exercises correlated to each muscle group. They focused on a variety of team sports like basketball and soccer learning how to throw and kick a ball and make change of direction effectively and safely in sports. The younger students did parachute play and focused on active group games and activities. All students worked hard on being good sports and working together as a team in a safe way to meet state standards.



## Organizational Chart

2022-2023



## **Governance and Management**

### **2022-2023 Board of Directors**

Name	Board Position	Group	Email Address
Dr. Stanley Brown	Chair	Community Member	<a href="mailto:sbrown@sbwschool.org">sbrown@sbwschool.org</a>
David Kloskin	Treasurer	Community Member	<a href="mailto:dkloskin@sbwschool.org">dkloskin@sbwschool.org</a>
Kiesha Feser	Member	Teacher	<a href="mailto:kfeser@sbwschool.org">kfeser@sbwschool.org</a>
JoAnn Knutson	Member	Community Member	<a href="mailto:jknutson@sbwschool.org">jknutson@sbwschool.org</a>
Karen Braye	Member	Teacher	<a href="mailto:kbraye@sbwschool.org">kbraye@sbwschool.org</a>
Christy Jackson	Member	Parent	<a href="mailto:cjackson@sbwschool.org">cjackson@sbwschool.org</a>

### **Board Workshops/Training 2022-2023**

1. Charter School Finance, ESSER, Lease Aid
2. Data /Assessment Overview and Data Dive
3. Governance and Open Meeting Law
4. Restorative Practices

### **2022-2023 Annual Meeting: May 23, 2023**

- Board member term nominations
- Board officer nominations 2023-2024



## School Management and Faculty Information

Name	File Folder Number	Assignment	Years Employed
Barbara Novy		Executive Director	16
Ebony Owens		Office Transportation Specialist	1.0
Alberto Martinez		Office Food Specialist	2.0
Karla Ramirez		Finance Benefits Specialist	9
Andrea Betts		Student Support Coordinator	14
Gerald Burrell		Student Success Coach	8
Heather Newman	#376056	Associate Director	13
Jeffrey Peterson	#377800	Instructional Coach	9
Hilary Kelly		City Connects Coordinator	3



## **Teaching Staff 2022-2023**

Teacher	Assignment	File Folder #
Marissa Moore	Pre-Kindergarten	#511729
Bridget Collins	Kindergarten	#1004047
Maria Sauer	Kindergarten	#1015840
Joanna Bender	First Grade/Mentor	#489311
Francis Dimpelis	First Grade	#514340
Keisha Feser	Second/Third/Mentor	#411585
Janice Aziz	Second Grade	#430828
Abby Hubbard/Karen Braye	Third Grade	#489224/#363110
Kiel Hutchins	Fourth Grade	#431599
Kim Japuntich	Fourth/Fifth Grade	#485109
Nora Mohamed/Jeffrey Peterson	Fifth Grade	#1009034/#377800
Kiran Raghubir	Middle School Science	#1021531
Chole Johnson	Middle School Humanities	#1010053
Heather Newman	Middle School Math	#376056
Brian Ness	Physical Education Specialist	#1019783
Karen Braye	Reading Specialist	#363110
Isabel Betsill	Art Specialist	#1011421
Sarah Biser	Music	#1022134
Deena Whitwam	ESL	#1010995
Steve Henderson	Special Education Coordinator	#470712
Lynnea Forness	Special Education	#446511
Keegan Lekus	Special Education	#851715
Jessica Theroux	Special Education	#455907
Champaign Hale	Special Ed. Paraprofessional	
Rachel Westby	Special Ed. Paraprofessional	
Leslie Zimmerman	Special Ed. Paraprofessional	
Sharicka Robinson	Special Ed. Paraprofessional	



Erashay Jones	Special Ed. Paraprofessional	
Michael Lark	Special Ed. Paraprofessional	
Shawntra Esaw	Special Ed. Paraprofessional	
Ciara McGriff	Special Ed. Paraprofessional	
Michael Lark	Special Ed. Paraprofessional	
Gerald Burrell	Special Ed. Paraprofessional Lead	
Stephen Kennedy	Special Ed. Paraprofessional	
Kelby Brandanger	Special Ed. Paraprofessional	
Lakshmi Raghubir	Special Ed. Paraprofessional	
Johhnesha Houston	Special Ed. Paraprofessional	
Savannah Smith	ELL 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 shared with the Stonebridge Board of Directors and reported on annually.

