



World's Best Workforce & Annual Report
2017-2018

Board Approved on 10.23.18

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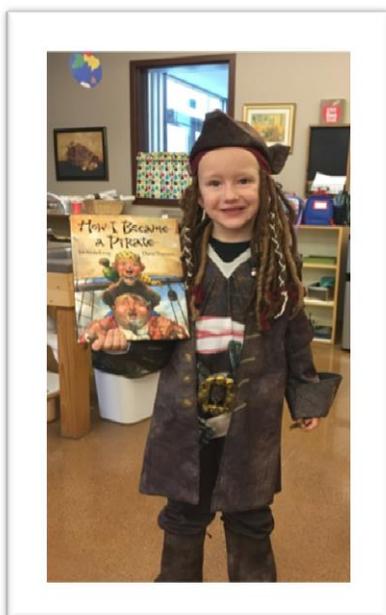
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School Information

Contact Information

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

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



Director: Mr. David Greenberg
Director of Charter School Authorizing

Address: Audubon Center of the North Woods
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SRMCS and ACNW: A Brief History

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

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

Purpose of the Annual Report

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

Implementation of Primary & Additional Statutory Purposes

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

As written in the statute:

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

As Montessorians, we believe that pupil learning is a natural, internally motivated process that is inherent in every child. Simply stated, every child wants to learn. Our job as a Montessori charter school is to provide an appropriate and prepared environment that is conducive to how a child desires to learn and the pace in which it is done. If we follow the child and respect how each absorbs information, student learning becomes enjoyable and inevitable. When student learning is enjoyable and inevitable, student achievement increases as a natural response.



Therefore, our teachers spend a large portion of their time ensuring each classroom has a variety of learning materials in each subject area, that these materials are well-maintained, organized, and sequenced correctly, and that each student understands how to use these materials to gain the knowledge s/he is seeking. We also provide the freedom for students to make choices about what materials to use and how long and how often they wish to use them. By giving this type of respect to each child, no matter what his/her learning style and pace is, anyone would see how each rises to the occasion.

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

(1) Increase learning opportunities for all pupils;

- a. Being a Montessori school, SRMCS offers a variety of materials in each academic subject as well as a variety of materials for each category within said subject. For example, within the subject area of mathematics, there are four operations – addition, subtraction, multiplication, and division. Not only may a child choose which operation to work with, they also choose from a variety of materials within each operation. Addition alone has anywhere from 5-10 different types of materials to support learning how to add both concretely and abstractly.
- b. Outside of the general education classrooms, Swan River also provides additional learning opportunities that perhaps other schools would not or could not provide due to sheer size. Because Swan River can cap its enrollment numbers, we have control over keeping our class sizes smaller. This allows us to provide more 1:1 teaching time, we can easily use the outdoors as a classroom because supervision is more manageable, we have assistants in each classroom for additional support

(and keeps our student to teacher ratios low), and we are able to provide additional instruction in areas like environmental education consistently and without time/scheduling issues.



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

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

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

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

(4) Establish new forms of accountability for schools;

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

- iv. The relationship between SRMCS and its authorizer, Audubon Center of the North Woods, is a positive, supportive partnership rather than hierarchical system. This type of relationship encourages increased dedication to our school and its educational method. Our authorizer is yet one more means of holding Swan River accountable for pupil learning.
- (5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- a. One of the foundational differences between traditional districts and charter schools is that a charter is its own district and, therefore, has its own school board. Additionally, the members of the school board include licensed teachers who work for the school. This allows decisions to be made with the direct input and voting rights of the teachers themselves.

Student Enrollment & Demographics

Number of Students Enrolled

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

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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 (est.)
Kindergarten	19	24	25	27	26
1st Grade	21	22	26	23	26
2nd Grade	24	25	24	28	22
3rd Grade	28	28	24	23	27
4th Grade	19	27	27	24	22
5th Grade	20	19	25	25	24
6th Grade	15	4	8	8	11
Average Daily Membership (ADM)	149	149	159	158	159

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, snack programs, and promotion of the Free and Reduced Lunch Program.

Demographic Trends	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 (est.)
Total Enrollment	146	149	159	158	159
Male	67	62	73	78	77
Female	80	87	86	80	82
Special Education	37	24	36	40	33
LEP	0	0	0	0	0
African American	0	0	2	4	3
Latino	8	5	6	2	0
Asian/PI	4	3	3	6	3
American Indian	3	2	2	1	0
White	131	139	146	145	153
F/R Lunch	14	12	16	24	19

Student Attendance, Attrition & Mobility

Attendance

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

	2013-14	2014-2015	2015-2016	2016-2017	2017-2018
Overall Student Attendance Rate	96.37%	95.69%	96.02%	95.84%	95.65%

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	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Transferred to Local Middle School for 6 th Grade	5/144 = 3.4%	5/146 = 3.4%	9/149 = 6.0%	11/159 = 6.9%	16/158 = 10.1%
Relocation of Primary Residence	1/144 = 0.6%	0	0	0	1/158 = .006%
Transfer to Student's Home District	1/144 = 0.6%	1/146 = 0.6%	1/149 = .06%	2/159 = 1.2%	1/158 = .006%

Total % of Students to Dis-Enroll	7/144 = 4.9%	6/146 = 4.1%	10/149 = 6.7%	13/159 = 8.1%	18/158 = 11.4%
Total % of Students Continuously Enrolled Between Oct. 1, 2016 and Oct. 1, 2017	137/144 = 95.1%	140/146 = 95.8%	139/149 = 93.3%	146/159 = 91.8%	140/158 = 88.6%
Total % of Students Who Continued Enrollment from Spring 2017 to October 1, 2017	n/a	n/a	n/a	n/a	142/158 = 89.9%

As detailed above, the retention rate of students averaged approximately 88.6% in FY18. This is slightly below the average for previous years and is largely due to students transitioning to middle school for 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. We also expect a small percentage of families to relocate each year.

Student Mobility

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

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.

School Goals & Benchmarks for Instruction and Student Achievement

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

Alignment to State Standards

The Montessori Method does a very good job providing thorough instruction in all subject areas. However, we recognize that our curriculum may not transparently reflect Minnesota State Standards. To address this issue and as part of our renewal process, all K-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 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



Students in Ms. Sharon's class celebrate Dr. Maria Montessori's birthday and all that she has done for children across the world.

example, there may be a first grade state standard in reading that is presented in a Montessori environment in second grade because, developmentally, the child is better able to absorb the information at that time. The reverse may also occur and the child receives a presentation earlier than his/her peers in a traditional, public school.

