RMCS
Swan River Montessori Charter School

Swan River Montessori Charter School #4137-07
World's Best Workforce & Annual Report
2023- 2024

Board Approved on March 18, 2025

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School Information

Contact Information

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Website: www.swanrivermontessori.org

Grades/Ages Served

Charter School: Kindergarten through 6th 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 Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective 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 Osprey Wilds 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.

Director: Ms. Erin Anderson
            Director of Charter School Authorizing

Address: Osprey Wilds Environmental Learning
          Center
          Charter School Division
          1730 New Brighton Blvd
          Suite 104, PMB 196
          Minneapolis, MN 55413

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SRMCS and OW: A Brief History

The relationship between Swan River Montessori and Osprey Wilds began in 2004 when the school's sponsorship was made official by the State of Minnesota. During the 2020-2021 school year, SRMCS renewed its charter with OW for another 5-year term.

Osprey Wilds 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 Osprey Wilds is strong and we look forward to many more years partnering with their organization as our authorizer. We are proud to be one of OW top charter schools.

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, Osprey Wilds; 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 rise to the occasion.

The five additional purposes listed in the 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 and our teacher to student ratio low. This allows us to provide more 1:1 teaching time, we can easily use the outdoors as a classroom because supervision is more manageable, and we have assistants in each classroom for additional support. 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, Osprey Wilds, 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. The drop in enrollment for the 2020-2021 school year was due to COVID and parents seeking fully in-person 5 days a week options for their children.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 (est.)
Kindergarten	30	25	31	27	31
1st Grade	25	30	20	28	24
2nd Grade	24	28	29	22	28
3rd Grade	23	23	29	28	25
4th Grade	15	27	27	29	22
5th Grade	15	15	23	24	25
6th Grade	7	0	8	5	9
Average Daily Membership (ADM)	139	148	167	163	164

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	2018-2019	2019-2020	2020-2021	2021-2022	2022–2023	2023–2024 (est.)
Total Enrollment	159	160	139	147	161	164
Male	78	73	61	74	72	80
Female	81	87	78	73	88	84
Special Education	38	40	28	36	42	26
LEP	0	0	0	0	0	0
African American	3	5	5	6	2	2
Latino	0	0	0	1	4	3
Asian/PI	2	6	5	5	2	5
American Indian	0	0	0	0	3	3
White	154	149	129	145	156	157
F/R Lunch	19	27	18	20	22	31

Student Attendance, Attrition & Mobility

Attendance

We have noticed a significant decrease in attendance, dropping from 93.3% to 77.3%, but at this time, we do not know the specific reasons for this decline. We understand the importance of regular attendance for student success, and we are committed to closely monitoring this trend over the coming year. Our goal is to better understand any underlying causes and work together with families to support consistent student attendance.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall Student Attendance Rate	95.65%	96.02%	95.3%	97%	93.3%	93.9%	77.3%

Attrition

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

1. 5th grade students may choose to attend their local middle school for 6th 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.

Reason for Dis-enrollment	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Transferred to Local Middle School for 6th Grade	14/159 = 8.8%	8/159= 5.0%	1/151= 0.66%	7/148 = 5.0%	19/167 = 11.37%	17/164 = 10.3%
Relocation of Primary Residence	0	2/159= 1.3%	2/151= 1.32%	0	9/167 = 5.38%	2/164 = 1.2%
Transfer to Student's Home District/Another Charter or Private School	1/159 = .63%	0	8/151= 5.30%	6/148= 4.3%	4/167=2.4%	4/164 = 2.4%
Homeschool		2/159= 1.3%	4/151= 2.65%	0	3/167 =1.8%	3/164 = 1.8%
Total % of Students to Dis-Enroll	15/159 = 9.4%	12/159= 7.5%	15/151= 9.93%	13/148= 9.4%	35/167 = 21%	26/164 = 15.8%

**Data does not include students who graduated from 6th grade.

It is our continuous goal to educate our families on the benefits of staying at Swan River for 6th grade. However, SRMCS also understands the desire to begin at the local middle school for 6th grade with the child's peers from the Monticello School District that our school resides in.

Student Mobility

	October 1 ADM	Mid-Year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index	% of Students Enrolled 95%+
2017-2018	158	1	2	3	1.8%	98.2%
2018-2019	159	7	6	13	8.1%	91.9%4
2019-2020	159	2	3	5	3.1%	96.9%
2020-2021	133	4	10	14	10.5%	89.5%
2021-2022	139	17	8	25	17.9%	82.1%
2022-2023	**167**	**10**	**12**	**22**	**7.5%**	**92.5%**
2023-2024	**164**	**10**	**10**	**20**	**6.1%**	**93.9%**

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, 3rd grade, and 6th 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 Osprey Wilds, 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 and FastBridge 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-6th 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 the 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 composed of the lead classroom teacher, the special education staff, the Literacy Specialist, the School Director, and, when 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. RTI Specialist: SRMCS also employs an on-site RTI specialist to work with students who have been flagged by teachers as needing additional help with reading and math, but who likely would not qualify for special education services.

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.

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 14-16 full-time students divided between two Montessori classrooms. Beginning in the 2019-2020 school year, the Children's House Program was no longer split into separate preschool and kindergarten groups after lunch. Rather, all students remained in their Montessori classroom all day, every day. This transition to the traditional all day multi-age groupings of a Montessori Children's House program went very well and the students thrived.

Extended Care & Essential Care Programs

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.

Enrichment/Extra-Curricular Programs

EXTRA-CURRICULAR PROGRAM	OFFERED BY	GRADES SERVED
Book/Art club	Ms. Amy Savage, Children's House Teacher	K- 1st Grade
Lego Club	Ms. Amy Jensen E1 Teacher	K-6

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 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 2023-2024, there were 164 scheduled instructional days with school starting at 8:55 a.m. and ending at 3:20 p.m. These board-approved changes ensured that all MN statutes relating to required instruction were met. By year's end students received 59,040 minutes of instruction.