### **Executive Director Development 2022-2023**

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

Equity training and book study	Restorative Justice Overview
PELBS training	Mental Health/Suicide Prevention
VPK Program Overview	Visual Thinking Strategies
Envoy and Café Training	Turnaround Arts Program Integration
Minnesota ESSA plan and components	Social Emotional program components
Regional Center for Excellence training	Governance and Open Meeting Law
State Policy Legislative Forum	Emergency Procedures

### **Professional Staff and Teacher Development 2022-2023**

Equity Training and Book Study	Turnaround Arts
Responsive Classroom	Spoken Word
Infinite Campus	Envoy and Envoy Café
Morning Meeting – RC Model	Global Units/Social Justice Units
Mission, Vision, and Values	City Connects
MS Advisory	Emergency Meds and OSHA
Restorative Practices	NIET Overview and Rubric
Visual Thinking Strategies	SPED Overview and IEP accommodations
Student Led Conferences	Behavior Plan and Steps
Social Emotional Learning	Fast Bridge
Implementing Arts in Curriculum	Math Interventions and Games
Gold Assessment	Second Step
LBGTQ	Mental Health and Trauma

## **Principles and Strategies**

### **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.

### **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.

### **Innovation and Technology**

To promote 21<sup>st</sup> 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.

### 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 with-in classrooms and schoolwide.

### 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 to support a culture of giving back to the community and world.

### 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 implement PLC model of weekly professional development and support with teachers which includes follow-up teacher coaching. PLC's are focused on implementation of formative assessment to increase teacher skill in utilizing the steps in this model.
- To continue the Curriculum Committee, with a focus on formative assessment and current curriculum grade level curriculum. Review of the efficacy of the curriculum with focus this year on language arts curriculum.
- To provide professional development for all staff on equity issues and concerns to further enhance school climate, culture, and classroom instruction.
- To implement and evaluate the newly designed social justice global unit in all grade levels; review and update other grade level global units.
- To continue to implement our Turnaround Arts program that includes arts integration in all subject areas, monthly parent events and the addition of music curriculum.
- Continue to offer teacher support with the math framework to encourage student critical thinking and problem solving in math.
- Continued integration of smart boards in the classroom and curriculum along with enhanced student use of technology during academics.
- To hold monthly parent events to increase parent involvement and input in the school community.
- Continued implementation of social emotional curriculum in all classrooms which builds the classroom community and helps build positive student behavior.
- Focus on increasing student school attendance through regular parent notification and timely follow up and support with families.

## **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 2022-2023, there was an Instructional Coach/Assessment Coordinator, Reading Coach, Math Coach and 3 Mentor teachers.

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 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/PLC meetings to examine student data, engage in collaborative planning, and learn instructional strategies.

**Evaluation** - Teachers are observed in classroom instruction up to three times a year using the NIET 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** – As part of 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

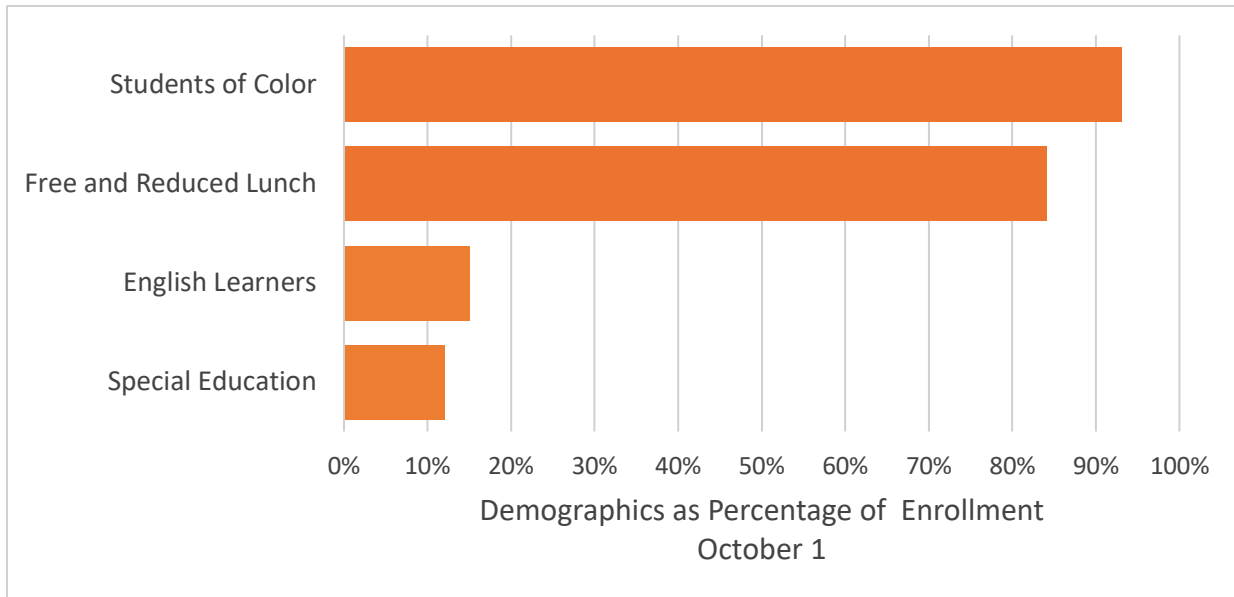
In 2022-2023 Stonebridge continues to serve families across Minneapolis as well as the neighboring communities of Richfield and parts of Bloomington. We have focused outreach efforts in south Minneapolis and Richfield in an effort to continue to build connections with communities close to Stonebridge. This past year Stonebridge served grades PreK-8.