This nonalignment does not occur often, but should be made known so there are no educational gaps in any subject area.

Remediation & Acceleration Practices

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

SRMCS also employs an on-site student specialist to work with students who have been flagged by teachers as needing additional help with reading or math, but do not qualify for special education services. This specialist is fully trained on the Sue Barton Reading System.

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.

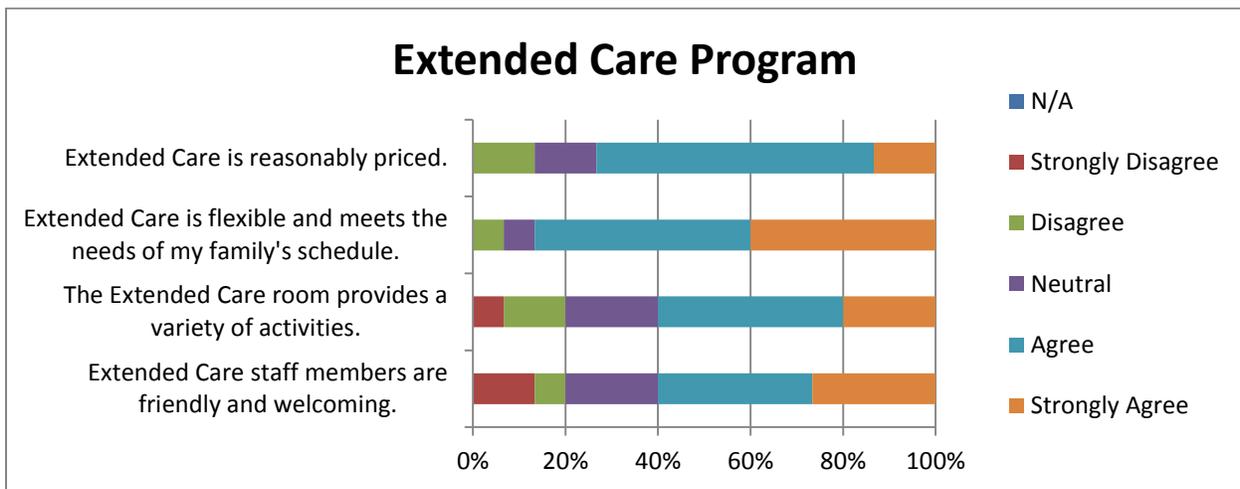
Montessori schools use a spiral curriculum, meaning concepts learned and materials used in the Children's House are expanded upon and revisited as the child continues through his/her academic career. The sooner a child is exposed to the Montessori curriculum, the sooner s/he can absorb key concepts and 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 each morning. After lunch, a transition occurs. The kindergarten students stay in the two main classrooms while the preschool students move to a third room. The afternoons, in many ways, mimic the same expectations as the Montessori environments, but the focus is largely on practical life, creative play, arts/crafts, and gross motor activities. Overall, each day provides a nice balance between a rigorous morning work cycle and more relaxed, free/large group play.

Extended Care Program

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

In an ongoing effort to improve our programs at Swan River, families were asked for feedback regarding Extended Care on the family survey in the spring of 2018. The responses were as follows:



Summer Program

In the winter of 2018, the SRMCS Board of Directors voted to discontinue the summer program. This decision was largely based on the lack of enrollment and financial sustainability.

Enrichment/Extra-Curricular Programs

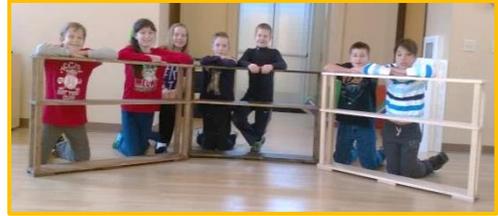
During the 2017-18 school year, SRMCS had the privilege to offer five amazing after school programs in addition to our Extended Care Program.

Lego Club: Ms. Amy Jensen, a Swan River E-1 teacher, organized a Lego Club based on her personal passion for engineering. This club met after school most Thursdays for one hour.



Sewing Club: Ms. Rebecca Brown, a Swan River early childhood teacher, offered after school sewing clubs (beginners, intermediate, and advanced) open to students kindergarten through 6th grade. By the end of this multi-week class, all students finished their grand projects – sewing their very own mermaid tale blankets and hooded beach towels!

Woodshop: Ms. Barb, a Swan River program paraprofessional, who is very skilled in woodworking, offered an after school woodshop club for students grades 1-6. Projects included yard dice for outdoor Yatzee, toolboxes and shelving.



Book Club: Again this year, Ms. Amy Savage, a Swan River kindergarten teacher, offered a book club for students age 3 through 3rd grade. There were two primary purposes for this club. The first was to provide our students with additional opportunities to strengthen their love of reading. The second was to use this club as a means to work toward our state’s Reading Well by Third Grade goal.

S.T.E.M. Club: New in FY18 and in addition to Lego Club, Ms. Amy Jensen taught an after-school S.T.E.M. club for interested students in grades 1-6. This class filled to capacity almost overnight.



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 2017-2018, there were 173 scheduled instructional days with school starting at 9:10 a.m. and ending at 3:20 p.m. This equals approximately 370 minutes per day and 64,010 minutes per year.

To view the board-approved 2017-2018 school calendar, please see Attachment 1.

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



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

Innovative Practices and Implementation

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

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

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

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

Key Successes

There were countless successes in 2017-18 ~ more than could ever be written in an annual report. This list provides some highlights as provided by multiple members of the SRMCS staff.

- Yet another year of very strong attendance!
- Healthy financial standing. Strong cash flow and solid fund balance.
- Continued employment of our Literacy Specialist to support identified students requiring additional academic help.
- Strong child/parent satisfaction as reported on the family survey.
- Updated multiple building safety security features including installing additional internal and external video surveillance cameras.
- The Board of Directors voted to approve the creation of the position Special Education Coordinator. This position was filled by Ms. Jessica Frederiksen who holds multiple categorical licenses in special education. Ms. Frederiksen provides general program oversight, initial and ongoing training for paraprofessionals, ensures compliance requirements are met as well as manages all special education-related paperwork. This position has brought even greater strength to an already strong program.
- SRMCS outperformed the state on all three MCA assessments – reading, math, and science.