To view the board-approved 2023-2024 school calendar, please see Attachment 1. To view the board-approved 2024-205 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)
8:55   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

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.

Academic Performance: Goals & Benchmarks

Progress on OW Contractual, Academic & WBWF Alignment

The following are contracted goals agreed upon between Swan River Montessori Charter School and its authorizer, Osprey Wilds. 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 3rd 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 6th 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	**OW/SRMCS Mission-Related Goal:** In FY22, 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 2022-2023:**	
Exceeds Target (x1.5)	The aggregate score is equal to or greater than 14 points.		
Meets Target (x1.0)	The aggregate score is equal to or greater than 12 points.	X	12.6
Approaches Target (x0.5)	The aggregate score is greater than 8 points.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 1 Trend Data			
	Average Score	**Total Possible**	**Number of Students**
FY18	12.3	16	155
FY19	12.9	16	159
FY20	13.2	16	134
FY21	12.3	16	98*
FY22	12.5	16	142
FY23	12.6	16	167
FY24			
			Average Score = 12.6

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

*One class was not completed due to covid and teacher transitioning to new role

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.*			
Ratings	**Measure 3.1 [CCR] – FY24, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved Performance on statewide assessments is equal to or greater than the state percentage.**	**Results for 2022-2023:**	
Exceeds Target (x 1.5)	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage equal to or greater than that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is within 10 percentage points of the state.	**X**	**-0.3%**
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 3.2 [CCR] – FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage at least 10 percentage points less than that of the state.	X	14%
Meets Target (x1.0)	The school achieves an overall percentage less than or equal to that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 3.3 [RG3] – FY24, the aggregate average growth percentile from fall start score of students in grades 2-6 enrolled in SRM for both the fall and spring FAST aReading will be greater than 50%.		Result:
Exceeds Target (x 1.5)	The aggregate average growth percentile will be greater than 60%		
Meets Target (x1.0)	The aggregate average growth percentile will be greater than 50%		
Approaches Target (x0.5)	The aggregate average growth percentile will be greater than 40%	X	46%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 3.4 [RG3] – FY24 in aggregate, greater than 50% of students in grades 2-6 enrolled in SRM for both the fall and spring FAST aReading will have a growth percentile from fall start score of greater than 50%.		Result:
Exceeds Target (x 1.5)	In aggregate, over 60% of students will have a growth percentile greater than 50%.		
Meets Target (x1.0)	In aggregate, over 50% of students will have a growth percentile greater than 50%.		
Approaches Target (x0.5)	In aggregate, over 40% of students will have a growth percentile greater than 50%.	X	42
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 3.5 [RG3] – FY24, the average growth percentile from fall start score of students in grades K-1 enrolled in SRM for both the fall and spring FAST earlyReading will be greater than 50%.		Result:
Exceeds Target (x 1.5)	The aggregate average growth percentile will be greater than 60%		
Meets Target (x1.0)	The aggregate average growth percentile will be greater than 50%		
Approaches Target (x0.5)	The aggregate average growth percentile will be greater than 40%	X	43
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 3.6 [RG3] – FY24, greater than 50% of students in grades K-1 enrolled in SRM for both the fall and spring FAST earlyReading will have a growth percentile from fall start score of greater than 50%.		Result:
Exceeds Target (x 1.5)	In aggregate, over 60% of students will have a growth percentile greater than 50%.		
Meets Target (x1.0)	In aggregate, over 50% of students will have a growth percentile greater than 50%.	X	50
Approaches Target (x0.5)	In aggregate, over 40% of students will have a growth percentile greater than 50%.		
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	Measure 4.1 [CCR] – FY24, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage equal to or greater than that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is within 10 percentage points of the state.	X	-6%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 4.2 [CCR] – FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage less than or equal to that of the state.		
Approaches Target (x0.5)	These school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	-12.4%

Performance Ratings	Measure 4.3 [RG3] – FY24, the average growth percentile from fall start score of students in grades 2-6 enrolled in SRM for both the fall and spring FAST aMath will be greater than 50%.		Result:
Exceeds Target (x 1.5)	The aggregate average growth percentile will be greater than 60%		
Meets Target (x1.0)	The aggregate average growth percentile will be greater than 50%		
Approaches Target (x0.5)	The aggregate average growth percentile will be greater than 40%	X	46.1 %
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 4.4 [RG3] – For FY24, greater than 50% of students in grades 2-6 enrolled in SRM for both the fall and spring FAST aMath will have a growth percentile from fall start score of greater than 50%.		Result:
Exceeds Target (x 1.5)	In aggregate, over 60% of students will have a growth percentile greater than 50%.		
Meets Target (x1.0)	In aggregate, over 50% of students will have a growth percentile greater than 50%.		
Approaches Target (x0.5)	In aggregate, over 40% of students will have a growth percentile greater than 50%.	X	44.4%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 4.5 [RG3] – FY24, the average growth percentile from fall start score of students in grades K-1 enrolled in SRM for both the fall and spring FAST earlyMath will be greater than 50%.		Result:
Exceeds Target (x 1.5)	The aggregate average growth percentile will be greater than 60%		
Meets Target (x1.0)	The aggregate average growth percentile will be greater than 50%		
Approaches Target (x0.5)	The aggregate average growth percentile will be greater than 40%		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	26%

Performance Ratings	Measure 4.6 [RG3] – For FY22-25, greater than 50% of students in grades K-1 enrolled in SRM for both the fall and spring FAST earlyMath will have a growth percentile from fall start score of greater than 50%.		Result:
Exceeds Target (x 1.5)	In aggregate, over 60% of students will have a growth percentile greater than 50%.		
Meets Target (x1.0)	In aggregate, over 50% of students will have a growth percentile greater than 50%.		
Approaches Target (x0.5)	In aggregate, over 40% of students will have a growth percentile greater than 50%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	15%

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	Measure 5.1 [RG3] – FY24, the school's aggregate proficiency index score for students in grade 3 will be equal to or greater than that of the state for the same grade (3).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the state's score.	X	13.5%
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score 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	Measure 5.2 [RG3] – FY24, the school's aggregate proficiency index score for students in grade 3 is equal to or greater than the resident district (ISD 882 – Monticello) for the same grade (3).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the resident district's score.	X	12.6%
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 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.		

