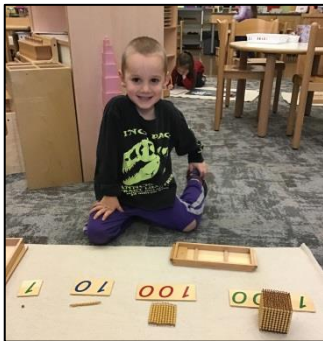
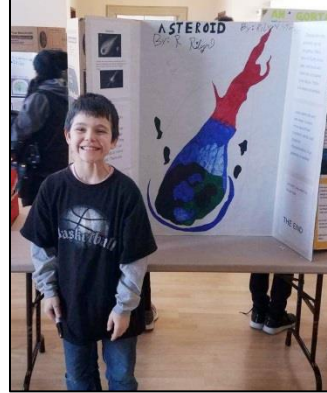


# SRMCS

Swan River Montessori Charter School



## Swan River Montessori Charter School #4137-07 World's Best Workforce & Annual Report 2018-2019

Board Approved on 11.20.19

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# School Information

## Contact Information

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## Grades/Ages Served



Charter School: Kindergarten through 6<sup>th</sup> grade  
Children's House Program: Ages 3-6

## Year Opened

Swan River Montessori Charter School opened in 2005.

## Mission

The mission of SRMCS is to provide a child-centered environment for self-directed and personalized learning in a small community based public school with an emphasis on the natural environment.

## Vision

Swan River Montessori Charter School's vision is to employ an inter-disciplinary approach to education by teaching the whole child (heart, mind, and soul). The Montessori learning environment is designed to foster this whole child approach by meeting the child's inherent needs of self-discovery, creativity, independence, and competence.

Swan River Montessori Charter School will create a kind, respectful environment where each child has a sense of belonging. Learning at Swan River Montessori Charter School involves the student, the student's family, the teachers, and the larger community. Swan River supports family and community participation in each child's education by utilizing and appreciating community resources and the natural world as a learning environment.

## **Authorizer Information**

The authorizing mission of the Audubon Center of the North Woods (ACNW) is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effect oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.



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Director of Charter School Authorizing

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## **SRMCS and ACNW: A Brief History**

The relationship between Swan River Montessori and Audubon Center of the North Woods began in 2004 when the school's sponsorship was made official by the State of Minnesota. SRMCS is currently in its third 5-year contract term with Audubon that began July 1, 2016.

ACNW has been an integral part of our school since we opened our doors in 2005. They have provided guidance in many areas including school environmental stewardship, board governance, financial oversight, and academic accountability. Our relationship with Audubon is strong and we look forward to many more years partnering with their organization as our authorizer.

## **Purpose of the Annual Report**

This report is prepared annually by the SRMCS administration and approved by its Board of Directors. Its purpose is to tell our story to the Minnesota Department of Education; our Authorizer, Audubon Center of the North Woods; the SRMCS community; and the community at large.

# Implementation of Primary & Additional Statutory Purposes

## Minnesota Statute 124E.01, sub. 1 (formerly known as 124D.10, sub. 1)

As written in the statute:

“The primary purpose of all charter schools is to improve all pupil learning and all student achievement.”

As Montessorians, we believe that pupil learning is a natural, internally motivated process that is inherent in every child. Simply stated, every child wants to learn. Our job as a Montessori charter school is to provide an appropriate and prepared environment that is conducive to how a child desires to learn and the pace in which it is done. If we follow the child and respect how each absorbs information, student learning becomes enjoyable and inevitable. When student learning is enjoyable and inevitable, student achievement increases as a natural response. Therefore, our teachers spend a large portion of their time ensuring each classroom has a variety of learning materials in each subject area, that these materials are well-maintained, organized, and sequenced correctly, and that each student understands how to use these materials to gain the knowledge s/he is seeking. We also provide the freedom for students to make choices about what materials to use and how long and how often they wish to use them. By giving this type of respect to each child, no matter what his/her learning style and pace is, anyone would see how each rises to the occasion.

The five additional purposes listed in statute are listed below and include our methods of implementation underneath each point.

- (1) Increase learning opportunities for all pupils;
  - a. Being a Montessori school, SRMCS offers a variety of materials in each academic subject as well as a variety of materials for each category within said subject. For example, within the subject area of mathematics, there are four operations – addition, subtraction, multiplication, and division. Not only may a child choose which operation to work with, they also choose from a variety of materials within each operation. Addition alone has anywhere from 5-10 different types of materials to support learning how to add both concretely and abstractly.
  - b. Outside of the general education classrooms, Swan River also provides additional learning opportunities that perhaps other schools would not or could not provide due to sheer size. Because Swan River can cap its enrollment numbers, we have control over keeping our class sizes smaller. This allows us to provide more 1:1 teaching time, we can easily use the outdoors as a classroom because supervision is more manageable, we have assistants in each classroom for additional support (and keeps our student to teacher ratios low), and we are able to provide additional instruction in areas like environmental education consistently and without time/scheduling issues.



(2) Encourage the use of different and innovative teaching methods;

- a. Our students have three primary freedoms as part of our educational method. First, they have the freedom of movement – students may move throughout the classroom and work in any area of the room as they choose without needing the permission of an adult so long as it is purposeful. Second, they have the ability to choose. This includes what material they wish to use, where to use it, and how long. Finally, they are given the freedom to repeat. People often underestimate this freedom because we tend to think that if we have done some once and done it well, then we do not need to do it anymore. We believe the opposite is true. Encouraging students to repeat solidifies knowledge and solidified knowledge leads to mastery and mastery is our ultimate goal.



(3) Measure learning outcomes and create different and innovative forms of measuring outcomes;

- a. There are two primary means of measuring progress in a Montessori setting outside of standardized assessments.
  - i. Observation – It is very common for a Montessori teacher to spend a portion of his/her day sitting quietly in the classroom to observe and take notes on students. Specifically, they look for purposeful movement, level of student engagement, potentially struggling students who may need additional support of some kind, and students who are showing mastery of a particular material/topic.
  - ii. Peer Teaching – When a child has mastered a particular topic, it is very common that the teacher may ask that child to teach or support another child who hasn't yet. The idea behind this is simply that if a child has the knowledge to teach another, it not only proves mastery, but builds the self-esteem and level of independence of the child being given that special responsibility.

(4) Establish new forms of accountability for schools;

- a. Being a small charter school, we have the ability to establish and hold higher accountability standards more closely than perhaps a large district with numerous schools could. Rather than relying primarily on quantitative assessment data, we are able to incorporate a deeper level of accountability. Examples include
  - i. collecting thorough, specific data on student and parent satisfaction;
  - ii. teachers are able to provide detailed, quality evaluations of the school director and vice versa;
  - iii. The school board and its members are more easily accessible to families, teachers, and the community. They know our teaching staff well, including individual strengths and weaknesses; and

iv. The relationship between SRMCS and its authorizer, Audubon Center of the North Woods, is a positive, supportive partnership rather than hierarchical system. This type of relationship encourages increased dedication to our school and its educational method. Our authorizer is yet one more means of holding Swan River accountable for pupil learning.



(5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

a. One of the foundational differences between traditional districts and charter schools is that a charter is its own district and, therefore, has its own school board. Additionally, the members of the school board include licensed teachers who work for the school. This allows decisions to be made with the direct input and voting rights of the teachers themselves.

## Student Enrollment & Demographics

### Number of Students Enrolled

Since SRMCS opened its doors in 2005, we have been fully enrolled at every grade level with waiting lists. We have been fortunate with respect to enrollment as most of our families find us via word-of-mouth.

Below is a chart which provides trending enrollment data by grade level.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (est.)
Kindergarten	24	25	27	27	24
1st Grade	22	26	23	25	24
2nd Grade	25	24	28	23	27
3rd Grade	28	24	23	26	24
4th Grade	27	27	24	22	26
5th Grade	19	25	25	24	21
6th Grade	4	8	8	12	14
<b>Average Daily Membership (ADM)</b>	149	159	158	159	160

## Key Demographic Trends

Looking at the data provided below, trends regarding demographics have remained consistent. The City of Monticello is composed largely of Caucasian and Latino families. While there is little we can do about the surrounding racial demographics, it is part of Swan River's mission to provide a Montessori education free of charge to all families who seek it. Therefore, we make providing any sort of financial assistance a priority. This includes scholarships for field trips, school supplies, snack programs, and promotion of the Free and Reduced Lunch Program.

Demographic Trends	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (est.)
Total Enrollment	149	159	158	159	160
Male	62	73	78	78	78
Female	87	86	80	81	82
Special Education	24	36	40	38	35
LEP	0	0	0	0	0
African American	0	2	4	3	2
Latino	5	6	2	0	0
Asian/PI	3	3	6	2	2
American Indian	2	2	1	0	0
White	139	146	145	154	156
F/R Lunch	12	16	24	19	18

## Student Attendance, Attrition & Mobility

### Attendance

Overall, student attendance at SRMCS is very positive. Since we opened in 2005, we have had very little issue with excessive student tardiness or absenteeism, which is reflected by our 95%+ yearly attendance rates.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Overall Student Attendance Rate</b>	95.69%	96.02%	95.84%	95.65%	96.02%

### Attrition

There are three primary reasons that a student may dis-enroll from our program.

1. 5<sup>th</sup> grade students may choose to attend their local middle school for 6<sup>th</sup> grade.
2. The family relocates to a residence too far away to commute to Swan River.
3. A student chooses to enroll in his/her home or other school district.

The following table offers statistical insight into student attrition/retention trends at SRMCS.

<b>Reason for Dis-enrollment</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Transferred to Local Middle School for 6 <sup>th</sup> Grade	5/146 = 3.4%	9/149 = 6.0%	11/159 = 6.9%	16/158 = 10.1%	<b>14/159 = 8.8%</b>
Relocation of Primary Residence	0	0	0	1/158 = .6%	<b>0</b>
Transfer to Student's Home District	1/146= 0.6%	1/149 = .06%	2/159 = 1.2%	1/158 = .6%	<b>1/159 = .63%</b>
Total % of Students to Dis-Enroll	6/146= 4.1%	10/149 = 6.7%	13/159 = 8.1%	18/158 = 11.4%	<b>15/159 = 9.4%</b>
<b>Total % of Students Continuously Enrolled Between Oct. 1, 2017 and Oct. 1, 2018</b>	<b>140/146= 95.8%</b>	<b>139/149 = 93.3%</b>	<b>146/159 = 91.8%</b>	<b>140/158 = 88.6%</b>	<b>144/159 = 90.6%</b>
<b>Total % of Students Who Continued Enrollment from Spring 2018 to October 1, 2018</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>142/158 = 89.9%</b>	<b>128/145 = 88.3%**</b>

\*\*Data does not include students who graduated from 6<sup>th</sup> grade.

As detailed above, the retention rate of students averaged approximately 90.6% in FY19. It is our continuous goal to educate our families on the benefits of staying at Swan River for 6<sup>th</sup> grade. However, SRMCS also understands the desire to begin at the local middle school for 6<sup>th</sup> grade with the child's peers from the Monticello School District that our school resides in. We also expect a small percentage of families to relocate each year.

### Student Mobility

	<b>October 1 ADM</b>	<b>Mid-year Transfers In</b>	<b>Mid-year Transfers Out</b>	<b>Total Mid-year Transfers</b>	<b>Mobility Index</b>	<b>% of Students Enrolled 95%+</b>
2014-2015	149	1	4	5	3.3%	96.7%
2015-2016	149	0	1	1	.06%	99.9%
2016-2017	159	2	2	4	2.5%	97.5%
2017-2018	158	1	2	3	1.8%	98.2%
<b>2018-2019</b>	<b>159</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>8.1%</b>	<b>91.9%</b>

# Educational Approach and Curriculum

## Our Approach to Education

The Montessori Method is a proven alternative to conventional education and has a philosophy unparalleled by other traditional teaching methods. It is primarily based on child development and the understanding that children have an innate desire to learn. We believe that the child is a motivated doer, not simply an empty vessel to be filled with information. Children in our classrooms are active, highly independent learners.

SRMCS is an authentic Montessori School. Our lead teachers are not only licensed by the State of Minnesota, but also hold Montessori certification at the level they teach. We pride ourselves by having a full range of Montessori materials in every classroom.



Two classic characteristics of a Montessori environment is that 1) it contains children whose ages span across three years and 2) retains students in 3-year cycles. Children's House is home to students ages 3 through kindergarten. Elementary Level I, or E-1, includes first through third grade while Elementary Level II, or E-2, is fourth through sixth grade. During the three-year cycle, children play different roles, the greatest being leadership earned by the third-year students (kindergarten, 3<sup>rd</sup> grade, and 6<sup>th</sup> grade). These students become role models and are looked

upon to assist the teacher by setting a good example and being helpful to younger students. Student contributions to the classroom community are only one element of Montessori education that builds self-esteem and self-reliance.

Just as the role of the child in a Montessori classroom is different, so is the role of the teacher. Rather, s/he is more that of a director, guide and mentor. The teachers do not teach from textbooks. They present Montessori lessons and prepare their classrooms with hands-on materials and resources that students use to build an understanding of the concepts presented.

Without textbooks, Montessori students rely on multiple sources to research the topics they are studying. The classrooms have their own libraries of nonfiction books about science and social studies topics. Our students also use the local library and the internet for research. Students are shown how to research and find answers to a wide variety of questions. In other words, teachers are not used as a source for answers, but as a *resource to find information* so the student can answer his/her own questions independently.

As stated above, the mission of SRMCS is “to provide a child-centered environment for self-directed and personalized learning in a small, community-based public school with an emphasis on the natural environment.” We live by this mission day after day, year after year all thanks to Dr. Maria Montessori and her philosophy of education.

## **School Goals & Benchmarks for Instruction and Student Achievement**

Per our contract with Audubon Center of the North Woods, the SRMCS lead teaching staff worked together to create reasonable, yet challenging goals to be met on a yearly basis. The majority of these goals are based on growth and proficiency targets as determined by MCAs, Aims Web and Fountas & Pinnell assessment results. Other components include science and environmental education goals. For more information on these goals, as well as student results, please see the Academic Performance section of this report.

## **Alignment to State Standards**

The Montessori Method does a very good job providing thorough instruction in all subject areas. However, we recognize that our curriculum may not transparently reflect Minnesota State Standards. To address this issue and as part of our renewal process, all K-6<sup>th</sup> grade lead teachers met regularly in FY16 to align the Montessori math curriculum/materials to state math standards. The first half of FY17 was spent aligning reading curriculum to state standards. The second half of FY17 was designated to science and social studies. FY18 was dedicated to fine-tuning these documents as appropriate. Administration is responsible for staying updated on any state standard changes and relaying these updates to all relevant staff members so continued curriculum alignment can take place.

It is important to note that while Montessori education meets all Minnesota state standards, the sequencing and timing of teaching the standards may not always align. While MN academic standards are broken down by grade level, Montessori meets all standards over the course of the three-year cycle. The primary differentiation in timing and sequencing is largely due to Montessori’s theory of child development. For example, there may be a first grade state standard in reading that is presented in a Montessori environment in second grade because, developmentally, the child is better able to absorb the information at that time. The reverse may also occur and the child receives a presentation earlier than his/her peers in a traditional, public school. This nonalignment does not occur often, but should be made known so there are no educational gaps in any subject area.

## **Remediation & Acceleration Practices**

Students Needing Additional Support: If a student is flagged for needing additional support beyond what is offered in the general education classroom, his/her name is brought to the Child Find Team. This team is comprised of the lead classroom teacher, the special education staff, the Literacy Specialist, the School Director, and, when



**Will and Malachi, 4<sup>th</sup> grade, use marshmallows & toothpicks to create a multitude of geometric shapes.**

necessary, the Special Education Director. The purpose of this team is to brainstorm interventions for students that teachers have concerns about. These interventions are done for a minimum of 4-6 weeks. Once complete, the team receives an update on student progress. If progress is made, the teacher is encouraged to continue with the successful interventions being used. If progress is low or absent, the team discusses if additional interventions should be used or if the student should be referred for a special education evaluation.