Key Challenges & Addressing Those Challenges

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

- Mandated testing vs. Montessori theory. Perhaps our biggest challenge is reporting specific, mandatory data while trying to remain as authentic of a Montessori school as we can. Montessori is not a strong advocate of standardized testing, yet we are required to use them. Our teachers continually struggle with balancing our teaching methods with state requirements.
- Quantifying subjective growth. The second program challenge we face is that many of the skills we teach are difficult to measure. A Montessori education builds independence and self-reliance in children. Our students also develop time management and leadership skills. They are given numerous opportunities to work cooperatively in groups. All of these skills are necessary for success, but may not be reflected in test scores. In an effort to monitor and measure these skills, lead teachers use a school-created student growth assessment based on the four planes of Child Development according to Dr. Maria Montessori. Categories include normalization, social/emotional wellbeing, independence and community engagement. This is completed by the lead general education teacher annually in the fall and spring in an effort to quantify subjective growth over a school year. However, most importantly, the results are used to ensure that students are meeting developmental milestones as they age and supports our desire to teach to the *whole* child ~ body, mind and spirit.
- Facilities Maintenance. Simply put, our building is getting older. The carpeting is worn, much of the exterior is weathered, the boiler no longer works, there have been a number of leaking pipes...and on and on. Swan River is fortunate to have a highly attentive Building Company who graciously continues to fix/replace things, but these issues still impact our bottom line, which has its own implications over time.

DRESS LIKE YOUR FAVORITE TEACHER DAY!



Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual, Academic & WBWF Alignment

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



1. Ready for Kindergarten [R4K]: All students are ready for kindergarten.
2. Reading Well by 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	ACNW/SRMCS Mission-Related Goal: In FY18, 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 2017-2018:	
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	12.3
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	Number of Students
FY17	12.2/16.0	159
FY18	12.3/16.0	155
FY19		
FY20		
Average Score = 12.25		

As the results show, students did well and met the goal stated above. In FY17, after reviewing the specific data, we had noticed that there were discrepancies with how teachers were rating students in each category. This is largely due to the ratings being so subjective. All lead teachers met at the beginning of the FY18 school year to discuss how each interpreted the categories and the criteria that was used.

At that meeting, two goals were established. The first goal is to better align the teachers with each other, particularly within departments (CH, E1 and E2), so results are determined more systematically. Once consistency between departments is better established, the second goal is then to align ratings by single grade levels. Because Montessori classrooms are mix-aged with a three-year span, it can, at times, be challenging to differentiate the development of the child by a single year. Teachers must remain diligent that fourth grade students, for example, are not being compared developmentally to a sixth grader despite them being together in a classroom each day. For the sake of accurate, quantitative data, those lines cannot be blurred.

Indicator 2: English Language Learners

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

Indicator 3: Reading Growth

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

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY18, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate growth z-score is equal to or greater than 0.50		
Meets Target (x1.0)	The aggregate growth z-score is equal to or greater than 0.00.	X	.0746
Approaches Target (x0.5)	The aggregate growth z-score is greater than -0.50.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY18, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.	X	56.3%
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 4: Math Growth

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate growth in math as measured by state accountability tests.</i>			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY18, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate growth z-score is equal to or greater than 0.50		
Meets Target (x1.0)	The aggregate growth z-score is equal to or greater than 0.00.	X	.1355
Approaches Target (x0.5)	The aggregate growth z-score is greater than -0.50.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY18, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.	X	43.8%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 5: Reading Proficiency

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in reading as measured by state accountability tests and nationally normed assessments.</i>			
Performance Ratings	WBWF Reading Well by 3rd Grade [RG3] Goal 1: In FY18, the school's (SR) aggregate proficiency index score for students in <u>grade 3</u> will increase by at least 3.0 points from the baseline (BL) proficiency index score (FY13-15 baseline – 72.9) OR will be greater than that of the state (MN) for the same grade (3).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state's score.	X	SR = 85.3% BL = 72.9% MN = 64.8%
Meets Target (x1.0)	The school's aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Reading Well by 3rd Grade [RG3] Goal 2: In FY18, the school's aggregate proficiency index score for students in <u>grade 3</u> will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grade (3).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 4.0 points above the resident district's score.	X	SR = 85.3% #882 = 73.7%
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Indicator 5.1-5.2 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	7	12	5	2	26	82.7
FY17	3	7	8	1	19	73.7
FY18	2	12	1	2	17	85.3
FY19						
FY20						
Aggregate	12	31	14	5	62	80.6

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY18, the school's aggregate proficiency index score for students in <u>grades 4-6</u> will increase by at least 2.0 points from the baseline proficiency index score (FY13-15 baseline – 79.6) OR will be greater than that of the state for the same grades (4-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 6.0 points above the state's score.	X	SR = 83.3% BL = 79.6% MN = 72.6%
Meets Target (x1.0)	The school's aggregate proficiency index score is at least 2.0 points greater than the baseline score OR is greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY18, the school's aggregate proficiency index score for students in <u>grades 4-6</u> will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (4-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 5.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.	X	SR = 83.3% #882 = 83.3%
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Indicator 5.3-5.4 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	14	24	5	3	46	88.0
FY17	14	33	7	3	57	88.6
FY18	14	24	9	4	51	83.3
FY19						
FY20						
Aggregate	42	81	21	10	154	86.7

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 1: In FY18, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 10.0 points above the state's score.	X	SR = 67.9% MN = 41.8%
Meets Target (x1.0)	The school's aggregate proficiency index score is 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	WBWF Achievement Gap Closure [AGC] Goal 2: In FY18, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same subgroup and the same grades (3-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 3.0 points above the resident district's score.	X	SR = 67.9% #882 = 55.1%
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 6.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Indicator 5.5-5.6 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	4	9	0	3	16	81.3
FY17	4	10	3	2	22	81.6
FY18	3	5	3	3	14	67.9
FY19						
FY20						
Aggregate	11	24	6	8	49	77.6

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 3: In FY18, the aggregate percentage of students in grades 1-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for READING FLUENCY on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		
Meets Target (x1.0)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.	X	81.3% (34.5% = AA & WAA)
Approaches Target (x0.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