Performance Ratings	Measure 5.3 [CCR] – FY24, the school's aggregate proficiency index score for students in grades 4-6 will be equal to or greater than that of the state for the same grades (4-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points greater than the state's score.	X	13.4%
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score 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	Measure 5.4 [CCR] – FY24, the school's aggregate proficiency index score for students in grades 4-6 equal to or greater than the resident district (ISD 882 – Monticello) for the same grades (4-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater the resident district's score.	X	8.2%
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 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.		

Performance Ratings	Measure 5.5 [AGC] – FY24, the school's aggregate proficiency index score for students in the Special Education group will be equal to or greater than that of the state for the same group and the same grades (3-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score at least 10.0 points above the state's score.	X	38.9%
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score 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	Measure 5.6 [AGC] – FY24, the school's aggregate proficiency index score for students in the Special Education group will be equal to or greater than the resident district (ISD 882 – Monticello) for the same group and the same grades (3-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the resident district's score.	X	38.8%
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 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.		

Indicator 6: Math Proficiency-

School Goal: Over the period of the contract, students at SRMCS will demonstrate proficiency in math as measured by state accountability tests and nationally normed assessments.			
Performance Ratings	Measure 6.1 [CCR] – FY24, the school's aggregate proficiency index score for students in grades 3-6 will be equal to or greater than that of the state for the same grades (3-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points greater than the state's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score.	X	5.1%
Approaches Target (x0.5)	The school's aggregate proficiency index score 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	Measure 6.2 [CCR] – FY24, the school's aggregate proficiency index score for students in grades 3-6 will be equal to or greater than the resident district (ISD 882 – Monticello) for the same grades (3-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 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.	**X**	**-12.8%**

Performance Ratings	Measure 6.3 [CCR] – In aggregate, FY24, the school's aggregate proficiency index score for Special Education student group will be greater than that of the state for the same student group and the same grades (3-6)..		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.	**X**	**21.5%**
Meets Target (x1.0)	The school achieves an aggregate proficiency index score is greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score 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	Measure 6.4 [AGC] – From FY21 to FY25, the school's aggregate proficiency index score for the Special Education student group will be equal to or greater than the resident district (ISD 882 – Monticello) for the same group and the same grades (3-6).		Result:
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the resident district's score.	**X**	**17.3**
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 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.		

Indicator 7: Science Proficiency & Growth-

School Goal: Over the period of the contract, students at SRMCS will demonstrate proficiency in science as measured by state accountability tests.			
Performance Ratings	**Measure 7.1 [CCR] – FY24, the school's aggregate proficiency index score for students in grade 5 will be equal to or greater than that of the state for the same grade (5).**		**Result:**
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points greater than the state's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 points of the state's score.	**X**	**0.5**
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	**Measure 7.2 [CCR] – FY24, the school's aggregate proficiency index score for students in grade 5 will be equal to or greater than the resident district (ISD 882 – Monticello) for the same grade (5).**		**Result:**
Exceeds Target (x 1.5)	The school's aggregate proficiency index score is at least 10.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is equal to or greater than the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 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.	**X**	**--15.4%**

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

School Goal: *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 and Over the period of the contract, students at SRMCS will demonstrate growth in writing as measured by a locally-developed assessment rubric.*			
Performance Ratings	**Measure 8.1 [R4K] – FY24, 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%.**		**Result:**
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 85%.		
Approaches Target (x0.5)	The aggregate percentage is at least 80%.	**X**	**80%**
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	**Measure 8.2 [CCR] – FY24, 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 E1 First Grade, E1 Second & Third Grade, and E2 Writing Assessment rubrics will be at least 90%.**		**Result:**
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 90%.	**X**	**92.9%**
Approaches Target (x0.5)	The aggregate percentage is at least 80%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Performance Ratings	Measure 10.1 – From FY21-FY25, the average of the school's annual consistent attendance rates is equal to or greater than 92%.		Result:
Exceeds Target (x 1.5)	The average of the school's consistent attendance rates is at least 96.0%.		
Meets Target (x1.0)	The average of the school's consistent attendance rates is at least 92.0%.		
Approaches Target (x0.5)	The average of the school's annual attendance rates is at least 90.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	**77.3%**

School Goal: Over the period of the contract, students at SRMCS will attend the school at high rates.