### Enrollment and Attrition

School Year (year-end)	Pre K	K	1	2	3	4	5	6	7	8	Total	Attrition
2022-2023	18	35	38	27	25	38	22	29	23	23	278	10%
2021-2022	20	40	31	27	39	30	35	35	24	28	309	13%
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		256	25% (High % of family's moved out of district at the end of school year)
2017-2018		34	43	41	34	33	37	29			251	14%
2016-2017		38	45	42	46	41	31	38			281	19%
2015-2016		44	40	49	44	45	36	37			293	39% (Homeless/Mobility high)
2014-2015		42	43	38	44	37	31	21			256	24%
2013-2014		33	42	44	39	38	20	16			234	32%
2012-2013		42	35	43	31	17	19	16			203	36%
2011-2012		45	42	36	17	23	22	16			201	35%
2010-2011		40	38	16	21	19	13	N A			147	30%
2009-2010		44	23	20	20	15	14	N A			136	40% (school moved location)
2008-2009		22	19	20	21	13	13	N A			108	12%
2007-2008		23	22	21	20	24	12	10			111	1 <sup>st</sup> year of school



## Demographics



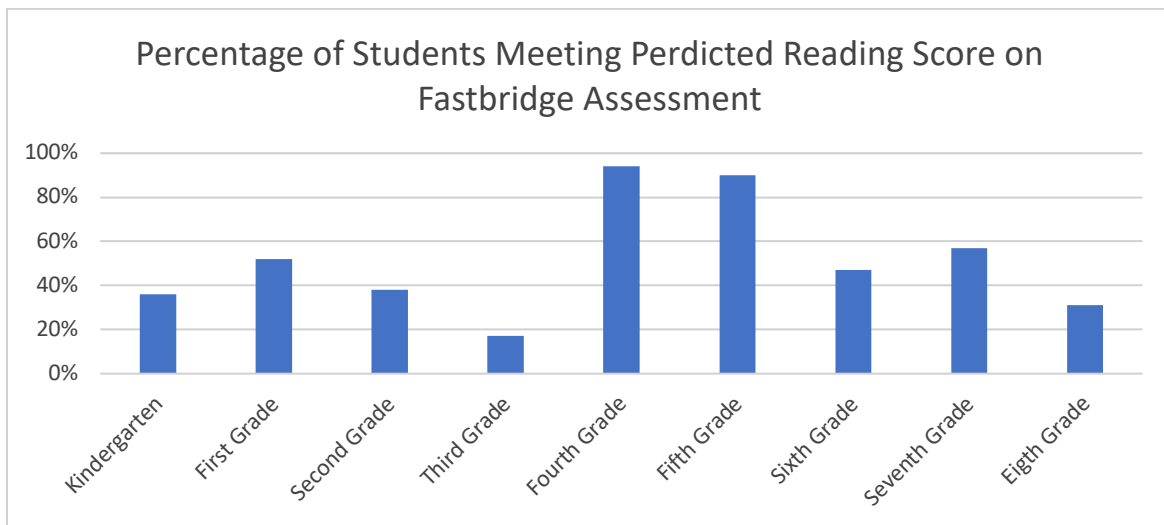
## **Academic Performance**

### **Fastbridge Universal Screener Assessment**

Research from Fastbridge states the best way to assess a student's reading level and math skills is to conduct universal screening three times a year (e.g., fall, winter, spring) for the purpose of identifying students who may benefit from additional instructional support. The earlier a reading and math difficulty is identified, the easier and more effective it is to provide intervention.