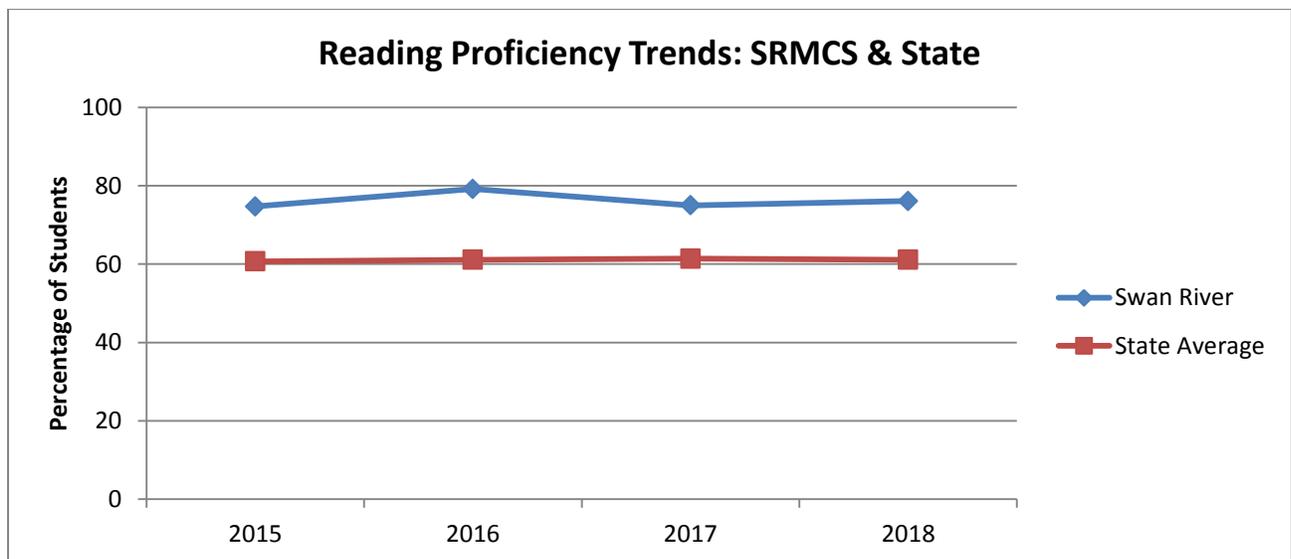
AIMS Web – READING FLUENCY (Grades 1-6)

Indicator 5.7 Performance Data						
	Count Average	Count Above Average	Count Well Above Average	Total Count	Percent Average, Above Average, or Well Above Average	Percent Above Average, or Well Above Average
FY16	63	21	19	122	84.4%	32.8%
FY17	68	22	19	134	81.3%	30.6%
FY18	59	24	20	127	81.1%	34.5%
FY19						
FY20						
Aggregate	190	67	59	383	82.5%	32.9%

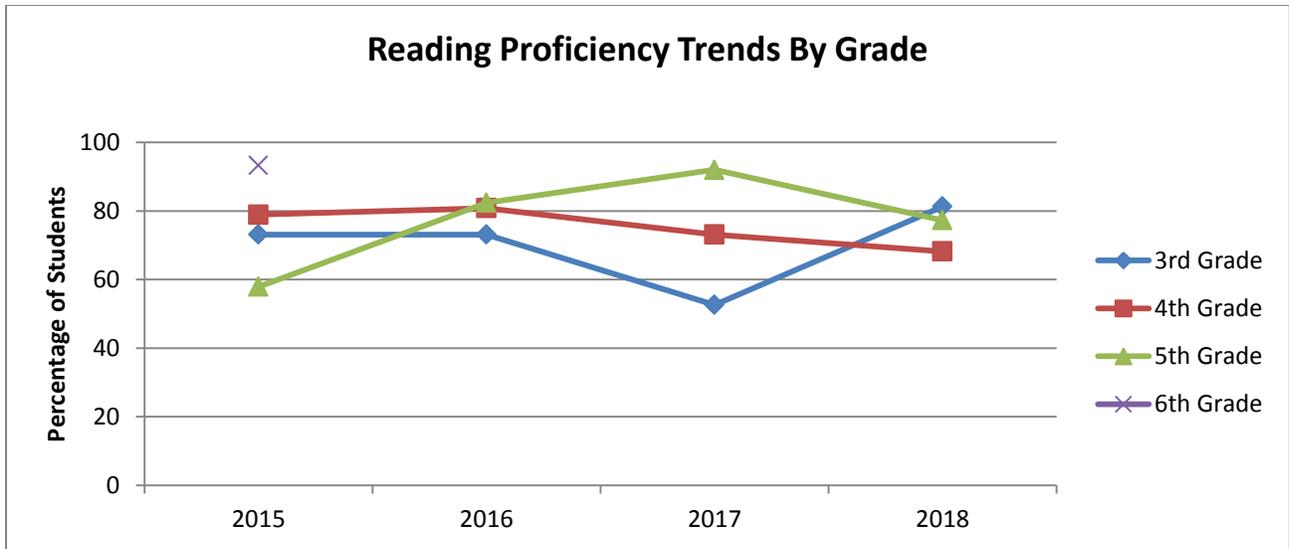
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 4: In FY18, the aggregate percentage of students in grades K-6 who meet or exceed grade level reading expectations based on Fountas & Pinnell Instructional Level Expectations for Reading in spring will be at least 80%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage is at least 90%.		
Meets Target (x1.0)	The aggregate percentage is at least 80%.		
Approaches Target (x0.5)	The aggregate percentage is at least 70%.	X	75.2%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Indicator 5.8 Performance Data			
	Total # Students	# of Students Meeting Expectations	% of Students Meeting Expectations
FY16	119	100	84.0%
FY17	158	123	77.8%
FY18	153	115	75.2%
FY19			
FY20			
Aggregate	430	338	78.6%



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



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

Reading Data: Overall, Swan River’s assessment results for reading were strong, especially in comparison with the Minnesota state average on the MCA-III. Of the eight goals above, seven were either exceeded or met. The single goal that was not entirely met or considered “approaching” missed the target by 4.8% yet was still relatively strong at 75.2%.

There was a decrease in performance for the special education subgroup, but the results still far exceeded those of the state as well as the local school district that Swan River resides in.