Indicator 10: Trend Data	
	Attendance Rate
FY19	96.0%
FY20	95.3%
FY21	97%
FY22	93.3%
FY23	93.7%
FY24	**77.3%**
Average	**92.1%**

Federal & State Accountability: World's Best Workforce

Proficiency Rates in Percentages: MATH						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2019	55.3	55.5	67.1	52.7	25.2	54.1
2022	45.0	44.6	60.3	39.4	21.5	52.5
2023	23.8	44.4	54.9	39.7	34.7	47.4
2024	**50.6**	**45.5**	**63.4**	**32.6**	**30.1**	**49.3**

Proficiency Rates in Percentages: READING					
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2019	65.8	59.7	67.6	74.8	42.6	69.6
2022	60.0	51.0	59.1	60.6	39.3	70.5
2023	66.7	58.7	63.74	58.2	47.5	71.9
2024	**63.3**	**49.9**	**55.1**	**45.3**	**49.1**	**60.3**

Proficiency Rates in Percentages: SCIENCE (5th Grade Only)					
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2019	77.3	54.9	70.8	61.3	CTSTR	58.1
2022	61.5	49.8	60.7	62.5	31.0	61.0
2023	38.1	48.54	49.6	38.7	28	62.5
2024	**45.5**	**45**	**60.9**	**57.1**	**36**	**75**

Additional World's Best Workforce Data

Progress toward Ensuring Kindergarten Readiness

Kindergarten Readiness Checklist: As part of Swan River's contract renewal process with OW 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 the 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 3rd 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 3rd 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 in kindergarten-6th grade are screened using standardized assessments: FastBridge 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 and Math Specialist: As part of our RTI implementation, SRMCS employs a part-time Literacy Specialist and Math Specialist, 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, FastBridge scores, and via the Child Find Team.

At any given time our literacy and math specialist has 10 - 20 students on their case load depending on the individual level of need. Our Specialists meet with small groups of students 3 - 4 days a week for 30 minutes each time.

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
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%

2019-2020	8	4 0f 8 = 50%	4 of 8 = 50%	0 of 8 = 0%
2020-2021	3	1 of 3 = 33%	1 of 3 = 33%	1 of 3 = 33%
2021-2022	28	4 of 28 = 14.2%	11 of 28 = 39.2%	0
2022-2023	28	5 of 28 = 18%	18 of 28 = 64%	2 of 28 = 7%
2023-2024	40	13 of 40 = 32.5%	15 of 40 = 37.5%	9 of 40 = 22.5%
Total # of Students:	**130 over 8 years**	**32 of 120 = 24.6%**	**61 of 130 = 47%**	**18 of 130 = 13.8%**

Year	# of Students Enrolled in Math program	# of Students Who Reached Grade-Level Standards & Graduated from the Math Program	# of Students Who Remained in Math Program the Following Year	# of Students Who Subsequently Received Special Education Services
2021 - 2022	13	3 of 13 = 23%	n/a	2 of 13 = 15%
2022-2023	20	0 of 20 = 0%	10 of 20 = 50%	2 of 20 = 10%
2023-2024	15	6 of 15 = 40%	4 of 15 = 26.7%	3 of 15 = 20%
Total # of Students:	**48 over 3 years**	**9 of 48 = 18.7%**	**14 of 48 = 29.1%**	**7 of 48 = 14.5%**

Equitable Teacher Distribution & Access to Diverse Teachers

Equitable Teacher Distribution: One of Swan River's greatest strengths is equal access to 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, Osprey Wilds. 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			2023-2024 Data		
Total number of licensed teachers employed at SRMCS during the 2023-2024 school year: 15					
	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	10 of 15 = 66.6%	12 of 15 = 80%	9 of 15 = 60%	2 of 15 = 13.3%	1 of 15 = 6.6%
Admin Staff	1 of 1 =100%	1 of 1 =100%	1 of 1 =100%	1 of 1 =100%	0 of 1 = 0%

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 2023-2024 school year. Swan River Montessori Charter School has 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

Though the Montessori language arts curriculum is quite comprehensive, it was mutually agreed upon that there was a need to strengthen our students' overall reading comprehension skills, particularly fictional texts. Montessori provides ample exposure to non-fiction/research literature. However, as the child matriculates, the curriculum becomes increasingly focused on non-fictional topics. Understanding and making inferences, reasoning and background knowledge, working memory and attention – all of these

skills, while also used in non-fiction texts, are exponentially more necessary when reading fiction. All CH and E1 teachers will implement Heggerty lessons daily to help create a strong phonemic awareness and fluency. 3 of our 5 CH and E1 teachers are enrolled in literacy program initiated by MDE. We are eager to see how the data trends over time with increasing our efforts in teaching phonics and the new training for our staff.

Through the Montessori training our students receive a lot of hands-on math practice with manipulatives. It can be difficult for our students to transfer their knowledge to paper-based tests. We are doing more standardized math practice along with manipulatives. a Part-time math specialist has been hired to help our struggling students with math.

Assessment and Evaluation of Student Academic Progress

Montessori education recognizes that tests provide only a limited view of a child's knowledge. Instead, teachers rely on student work and in-class observations to assess progress. It is common for Montessori teachers to quietly observe the classroom, noting mastery, areas needing reinforcement, and readiness for new challenges. These observations help identify students for gifted and talented programming, ensuring appropriately challenging instruction. The school follows Minnesota State Statute 120B.15 for Gifted and Talented programs, using FastBridge Scores, MCA, classroom work, and teacher observations for assessment. This approach fosters independent learning and allows teachers to tailor lessons to each student's needs.

As mandated by the State of Minnesota, all students 3rd through 6th grade participate in MCA testing annually each spring. SRMCS also utilizes FastBridge to assess 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 practice to integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist and culturally sustaining.

At Swan River Montessori Charter School, we integrate high-quality instruction, technology, and

a rigorous, accurate, antiracist, and culturally sustaining curriculum through a Montessori-based approach that values individualized learning, inclusivity, and real-world application. Our teachers utilize hands-on, experiential learning tailored to each student's developmental needs, using assessments such as FastBridge, MCA scores, classroom work, and observations to guide instruction. Technology is thoughtfully incorporated to enhance research, collaboration, and personalized learning while maintaining Montessori principles. Our curriculum aligns with Minnesota state standards and emphasizes critical thinking, problem-solving, and inquiry-based learning, ensuring historical and cultural accuracy while fostering a broad worldview. We are committed to creating an inclusive environment through culturally responsive teaching, where students see themselves reflected in the curriculum while also gaining an appreciation for diverse perspectives. Teachers engage in ongoing professional development to challenge biases and promote equity, fostering independent, critical thinkers prepared for success in an evolving world.