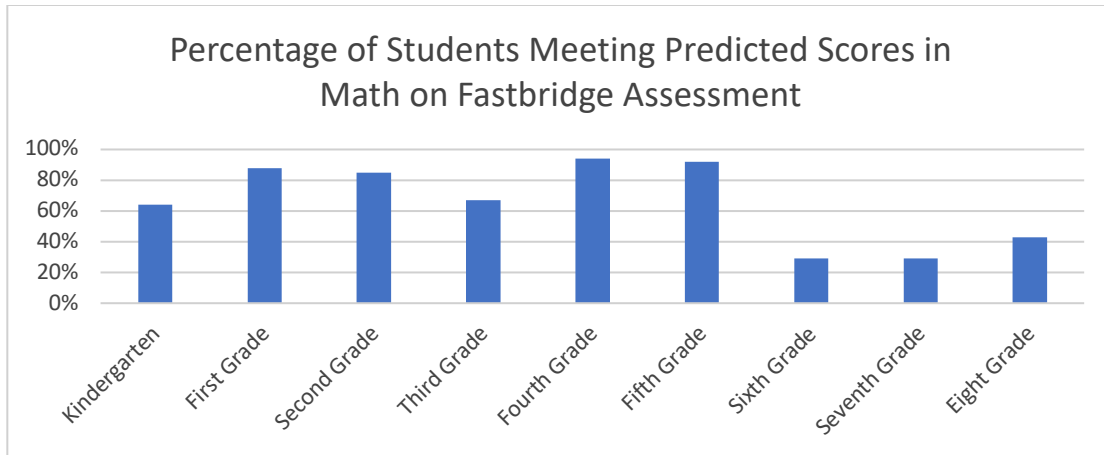
Fastbridge aReading is a computer-administered adaptive universal screener that measures broad reading ability. Developed for students in grades K–5, it targets concepts of print, phonological awareness, phonics, vocabulary, and comprehension and aligns with national reading standards.

Renaissance. (nd). Understanding CAT and CBM reading assessments.  
<https://www.renaissance.com/products/fastbridge/fastbridge-reading/>



Fastbridge aMath is a computer-administered universal adaptive screener that measures broad mathematics skills, identifies students in need of additional instruction, and predicts performance on state accountability measures.

Renaissance. (nd). Understanding CAT and CBM math assessments.  
<https://www.renaissance.com/products/fastbridge/fastbridge-math/>

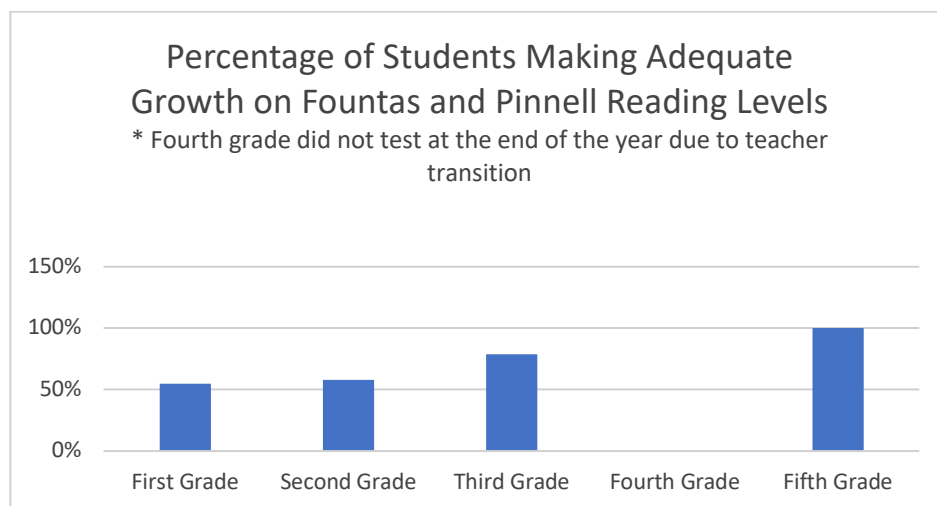


### **Fountas & Pinnell**

The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

Using the comprehensive Fountas & Pinnell Benchmark Assessment Systems to determine students' independent and instructional reading levels according to the F&P Text Level Gradient™, teachers are able to observe and quantify student reading behaviors, engage students in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to responsive teaching.