Literacy Specialist: SRMCS also employs an on-site literacy specialist to work with students who have been flagged by teachers as needing additional help with reading, but who likely would not qualify for special education services. This specialist is fully trained on the Sue Barton Reading System. For more information about the Literacy Specialist and the outcomes of her work with students, please see pages 41-42 below.

Students Requiring Acceleration: In the event that grade acceleration would be appropriate for a student, SRMCS does have a policy in place outlining the steps that must be taken. To view this policy in its entirety, please visit our web site at [www.swanrivermontessori.org](http://www.swanrivermontessori.org).

## **Special Education**

SRMCS is fortunate to have excellent staff in the Special Education Department. All students with I.E.P.s (Individualized Education Program) have their needs met as they would in any other traditional school. However, due to the size and scope of our program, specialized services such as speech, occupational therapy, physical therapy, etc. are contracted externally.

## **English Learner Program**

Every student enrolling at SRMCS receives a Home Language Questionnaire (HLQ) prior to his/her first day of school. On this form, the parent(s) of the incoming student must identify the primary language spoken in the home environment. Should any other language other than English be indicated, an ELL (English Language Learner) Team meeting would be called inclusive of the School Director, the child's general education teacher, one special education teacher, and at least one parent to discuss any potential language-learner needs the child may have. The team would also decide on the need for an additional language assessment and/or an individualized educational program.

If a parent indicates that the primary language spoken at home is English, but school staff believe there are language-learner needs, an ELL Team meeting would be called to discuss next steps that may need to be put in place to support the student.

SRMCS does not currently have any students who are qualified as being ELL and, therefore, does not have an English Learner Program at this time.

## Early Childhood Program

Swan River Montessori Charter School is a school based on the Montessori philosophy of education developed by Dr. Maria Montessori. Early education is a foundational component to any Montessori school, and as such, the preschool program is an integral part of the school's overall approach to education. In the Montessori model, the preschool children (ages 3 to 5) are combined with the kindergarten students in what is known as the Children's House. Montessorians believe that children at this stage of development are in a "sponge-like" phase of learning. The Montessori environment takes advantage of this unique timeframe by introducing children to what many people believe are concepts far too difficult for this age group to understand. Examples include introduction to phonograms, the Scientific Method, all four math operations, and even highly abstract concepts such as fractions, if the child is ready.

Montessori schools use a spiral curriculum, meaning concepts learned and materials used in the Children's House are expanded upon and revisited as the child continues through his/her academic career. The sooner a child is exposed to the Montessori curriculum, the sooner s/he can absorb key concepts and skills, solidifying a vast base of knowledge for the child to draw upon. Simply stated, our Children's House program is the beginning of the Montessori educational journey, creating an academic foundation which is built on in the years that follow.

Specifically, the SRMCS Early Childhood Program, part of Children's House, is home to 14 full-time students divided between two Montessori classrooms each morning. After lunch, a transition occurs. The kindergarten students stay in the two main classrooms while the preschool students move to a third room. The afternoons, in many ways, mimic the same expectations as the Montessori environments, but the focus is largely on practical life, creative play, arts/crafts, and gross motor activities. Overall, each day provides a nice balance between a rigorous morning work cycle and more relaxed, free/large group play.

Beginning in the 2019-2020 school year, the Children's House Program will no longer split into separate preschool and kindergarten groups after lunch. Rather, all students will remain in their Montessori classroom all day, every day.



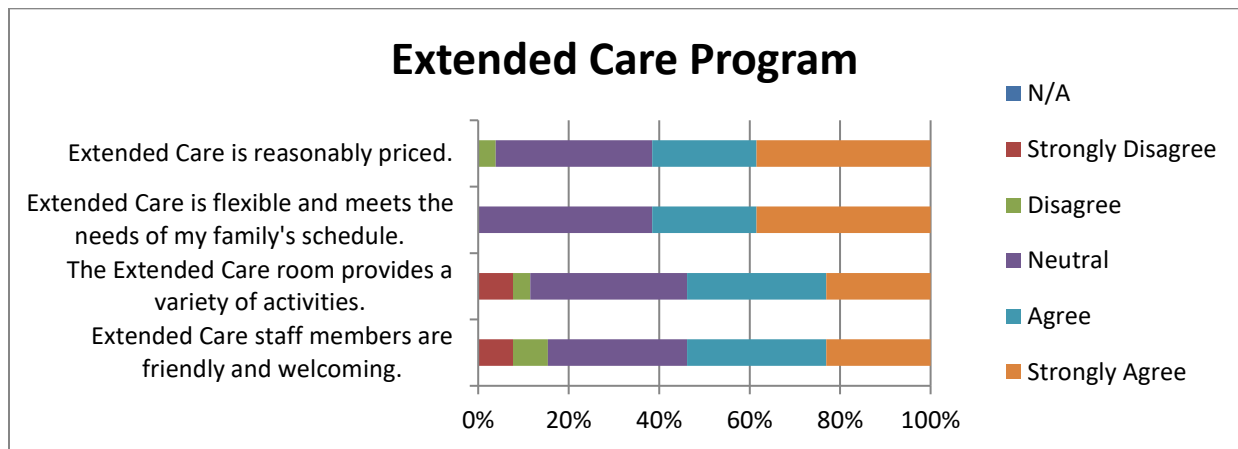
**Swan River  
preschoolers  
love  
promoting  
kindness!**



## Extended Care Program

Since our doors opened in 2005, SRMCS has operated a Fund 4 Extended Care Program for all enrolled families if needed. This program is open each school day beginning at 7:00 am and closes at 5:30 pm. We offer very flexible scheduling and have often provided emergency care when those situations arise. Our goal in operating this program is to provide our families with a convenient, safe place for children to attend while their parents work. Monticello has a large commuting population driving into the Twin Cities every day which is why this program has sustained high enrollment over the years.

In an ongoing effort to improve our programs at Swan River, families were asked for feedback regarding Extended Care on the family survey in the spring of 2019. The responses were as follows:



## Summer Program

SRMCS does not provide summer programming.

## Enrichment/Extra-Curricular Programs

During the 2018-19 school year, SRMCS had the privilege to offer seven amazing after school programs in addition to our Extended Care Program.

EXTRA-CURRICULAR PROGRAM	OFFERED BY	GRADES SERVED
Lego Club	Ms. Amy Jensen, E1 Teacher	Preschool-6 <sup>th</sup> Grade
Sewing Club	Ms. Rebecca Brown, Preschool Teacher	Preschool-6 <sup>th</sup> Grade
Wood Shop	Ms. Barb Paul, Program Paraprofessional	1 <sup>st</sup> -6 <sup>th</sup> Grade
Book Club	Ms. Amy Savage, Children's House Teacher	Preschool-2 <sup>nd</sup> Grade

STEM Club	Ms. Amy Jensen, E1 Teacher	1 <sup>st</sup> -6 <sup>th</sup> Grade
Art Club	Ms. Amy Jensen, E1 Teacher	Preschool-3 <sup>rd</sup> Grade
Drawing Club	Mr. Peter Krueger, Program Paraprofessional	4 <sup>th</sup> -6 <sup>th</sup> Grade



**Sewing Club**

**STEM Club**



**Art Club**



**Lego Club**



**Drawing Club**



**Wood Shop**

### School Staff & Our Educational Mission

“The mission of SRMCS is to provide a child-centered environment for self-directed and personalized learning in a small community based public school with an emphasis on the natural environment.”

Every staff member of SRMCS has been meticulously chosen based on the perceived ability to understand and adhere to the Montessori Method of Education. All members are trained (to varying degrees depending on the position) to understand and support the following:

- Allowing and encouraging self-directed decisions, especially regarding work choices.
- Understanding and supporting the idea that learning occurs in numerous ways and in varying styles, both in a classroom



**Children’s House visits the fire station!**

and other environments (the home, the outdoors, out in the community).

- Building independence within the child is a priority at all times even if that means witnessing “mistakes.”
- The environment, whatever it may be, belongs to the child, not the adult.
- Our job is not to force, but to guide.
- Respect from the child is earned, not demanded.
- With some minor exceptions, we teach to the individual child, not the group as a whole.

The Board of Directors and the administration understand that the Montessori philosophy is not for everyone. If a staff member finds that this style of education is not conducive to his/her own style, we certainly respect that and understand if the working relationship is severed.

### **School Calendar & Daily Schedule**

School Calendar: SRMCS mirrors its annual school calendar from Monticello School District #882 because our students utilize their bussing services. Therefore, we are closed the same days, hold the same holiday/vacation schedules, and hold all early dismissal days as they do. During 2018-2019, there were 170 scheduled instructional days with school starting at 9:10 a.m. and ending at 3:20 p.m. However, there was an unprecedented number of school cancellations, late starts, and early dismissals due to severe winter weather this year. To avoid being short the required number of instructional minutes for the school year, the SRMCS Board of Directors approved a revised school calendar in February 2019. Revisions included adding three full days of school, shortening all daily lunch periods from 30 minutes to 20 minutes, and extending the school day by 5 minutes daily. These board-approved changes ensured that all MN statutes relating to required instruction were met. By year’s end students received approximately 56,665 minutes of instruction.

To view the board-approved 2018-2019 school calendar, please see Attachment 1. To view the board-approved 2019-2020 school calendar, please see Attachment 2.

General Daily Schedule: While there are numerous changes that may take place during any school day due to specials classes (physical education, technology, art, environmental education, etc.), the following is a general student schedule:

- 7:00 A.M. Extended Care (contracted families only)
- 9:10 School begins  
Work/lessons in the classroom
- 12:00 Lunch
- 12:30 Recess
- 1:00 Work/lessons in the classroom  
Specials classes
- 3:20 Dismissal
- 3:30 P.M. Extended Care (contracted families only)



# Innovative Practices and Implementation



**Conquering the high ropes course at ACNW**

The Montessori Method in and of itself is continuously innovative in its standard practice. Lessons are tailored to meet the needs of each individual student. There are also numerous materials to teach certain concepts to students. We understand that every student learns differently both in style and in time. Therefore, when giving a student a lesson in addition, for example, the teacher may choose a specific type of addition material based on that student's learning style and ability. Another student may use an entirely different type of addition material. A third student might use both materials. In an authentic Montessori classroom, there may be upwards of 5-10 different types of materials to teach the same concept. If a student's needs are not met within those options, the teacher would look to other classrooms for additional material or will often make material by hand.

Another key component of Montessori and SRMCS is the way in which we follow the child. If a child shows particular interest in a subject, the Solar System being an example, that student may study that topic in an array of different ways. The student could choose to write a research report, create a diorama, create a scale model, put together a poster board, and/or orally present to his/her classmates. The options are endless. We find this means of educating students to be innovative and very effective

Other key components of Swan River and the Montessori Method which we believe set us apart from other schools include:

- Classrooms featuring mentoring relationships that are developed and nurtured over several years.
- There is an emphasis on the social/emotional component as part of our holistic approach (along with cognitive and motor) to child development.
- Montessori provides an "amoeba-like" curriculum that can change its shape to meet the needs of the child, not a system of education that seeks to mold individuals into one unit.
- We utilize a curriculum that features the interrelatedness of subject areas, not just stacks of unrelated facts.
- We use a pace of learning that is individualized, encouraging and accepting, not critical, degrading, or a-motivational.

## Key Successes

There were countless successes in 2018-19 ~ more than could ever be written in an annual report. This list provides some highlights as provided by multiple members of the SRMCS staff.

- SRMCS outperformed the state on all three MCA assessments – reading, math, and science.
- Our Literacy Specialist completed multiple 1:1 screenings for children suspected to have dyslexia.
- The student daily attendance rate remained high at 96.02%.
- The Parent/Teacher Organization raised an unprecedented amount of money (approximately \$29,400) on behalf of the school. Portions of this money were used to purchase such things as Montessori materials, TV/Chromecast systems, two sets of 2019 encyclopedias, multiple iPads and laptops for student use, physical education equipment, and a variety of toys/games for the Extended Care Program. The also sponsored many events for our families including the school dance, in-school educational performances/programs, the end-of-year pot luck and so forth. Perhaps most importantly, they paid for the vast majority of busing costs dramatically reducing what must be charged to families for off-site field trips.
- The SRMCS Building Company invested a large amount of money to give our main building a well-deserved, highly needed face-lift. New carpets were installed in all classrooms, durable vinyl was laid in the office and gathering space (chapel), the interior of the gathering space was painted, additional gutters were installed and dead trees and brush were removed. Project by project we are renovating and rejuvenating our environment.
- SRMCS received \$10,000 in Title IV-A dollars. This money was used entirely on the creation and expansion of our new Nature Play Area. The Environmental Education Committee worked hard planning, purchasing and building a variety of designated areas including:
  - a butterfly/rain garden
  - a bird watching station,
  - a small log cabin & mud ‘kitchen’
  - a building area with large branches/logs for engineering teepees, forts, etc.



A significant expansion of our Nature Play Area will occur in FY20 upon the receipt of additional Title IV-A dollars. Ideas include a “ninja warrior” ropes course, an outdoor art and music area as well as smaller touches like labels and information cards for the trees and plants on the school’s campus.

### **Key Challenges & Addressing Those Challenges**

Along with all the key successes, every school faces key challenges. The greatest of our challenges are listed below:

- Mandated testing vs. Montessori theory. Perhaps our biggest challenge is reporting specific, mandatory data while trying to remain as authentic of a Montessori school as we can. Montessori is not a strong advocate of standardized testing, yet we are required to

use them. Our teachers continually struggle with balancing our teaching methods with state requirements.

- Quantifying subjective growth. The second program challenge we face is that many of the skills we teach are difficult to measure. A Montessori education builds independence and self-reliance in children. Our students also develop time management and leadership skills. They are given numerous opportunities to work cooperatively in groups. All of these skills are necessary for success, but may not be reflected in test scores. In an effort to monitor and measure these skills, lead teachers use a school-created student growth assessment based on the four planes of Child Development according to Dr. Maria Montessori. Categories include normalization, social/emotional wellbeing, independence and community engagement. This is completed by the lead general education teacher annually in the fall and spring in an effort to quantify subjective growth over a school year. However, most importantly, the results are used to ensure that students are meeting developmental milestones as they age and supports our desire to teach to the *whole* child ~ body, mind and spirit.

## Academic Performance: Goals & Benchmarks

### Progress on ACNW Contractual, Academic & WBWF Alignment

The following are contracted goals agreed upon between Swan River Montessori Charter School and its authorizer, Audubon Center of the North Woods. The purpose of these goals is to ensure that students are making adequate academic progress year after year in the eyes of all constituencies – the SRMCS Board of Directors, the authorizer, and the State of Minnesota. Each is categorized under one of the five World Best Workforce goal areas:

1. Ready for Kindergarten [R4K]: All students are ready for kindergarten.
2. Reading Well by 3<sup>rd</sup> Grade [RG3]: All students in third grade achieve grade-level literacy.
3. Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.
4. Career and College Readiness [CCR]: All students are career- and college- ready before graduating from high school.
5. Graduate from High School [GRAD]: All students graduate from high school. **\*\*Note:** this goal area is not included in this report as SRMCS does not serve students past 6<sup>th</sup> grade.

## Indicator 1: Mission-Related Outcomes

**School Goal:** *Over the period of the contract, students at Swan River Montessori Charter School (SRMCS) will demonstrate growth in four child development categories (normalization, independence, social/emotional wellbeing & community engagement) according to the Montessori Planes of Development as measured by a locally-developed assessment rubric.*

Performance Ratings	ACNW/SRMCS Mission-Related Goal: In FY19, the aggregate score for all students in grades K-6 will be equal to or greater than 12 points (out of 16) as measured by the locally-developed assessment rubric administered annually in the spring.	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The aggregate score is equal to or greater than 14 points.		
<b>Meets Target (x1.0)</b>	The aggregate score is equal to or greater than 12 points.	X	12.9
<b>Approaches Target (x0.5)</b>	The aggregate score is greater than 8 points.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

Indicator 1 Trend Data			
	Average Score	Total Possible	Number of Students
FY17	12.2	16	159
FY18	12.3	16	155
<b>FY19</b>	<b>12.9</b>	<b>16</b>	<b>159</b>
FY20			
<b>Average Score = 12.46</b>			

As the results show, students did well and met the goal stated above for the school year. Trends over time show a slight increase, but remain generally equal year after year. Though it remains challenging to quantify such subjective data, our teachers do their very best standardizing student scores.