The school practice that ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees.

Swan River Montessori Charter School is committed to educational effectiveness practices that create learning and work environments that validate, affirm, embrace, and integrate the cultural and community strengths of all students, families, and employees. Through a Montessori approach, we foster an inclusive and student-centered environment where diverse backgrounds and perspectives are recognized and celebrated. Our curriculum incorporates culturally responsive teaching methods, ensuring that students see themselves reflected in their learning while also developing an appreciation for different cultures. Teachers receive ongoing professional development to promote equity and challenge biases, creating a welcoming space for all learners. We prioritize strong family and community partnerships, encouraging open communication and collaboration to support student success. Additionally, our school culture promotes respect, empathy, and social responsibility, helping students develop a strong sense of identity and belonging. By integrating these practices, we ensure that every member of our school community feels valued and empowered.

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 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 on increasing our knowledge and improving our practices.

SRMCS Professional Development 2022-2023					
Title	Date	Presenter	Attended By	Hours Earned	Brief Description
Bloodborne Pathogens & School Crisis Management	8.29.22	Liza Hill	All Staff	1	Staff learned about bloodborne pathogens and proper use and disposal of PPE
Mental Health Training	8.28.23	Susan Kelley	All Staff	1	Mental health training for teachers equips educators with the knowledge and skills to recognize, support, and respond to students' mental health needs, fostering a safe and supportive learning environment.
All staff Mandated Reporting/Confidentiality	8.30.23	Katie Zehowski	All Staff	1	Mandated Reporting and Confidentiality training for all staff educates educators on their legal responsibilities to report suspected abuse or neglect while maintaining student confidentiality and ensuring a safe school environment.
CPR training	8.21.23	Chip DeLorenzo	All Staff	6	Positive Discipline in the Montessori Environment
Literacy in the Montessori Classroom – book study	23-24	Annette Vemuri	Lead Teachers	15	The *Literacy in the Montessori Classroom* book study provides teachers with strategies and insights to effectively support reading and writing development within the Montessori educational framework.

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 2023, 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

School Environment
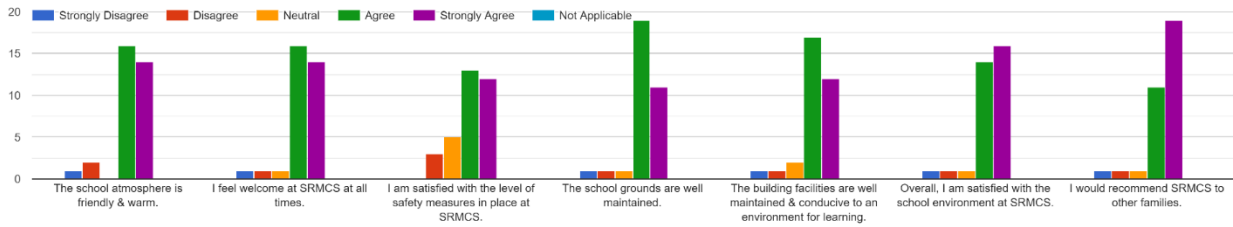
Montessori & the Classroom
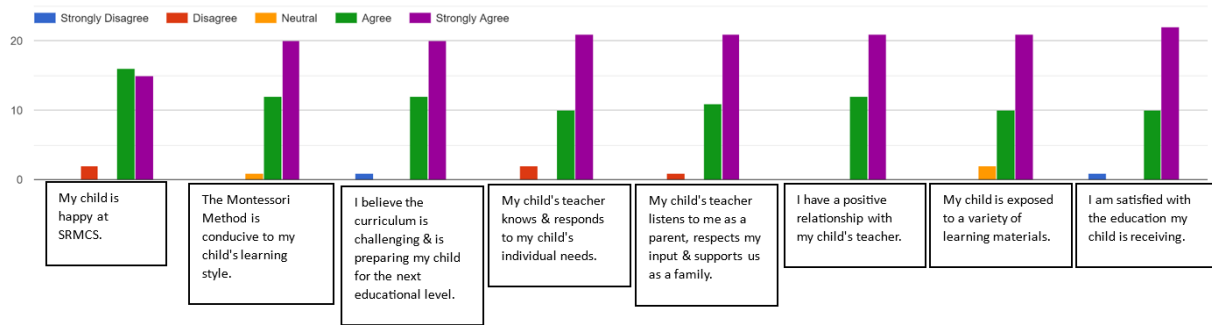
Administration & the School Board
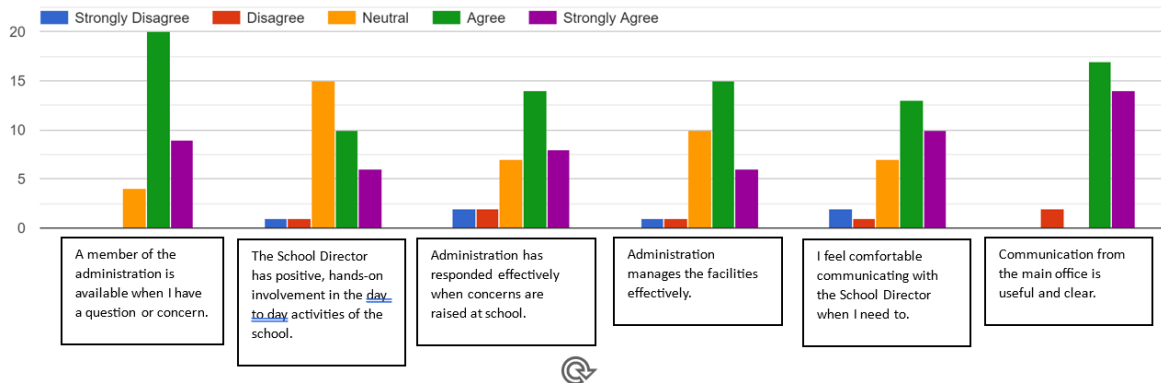
Environmental Education Implementation & Evaluation Plan

The mission of Swan River Montessori Charter School's authorizer, the Osprey Wilds, is to "instill a connection and commitment to the environment in people of all communities through experiential learning."