Indicator 6: Math Proficiency

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in math as measured by state accountability tests and nationally normed assessments.</i>			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY18, the school’s aggregate proficiency index score for students in grades 3-6 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 70.4) OR will be greater than that of the state for the same grades (3-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state’s score.	X	SR = 81.6% BL = 70.4% MN = 71.0%
Meets Target (x1.0)	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY18, the school's aggregate proficiency index score for students in grades 3-6 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (3-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 5.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.	X	SR = 81.9% #882 = 83.6%
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Indicator 6.1-6.2 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	24	33	14	3	74	86.5
FY17	25	33	14	4	76	85.5
FY18	19	30	13	6	69	81.6
FY19						
FY20						
Aggregate	68	97	41	13	219	84.7%

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 1: In FY18, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 10.0 points above the state's score.	X	SR = 66.7% MN = 44.4%
Meets Target (x1.0)	The school's aggregate proficiency index score is 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	WBWF Achievement Gap Closure [AGC] Goal 2: In FY18, the school’s aggregate proficiency index score for students in the Special Education subgroup will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same subgroup and the same grades (3-6).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 3.0 points above the resident district’s score.	X	SR = 66.7% #882 = 56.8%
Meets Target (x1.0)	The school’s aggregate proficiency index score is within 2.0 points of the resident district’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 6.0 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.		

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

Indicator 6.3-6.4 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	7	5	3	2	17	79.4
FY17	4	8	5	2	19	76.3
FY18	3	4	6	2	15	66.7
FY19						
FY20						
Aggregate	14	17	14	6	51	74.5%

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 3: In FY18, the aggregate percentage of students in grades 2-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for MATHEMATICAL CONCEPTS AND APPLICATIONS on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		

Meets Target (x1.0)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.	X	88.3% (41.7% = AA & WAA)
Approaches Target (x0.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

AIMS Web – MATHEMATICAL CONCEPTS AND APPLICATIONS (Grades 2-6)

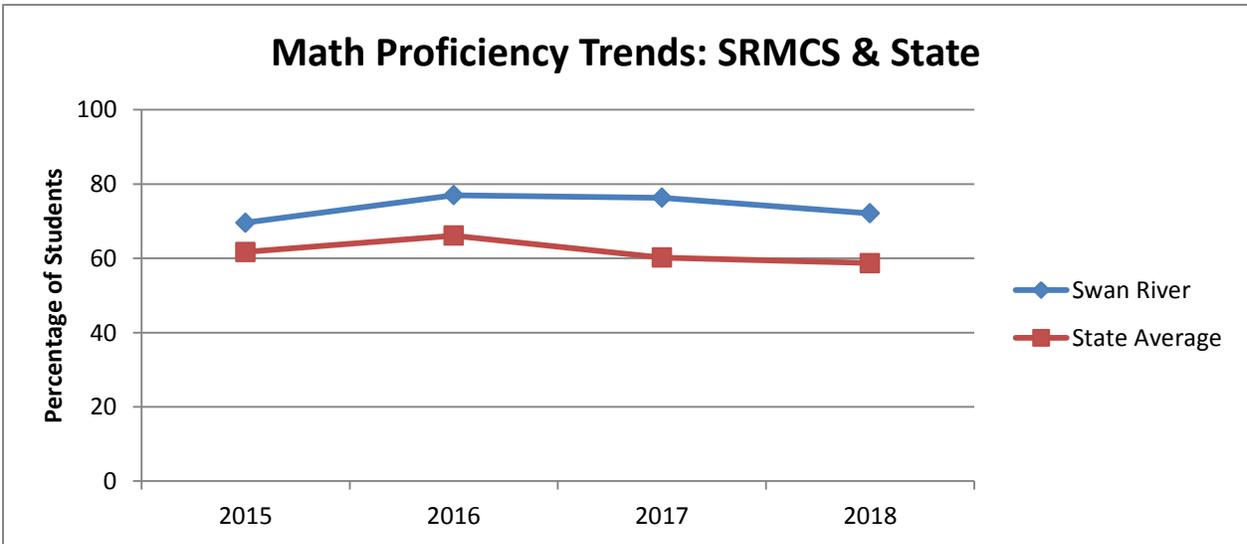
Indicator 6.5 Performance Data						
	Count Average	Count Above Average	Count Well Above Average	Total Count	Percent Average, Above Average, or Well Above Average	Percent Above Average, or Well Above Average
FY16	48	16	10	100	74.0%	26.0%
FY17	38	26	34	102	96.1%	58.5%
FY18	48	27	16	103	88.3%	41.7%
FY19						
FY20						
Aggregate	134	69	60	305	86.2%	42.3%

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 4: In FY18, the aggregate percentage of students in grades 1-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for MATHEMATICAL COMPUTATION on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2017-2018:
Exceeds Target (x1.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.	

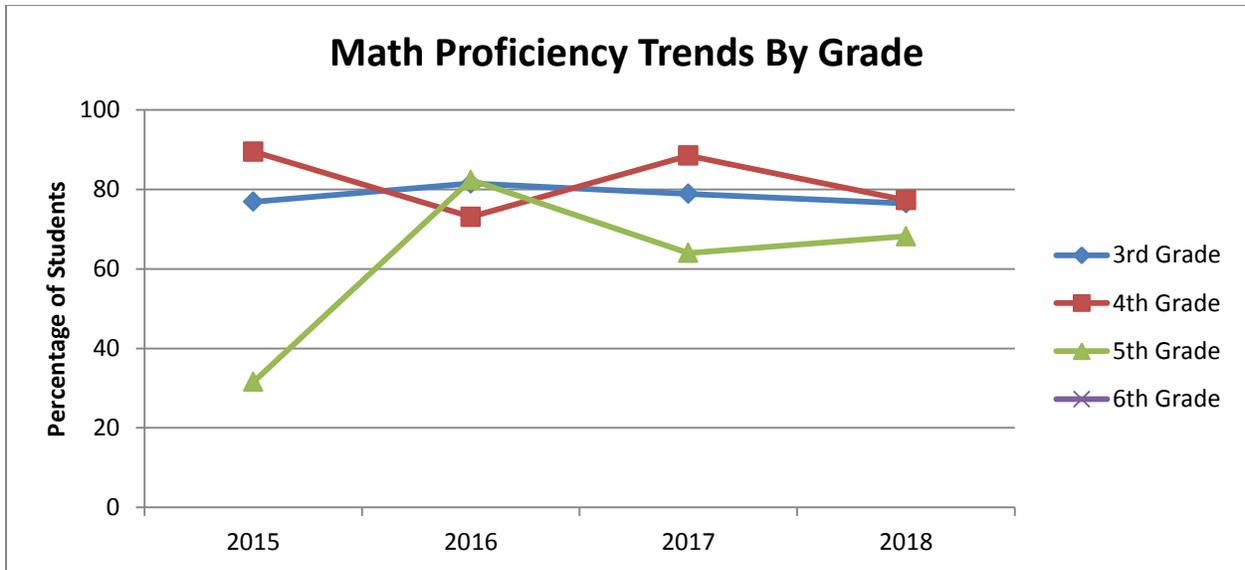
Meets Target (x1.0)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.		
Approaches Target (x0.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.	X	78.6% (23.8% = AA & WAA)
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