## Indicator 2: English Language Learners

The school does not have a contractual goal in this indicator area because SRMCS has no English Language Learners currently enrolled.

### Indicator 3: Reading Growth

**School Goal:** *Over the period of the contract, students at SRMCS will demonstrate growth in reading as measured by state accountability tests.*

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2018-2019:	
Exceeds Target (x1.5)	The aggregate growth z-score is equal to or greater than 0.50		
Meets Target (x1.0)	The aggregate growth z-score is equal to or greater than 0.00.		
Approaches Target (x0.5)	The aggregate growth z-score is greater than -0.50.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	-1.3444

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2018-2019:	
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.	X	41.7%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

### Indicator 4: Math Growth

**School Goal:** *Over the period of the contract, students at SRMCS will demonstrate growth in math as measured by state accountability tests.*

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2018-2019:	
Exceeds Target (x1.5)	The aggregate growth z-score is equal to or greater than 0.50		
Meets Target (x1.0)	The aggregate growth z-score is equal to or greater than 0.00.		
Approaches Target (x0.5)	The aggregate growth z-score is greater than -0.50.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	-21.1574



Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2018-2019:	
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	21.4%

### Indicator 5: Reading Proficiency

**School Goal:** *Over the period of the contract, students at SRMCS will demonstrate proficiency in reading as measured by state accountability tests and nationally normed assessments.*

Performance Ratings	WBWF Reading Well by 3 <sup>rd</sup> Grade [RG3] Goal 1: In FY19, the school's (SR) aggregate proficiency index score for students in <u>grade 3</u> will increase by at least 3.0 points from the baseline (BL) proficiency index score (FY13-15 baseline – 72.9) OR will be greater than that of the state (MN) for the same grade (3).	Results for 2018-2019:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state's score.	X	SR = 72.9% MN = 63.1% Difference = +9.8%
Meets Target (x1.0)	The school's aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Reading Well by 3 <sup>rd</sup> Grade [RG3] Goal 2: In FY19, the school's aggregate proficiency index score for students in <u>grade 3</u> will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grade (3).	Results for 2018-2019:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 4.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.	X	SR = 72.9% #882 = 70.6% Difference = +2.3%
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

**Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 3)**

Indicator 5.1-5.2 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	7	12	5	2	26	82.7
FY17	3	7	8	1	19	73.7
FY18	2	12	1	2	17	85.3
<b>FY19</b>	<b>2</b>	<b>11</b>	<b>9</b>	<b>2</b>	<b>24</b>	<b>72.9</b>
FY20						
<b>Aggregate</b>	14	42	23	7	86	78.5

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY19, the school’s aggregate proficiency index score for students in <u>grades 4-6</u> will increase by at least 2.0 points from the baseline proficiency index score (FY13-15 baseline – 79.6) OR will be greater than that of the state for the same grades (4-6).	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 6.0 points above the state’s score.	X	SR = 80.2% MN = 71.3% Difference = +8.9%
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is at least 2.0 points greater than the baseline score OR is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY19, the school’s aggregate proficiency index score for students in <u>grades 4-6</u> will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (4-6).	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 5.0 points above the resident district’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is within 2.0 points of the resident district’s score.	X	SR = 80.2% #882 = 81.9% Difference = -1.7%
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 8.0 points of the resident district’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

**Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 4-6)**

Indicator 5.3-5.4 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	14	24	5	3	46	88.0
FY17	14	33	7	3	57	88.6
FY18	14	24	9	4	51	83.3
<b>FY19</b>	<b>12</b>	<b>25</b>	<b>11</b>	<b>5</b>	<b>53</b>	<b>80.2</b>
FY20						
<b>Aggregate</b>	54	106	32	15	207	85.0

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 1: In FY19, the school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-6).	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.	X	SR = 51.3% MN = 40.4% Difference = +10.9%
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the state’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 2: In FY19, the school’s aggregate proficiency index score for students in the Special Education subgroup will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same subgroup and the same grades (3-6).	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 3.0 points above the resident district’s score.	X	SR = 51.3% #882 = 42.9% Difference = +8.4%
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is within 2.0 points of the resident district’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 6.0 points of the resident district’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

**Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-6)**

Indicator 5.5-5.6 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	4	9	0	3	16	81.3
FY17	4	10	3	2	19	81.6
FY18	3	5	3	3	14	67.9
<b>FY19</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>16</b>	<b>53.1</b>
FY20						
<b>Aggregate</b>	12	28	13	12	65	70.9

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 3: In FY19, the aggregate percentage of students in grades 1-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for READING FLUENCY on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.	X	<b>85.2%</b> (WAA & AA = 41.4%)
<b>Approaches Target (x0.5)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

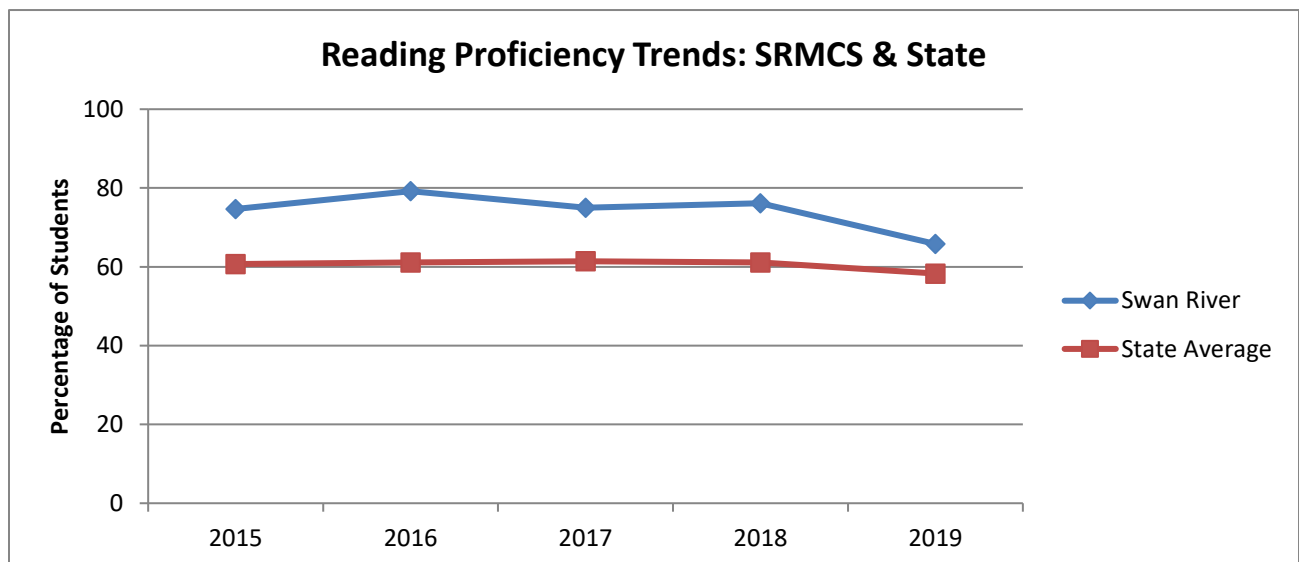
**AIMS Web – Reading Fluency (Grades 1-6)**

Indicator 5.7 Performance Data						
	Count Average	Count Above Average	Count Well Above Average	Total Count	Percent Average, Above Average, or Well Above Average	Percent Above Average, or Well Above Average
FY16	63	21	19	122	84.4%	32.8%
FY17	68	22	19	134	81.3%	30.6%
FY18	59	24	20	127	81.1%	34.5%
<b>FY19</b>	<b>56</b>	<b>33</b>	<b>20</b>	<b>128</b>	<b>85.2%</b>	<b>41.4%</b>
FY20						
<b>Aggregate</b>	246	100	78	511	83.0%	34.8%

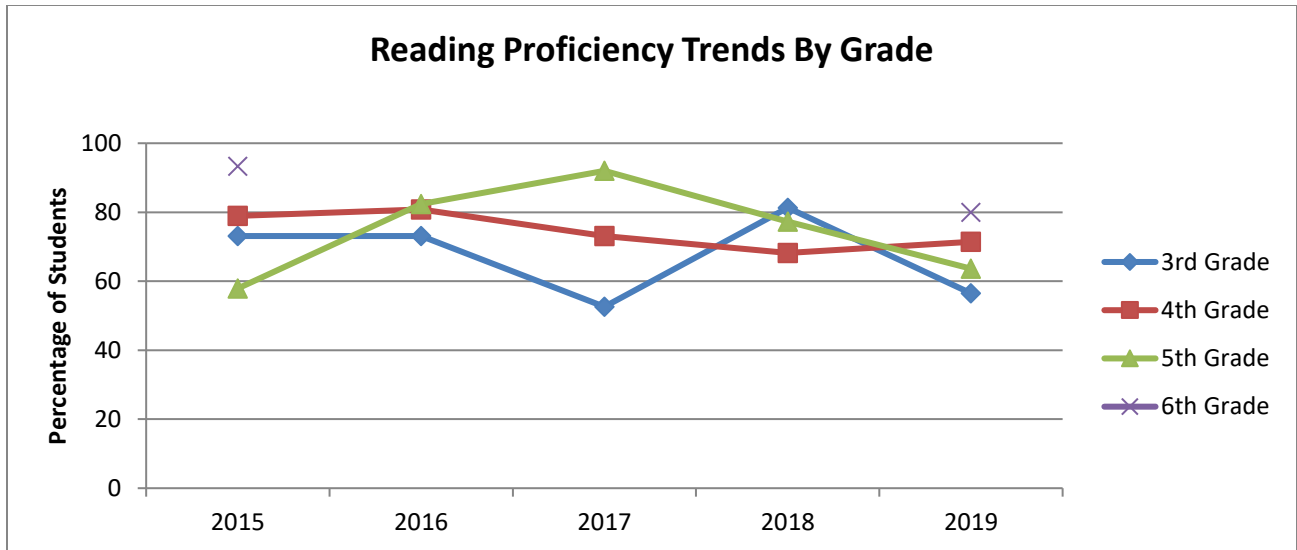
<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 4:</b> In FY19, the aggregate percentage of students in grades K-6 who meet or exceed grade level reading expectations based on Fountas & Pinnell Instructional Level Expectations for Reading in spring will be at least 80%.	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 90%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 80%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 70%.	X	<b>76.8%</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

**Fountas & Pinnell Instructional Level Expectations for Reading (Grades K-6)**

<b>Indicator 5.8 Performance Data</b>			
	<b>Total # Students</b>	<b># of Students Meeting Expectations</b>	<b>% of Students Meeting Expectations</b>
FY16	119	100	84.0%
FY17	158	123	77.8%
FY18	153	115	75.2%
<b>FY19</b>	<b>155</b>	<b>119</b>	<b>76.8%</b>
FY20			
<b>Aggregate</b>	585	457	78.1%



\*\*Source: Minnesota Report Card via the MN Department of Education. Data does not include .5 credits for students who partially met on MCA-III.



\*\*Source: Minnesota Report Card via the MN Department of Education. Data does not include .5 credits for students who partially met on MCA-III.

**Reading Data:** Overall, reading assessment results were mixed. Swan River’s single sub-group, Special Education, scored well and exceeded both target goals. All data relating to z-scores was exceptionally low. Yet, when analyzing all proficiency indexes and progress monitoring scores, SRMCS met or exceeded all target goals with only one exception. The Fountas & Pinnell data (reading comprehension) fell into the ‘approaching target goal’ category, but was still relatively strong at 76.8% of students meeting or exceeding grade-level reading expectations. That said, it was immediately noted that results from the MCA-III reading assessment declined. Upon analyzing the data, all lead teachers met in an effort to identify possible reasons for the general decrease in reading scores. They noted the following:

1. Students performed stronger on the progress monitoring assessments (Aims Web and Fountas & Pinnell) than on the MCAs. This is very likely due to the level of comfort students typically feel when working with SRMCS staff throughout the testing process.
2. Students also take the progress monitoring assessments three times per year versus the MCAs being only once per year. Thus, there is far more familiarity.
3. Teachers all agreed that more exposure to fictional literature, particularly focusing on comprehension of fictional literature, was necessary. This will be implemented immediately in the 2019-2020 school year.

### Indicator 6: Math Proficiency

<b>School Goal:</b> <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in math as measured by state accountability tests and nationally normed assessments.</i>			
<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 1:</b> In FY19, the school's aggregate proficiency index score for students in grades 3-6 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 70.4) OR will be greater than that of the state for the same grades (3-6).	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state's score.	X	SR = 72.4% BL = 70.4% MN = 68.5% Difference = +3.9%
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 2:</b> In FY19, the school's aggregate proficiency index score for students in grades 3-6 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (3-6).	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 5.0 points above the resident district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.	X	SR = 72.4% #882 = 78.0% Difference = -5.6%
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

### Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-6)

Indicator 6.1-6.2 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	24	33	14	3	74	86.5
FY17	25	33	14	4	76	85.5
FY18	19	31	13	6	69	81.9
<b>FY19</b>	<b>16</b>	<b>26</b>	<b>26</b>	<b>8</b>	<b>76</b>	<b>72.4</b>
FY20						
<b>Aggregate</b>	84	123	67	21	295	81.5

<b>Performance Ratings</b>	<b>WBWF Achievement Gap Closure [AGC] Goal 1:</b> In FY19, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-6).	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.	X	SR = 53.1% MN = 32.9% Difference = +20.2%
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 5.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

<b>Performance Ratings</b>	<b>WBWF Achievement Gap Closure [AGC] Goal 2:</b> In FY19, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same subgroup and the same grades (3-6).	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 3.0 points above the resident district's score.	X	SR = 53.1% #882 = 45.2% Difference = +7.9%
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 6.0 points of the resident district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

**Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-6)**

<b>Indicator 6.3-6.4 Performance Data</b>						
	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
FY16	7	5	3	2	17	79.4
FY17	4	8	5	2	19	76.3
FY18	3	4	6	2	15	66.7
<b>FY19</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>16</b>	<b>53.1</b>
FY20						
<b>Aggregate</b>	15	21	21	10	67	69.4



<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 3:</b> In FY19, the aggregate percentage of students in grades 2-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for MATHEMATICAL CONCEPTS AND APPLICATIONS on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.	X	<b>91.5%</b> (WAA & AA = 57.5%)
<b>Meets Target (x1.0)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