The Osprey Wilds 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, Osprey Wilds, 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 effective as physically being surrounded by it.

2. <u>Provision of hands-on experiences</u>. 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. <u>Implementation of cross-subject instruction</u>. 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. <u>Focusing on topics based on real-time events and issues</u>. 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 5-year contract with OW, 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 OW and the Board of Directors. OW 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

<u>Successes</u>:

- The creation of an EE plan in conjunction with OW that helps stay on course improving our overall EE efforts. Specifically, this plan ensures 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 believe 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.

<u>Challenges</u>:

- 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.
- Lack of community resources to carry out some of the goals such as school-wide composting of food scraps and lunch trays. There is no compost pick up available in this area even though we would love to see less waste go in the trash from lunch. Some classroom teachers and staff take home the food scraps to compost (or feed livestock), but this is not an option for all classrooms and puts the burden on the staff member.
- 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.

| Modeling | Imitation | Choice | Belief | Change | Sustainability |
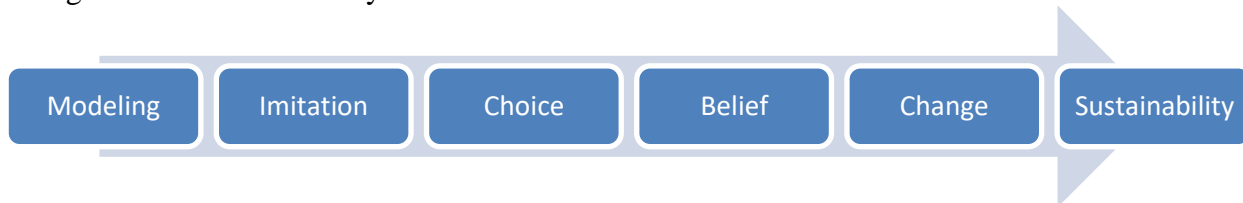
Governance and Management

2022-2023 SRMCS Board of Directors

MEMBER NAME	BOARD POSITION	AFFILIATION	DATE ELECTED	DATE SEATED	TERM END DATE	PHONE NUMBER	EMAIL ADDRESS
Jana Evink	Chair	Parent	1/2023	1/2023	6/2026	763-271-7926	janae@swanrivermontessori.org
Amy Jensen	Secretary	Teacher	05/2017	07/2017	06/2023	763-271-7926	amyj@swanrivermontessori.org
Amy Savage	Treasurer	Teacher	05/2017	07/2017	06/2023	763-271-7926	amys@swanrivermontessori.or

Julie Halvorson	Member	Teacher	05/2022	07/2022	06/2025	763-271-7926	julieh@swanrivermontessori.org
Franco Fanucci	Member	Parent	06/2021	07/2021	11/2023	763-271-7926	Francof@swanrivermontessori.org
Nicole Perez	Member	Teacher	5/2022	07/2022	06/2025	763-271-7926	nicolep@swanrivermontessori.org
Claire Belknap	Member	Parent	12/2023	01/2024	06/2024	763-271-7926	claireb@swanrivermontessori.org
Rick Freese	Member	Community	8/2022	8/2022	06/2023	763-271-7926	rickf@swanrivermontessori.org
Annette Vemuri	Ex-Officio	School Leader	-	-	-	763-271-7926	director@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 website 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
Rick Freese	08/22	2/23 Charter School Board Roles and Responsibilities (OW training materials)	2/23 Open Meeting Law and You Understanding the authorizer-school relationship (OW training materials)	2/23 Financial Management 101 (OW training materials)
Julie Halvorson	07/2022	8/2/23 Charter School Board Roles and Responsibilities (OW training materials)	8/23 Open Meeting Law and You Understanding the authorizer-school relationship (OW training materials)	8/23 Financial Management 101 (OW training materials)
Jana Evink	12/2022	2/24	2/24	2/24

		Charter School Board Roles and Responsibilities	Charter School Employment Policies and Practices	Charter School Financial Management 101
Amy Savage	06/2023	8/2/23 Charter School Board Roles and Responsibilities (OW training materials	8/2/23 Open Meeting Law and You Understanding the authorizer-school relationship (OW training materials)	2/23 Charter School Financial Management 101
Amy Jensen	07/21	08/03/21 Board Roles & Responsibilities	08/03/21 Employee Policies & Practices	08/03/21 Financial Management 101
Franco Fanucci	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
Nicole Perez	07/22	08/22 Board Roles & Responsibilities	08/22 Employee Policies & Practices	08/22 Financial Management 101
Claire Belknap	01/24	02/24 Board Roles & Responsibilities	02/24 Employee Policies & Practices	02/24 Financial Management 101

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	What Boards Need to Know About the Charter School Contract. 8.1.23 / 2.6.24	What Boards Needs to Know About Open Meeting Law. 8.1.23 / 2.6.24	What Boards Need to Know about Charter School Audit. 11.14.23	What Boards Need to Know About Charter School Financial Oversight Pt. 2. 9.26.23	Building Your School Budget - A Board Perspective 3.19.24	Director Evaluation Training. Dan Jet. 2.26.24
Claire Belknap	Attended	Attended		Attended	Attended	Attended
Jana Evink	Attended	Attended	Attended	Attended		Attended
Rick Freese	Attended	Attended		Attended		Attended
Julie Halvorson	Attended	Attended				Attended
Amy Jensen						Attended
Nicole Perez	Attended	Attended		Attended		Attended
Amy Savage	Attended	Attended		Attended		Attended

Management

Swan River School Management Overview

Swan River School operates under a structured management system that ensures effective leadership and operational efficiency. The School Board serves as the governing body, setting policies, overseeing financial decisions, and guiding the school's overall direction. The Director, who reports directly to the School Board, is responsible for all administrative, academic, and operational functions of the school.