AIMS Web – MATHEMATICAL COMPUTATION (Grades 1-6)

Indicator 6.6 Performance Data						
Swan River Montessori Charter School	Count Average	Count Above Average	Count Well Above Average	Total Count	Percent Average, Above Average, or Well Above Average	Percent Above Average, or Well Above Average
FY16	59	17	14	119	75.6%	26.1%
FY17	70	23	18	128	86.7%	32.0%
FY18	69	13	17	126	78.6%	23.8%
FY19						
FY20						
Aggregate	198	53	49	373	80.4%	27.3%



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



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

Math Data: Overall, all assessment results came in very strong. Of the six goals above, five were exceeded or met. The single goal that was not entirely met or considered “approaching” missed the target by only 1.4% yet was still very strong at 78.6%. Though still above the state’s score, there was a slight decrease in general results from FY17 to FY18. Thus, the staff will continue to implement the same intervention strategies that were put in place previously. Examples include additional daily practice with word problems, maintaining the amount of homework assignments, and increase the help offered to students during the day via the classroom assistant.

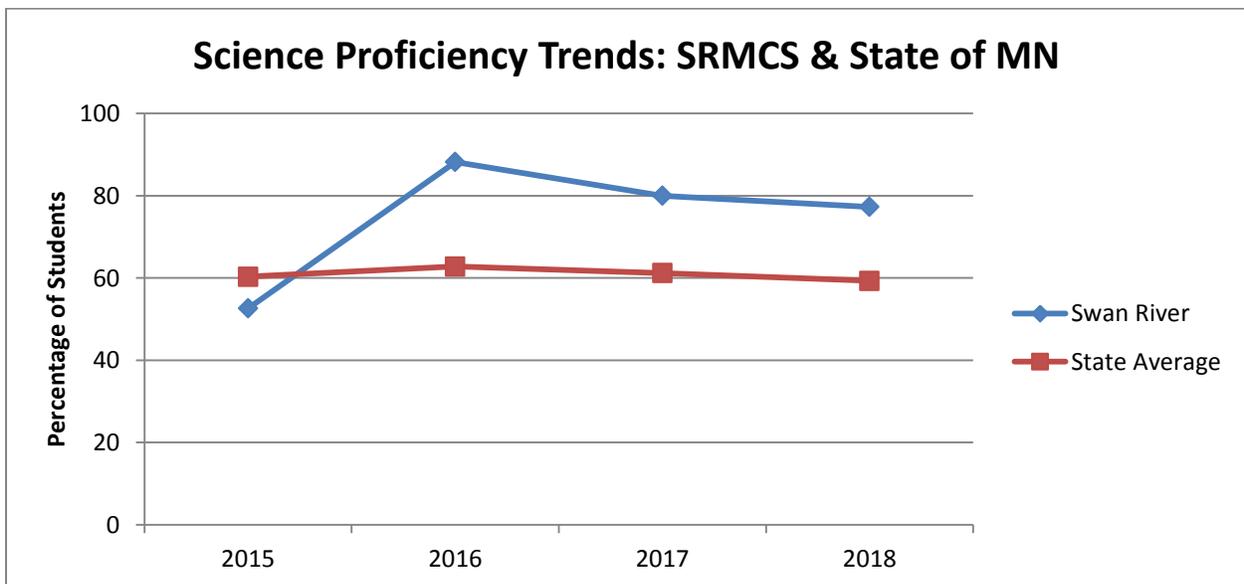
Indicator 7: Science Proficiency & Growth

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in science as measured by state accountability tests.</i>			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY18, the school’s aggregate proficiency index score for students in grade 5 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 74.2) OR will be greater than that of the state for the same grade (5).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state’s score.	X	SR = 88.6% BL = 74.2% MN = 70.3%
Meets Target (x1.0)	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score at least equal to the baseline score OR is within 5.0 points of the state’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY18, the school's aggregate proficiency index score for students in grade 5 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grade (5).	Results for 2017-2018:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 4.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.	X	SR = 88.6% #882 = 85.6%
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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

Indicator 7.1-7.2 Performance Data						
	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY16	3	12	2	0	17	94.1%
FY17	3	17	5	0	25	90.0%
FY18	5	12	5	0	22	88.6%
FY19						
FY20						
Aggregate	11	41	12	0	64	90.6%



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

Science Data: SRMCS is very proud of our 5th grade MCA science results! As noted on the graph above, our students' proficiency index was 18.3% above the state average. Generally, Montessori is very strong in its science curriculum, specifically in physical and earth science, biology, and botany. The majority of our teachers are trained in Montessori S.T.E.M. (Science, Technology, Engineering and Mathematics). Our students have profoundly benefited from this additional teacher training in the classrooms not just regarding test scores, but, more importantly, for hands-on experiences not typically associated with the Montessori Method.

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

School Goal: <i>Over the period of the contract, preschool students enrolled at SRMCS will demonstrate readiness for kindergarten as measured by a locally-developed Kindergarten Readiness Checklist.</i>			
Performance Ratings	WBWF Ready for Kindergarten [R4K] Goal 1: In FY18, 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%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.	x	100%
Meets Target (x1.0)	The aggregate percentage is at least 85%.		
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.		

Kindergarten Readiness Standards – Kindergarten Reading Checklist

Indicator 8a: Trend Data			
	Total Number of Preschoolers Entering Kindergarten	Numbers of Students Meeting Standards	Percent of Students Meeting Standards
FY17	9	8	89%
FY18	12	12	100%
FY19			
FY20			
Aggregate	21	20	95.2%

This was the second time that SRMCS used the Kindergarten Readiness Checklist as an official means of assessment. The staff finds it both useful and comprehensive. It not only hones in on

academic ability but also focuses on executive functioning and life skills which are equally as important. The final data was very positive – every student (12 of 12) met or exceeded kindergarten readiness standards per this assessment.