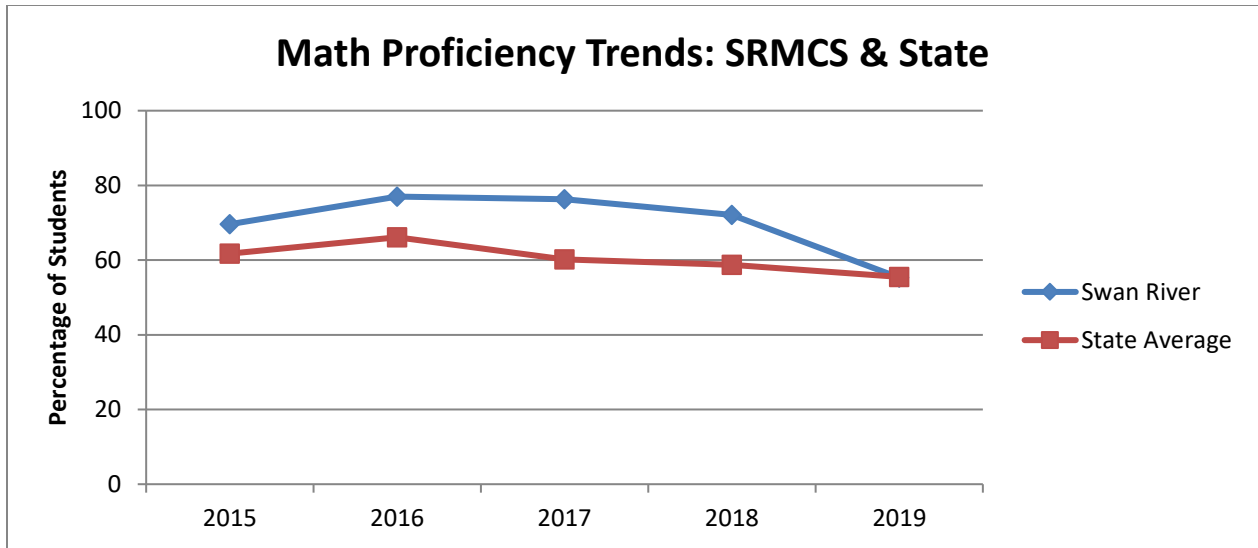
**AIMS Web – Mathematical Concepts and Application (Grades 2-6)**

<b>Indicator 6.5 Performance Data</b>						
	<b>Count Average</b>	<b>Count Above Average</b>	<b>Count Well Above Average</b>	<b>Total Count</b>	<b>Percent Average, Above Average, or Well Above Average</b>	<b>Percent Above Average, or Well Above Average</b>
FY16	48	16	10	100	74.0%	26.0%
FY17	38	26	34	102	96.1%	58.5%
FY18	48	27	16	103	88.3%	41.7%
<b>FY19</b>	<b>35</b>	<b>21</b>	<b>39</b>	<b>104</b>	<b>91.3%</b>	<b>57.7%</b>
FY20						
<b>Aggregate</b>	169	90	99	409	87.5%	46.2%

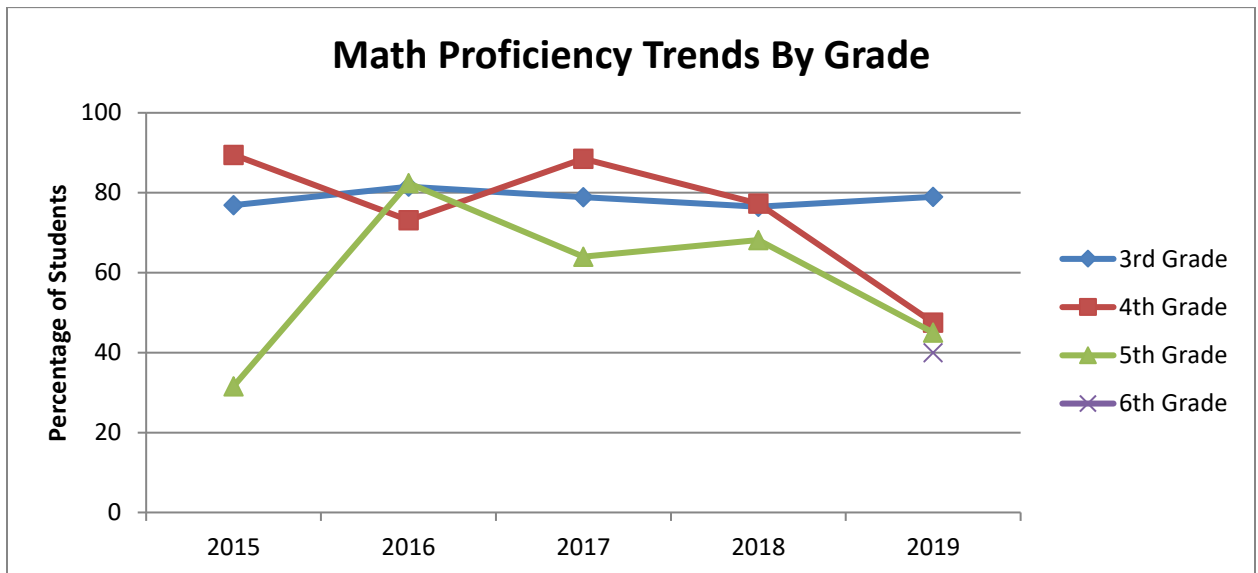
<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 4:</b> In FY19, the aggregate percentage of students in grades 1-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for MATHEMATICAL COMPUTATION on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.	X	<b>84.0%</b> (WAA & AA = 39%)
<b>Approaches Target (x0.5)</b>	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

**AIMS Web – Mathematical Computation (Grades 1-6)**

<b>Indicator 6.6 Performance Data</b>						
<b>Swan River Montessori Charter School</b>	<b>Count Average</b>	<b>Count Above Average</b>	<b>Count Well Above Average</b>	<b>Total Count</b>	<b>Percent Average, Above Average, or Well Above Average</b>	<b>Percent Above Average, or Well Above Average</b>
FY16	59	17	14	119	75.6%	26.1%
FY17	70	23	18	128	86.7%	32.0%
FY18	69	13	17	126	78.6%	23.8%
<b>FY19</b>	<b>59</b>	<b>33</b>	<b>18</b>	<b>130</b>	<b>84.6%</b>	<b>39.2%</b>
FY20						
<b>Aggregate</b>	257	86	67	503	81.5%	30.4%



\*\*Source: Minnesota Report Card via the MN Department of Education. Data does not include .5 credits for students who partially met on MCA-III.



\*\*Source: Minnesota Report Card via the MN Department of Education. Data does not include .5 credits for students who partially met on MCA-III.

**Math Data:** Similar to the reading assessments above, math scores were also mixed. Students did very well on the Aims Web progress monitoring assessments meeting one target goal and exceeding the other. Our Special Education sub-group also performed very well and exceeded both target goals. Proficiency indexes were strong in three of the four goals. When comparing SRMCS' index with that of the resident district, there was a -5.6% deficit. However, our students still performed relatively well at 72.4%.

Again, similar to above, performance on MCA-III for math, performance declined significantly. We were astounded by the number of students who missed meeting standards by one or two points. This greatly impacted meeting target goals. After much discussion between administration and lead teachers, it was challenging to pinpoint why scores dropped as significantly as they did. Rather than pushing for a school-wide initiative to improve scores, individual teachers will study their own students' scores and adjust curriculum accordingly.

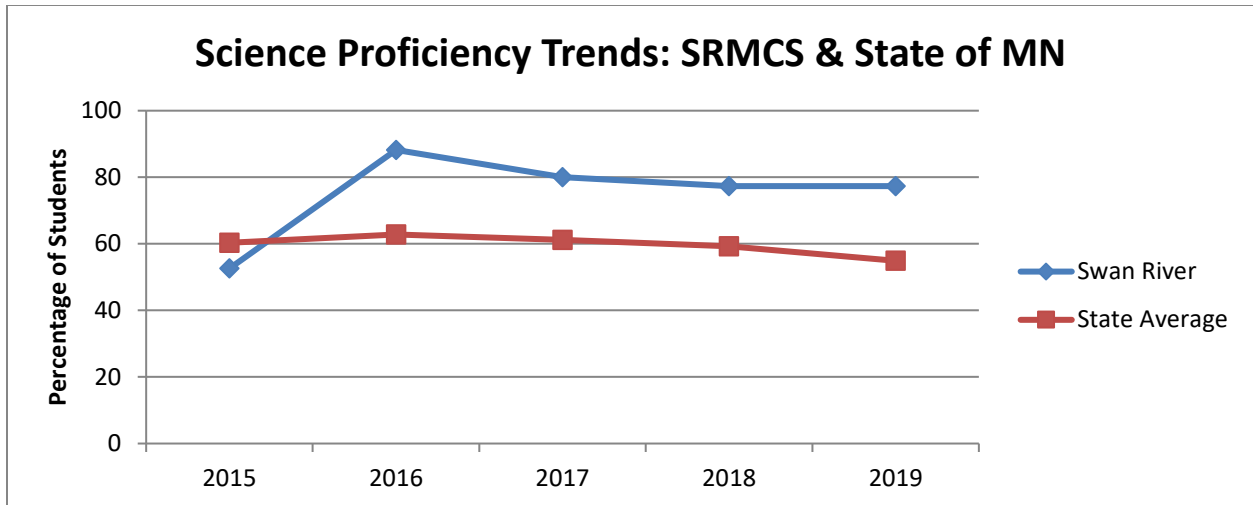
## Indicator 7: Science Proficiency & Growth

<b>School Goal:</b> <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in science as measured by state accountability tests.</i>		
<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 1:</b> In FY19, the school's aggregate proficiency index score for students in grade 5 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 74.2) OR will be greater than that of the state for the same grade (5).	<b>Results for 2018-2019:</b>
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state's score.	X SR = 86.4% MN = 65.7% Difference = +20.7%
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state's score.	
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score at least equal to the baseline score OR is within 5.0 points of the state's score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

<b>Performance Ratings</b>	<b>WBWF Career/College Readiness [CCR] Goal 2:</b> In FY19, the school's aggregate proficiency index score for students in grade 5 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grade (5).	<b>Results for 2018-2019:</b>
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 4.0 points above the resident district's score.	X SR = 86.4% #882= 79.7% Difference = +6.7%
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.	
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

### Science: All State Accountability Tests – All Students (Enrolled October 1, Grade 5)

<b>Indicator 7.1-7.2 Performance Data</b>						
	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
FY16	3	12	2	0	17	94.1
FY17	3	17	5	0	25	90.0
FY18	5	12	5	0	22	88.6
<b>FY19</b>	<b>3</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>22</b>	<b>86.4</b>
FY20						
<b>Aggregate</b>	14	55	16	1	86	89.5



\*\*Source: Minnesota Report Card via the MN Department of Education. Data does not include .5 credits for students who partially met on MCA-III.

Science Data: SRMCS is very proud of our 5<sup>th</sup> grade MCA science results! As noted on the graph above, our students’ proficiency index was 20.7 points above the state average. SRMCS’ proficiency rate was 77.3% - which exceeds the state average (54.9%) by 22.4%. Both goal targets were exceeded.

Generally, Montessori is very strong in its science curriculum, specifically in physical and earth science, biology, and botany. The majority of our teachers are trained in Montessori S.T.E.M. (Science, Technology, Engineering and Mathematics). Our students have profoundly benefited from this additional teacher training in the classrooms not just regarding test scores, but, more importantly, for hands-on experiences not typically associated with the Montessori Method.

**Indicator 8a: Proficiency/Growth in Other Curricular Areas or Educational Programs:  
Kindergarten Readiness**

<b>School Goal:</b> <i>Over the period of the contract, preschool students enrolled at SRMCS will demonstrate readiness for kindergarten as measured by a locally-developed Kindergarten Readiness Checklist.</i>			
<b>Performance Ratings</b>	<b>WBWF Ready for Kindergarten [R4K] Goal 1:</b> In FY19, the aggregate percentage of students enrolled in preschool and entering kindergarten the next school year who meet or exceed kindergarten readiness standards as measured by the Kindergarten Readiness Checklist assessed annually in the spring will be at least 85%.	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 95%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 85%.	X	90%
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 80%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

## Kindergarten Readiness Standards – Kindergarten Reading Checklist

This was the third year that SRMCS used the Kindergarten Readiness Checklist as an official means of assessment. The staff continues to find it both useful and comprehensive. It not only hones in on academic ability but also focuses on executive functioning and life skills which are equally as important. The final data was very positive – every student (9 of 10) met or exceeded kindergarten readiness standards per this assessment.

Indicator 8a: Trend Data			
	Total Number of Preschoolers Entering Kindergarten	Numbers of Students Meeting Standards	Percent of Students Meeting Standards
FY17	9	8	89%
FY18	12	12	100%
<b>FY19</b>	10	9	90%
FY20			
<b>Aggregate</b>	<b>31</b>	<b>29</b>	<b>93.5%</b>

## Indicator 8b: Proficiency/Growth in Other Curricular Areas: Writing

**School Goal:** *Over the period of the contract, students at SRMCS will demonstrate growth in writing as measured by a locally-developed assessment rubric.*

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY19, the aggregate percentage of students in grades 1-6 who increase (or maintain if above 90%) proficiency in writing skills from winter to spring as measured by the locally-developed assessment rubric will be at least 90%.	Results for 2018-2019:	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 95%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 90%.	X	90.5%
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 80%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

Indicator 8b: Trend Data for Writing					
	# of Students	# of Students with Growth	# of Students Maintained Score > 90%	Number of Students with Growth or Maintained Score > 90%	% of Students with Growth or Maintained Score > 90%
FY17	N/A	N/A	N/A	N/A	N/A
FY18	121	100	26	101	83.5%
<b>FY19</b>	127	117	6	116	91.3%
FY20					
<b>Aggregate</b>	248	217	32	217	87.5%

As stated in the FY18 Annual Report, all lead teachers for grades 1-6 met to discuss the decline in student scores during the 2017/18 school year. They all agreed that revisions needed to be made to the rubrics they used, particularly attempting to make the rubric less subjective. Additionally, rubrics were simplified (made child-friendly) so students could use the rubric as a tool for their writing. The thought at that time was if students have access to rubric, they will better understand what is being assessed and take better ownership of the process and product. Based on the data above, it definitely made a positive impact.

**Indicator 9: Post-Secondary Readiness**

Being an elementary school, post-secondary education is years away for our students. However, any educator would agree that the foundation for all learning and, therefore, post-secondary readiness begins in the home from birth and continues later with preschool programs and elementary schools. Swan River readies its students by creating a love for learning, by focusing on critical-thinking skills versus just the memorization of facts, and supporting the WHOLE child in his/her educational experience, including social, emotional, and physical growth.

**Indicator 10: Attendance**

<b>School Goal:</b> <i>Over the period of the contract, students at SRMCS will attend the school at high rates.</i>			
<b>Performance Ratings</b>	<b>ACNW/SRMCS Goal:</b> In FY19, the average of the school’s annual attendance rates will be at least 90.0%.	<b>Results for 2018-2019:</b>	
<b>Exceeds Target (x1.5)</b>	The average of the school’s annual attendance rates is at least 95.0%.	X	96.0%
<b>Meets Target (x1.0)</b>	The average of the school’s annual attendance rates is at least 90.0%.		
<b>Approaches Target (x0.5)</b>	The average of the school’s annual attendance rates is at least 85.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

SRMCS has always been fortunate to not only have low turnover with students and staff, but also have excellent attendance rates each year. The population we serve is typically non-transient and while there have been a small number of families struggling with tardiness, overall, students are in school every day.