Under the Director's leadership, key roles include:
- Operations Manager – Oversees non-academic functions, including facilities, transportation, food services, and overall school logistics.
- Teachers – Deliver educational instruction and contribute to student development.
- Support Staff (Office Staff, Paraprofessionals, Assistants, Counselors, etc.) – Provide essential assistance to students, teachers, and administrative operations.
- Operational Staff (Cafeteria, Maintenance, Transportation, etc.) – Ensure the school's daily support functions run smoothly.

Key Successes

- Enrollment grew to 164 plus a waiting list. Our staff worked very hard to increase our enrollment. They set up booths in the community, posted openings on Facebook and spread the word by talking to families in our community.
- A part time Math specialist was added to help struggling E2 students.
- All teachers have completed their Montessori training.
- Communication stayed strong with our families through our weekly newsletter, "The Swan".

Key Challenges & Addressing Those Challenges

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

- One of our biggest challenges was normalizing the students to school after the covid pandemic. This presented challenges for our students academically, socially/emotionally, and behaviorally. Our teachers have done an amazing job working with students as groups and individually to help work through many of these issues.
- To help improve reading and math MCA scores, we enrolled in Americorps. We were able to find a part-time math Americorps volunteer for 4 – 6 grade. This has made a positive impact on our student's academic scores.

List of Administrators & Qualifications

Name	Title/Position	Primary Responsibilities	Education & Qualifications
Annette Vemuri	School Director	Full school oversight of students, parents, staff, financials, reporting, special education, enrollment, curriculum, and overall success of the school.	B.S. in Human Ecology M.A. in Education and Curriculum and Instruction Principal Licensure - 465733 Admin Montessori Certificate

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 Goals for 2023-2024: School Director

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 FY24, the School Director received 54 hours of continuing education. Given that these requirements are often fluid, ongoing professional development is critical to remain in compliance with state and federal mandates.

Activities Completed/Progress/Results s for 2023-2024: School Director

Goals	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Organize and facilitate a Montessori book study			X	X	X	X	X		
Complete AMI Montessori Administrator Certificate Course	X	X	Completed						

List of Professional Development in FY24: School Director

Date	Professional Development Title/Topic	Continuing Education Credits Received
9.21.23	AMI Montessori Certificate	48
10.27.23	2023 Ratwik, Roszak & Maloney, P.A. Annual School Law Seminar	6

Total CEUs Earned in FY24: 54 Hours

Professional Development Goals/Area of Focus for 2024-25

As is the case for all licensed staff, the School Director will continue to earn continuing education credits to stay on track per licensure renewal requirements. In FY24, specific areas of development will include learning about the science of reading, Montessori education, and the annual OW Leaders Retreat.

Date of School leader Evaluation: May 21, 2024

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 cite 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 holds a closed session at a board meeting to review the data and discuss any further action, if necessary.

Staffing 2023-2024

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. Swan River is very proud that the majority of the non-lead teaching staff holds a Bachelor's Degree.

2022-2023 Licensed Teaching Staff				
Name	**File #**	**License / Assignment**	**2023-24 Status***	**Comments**
Beitler, Airianna	1029184	Special Education/Technology	NR	
Bergquist-Savage, Amy	420388	Kindergarten & EC	R	
Blaha, Ashley	514844	Grades 4 - 5	R	
Burg, Tasha	511507	RTI Reading Specialist	NR	
Dierks, Kimberely	500932	Art (K-6), RTI Math (K-3), Environmental Ed (K-6)	R	
Fuller, Amy	434096	PE for K-6 & Special Education	NR	Dual Licensed
Halvorson, Julie	489613	Kindergarten & EC	R	
Jensen, Amy	390666	Grade 1-3	R	STEM Certified, M.A.
Katke, Sarah	1011968	Special Education	R	Tier II
Melo, Heidi	408124	Grades 4 - 6	R	
Leohner, Ellie	1028164	Music/Band	NR	Did not finish the school year
Perez, Nicole	398893	Birth to 3rd Grade	R	STEM Certified, M.A.
Ridpath, Pam	1032824	Music/Band	R	Tier I
Schneider, Sharon	283179	Grades 1-3	R	STEM Certified
Steiskal, Kristen	393211	Special Education	R	Special Education Variance

*R = Returning, N = Not returning

2023-2024 Teacher Professional Development Activities

Please see the table in the section titled "Strategies for Improving Instruction, Curriculum & Student Achievement".