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

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate growth in writing as measured by a locally-developed assessment rubric.</i>			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY18, the aggregate percentage of students in grades 1-6 who increase (or maintain if above 90%) proficiency in writing skills from winter to spring as measured by the locally-developed assessment rubric will be at least 90%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 90%.		
Approaches Target (x0.5)	The aggregate percentage is at least 80%.	X	83.5%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 8b: Trend Data				
	Total Number of Students	Number of Students with Growth	Number of Students Maintained Score > 90%	Percent of Students with Growth or Maintained Score > 90%
FY17	Not available	Not available	Not available	86.2%
FY18	121	100	26	83.5%
FY19				
FY20				
Aggregate				

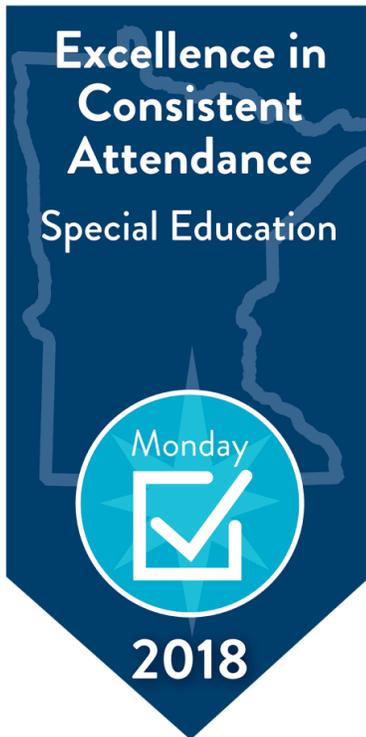
These are very interesting results. While our students did very well overall at 83.5%, this goal (a goal SRMCS wrote based on its own assessment rubric) was not met. Prior to completing the winter assessment in December 2017 (the first writing assessment of the year), staff meet to discuss why 16.5% of students did not show improvement in FY18. The lead teachers plan to revise the rubric used for this assessment to make it a bit less subjective. In addition, these rubrics will be simplified (made child-friendly) so students can use the rubric as a tool for their writing. To this point, only teachers saw the rubrics. The thought is that if students also see the rubric, they will better understand what is being assessed and take better ownership of the process and product.

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

School Goal: <i>Over the period of the contract, students at SRMCS will attend the school at high rates.</i>			
Performance Ratings	ACNW/SRMCS Goal: In FY18, the average of the school’s annual attendance rates will be at least 90.0%.	Results for 2017-2018:	
Exceeds Target (x1.5)	The average of the school’s annual attendance rates is at least 95.0%.	X	95.7%
Meets Target (x1.0)	The average of the school’s annual attendance rates is at least 90.0%.		
Approaches Target (x0.5)	The average of the school’s annual attendance rates is at least 85.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		



Indicator 10: Trend Data	
	Attendance Rate
FY16	96.1%
FY17	95.8%
FY18	95.7%
FY19	
FY20	
Average	95.9%

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

We are also proud to have been recognized by the Minnesota Department of Education for Excellence in Consistent Attendance ~ Special Education! This award is given to the top 5% of Minnesota schools whose students attended more than 90% of their enrolled days in 2017-2018!

Federal & State Accountability: World's Best Workforce

“On Track for Success” MATH	2014	2015	2016	2017	2018
High Growth	25.6%	41.2%	34.1%	51.0%	20.0
Medium Growth	39.5%	37.3%	38.6%	35.3%	53.3
Low Growth	34.9%	21.6%	27.3%	13.7%	26.7

“On Track for Success” READING	2014	2015	2016	2017	2018
High Growth	28.8%	42.3%	51.2%	36.0%	33.3
Medium Growth	25.5%	34.6%	30.2%	48.0%	42.2
Low Growth	44.7%	23.1%	18.6%	16.0%	24.4

Proficiency Rates in Percentages: MATH						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2015	69.6	61.7	74.3	50.7	50.0	46.8
2016	77.0	61.1	73.7	55.5	50.0	61.7
2017	76.3	60.2	73.5	47.8	40.8	59.8
2018	72.1	58.2	74.5	51.4	34.1	57.8

Proficiency Rates in Percentages: READING						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2015	74.7	60.7	68.7	66.7	65.9	64.0
2016	79.2	61.1	68.3	71.7	60.7	67.5
2017	75.0	61.4	71.5	72.7	53.9	68.3
2018	76.1	61.1	71.9	68.9	50.0	72.6

Proficiency Rates in Percentages: SCIENCE (5th Grade Only)						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2015	52.6	54.5	64.9	60.0	43.5	66.7
2016	88.2	56.4	67.4	61.9	47.6	64.0
2017	80.0	55.5	69.9	40.5	85.7	50.0
2018	77.3	53.3	69.9	61.5	60.0	48.3



Field Trip

to



The Works!



Additional World's Best Workforce Data

Progress toward Ensuring Kindergarten Readiness

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

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

Progress toward "Reading Well by 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

SRMCS is proud to be recognized as one of the highest 5% of schools in Minnesota whose students increased their reading achievement to level or maintained their level at 'Partially Meets' standards or higher.

Congratulations to our students and staff for all their hard work!





Closing the Achievement Gap

Response to Intervention: In an 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 aka Response to Intervention. RTI is a multi-tiered approach to the early identification and support of students with learning needs. Every fall, all SRMCS students kindergarten-6th grade are screened using standardized assessments: Fountas & Pinnell for reading comprehension and Aims Web for reading fluency/accuracy, math concepts/applications, and mathematical computation. Struggling students are provided with various types of interventions to accelerate their rate of learning. These services are provided by a number of school personnel including general education teachers, classroom assistants, and specialists.