<b>Indicator 10: Trend Data</b>	
	<b>Attendance Rate</b>
FY16	96.1%
FY17	95.8%
FY18	95.7%
<b>FY19</b>	<b>96.0%</b>
FY20	
<b>Average</b>	<b>95.9%</b>

## Federal & State Accountability: World's Best Workforce

<b>"On Track for Success" MATH</b>	2017	2018	<b>2019</b>	<b>"On Track for Success" READING</b>	2017	2018	<b>2019</b>
High Growth	51.0%	20.0	<b>12.5</b>	High Growth	36.0%	33.3	<b>23.4</b>
Medium Growth	35.3%	53.3	<b>37.5</b>	Medium Growth	48.0%	42.2	<b>48.9</b>
Low Growth	13.7%	26.7	<b>50</b>	Low Growth	16.0%	24.4	<b>27.7</b>

<b>Proficiency Rates in Percentages: MATH</b>						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2017	76.3	59.2	73.3	47.1	39.3	59.1
2018	72.5	57.7	74.2	51.0	32.0	58.7
<b>2019</b>	<b>55.3</b>	<b>55.5</b>	<b>67.1</b>	<b>52.7</b>	<b>25.2</b>	<b>54.1</b>

<b>Proficiency Rates in Percentages: READING</b>						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2017	75.0	60.6	71.2	71.4	52.4	67.2
2018	76.5	60.4	71.6	68.5	46.1	73.2
<b>2019</b>	<b>65.8</b>	<b>59.7</b>	<b>67.6</b>	<b>74.8</b>	<b>42.6</b>	<b>69.6</b>

<b>Proficiency Rates in Percentages: SCIENCE (5<sup>th</sup> Grade Only)</b>						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2017	81.8	59.8	77.3	CTSTR	CTSTR	43.8
2018	77.3	58.2	77.9	70.4	57.6	63.0
<b>2019</b>	<b>77.3</b>	<b>54.9</b>	<b>70.8</b>	<b>61.3</b>	<b>CTSTR</b>	<b>58.1</b>

## Additional World's Best Workforce Data

### Progress toward Ensuring Kindergarten Readiness

Kindergarten Readiness Checklist: As part of Swan River's contract renewal process with ACNW in 2016, new and improved goals were formulated to better monitor student progress, including kindergarten readiness. In an effort to quantify readiness data, a teacher-developed Kindergarten Readiness Checklist was created. Skill categories include social, motor, writing, creative arts & music, math, science, self-help and so forth. The total score is then inputted into a scale determining if a child is exceeding, meeting, approaching, or not meeting kindergarten readiness standards. In addition to this checklist, teacher observation and parent input is also taken into consideration to ensure the decision to enroll in kindergarten is thorough and comprehensive.



Alignment with MN Early Childhood Learning Standards (ECLS): As discussed previously, SRMCS recognizes the importance of state academic standards and has worked hard aligning said standards with Montessori curriculum. This alignment was completed in FY16 and FY17 by our lead Children’s House teachers and continues to be monitored in the event that standards evolve over time.

### **Progress toward “Reading Well by 3<sup>rd</sup> Grade”**

As with all schools, one of our top priorities is to ensure that all children have a strong foundation in reading, particularly by the time they reach upper elementary. As stated throughout this report, SRMCS implements a wide variety of differentiated instruction and support for each child enrolled. The staff is trained in Response to Intervention (RTI) that assists in the identification of strengths and weaknesses as a student ages and develops. We understand that early intervention is key to the long-term success for every child.

How do we support our students so they are reading well by 3<sup>rd</sup> grade?

1. Employment of a Literacy Specialist to work individually with students deemed at risk
2. Providing a classroom assistant in each general education classroom to provide more 1:1 and small group attention
3. Modifying classroom curriculum and instruction as necessary
4. Regular teacher meetings focusing on instructional improvement
5. Encouraging parent involvement in each child’s progress
6. Consistent use of assessments to monitor growth
7. Increasing professional knowledge via professional development opportunities



### **Closing the Achievement Gap**

Response to Intervention: In a continued effort to help all of our students become proficient, a large majority of our staff members (teachers, classroom assistants, and program paraprofessionals) have received training in RTI or Response to Intervention. RTI is a multi-tiered approach to the early identification and support of students with learning needs. Every fall, all SRMCS students kindergarten-6<sup>th</sup> grade are screened using standardized assessments: Fountas & Pinnell for reading comprehension and Aims Web for reading fluency/accuracy, math concepts/applications, and mathematical computation. Struggling students are provided with various types of interventions to accelerate their rate of learning. These services are provided by a number of school personnel including general education teachers, classroom assistants, and specialists.

Literacy Specialist: As part of our RTI implementation, SRMCS employs a part-time Literacy Specialist, Julie Halvorson, to work individually with students who have been “flagged” or deemed “at risk” in a specific academic area, particularly reading. This is determined primarily by teacher observations, Aims Web and Fountas & Pinnell assessment scores, and via the Child Find Team.

At any given time, Ms. Halvorson has 7-10 students on her case load depending on the individual level of need. Specifically in 2018-2019, Ms. Halvorson worked with seven students over the course of the year who met with her 3-4 times per week for approximately 20-30 minutes. These students showed significant improvement over the course of the year. The table below provides year-end outcomes – the number of students who reached grade-level standards, the number of students who continued enrollment in the program the next year, and how many students were subsequently referred for special education services.

Year	# of Students Enrolled in Literacy Program	# of Students Who Reached Grade-Level Standards & Graduated from the Literacy Program	# of Students Who Remained in Literacy Program the Following Year	# of Students Who Subsequently Received Special Education Services
2014-2015	15	8 of 15 = 53%	5 of 15 = 33%	0%
2015-2016	10	4 of 10 = 40%	4 of 10 = 40%	2 of 10 = 20%
2016-2017	7	0	7 of 7 = 100%	0%
2017-2018	9	3 of 9 = 33%	2 of 9 = 22%	4 of 9 = 45%
2018-2019	7	2 of 7 = 28.5%	3 of 7 = 43%	2 of 7 = 28.5%
<b>Total # of Students:</b>	<b>48 over 5 years</b>	<b>17 of 48 = 35%</b>	<b>21 of 48 = 44%</b>	<b>8 of 48 = 21%</b>

As the data above shows, we’ve experienced much success with our CEIS program. In two of the last five years, zero students were subsequently referred for special education. The other three years, 8 students (21%) total were referred. To have 35% of students reach grade-level standards is fantastic and we have very high hopes for the success of the students currently part of this program.

We believe that this is excellent progress toward closing the gap. Not only did multiple students receive additional help, most made incredible gains and are now back, or getting back, on track with same-grade peers without any additional referrals.

### **Equitable Teacher Distribution & Access to Diverse Teachers**

Equitable Teacher Distribution: One of Swan River’s greatest strengths is equal access highly educated, experienced teachers. Not only do all of our teachers hold a valid teaching license in the State of Minnesota, our school requires that each general education teacher be Montessori trained in the level s/he teaches. Depending on the ages/grades of the students being taught, each lead teacher must hold the equivalent Montessori certification - a minimum of 1-2 years of additional coursework beyond what is required for standard teacher licensure. Therefore, every child enrolled at SRMCS will receive a comparable education from a teacher with a Bachelor’s Degree, valid licensure, and Montessori certification.

Access to Diverse Teachers: Being a small charter school located in greater Minnesota, access to diverse teachers can be a challenge. However, given the school’s student population and the population of the local and surrounding communities, the percentages relating to diversity are quite proportionate. Should the school need to hire new employees, access to diverse teachers is taken into consideration.

**Assurance of Public Reporting ~ Equitable Access to Effective & Diverse Teachers**

SRMCS assures that data related to equitable access to effective and diverse teachers be shared publicly. This will be done at least annually via:

1. SRMCS’ World’s Best Workforce & Annual Report – This report is board-approved and submitted to the school’s authorizer, Audubon Center of the North Woods. Once approved, this report is posted to the school’s web site.
2. SRMCS’ World’s Best Workforce Summary – This annual report is provided to the SRMCS Board of Directors for review. It is submitted directly to the MN Department of Education.
3. Assurance of Public Reporting: Equitable Access to Effective & Diverse Teachers – This document will be revised as necessary by the School Director. It is posted to the school’s web site.

Teacher Equity Categories	2018-2019 Data
Total number of licensed teachers employed at SRMCS during the 2018-2019 school year:	14
Percentage of Experienced Educators (3+ years of experience)	12 of 14 = 85.7%
Percentage of Licensed Educators Teaching in the Area(s) in Which They Are Licensed	12 of 14 = 85.7%
Percentage of Educators with Advanced Degrees (a Master’s Degree or more)	6 of 14 = 42.9%

**High Quality Charter School Status**

For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, the Minnesota Department of Education identifies charter schools that qualify as “High Quality” through its Comprehensive Performance Framework (CPF).

Swan River Montessori Charter School did receive this recognition and was added to the 2019 High-Quality Charter School List for Minnesota. This title equates to being eligible to apply for expansion and replication grant money. Though honored to be added to this distinguished list, SRMCS did not apply for this grant. Rather, the school will remain foundationally unaltered.

## **Every Student Succeeds Act (ESSA) School Identification**

Under ESSA, the Minnesota Department of Education has identified schools that will receive comprehensive supports or additional targeted support beginning in the 2019-20 school year. Swan River Montessori Charter School has *not* been identified as a school requiring additional supports of any kind.

## **Educational Effectiveness: Assessment and Evaluation**

### **Specific Areas of Need Identified & the Data the Needs Were Based Upon: The Growth Mindset & Zones of Regulation ~ Unifying School-Wide Support for the Social and Emotional Health of Our Students**

As mentioned throughout this report, Montessori education places a lot of emphasis on social and emotional development. As Montessorians, our teachers never assumed that children simply know how to appropriately interact with others, how to problem solve, how to self-reflect and so forth. From their first day in Children’s House to their last day in E-2, Swan River students are taught, modeled, and provided a safe environment to practice these life skills. This is just one of the many ways we differ from traditional schools.

That said, how Montessori Grace and Courtesy is taught and modeled can vary from classroom to classroom based on the preferences and personalities of the teachers. Then, incorporate a variety of students from a variety of backgrounds with a variety of skill sets and the differences become more widespread. This sparked a number of discussions over time that came to one ultimate conclusion – the need of a more unified, school-wide social/emotional support program.

Being a small charter school, staff members are able to get to know all students in the building, not just the students in their particular classroom. Additionally, like in all schools, students are shared between many teachers e.g. general education teachers, specials teachers (PE, technology, art, etc.), special education teachers and so forth. To have a framework that promotes specific language/vocabulary would unify every adult’s approach when interacting with any one of our students. This would be particularly helpful when working with our students who have special needs like autism, for example. After much research, SRMCS decided to implement a combination of two programs – The Growth Mindset and the Zones of Regulation.

The Growth Mindset: Per its creator, Carol Dweck, “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” This is in contrast to what Dweck calls the Fixed Mindset. “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.”

At SRMCS, our staff now use these two terms – fixed mindset and growth mindset – quite often, particularly when a student is feeling negative emotions and/or is exhibiting negative behaviors.

Shortly after the initial implementation of this language, our staff members, particularly the support staff who are not Montessori trained, began to truly understand that the feedback they give to students can either encourage a child to choose a challenge and increase achievement or can contribute to a child choosing to withdraw and avoid any challenge put in front of him/her. Not only do these simple phrases have a positive impact on our students, they have benefitted many of our staff members both professionally and personally.

The Zones of Regulation: Per its author, “The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. The Zones of Regulation incorporates social skills and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.”

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The ZONES of Regulation®			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

At SRMCS, the above Zones chart is hung in every room in our building, including the main office and other shared spaces. Like the Growth Mindset language, our staff also use the Zones language, particularly referencing color, with all students anytime and for any reason. Often students will be asked, “What zone are you in?” Simply identifying the color speaks volumes about the mental state of that student. It also minimizes the child having to describe their emotions in detail, which often makes the child feel worse. With that removed from the conversation, the adult and child can immediately begin problem solving and moving forward. The goal, of course, is to support the child while s/he is working to get back into the green zone.

Over the course of the school year, we observed a significant, positive impact on many of our students, particularly our students with special needs and/or mental health issues. We fully intend to continue implementing these two frameworks for years to come.

## Assessment and Evaluation of Student Academic Progress



Montessori education recognizes that tests represent only a small portion of what a child truly knows. Instead, teachers rely largely on student work and in-class observations to assess his/her students. It is very common (and encouraged) for a Montessori teacher to take time out of his/her day to sit quietly and observe the classroom community. The purpose of this is to monitor students while they use the materials, taking note if the child is showing mastery and is ready to move forward, needs more time with a particular material, or needs a refresher/repeat lesson.

Observations also allow the teacher to see if movement in the room is purposeful, if partnered students are working well together, if students are making appropriate work choices, and to ensure work time is being used effectively.

As mandated by the State of Minnesota, all students 3<sup>rd</sup> through 6<sup>th</sup> grade participate in MCA testing annually each spring. SRMCS also utilizes Aims Web and Fountas & Pinnell to assess for reading comprehension, fluency, computation, and mathematical concepts. This is done three times per year in fall, winter, and spring. Some teachers, particularly in special education, also utilize the Read Naturally Reading Program to conduct additional informal progress monitoring.

### The School Process for Disaggregating Data by Student Group

SRMCS uses the following criteria to disaggregate data by group:

- If a student group has 20 or more students, data is collected and reported.
- If a student group has 10-20 students, data is collected, but not necessarily reported beyond SRMCS stakeholders.
- If a group has less than 10 students, data is collected, but not reported in any way beyond the staff of SRMCS.

Per the Department of Education and State of Minnesota, Swan River's only reportable student group is our special education population. There is no other disaggregated group that meets the 20+ student minimum requirement.

### The School Process to Review & Evaluate the Effectiveness of Instruction & Curriculum

Beyond formal assessments, the staff of SRMCS is very diligent about creating, progressing, and reporting on the growth of the WHOLE child – cognitive, social/emotional, and physical. While we do not use a standard grading system as most traditional schools use, we do complete progress reports multiple times per year. We also meet on an ongoing basis regarding school-wide goals, assessment outcomes, and the strengths/weaknesses of the curriculum and instruction we provide. The general process to review and evaluate instructional and curriculum effectiveness is as follows:

1. Meeting is called with all lead teaching staff members and administration.
2. An area or skill is isolated for discussion and review.
3. If the curriculum receives positive feedback, we continue its usage.
4. If the curriculum receives poor feedback:
  - a. Discussion is held as to why it was ineffective.
  - b. Curriculum/instructional gaps are identified.
  - c. The group brainstorms alternative options.
  - d. Specific individuals are charged with continued research of selected alternatives.
  - e. Individuals then report their findings to the lead teacher group.
  - f. A decision is made to either begin the new curriculum or if further research must be conducted.
5. A minimum of one follow up meeting is held to determine progress.

### **Strategies for Improving Instruction, Curriculum & Student Achievement**

The Montessori Method: The beauty of a Montessori education is that modification and individualization are a natural occurrence in every child’s learning journey. If a child is struggling with a certain concept or skill, there are a number of ways the teacher can modify the material to better suit that child’s style of learning. Sometimes just changing the material used in class leads to it “clicking” with the student. In addition, with the child and teacher being together for three full years, the adults understand what a particular child may or may not need to succeed. There is an incredible amount of freedom to alter the curriculum and instruction as necessary to support student achievement in all areas of development.

Professional Development: The SRMCS Board of Directors guarantees a minimum of 16 continuing education hours/credits are offered on site throughout the school year. All professional development offered focuses increasing our knowledge and improving our practices.

<b>SRMCS Professional Development 2018-2019</b>				
<b>Title</b>	<b>Date</b>	<b>Presenter</b>	<b>Attended By</b>	<b>Brief Description</b>
Aims Web Plus: An Introduction for Use in the Classroom Setting	8.29.18	Jessica Frederiksen, Special Education Coordinator	All Licensed Lead Teachers	Staff learned about the new Aims Web Plus platform including data types, report generation, and using this platform to best measure student outcomes.
Personal, Work & Community Safety	8.30.18	Sgt. Brian Johnson, Wright Co. Sheriff Dept.	All Staff	Staff learned about personal and school safety including best practices for lockdowns.
Montessori Classroom Design & Behavior Management	8.29.18	Syneva Barret, Montessori Trainer & Consultant	All Staff	Staff learned about the classroom environment is shaped.
Basic Psychological Processing & Executive Functioning	11.1.18	Ashley Evans, Director of Special Education	All Staff	Staff learned about ways educators may support students with processing and executive functioning deficits both in and outside the classroom.
The Growth Mindset Coach: A Teacher’s Month-By-Month Handbook for Empowering Students to Achieve	3.6.19	Carol Dweck, Author	All Staff - Participation Optional	Staff studied various techniques to use in the classroom to help students learn to be flexible, self-accepting and positive thinkers – to learn the power of “yet”.

School Director Performance Evaluation: The School Director is evaluated by each member of the Board of Directors annually per the School Director Performance Evaluation Policy. To assist them with this task, all employees are given the opportunity to submit a survey on the

School Director's performance to the board. This feedback is taken into consideration when completing their comprehensive evaluation. Board members are also asked to site three areas of strength and three areas for improvement/development. Should something need to be directly addressed, the evaluation does include an area to detail an action plan.