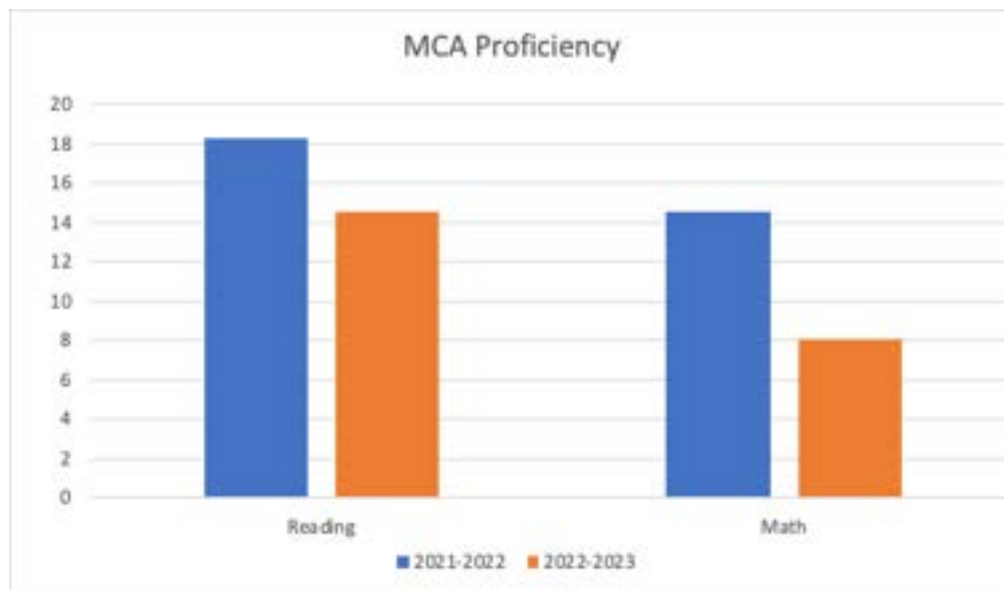
Fountas & Pinnell Literacy. (nd). <https://www.fountasandpinnell.com/assessment/>



## Minnesota Comprehensive Assessments

To provide important snapshots of student learning, Minnesota students take some form of the Minnesota Comprehensive Assessments, or MCAs. The MCAs are given in the spring of each year to students in grades 3–8 in reading and math. In high school, Minnesota students take one last Reading MCA in grade 10 and one last Math MCA in grade 11.

Minnesota Department of Education. (nd). Minnesota's academic standards-based assessments. <https://education.mn.gov/MDE/fam/tests/MinnesotasAcademicStandards-BasedAssessments/>



## **Finances**

We are proud that Stonebridge has managed our budgets very conservatively and has had another successful year financially. During the sixteenth year of operation, Stonebridge continued to demonstrate effective management of its finances. 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 the 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@diecisle.com](mailto:robert@diecisle.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 2022-2023 audited financials are in process and will be available for review upon completion. 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 with the number of PK-8 students at the end of the year at 278 with having served 346 students over the course of the year. In 2022-2023 the school made the decision to end middle school and move forward with PK-6 going forward. This decision was made for several reasons which included the planned middle school building expansion was not able to go forward due to current conditions with building costs, interest rates and supply chain issues all directly related to the Covid pandemic. In addition, Stonebridge, like many

schools across the state and country, had extreme difficulty hiring teachers since the covid and middle school subject teachers have been in extremely limited and in high demand. We also are very aware of the impact Covid had on all student academics and saw the real need for 6<sup>th</sup> grade students to close skill gaps by remaining in integrated classroom with one teacher for one more year. Stonebridge fully understands that enrollment will be in a transition over the next couple of years due to the grade configuration change with outreach and enrollment being monitored regularly.

2. The state holdback continues to be a risk factor. Currently, the state's holdback is at 10% but it's subject to change based on the state's economic outlook, which is currently good.
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 fluctuate with many new students arriving with Individual Education Plans. Maintaining the proper staff, services, and transportation support is critical to supporting the success of this population segment. Maintenance of effort must always 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 had a significant impact on recruitment and Stonebridge continues to work diligently to maintain strong staffing.
3. Continued outreach and oversight on student enrollment will be very important as Stonebridge moves forward having added a second pre-k and moving forward as PreK- 6 school.

### **Projection of Financial Position**

Our projected ending fund balance for the 2022-2023 fiscal year is expected to be 32.8% 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:** Alul Yesak [AlulY@pillsburyunited.org](mailto:AlulY@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)** 2023

**Name:** STONEBRIDGE WORLD SCHOOL

**Registered Office Address:**

4530 Lyndale Avenue South  
Minneapolis, MN, 55419

**Agent** No Agent Filed