Licensed Teacher Percentage Turnover Rates:

	Total Number of Licensed Teachers	Teachers Not Returning	Turnover Rate
2016-2017	15	2	13.3%
2017-2018	15	1	6.7%
2018-2019	15	0	0%
2019-2020	15	2	13.3%
2020-2021	15	5	33.3%
2021-2022	18	2	11%
2022-2023	16	5	38%
2023-2024	**15**	**4**	**26.6%**

2023-2024 Other Licensed (Non-Teaching) Staff				
Name	File #	License / Assignment	2023-2024 Status*	Comments
Katie, Zehowski	475996	Special Ed. Director	R	
Glunz, Amanda	490107	Social Worker	NR	

*R = Returning, N = Not returning

2023-2024 Non-Licensed Staff			
Name	Assignment	2022-23 Status*	Comments
Barnes, Patty	Program Paraprofessional	R	
Dieterichs, Kayla	Program Paraprofessional	R	
Dehmer, Jean	Program Paraprofessional	R	Paraprofessional Cert.
Fetters, Sarina	Program Paraprofessional	R	
Fisher, Brennan	Program Paraprofessional	R	
Gleason, Nancy	Program Paraprofessional	R	
Hemann, Savannah	Classroom Assistant	R	
Host, Kirsten	Operations Manager	R	
Maroney, Miranda	Classroom Assistant	R	
Killian, Josie	Program Paraprofessional	R	
Knickerbocker, Sarah	Program Paraprofessional	R	
Oslund, Colleen	School Nurse	R	B.A. Degree
Larson, Amber	Program Paraprofessional	R	
Paquette, Angela	Program Paraprofessional	R	
Robbinson, Tammy	Program Paraprofessional	R	

Schafer, Brianna	Program Paraprofessional	R	
Wright, McKenna	Classroom Assistant	NR	

*R = Returning, N = Not returning

Non-Licensed Staff Members Percentage Turnover Rates:

	Total Number of Non-Licensed Staff	Non-Licensed Staff Not Returning	Turnover Rate
2016-2017	22	1	4.5%
2017-2018	22	2	9.0%
2018-2019	22	4	18.2%
2019-2020	22	1	4.5%
2020-2021	22	6	27.3%
2021-2022	24	13	50%
2022-2023	19	6	31.5%
2023-2024	**17**	**1**	**5.9%**

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. 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. Host, Operational Manager, reports MARSS, CliCs, TRA, and PERA. Ms. Vemuri, 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 OW are met.

Facilities

SRMCS contracts groundskeeper to care for the grounds and contracts a custodian to take care of the building. 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.

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/.

Student Discipline Data

At Swan River, student discipline data is regularly reviewed to ensure a safe, respectful, and supportive learning environment. The school tracks incidents related to behavior, attendance, and student interactions to identify trends and areas for improvement. Discipline data is used to guide decision-making, implement proactive interventions, and support students in developing positive behaviors. The Montessori approach emphasizes conflict resolution, personal responsibility, and community values, encouraging students to learn from their actions. By analyzing this data, Swan River can refine its behavioral support strategies, strengthen social-emotional learning, and foster a positive school culture for all students.

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, Indeed and Facebook. 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.

Finances

The information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds no later than December 31, 2024.

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, please contact:

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

Bridget Peterson of EdFin provided financial accounting services for Swan River Montessori Charter School in FY24. 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. ADP provided all payroll services for the school.

FY24 Financial Overview by Fund

FY24 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2,329,885	135,776	134,100
Total Expenditures	2,241,640	152,364	114,403
Net Income	88,245	(16,588)	19,697
Total Fund Balance	**699,040**	**3,333**	**35,111**

As detailed above, Fund 1 and Fund 4 balance experienced an increase in profit, while Fund 4 experienced a loss. Fund 1 had a profit of $88,245 due to staffing changes. Fund 2 had a loss of $16,588 due to the new free breakfast/lunch program. This was due to the increased cost of staffing and breakfast/lunches that were not served to students. Fund 4 had a profit of $19,697 due to high student enrollment.

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 99% 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 FY24 budget was based on 163 ADM (student Average Daily Membership), the final ADM was 164.

Food Service Fund 2: It is important to note that the Food Services Fund has experienced a financial loss. This was primarily due to the need to increase staff to accommodate breakfast service and the rise in the number of students participating in the free lunch program. Additionally, Fund 2 was impacted by losses when students ordered breakfast and lunch but did not receive the meals they requested.

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 $737,484. 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 Bridget Peterson of EdFinMN at every meeting.

<center>

TOTAL BALANCE of ALL FUNDS = $737,484

</center>

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:

Person/Program for WBWF	Function	Budget Amount in FY23
Tasha Burg	Literacy Specialist – Meets with students 1:1 who have been flagged as being below grade level standards in reading.	$47,003 (3,906 funded through federal CEIS grant)
FastBridge	Progress monitoring for all students.	$1,280
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.	$5,000

Strategic Planning for the Future

Expansion Plans

While Swan River Montessori often gets requests from families to expand into higher grade levels, there are no plans to expand our site.

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 Bridget Peterson to create a long range plan for future expenses.

Attachment 1: SRMCS Board Approved Calendar for 2023-2024

Attachment 2: SRMCS Board Approved Calendar for 2024-2025

Swan River Montessori Charter School District 4137

SRMCS 2024-2025 A

August '24
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '25
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '25
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July '25
Su	M	Tu	W	Th	F	Sa
		1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend: Teacher Workshop/no school | No School | Conferences | Early Dismissal

Breaks/Events

August
26-29 Teacher Workshop
28 Welcome back night - 4pm - 6pm
29 Children's House Phase in 9am - 11am

September
2 No School
3 Children's House Phase in 8am - 11am
4th First day of School

October
16 - 18 No School

November
4 No School
5 No School/Tchr Wksp
25 - No School / Conferences
26-29 No School Fall Break

December
2 No School/Tchr Wksp
23-31 No School Winter Break

January
1 No School
20 No School
21 No School/Tchr Wksp

February
14 No School
17 No School

March
6 No School / Conferences
7 No School
24-28 No School /Spring Break

April
18 - 21 No School

May
26 Memorial Day No School

June
5 Early Dismissal - Last Day
6 Teacher Workshop

Sept	18
Oct	20
Nov.	14
Dec.	19
Jan.	20
Feb.	18
March	14
April	20
May	21
June	3
Total	167
Workshop	3

Board Approved
2.21.24