Once evaluations are completed by each member, the data is compiled. The Board of Directors then hold a closed session at a board meeting to review the data and discuss any further action, if necessary.

Employee Performance Evaluations: Every SRMCS employee is given a formal job performance evaluation, inclusive of at least one classroom observation, annually by the School Director. Once completed, a 1:1 meeting is held, the evaluation and observation are reviewed, and any questions, concerns, strengths, and areas of improvement are discussed. All evaluations are kept in the employee's file.

### Education Effectiveness Practices

As stated previously, the staff of SRMCS is dedicated to providing a high-quality Montessori education to every student every day. We are always looking to improve our means of instruction while staying as authentic to the Montessori philosophy as we can. There are a number of ways we measure the educational effectiveness on an ongoing basis:

- Regularly held teacher meetings reviewing current curriculum.
- Ongoing research by teachers on potential new types of curriculum to implement.
- Provision of a minimum of 16 continuing education hours for all staff annually.
- Potential monetary support for staff to attend external workshops/conferences/seminars.
- Staying updated on school law, academic standards, and aligning the Montessori sequence of curriculum to those standards.
- Integration of educational technology, when appropriate.
- Annual performance evaluation of all staff members.
- Annual peer observation of all lead teachers.
- Weekly student observations by lead classroom teacher.
- Regular grade level team meetings.
- Expecting high standards of conduct for all students and employees as stated in the Student/Parent Handbook and Employee Handbook.

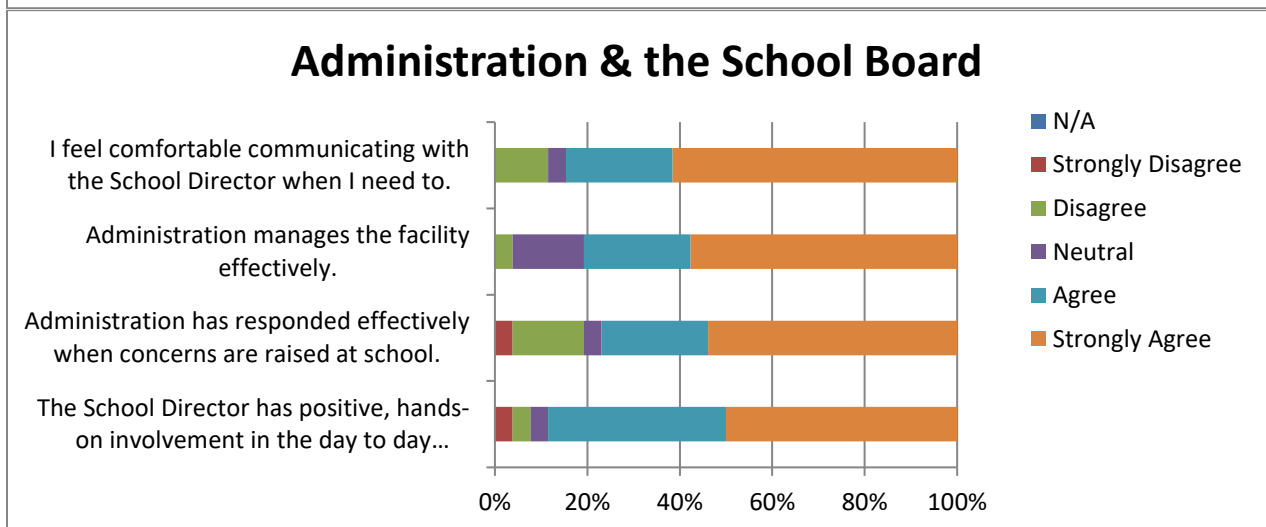
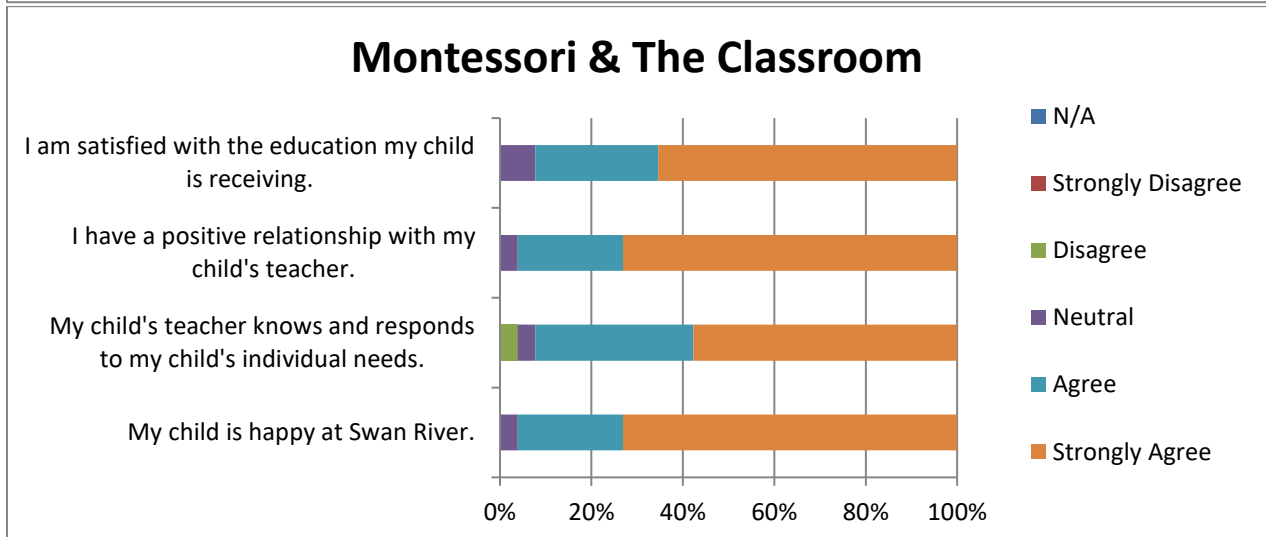
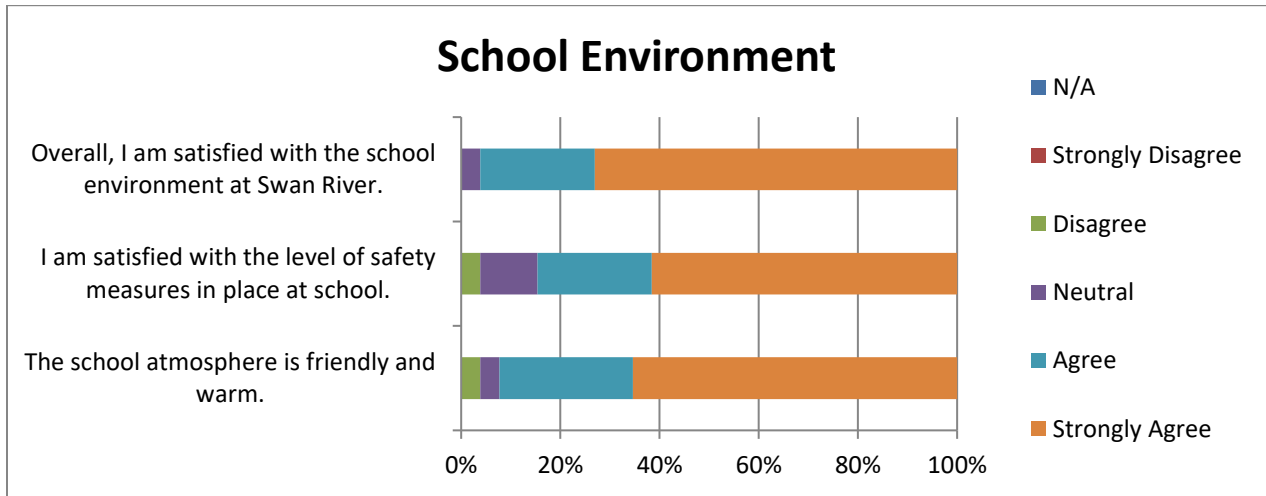


## Parent & Student Satisfaction

The charts below represent key data points that best represent the level of satisfaction felt by SRMCS families. As you will see, from the number of parents who completed the Family



Survey in spring of 2019, high percentages prove a strong sense of overall satisfaction. This can be said not only about Swan River in general, but also specifically relating to such areas as child safety and happiness, administrative effectiveness, and the Montessori approach to education.



# Environmental Education Implementation & Evaluation Plan

The mission of Swan River Montessori Charter School’s authorizer, the Audubon Center of the North Woods, is to “instill a connection and commitment to the environment in people of all communities through experiential learning.”

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

As part of our contract with our authorizer, Audubon Center of the North Woods, we have agreed to the following environmental education goal:

“Staff, students and parents at Swan River Montessori Charter School will increase their environmental literacy, and develop the knowledge, skills, and attitudes to support a sustainable, healthy environment.”

## **Our Approach to Environmental Education**

Environmental education is a core component in Montessori education. Though called “care of the environment” in Montessori terminology, its essence is very similar. Over the years, SRMCS has worked diligently trying to improve our EE efforts, particularly focusing on the choices we make every day and how those choices impact our world over time. After much reflection, and conducive to what Montessori philosophy states, we have found that student engagement, or “buy in,” is by far the most significant factor when encouraging children to make a true commitment to living in balance with the Earth. This is a momentous responsibility requiring long-term dedication.

Therefore, the following are the primary principles adopted and practiced by SRMCS promoting student engagement with the intent of instilling a life-long commitment to living in harmony with the environment:

1. Use of local surroundings. Our staff ensures that students are exposed to the outdoor environment frequently during the school day making learning immediate and meaningful. Looking at nature from a window or in a picture is not nearly as affective as physically being surrounded by it.
2. Provision of hands-on experiences. Students are encouraged as much as possible to use scientific tools such as binoculars, magnifying glasses, and journals to observe and manipulate nature up close and first-hand.

3. Implementation of cross-subject instruction. Environmental education goes far beyond the single subject of science. Montessori education does a wonderful job integrating EE/science topics across many subject areas, particularly in language/writing, history, cultural studies, and art. This is done all the time in our classrooms.
4. Focusing on topics based on real-time events and issues. We have found that our students are far more likely to actively engage when an issue is affecting the world here and now. The younger students often struggle with understanding abstract timelines so providing information in real-time has equated to greater interest.

### **The Environmental Literacy of Our Students: Data Collection & Analyzation**

Per our renewed 5-year contract with ACNW, Swan River is required to submit annually in August an environmental education plan specifying goals relating to each of the five areas of environmental literacy - awareness, knowledge, attitude, skills, and action. Our Environmental Education teacher works collaboratively with staff throughout the year to implement specific activities and then collect relevant data based on said goals. Upon conclusion of the school year, all data is compiled, analyzed, and reported to ACNW and the Board of Directors. ACNW then formally evaluates the school's progress on each literacy category sharing the results with school administration and the Board of Directors. Over the summer months, the School Director meets with the EE teacher to create a new plan for the new school year and the cycle repeats itself. This plan has been very effective in upholding our commitment to environmental education as well as keeping SRMCS accountable for meeting its objectives each year.

### **Environmental Education Successes & Challenges of the School Year**

#### Successes:

- The creation of an EE plan in conjunction with ACNW that helps stay on course improving our overall EE efforts. Specifically, this plan ensure that we are executing and tracking specific EE literacy data with students.
- Making progress on our natural playground initiative getting our students back to playing with nature using pure imagination.
- A school board that continues to support the employment of an EE teacher.
- Staff who believes in the importance of EE and models this daily for our students.
- Involving our parents as volunteers to further our EE efforts.
- Receiving donations from our families and the PTO to support EE efforts.
- Having an active EE committee that meets at least monthly to keep the school progressing with EE goals.

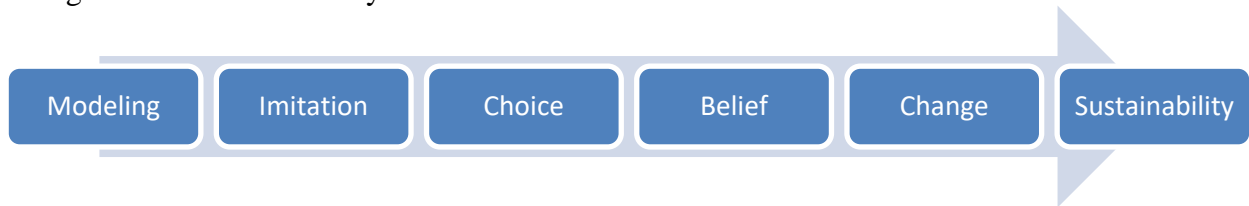
#### Challenges:

- Finding ways to educate/train our staff to further our EE efforts that are affordable and accessible. Inviting speakers to come onsite is ideal so all staff can participate, but these opportunities are very limited.
- Trying to be innovative on a continuing basis.

## Application of Environmental Education Values & Strategies

Environmental education is far greater than students participating in activities outdoors. While it has taken some time, our staff has come to realize that to make a true impact on our students and on the earth, we must go back to our roots. Montessori education teaches to the whole child – body, mind and spirit. Environmental education should be no different in that it, too, requires a holistic approach. Given the age of our students (3 through 12) it is largely the responsibility of adults to guide the child with moral and ethical development. It is during this stage that children are beginning to develop reasoning skills and formulate belief systems.

Knowing this, we must take advantage of this window by providing positive influence and by modeling appropriate behavior/choices each and every day. Children typically follow the lead of the adults they are surrounded by. If the adults recycle, the children will recycle. If the adults turn off the water while adding soap to our hands, the children will turn the water off. If adults spontaneously pick up litter, they will, too. This modeling leads to imitation. Imitation leads to formation of choice. Choice leads to moral and ethical belief. Belief leads to true change. True change leads to sustainability of the environment.



## Governance and Management

### 2018-2019 SRMCS Board of Directors

MEMBER NAME	BOARD POSITION	AFFILIATION	DATE ELECTED	DATE SEATED	TERM END DATE	PHONE NUMBER	EMAIL ADDRESS
Amy Jensen	Chair	Teacher	05/2017	07/2017	06/2020	763-316-7471	<a href="mailto:amyj@swanrivermontessori.org">amyj@swanrivermontessori.org</a>
Donald Frink	Treasurer	Parent	05/2016	07/2016	06/2019	612-804-8037	Donald.frink@outlook.com
William Anderson	Secretary	Teacher	05/2018	07/2018	06/2021	763-355-7807	Billa@swanrivermontessori.org
Amy Savage	Member	Teacher	05/2017	07/2017	06/2020	612-919-3452	amys@swanrivermontessori.org
Cathy Augustson	Member	Community Member	05/2016	07/2016	06/2019	763-295-3764	caugustson@tds.net
Franco Fanucci	Member	Parent	05/2018	07/2018	06/2021	612-616-2326	Franco.d.fanucci@loram.com
Katie Curtis	Ex-Officio	School Leader	-	-	-	763-271-7926	Katiec@swanrivermontessori.org

\*\*NOTE: All members listed are unrelated to each other.

## The Board of Directors: Governance

The SRMCS Board of Directors strives to not only meet, but to exceed standards and expectations of typical school boards. Meetings are typically held the third Wednesday of each month, with the exception of July. Board packets are distributed by the School Director approximately one week prior to each meeting. These packets include the monthly financial statements as provided by our finance manager, student enrollment data, donations received, and any new and old business that is up for discussion or review. Meeting agendas are posted on the doors of the school and placed on the school web site for public viewing. Meeting minutes are also posted to the web site once approved by the Board. Approved policies, reports, and other related materials are also placed on the web site for the general public.

## Board of Directors Training Information: Initial

Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
William Anderson	08/2014	04/23/2015 Shane Weinand	04/23/2015 Shane Weinand	10/20/2014 MACS
Cathy Augustson	07/2016	4/20/17 Dan Jett, Trim Tab Consulting, LLC	04/11/2018 Charter School Employment Law via Charter Source Online Training	2/27/2017 MACS
Donald Frink	07/2016	11/12/16 Effective Board Leadership with Bruce Miles, Big River Group	04/09/2018 Charter School Employment Law via Charter Source Online Training	11/12/16 Charter School Basics with David Greenberg, ACNW
Amy Savage	07/2017	11/11/17 Effective Board Governance: Trends, Observations, and Opportunities with Dan Jett, Trim Tab Consulting & David Greenburg, ACNW	6/27/18 Charter School Employment Law Via Charter Source Online Training	11/11/17 Evaluating Your School's Financial Health with David Greenburg, ACNW
Amy Jensen	07/2017	11/11/17 Effective Board Governance: Trends, Observations, and Opportunities with Dan Jett, Trim Tab Consulting & David Greenburg, ACNW	2/21/2018 Data Practices 101: Overview for Charter School Leaders with Kathryn Olson, Data Practices Compliance Official, MDE	11/11/17 Evaluating Your School's Financial Health with David Greenburg, ACNW
Franco Fanucci	Appointed as Interim 10/2017 Formal Appointment 05/2018	5/31/2018 Board Member Basics – Roles & Responsibilities via Charter Source Online Training	2/21/2018 Data Practices 101: Overview for Charter School Leaders with Kathryn Olson, Data Practices Compliance Official, MDE	3/19/19 Board Boot Camp Via United Way

## Board of Directors Training Information: Annual

SRMCS is very committed to continuing professional development, including those who are on the Board of Directors. Beginning in 2014, board training has been added as an agenda item 2-3 times per year to ensure all members are up to date with annual training and in compliance with charter school governance law.

Board Member Name	Training #1: ACNW Leaders Retreat Attended?	Training #2: Charter Source - Online Board Member Training	Other
Amy Jensen	<p>YES</p> <p>Effective Board Governance: Trends, Observations and Opportunities with ACNW Team</p> <p>Charter School Boards: Creating a Culture of Learning from the Top with ACNW and the NEO Team</p> <p>What Boards Need to Know about Academics with Nalani McCutcheon, ACNW</p> <p>Leading Learners &amp; Learning Leaders with Ann Mitchell, MDE</p>		
Amy Savage	NO		<p>6/25/19 Financial Training for Board Members with Dan Kimball</p> <p>6/25/19 Nonprofit Board Governance with Bob Fisher, John Morgridge &amp; Kavita Ramdam</p>
Franco Fanucci	NO		<p>9/13/18 Board Boot Camp Part 1 Via United Way</p> <p>3/19/19 Board Boot Camp Part 2 Via United Way</p>
William Anderson	NO	1/3/19 Understanding Board Basics	
Cathy Augustson	NO	2/1/19 Practices of High Performing Boards and Top Pitfalls of Open Meeting Laws	
Donald Frink	NO	3/15/19 Understanding Board Basics	

## Management, Staffing Changes & Transitions

There were no administrative changes in 2018-2019.

## List of Administrators & Qualifications

Name	Title/Position	Primary Responsibilities	Education & Qualifications
Katie Curtis	School Director	Full school oversight of students, parents, staff, financials, reporting, special education, enrollment, curriculum, and overall success of the school.	B.A. in Secondary Education M.A. in Organizational Leadership Graduate Level Early Childhood Montessori Certification
Jessica Frederiksen	Special Education Coordinator	Provides oversight of the school's special education program, trains/mentors paraprofessionals, schedules/leads CST/CFT/IEP meetings, ensures full compliance with all state/federal regulations and required paperwork.	B.S. in Community Psychology M.S. in Special Education Special Ed. licenses in Learning Disabilities (LD), Autism Spectrum Disorders (ASD) & Emotional Behavioral Disorders (ASD)

### Professional Development Plan & Implementation: School Director

The Board of Directors feels it vital to ensure anyone holding this administrative position is receiving ongoing education in relevant fields. Therefore, the Board of Directors requires the School Director to receive a minimum of 125 Continuing Education Credits (CEUs) every five years. S/he is required to provide an annual update to the Board as to what credits have been earned and in what fields. This review is done annually in June.

### Professional Development Plan & Implementation: Special Education Coordinator

Mirroring the School Director, the Special Education Coordinator must earn 125 CEUs every five years. This position is required to provide an annual update to the School Director as to what credits have been earned and in what fields. This review is done annually in May.

### Professional Development Goals for 2018-2019: School Director & Special Ed. Coordinator

Generally speaking, the School Director should receive approximately 25 continuing education hours per year keeping on track for re-licensure every five years. However, there are going to be years where more are earned than others. In FY19, the School Director received 40.25 hours of continuing education. This is in addition to the 34 hours earned in FY18 and 23.25 hours earned in FY17. In FY19, the Special Education Coordinator received 30.25 hours of continuing

education. This is in addition to the 30 hours earned in FY18. Arguably the area of greatest development continues to be under the umbrella of special education law as well as federal education accountability platforms like the World’s Best Workforce and the Every Student Succeeds Act. Given that these requirements are often fluid, ongoing professional development is critical to remain in compliance with state and federal mandates.

**List of Professional Development in FY19: School Director**

Date	Professional Development Title/Topic	Continuing Education Credits Received
8/29/18	Montessori Classroom Design & Behavior Management, Ms. Syneva Barrett, Independent Montessori School Consultant and Trainer	3
8/29/18	Aims Web Plus: An Introduction for Use in the Classroom Setting, Ms. Jessica Frederiksen, Special Education Coordinator	1
8/30/19	Bloodborne Pathogens & School Crisis Management, EMC Insurance	1
8/30/19	Personal, Work & Community Safety, Sgt. Brian Johnson, Wright County Sheriff’s Office	1
11/1/2018	Basic Psychological Processing & Executive Functioning, Ms. Ashley Evans, Special Education Director, Designs for Learning	2
11/10/19	ACNW Leaders Retreat	10
1/21/2019	Crisis Prevention & Intervention, Ms. Kathleen Brown, CPI Senior Instructor, Designs for Learning	8
3/6/19	The Growth Mindset Coach: A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve by Carol Dweck, SRMCS Book Study	14.25

**Total CEUs Earned in FY19: 40.25 Hours**

**List of Professional Development in FY19: Special Education Coordinator**

Date	Professional Development Title/Topic	Continuing Education Credits Received
8/29/18	Montessori Classroom Design & Behavior Management, Ms. Syneva Barrett, Independent Montessori School Consultant and Trainer	3
8/29/18	Aims Web Plus: An Introduction for Use in the Classroom Setting, Ms. Jessica Frederiksen, Special Education Coordinator	1
8/30/19	Bloodborne Pathogens & School Crisis Management, EMC Insurance	1
8/30/19	Personal, Work & Community Safety, Sgt. Brian Johnson, Wright County Sheriff’s Office	1
11/1/2018	Basic Psychological Processing & Executive Functioning, Ms. Ashley Evans, Special Education Director, Designs for Learning	2



1/21/2019	Crisis Prevention & Intervention, Ms. Kathleen Brown, CPI Senior Instructor, Designs for Learning	8
3/6/19	The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve by Carol Dweck, SRMCS Book Study	14.25

**Total CEUs Earned in FY19: 30.25 Hours**

**Professional Development Goals for 2019-2020: School Director & Special Ed. Coordinator**

As is the case for all licensed staff, the School Director and Special Education Coordinator will continue to earn continuing education credits to stay on track per licensure renewal requirements. In FY20, specific areas of development will include identifying needs in the classroom for students with anxiety, CPR/1<sup>st</sup> aid training, a variety of workshops attended at the Montessori Mini Conference at the College of St. Catherine and the annual ACNW leaders retreat.

## Staffing 2018-2019 & 2019-2020

The tables below contain information for all staff employed by the school or who provided services contractually. All of SRMCS lead teachers have a Minnesota teaching license and are Montessori certified for the grade levels each are teaching. Swan River is very proud that the majority of the non-lead teaching staff holds a Bachelor's Degree.

2018-2019 Licensed Teaching Staff				
Name	File #	License / Assignment	2019-20 Status*	Comments
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	R	Dual Licensed
Bergquist-Savage, Amy	420388	Kindergarten & EC	R	
Blaha, Ashley	995558	Grades 4-6	R	
Brown, Rebecca	450617	Special Education	R	Special Education Variance
Curtis, Kate	388236	School Director	R	M.A.
Frederiksen, Jessica	468160	Special Education	R	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	R	Dual Licensed
Halvorson, Julie	489613	Special Education	R	Community Expert
Holder, Daniel	475036	Grades 4-6	R	Former Montessori Trainer, M.A.
Jensen, Amy	390666	Grades 1-3	R	STEM Certified, M.A.
McGorry, Jean	352642	Music/Band (EC-6)	R	
Melo, Heidi	408124	Special Education	R	Special Education Variance
Perez, Nicole	398893	Birth to 3 <sup>rd</sup> Grade	R	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	R	STEM Certified
Snyder, Shanny		Kindergarten & EC	R	

\*R = Returning, N = Not returning

## 2018-2019 Teacher Professional Development Activities

Please see page 45.

### Licensed Teacher Percentage Turnover Rates:

	Total Number of Licensed Teachers	Teachers Not Returning	Turnover Rate
2014-2015	13	1	7.6%
2015-2016	12	0	0%
2016-2017	15	2	13.3%
2017-2018	15	1	6.7%
<b>2018-2019</b>	<b>15</b>	<b>0</b>	<b>0%</b>

2018-2019 Other Licensed (Non-Teaching) Staff				
Name	File #	License / Assignment	2019-20 Status*	Comments
Evans, Ashley	422503	Special Ed. Director	R	
Robinson, Kasee	490045	Speech Pathologist	R	
Glunz, Amanda	490107	Social Worker	R	
Schipper, Debra	299257	ASD Consultant	R	

\*R = Returning, N = Not returning

2018-2019 Non-Licensed Staff			
Name	Assignment	2019-20 Status*	Comments
Akervik, Cassidy	Program Paraprofessional	N	
Bad Heart Bull, Molly	Program Paraprofessional	R	
Bauer, Brittney	Program Paraprofessional	R	
Brockman, Beth	Operations Coordinator	R	B.A. Degree
Brown, Rebecca	Early Childhood Teacher	R	B.A. Degree
Burg, Tasha	Program Paraprofessional	R	M.A. Degree
Davis, Pam	Classroom Assistant	N	B.A. Degree
Dehmer, Jean	Program Paraprofessional	R	Paraprofessional Cert.
Erb, Nancy	Classroom Assistant	R	B.A. Degree
George, Lori	Classroom Assistant	R	B.A. Degree
Keene, Katie	Classroom Assistant	N	B.A. Degree
Klug, Amy	Classroom Assistant	N	B.A. Degree
Krueger, Peter	Program Paraprofessional	R	B.A. Degree
Oslund, Colleen	School Nurse	R	B.A. Degree
Paul, Barb	Program Paraprofessional	R	
Schroeder, Jen	Designated Substitute Teacher	R	B.A. Degree
Spry, Amanda	Program Paraprofessional	R	
Voight, Deb	Custodian	R	
Voight, Steve	Custodian	R	
Weems, Heather	Classroom Assistant	R	
Zachman, Cindy	Program Paraprofessional	R	
Zimney, Barb	Hot Lunch Coordinator	R	

\*R = Returning, N = Not returning

### Non-Licensed Staff Members Percentage Turnover Rates:

	<b>Total Number of Non-Licensed Staff</b>	<b>Non-Licensed Staff Not Returning</b>	<b>Turnover Rate</b>
2014-2015	18	1	5.5%
2015-2016	20	1	5.0%
2016-2017	22	1	4.5%
2017-2018	22	2	9.0%
<b>2018-2019</b>	<b>22</b>	<b>4</b>	<b>18.2%</b>

<b>2019-2020 Licensed Teaching Staff</b>			
<b>Name</b>	<b>File #</b>	<b>License / Assignment</b>	<b>Comments</b>
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	Dual Licensed
Bergquist-Savage, Amy	420388	Kindergarten & EC	
Blaha, Ashley	995558	Grades 4-6	
Brown, Rebecca	450617	Special Education	Special Education Variance
Curtis, Kate	388236	School Director	M.A.
Frederiksen, Jessica	468160	Special Education	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	Dual Licensed
Halvorson, Julie	489613	Special Education	Community Expert
Holder, Daniel	475036	Grades 4-6	Former Mont. Trainer, M.A.
Jensen, Amy	390666	Grades 1-3	STEM Certified, M.A.
McGorry, Jean	352642	Music/Band (EC-6)	
Melo, Heidi	408124	Special Education	Special Education Variance
Perez, Nicole	398893	Birth to 3 <sup>rd</sup> Grade	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	STEM Certified
Snyder, Shanny	995732	Kindergarten & EC	

<b>2019-2020 Other Licensed (Non-Teaching) Staff</b>			
<b>Name</b>	<b>File #</b>	<b>License / Assignment</b>	<b>Comments</b>
Evans, Ashley	422503	Special Ed. Director	
Robinson, Kasee	490045	Speech Pathologist	
Glunz, Amanda	490107	Social Worker	
Schipper, Debra	299257	ASD Consultant	

<b>2019-2020 Non-Licensed Staff</b>		
<b>Name</b>	<b>Assignment</b>	<b>Comments</b>
Bad Heart Bull, Molly	Program Paraprofessional	
Bauer, Brittney	Program Paraprofessional	
Brockman, Beth	Operations Coordinator	B.A.
Burg, Tasha	Substitute	M.A.
Dehmer, Jean	Program Paraprofessional	Paraprofessional Cert.

Eggert, Louise	Program Paraprofessional	A.A.
Erb, Nancy	Classroom Assistant	B.A.
George, Lori	Classroom Assistant	B.A.
Krueger, Peter	Program Paraprofessional	B.A.
Melo, Paul	Custodian	
Oslund, Colleen	School Nurse	B.A.
Paul, Barb	Program Paraprofessional	
Recker, Dylan	Classroom Assistant	B.A.
Romani, Deanna	Classroom Assistant	
Schroeder, Jen	Designated Substitute Teacher	B.A.
Spry, Amanda	Program Paraprofessional	
Stewart, Kristina	Classroom Assistant	M.A.
Swanson, Stefanie	Program Paraprofessional	
Voight, Deb	Custodian	
Voight, Steve	Custodian	
Weems, Heather	Classroom Assistant	
Zachman, Cindy	Program Paraprofessional	
Zimney, Barb	Hot Lunch Coordinator	

## Operational Performance

### Health and Safety

The health and safety of Swan River’s students and staff is its number one priority. Below is a list of actions SRMCS takes each year to ensure the health and safety of its tenants.

- Each door at SRMCS has a coded security panel. Upon enrollment, each family is given a private code to gain access to the school building on all scheduled school days 7 a.m. to 5:30 p.m. Families are asked not to share these codes with anyone not affiliated with Swan River. Any person who does not have a school-issued code must buzz in manually. A member of the office staff will inquire who the person is via the intercom and will meet that person at the door once access is granted. All family codes are disabled over the summer months and any other days that school is not in session.
- Fire inspections are completed by the Fire Marshall as required.
- Students participate in five fire drills, five lock down drills, and one tornado drill annually.
- The sprinkler system and fire extinguishers are inspected annually.
- Appropriate space is given where required – entryways, exits, 18” of open space from the ceiling, maintenance rooms are orderly and locked at all times when students are present.
- Updated immunization forms are required from all students, including preschoolers.
- SRMCS does not employ a full-time school nurse. Therefore, there is a strict medication policy in place. All medication is kept locked in the main office and is distributed only by office personnel. Records are kept of all medication administered during the school day.

- SRMCS is licensed and inspected by the MN Department of Health twice a year. We do have a Certified Food Manager on site during the school day.
- Swan River is located within 15 miles of a nuclear power plant. Therefore, all staff has been trained in evacuation procedures and potassium iodide (KI) administration.
- Background checks are required of all staff, board members, and any volunteers 18+ years old who would have any contact with any student during the school day on or off site. These forms are kept on file in the main office.
- An Emergency Management Plan was developed in cooperation with the Wright County Sheriff's Office and the Department of Homeland Security. A copy of this plan is located in each classroom, the office, and multipurpose space. Staff reviews it annually.

## **Transportation**

Administration keeps in close contact with Hoglund Transportation throughout each year. Any issues that arise regarding our students and provided transportation are dealt with immediately. To ensure the greatest level of safety, all students, including preschoolers, receive bus safety training within the first few weeks of school.

## **Data Compliance and Reporting**

SRMCS prides itself in the prompt submission of any mandated data to the MN Department of Education, the State of MN, our authorizer, and any other external entity we work with. There are staff who are designated for various types of data submissions. Ms. Brockman, Operational Manager, reports MARSS, CliCs, TRA, PERA and ADP Payroll Services. Ms. Curtis, School Director, completes and submits all STAR reports, DAC information, lease aid, the Annual Report, World's Best Workforce Plan and Summaries, and all other data required by external entities.

All web posting requirements from the MDE and ACNW are met.

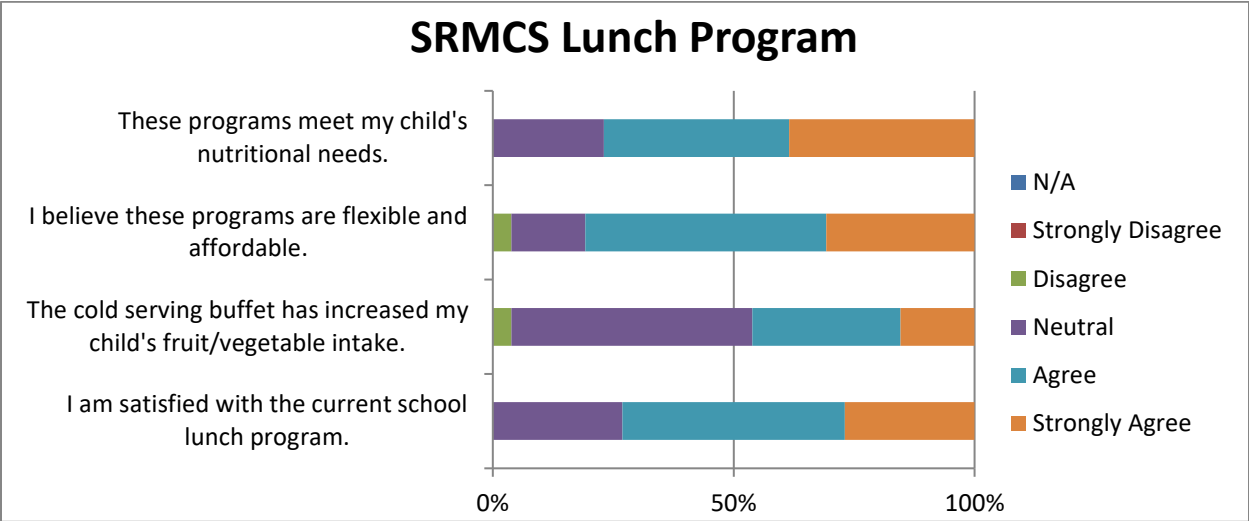
## **Facilities**

SRMCS employs three, part-time custodians to care for the building and grounds. Staff are welcome to ask the custodial staff to help with small building and cleaning projects. Together, all areas are kept clean, orderly, and up to code.

## **Food Service Programs**

SRMCS contracts with Premier Kitchens, Inc. for our hot lunch program as well as Van's Home Delivery for milk. All food and nutrition guidelines are followed, including policies and procedures mandated by the MN Department of Health who completes on-site inspections two times per school year.

Historically, our Fund 2 Lunch Program has always financially sustained itself and is used frequently by most of our families. When surveyed, the following are the responses received from parents and students:



**Due Process and Privacy Rights of Students**

To ensure that all due process and data privacy rights of students are met, the SRMCS Board of Directors has approved the following policies:

- Equal Education Opportunity Policy – SRMCS provides equal educational opportunity to all students and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for students with disabilities.
- Religion and Religious Expression Policies – This policy states that SRMCS shall neither promote nor disparage any religious belief or non-belief. Inclusion of religious music, art, drama, and literature are allowed provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination. To the extent possible, special school events shall be conducted at times which are not likely to conflict with observance of religious holidays.
- Protection and Privacy of Pupil Records – SRMCS recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

To view these policies in their entirety, please visit our web site at [www.swanrivermontessori.org/about-us/school-policies/](http://www.swanrivermontessori.org/about-us/school-policies/).

**Parent & Community Engagement**

As part of student enrollment at Swan River, we encourage every family to contribute a minimum of 20 hours of volunteer time each school year. We find that being a small charter school, our resources are a bit more limited, especially when compared to large school districts. This means that parent and community engagement is crucial to our ongoing success. We are very fortunate to have the support that we do.

## Hiring Practices

Any time there is an employment position to be filled at SRMCS, hiring procedures are as follows:

1. Vacant position is identified.
2. Advertisements are placed to the public. Historically, we have utilized the Montessori Network, and EdPost via St. Cloud State University. A closing date for applications is given.
3. Application acceptance window closes.
4. Resumes and cover letters are reviewed by designated personnel.
5. Office staff member notifies candidates and schedules interviews.
6. The standardized interview questions are distributed to all members of the Hiring Committee prior to the interview.
7. Interviews are conducted.
8. Secondary interviews are conducted, if necessary.
9. Committee decides on the best candidate to fill the position.
10. The School Director extends the offer to the candidate.
11. Assuming the candidate accepts the position, the School Director then notifies the Board of Directors at the upcoming board meeting. Members vote to approve the hire.

## Background Checks of Employees, Board Members & Volunteers

All adults 18 years of age and older must complete a background check in order to interact with students for any reason during the school day. This includes field trips, classroom celebrations, and general volunteering on school grounds. Employment is always contingent on background check results as is being a member of the Board of Directors. Employees and board members are re-checked every other year while all volunteers are every three years. This is the same cycle that the surrounding school districts use as well. This check is very thorough as it includes state and national registries.



## FORTS, FLANNELS & FLASHLIGHTS DAY!

## Finances

The information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2019.

For questions regarding school finances and for complete financials for 2018-19 and/or an organizational budget for 2019-20, please contact:



Name: Katie Curtis  
 Position: School Director  
 Address: Swan River Montessori Charter School  
 500 Maple Street  
 Monticello MN 55362  
 Phone: 763-271-7926  
 Email: katiec@swanrivermontessori.org

Sandy Schmidt of Sandmark LLC provided financial accounting services for Swan River Montessori Charter School in FY19. This included monthly financials, bank reconciliations, annual budgets and budget revisions, use of SERVS and SEDRA via the Minnesota Department of Education, completion of the school’s 990 tax forms, and assistance with the auditing process.

Beginning in July 2019, SRMCS contracted with a new financial management firm, The Anton Group (TAG). TAG is also providing all payroll services for the school as well.

### **FY19 Financial Overview by Fund**

<b>FY19 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	1,983,653	51,683	148,724
Total Expenditures	1,923,396	50,484	168,239
Net Income	60,257	1,199	(19,515)
<b>Total Fund Balance</b>	<b>469,494</b>	<b>12,746</b>	<b>105,836</b>

As detailed above, two of the three fund balances were positive while the third fund, the Community Service Fund 4, experienced a loss in revenue. When combined, the total net gain was \$41,941 for FY19. The fund 4 loss was largely due to planned expenses as well as a small number of families being on a tuition payment plans that extend into FY20.

### **Revenues by Fund**

General Fund 1: The general fund includes the primary operations of the school in providing educational services to its students from kindergarten through grade 6. Approximately 97% of the general fund operational revenue is controlled by a complex set of state funding formulas and is largely enrollment-driven.

Swan River’s key sources of revenue include general education aid, charter school lease aid, and special education aid. The FY19 budget was based on 159 ADM (student Average Daily Membership) which was maintained through April 2019. At that point, one student dis-enrolled so a small amount of revenue was lost. Other secondary sources include federal special education aid, interest earned, literacy incentive aid, and donations.



Food Service Fund 2: It should be noted that the Food Services fund was self-sustaining, i.e. it did not have to receive supplemental funding from General Fund 1. According to our auditor from Clifton Larson Allen, Dennis Hoogeveen, the vast majority of schools must supplement their food service fund. However, due to responsible fiscal management, no loss was experienced in FY19. This has occurred all 13 years Swan River has been operational.

Community Service Fund 4: Revenues for Fund 4 Community Service Fund come from two primary sources – tuition from the fee-based Children’s House Program and contracted service fees from the Extended Care Program. This revenue is paid to the school directly from families who have child(ren) enrolled in either or both of these programs.

## **Expenses**

As is the case with most organizations, the greatest expenses are employee compensation and benefits. Other large-scale, general expenses include the provision of educational services, supplies/materials, and facilities maintenance. SRMCS tracks all expenses carefully and revise the budget accordingly no less than once, typically twice, per school year. The majority of budget amendments occur due to:

- Implementing specially funded projects
- Legislation passes subsequent to budget adoption
- Changes in employment agreements
- Changes in enrollment
- Increases in appropriations for significant unbudgeted costs (for SRMCS, unexpected special education costs have caused budget deficits in previous years)

## **Net Income and Fund Balance**

The total fund balance is the single best measure of overall financial health. Thus, SRMCS is very proud of its year-end positive balance of \$588,076. Historically, Swan River has always held a very healthy fund balance. Cash flow continues to be strong. Our Board of Directors is very fiscally responsible and reviews the monthly budget reports provided by Sandy Schmidt of Sandmark Services, LLC at every meeting. The Treasurer of the Board, Mr. Donald Frink, is also very knowledgeable and has extensive experience with non-profit accounting/finances.

**TOTAL BALANCE of ALL FUNDS = \$588,076**

## **World’s Best Workforce Annual Budget**

While there is no specific line item in our annual budget referring to the World’s Best Workforce, there are significant funds being used to promote WBWF initiatives e.g. Reading Well by Third Grade, closing the achievement gap, and kindergarten readiness. The primary expenditures are as follows:

<b>Person/Program for WBWF</b>	<b>Function</b>	<b>Budget Amount in FY19</b>
Julie Halvorson	Literacy Specialist – Meets with students 1:1 who have been flagged as being below grade level standards in reading.	\$23,421 (\$3,669 funded through federal CEIS grant)
AIMS Web and Fountas & Pinnell Assessments	Progress monitoring for all students.	\$1,932
Professional Development of Teachers & Non-Licensed Staff Members	To increase knowledge and understanding regarding students of various ability levels, particularly those students with increased needs.	\$7,465

## **Strategic Planning for the Future**

### **Expansion Plans**

While Swan River Montessori is at full capacity and despite the numerous requests from families to expand into higher grade levels, there are no plans to expand our site. Specifically, SRMCS will not increase the number of classrooms for the grade levels currently we serve nor for grades 7 and beyond). We feel our small size is a large part of our success as a school. We have a wonderful sense of community and we feel growing too big would adversely affect that feeling. Therefore, we currently have no intentions of expanding in size or grade level.

### **Facility Changes: Long Range Planning**

Knowing that items such as furniture, materials, books, etc. will need to be replaced over time, the Board of Directors has been working with Sandy Schmidt to create a long range plan for future expenses, included potential changes to our facilities. One of our greatest goals with regard to planning for the future is the construction of physical education facilities. Currently, SRMCS holds a lease with the Monticello Community Center for use of its gym, pool, and climbing wall. Per this lease, Swan River is obligated to purchase student memberships at full price. This lease costs Swan River upwards of \$70,000+ annually.

Rather than pay this money out, we wish to build a space that is large enough to hold P.E. classes as well as host school events like music performances, graduation, and so forth. Our lease expires in 2025 and the construction cost would likely pay for itself within a few short years. Though we have just over six years to wait, we wish to use this time wisely to plan and financially prepare for this project. Both the Board of Directors and the Building Company Board have heard this proposal and are eager to see this come to fruition.

### **Program Changes**

Generally speaking, there were no significant changes to our programs at SRMCS in FY19. However, moving into FY20, we are making a large-scale program change to our Children’s House Program serving students ages 3 through kindergarten. Rather than split preschool and kindergarten students into separate groups every day after lunch, beginning in September 2019,

both groups will remain combined all day, every day. There are two primary reasons this decision was made. First, one of the key components to a Montessori environment is that students are mixed-aged. By ceasing the separation of the preschool and kindergarten students, we are more aligned with what an authentic Montessori classroom is supposed to be. Second, from a budgetary standpoint, this change will save thousands of dollars every year in staff compensation expenses. To be clear, no staff members will be terminated. Rather, they will be reassigned to other positions in the building.



### **Technology Updates**

SRMCS is very fortunate to have a PTO dedicated to supporting students. They have been diligent about funding teacher requests, particularly with classroom technology. Multiple PCs and Apple MacBook computers were purchased and were distributed among all E1 and E2 classrooms for student usage. A second Chromecast package with a television and pro-USB camera was also purchased by the PTO and donated to the school.

Attachment 1: SRMCS Board Approved Calendar for 2018-2019

Swan River Montessori Charter School District 4137

SRMCS 2018-2019																					Events		
<b>August '18</b>							<b>September '18</b>							<b>October '18</b>							August		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	27th - 30th Teacher Workshop		
			1	2	3	4			3	4	5	6	7	8	1		1	2	3	4	5	6	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	September		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	3rd Labor Day		
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	4th First Day of School		
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				October		
							30														18th - 22nd No School		
<b>November '18</b>							<b>December '18</b>							<b>January '19</b>							November		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	2nd - No School		
				1	2	3							1			1	2	3	4	5	21st - 23rd - Thanksgiving Break		
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	December		
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	24th - Jan 1 Winter Break		
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	January		
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31			1st - No School		
							30	31													18th & 21st No School		
<b>February '19</b>							<b>March '19</b>							<b>April '19</b>							February		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	15 & 18 No School		
					1	2						1	2		1	2	3	4	5	6	March		
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13	25th - 29th Spring Break		
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20	April		
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19th No School		
24	25	26	27	28			24	25	26	27	28	29	30	28	29	30					May		
							31														27th Memorial Day		
<b>May '19</b>							<b>June '19</b>							<b>July '19</b>							June		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	5th last day of school		
			1	2	3	4						1		1	2	3	4	5	6				
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27			
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31						
							30																

Teacher Workshop/no school

No School

Snow Day - no school

Early Dismissal (12:20)

Attachment 2: SRMCS Board Approved Calendar for 2019-2020

Swan River Montessori Charter School District 4137

SRMCS 2019-2020																					Breaks/Events												
<b>August '19</b>							<b>September '19</b>							<b>October '19</b>							August												
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	August												
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5													
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	September												
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	2nd Labor Day												
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	3rd First Day of School												
25	26	27	28	29	30	31	29	30						27	28	29	30	31			October												
																					17th - 21st No School												
<b>November '19</b>							<b>December '19</b>							<b>January '20</b>							November												
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	November												
					1	2	1	2	3	4	5	6	7				1	2	3	4	1st - No School												
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	27th - 29th - Thanksgiving Break												
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	December												
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	23rd - Jan 1 Winter Break												
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		January												
																					1st - No School												
<b>February '20</b>							<b>March '20</b>							<b>April '20</b>							February												
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	February												
						1	1	2	3	4	5	6	7				1	2	3	4	14th & 17th No School												
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11	March												
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18	20th - 27th Spring Break												
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25	April												
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30			10th & 13th No School												
																					May												
<b>May '20</b>							<b>June '20</b>							<b>July '20</b>							May												
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	May												
					1	2		1	2	3	4	5	6				1	2	3	4	25th Memorial Day												
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	June												
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	4th last day of school												
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25													
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31														
31																																	

  Teacher Workshop/no school    
   No School    
   Early Dismissal (12:20)