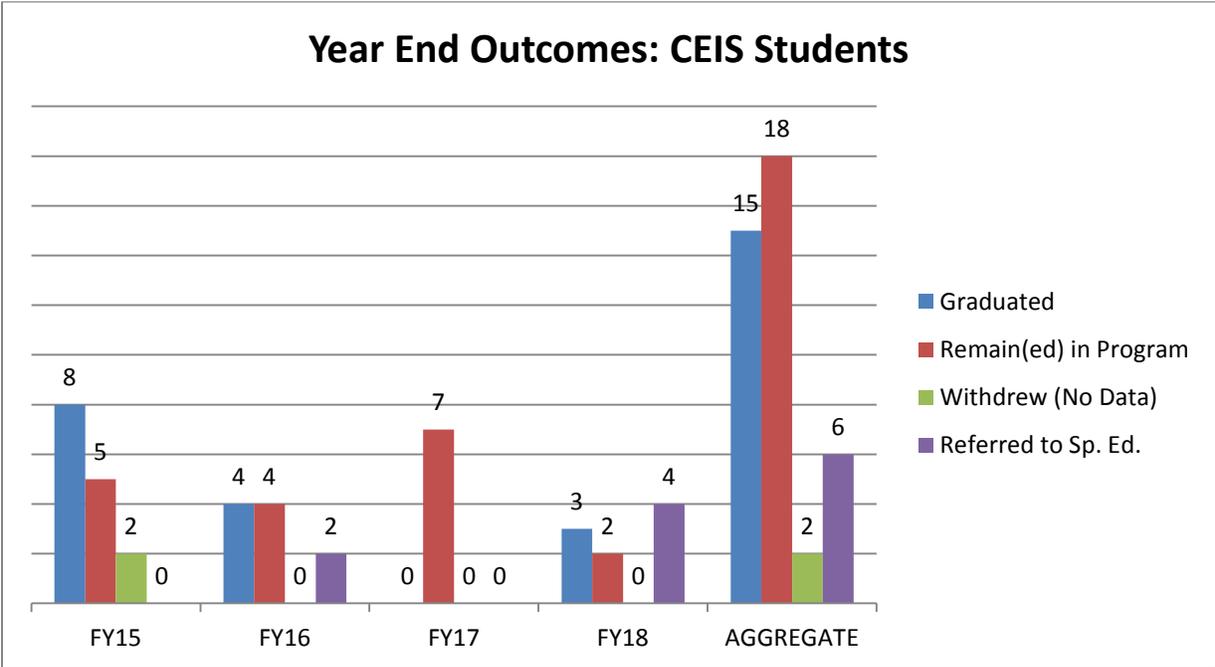
Literacy Specialist: As part of our RTI implementation, SRMCS employs a part-time Literacy Specialist, Julie Halvorson, to work individually with students who have been “flagged” or deemed “at risk” in a specific academic area, particularly reading. This is determined primarily by teacher observations,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

At any given time, Ms. Halvorson has 7-10 students on her case load depending on the individual level of need. Specifically in 2017-2018, Ms. Halvorson worked with nine students over the course of the year who met with her 3-4 times per week for approximately 20-30 minutes. These students showed significant improvement over the course of the year. The table below provides year-end outcomes – the number of students who reached grade-level standards, the number of students who continued enrollment in the program the next year, and how many students were subsequently referred for special education services.

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

	Number of Students Enrolled in RTI/CEIS Program	Year-End Outcomes
2014-2015	15	8 of 15 students (53%) reached grade-level standards and graduated from CEIS program; 2 students (13%) moved out of district so there is no final data; 5 students (34%) remained enrolled in the CEIS program in 2015-2016; 0 students (0%) subsequently received Special Education services.

	Number of Students Enrolled in RTI/CEIS Program	Year-End Outcomes
2015-2016	10	4 of 10 students (40%) reached grade-level standards and graduated from CEIS program; 4 students (40%) remained enrolled in the CEIS program in 2016-2017; 2 students (20%) subsequently received Special Education services.
2016-2017	7	7 of 7 students (100%) remained enrolled in the CEIS program in 2017-2018. Therefore, 0 students (0%) subsequently received Special Education services.
2017-2018	9	3 of 9 students (33%) reached grade-level standards and graduated from the CEIS program; 2 students (22%) will remain enrolled in the CEIS program in 2018-2019; 4 students (45%) subsequently received Special Education services.
Total # of Students:	41	15 of 41 students (37%) reached grade-level standards and graduated from CEIS program; 18 of 41 students (44%) remain/ed enrolled in the CEIS program the following school year; 2 of 41 students (4%) left district hence there is no final data; 6 of 41 students (15%) subsequently received Special Education services.



Equitable Teacher Distribution

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

Access to Diverse Teachers

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



High Quality Charter School Status

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

Swan River Montessori Charter School did receive this recognition and was added to the 2018 High-Quality Charter School List for Minnesota. This title equates to being eligible to apply for expansion and replication grant money. Though honored to be added to this distinguished list, SRMCS did not apply for this grant. Rather, the school will remain foundationally unaltered.



Every Student Succeeds Act (ESSA) School Identification

Under ESSA, the Minnesota Department of Education has identified schools that will receive comprehensive supports or additional targeted support beginning in the 2018-19 school year. Swan River Montessori Charter School has *not* been identified as a school requiring additional supports of any kind.

Educational Effectiveness: Assessment and Evaluation

Specific Areas of Need Identified & the Data the Needs Were Based Upon: Strengthening Reading Comprehension Skills



Though the Montessori language arts curriculum is quite comprehensive, it was mutually agreed upon in the fall of 2017 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 beginning immediately in Children's House (preschool-kindergarten). 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. To date, it fell largely upon the individual teachers to provide not only exposure to fictional writing, but also materials that would ultimately prove student mastery.

Having identified this specific need, the teachers created three goals. The first goal was to find and/or create supplemental curriculum to be used across departments and classrooms. The second goal was then to execute the supplemental curriculum over the course of the school year. The final goal, which we are currently working on, has three parts:

1. ensure students are matriculating with comparable skillsets,
2. increase student results per the Fountas & Pinnell assessment, and
3. fine-tune curriculum as needed over time.

It is a bit too soon to say whether or not these changes are proving effective. The plan is to continue using the same (or very similar) materials and, at the same time, collect data by way of progress monitoring and teacher observation. That said, as the data shows on pages 24-28, the school's overall reading scores were very strong in 2017-18 exceeding both the state and local school district. The data from the assessment used specifically for reading comprehension, Fountas & Pinnell, was lower than the scores on the MCA-III's, but still well above the mean. We are eager to see how the data trends over time.

Assessment and Evaluation of Student Academic Progress

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

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

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

The School Process for Disaggregating Data by Student Group

SRMCS uses the same process to disaggregate data by group as the state does. 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, the only reportable student group is our special education population. There is no other disaggregated group that meets the 20+ student minimum requirement.

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

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

The general process to review and evaluate instructional and curriculum effectiveness is as follows:

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

Strategies for Improving Instruction, Curriculum & Student Achievement

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

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

- Mental Health Issues in the Classroom: Practical Strategies for Helping Children and Adolescents Succeed with Jay Berk, PhD.
- Trauma Informed Mental Health Tools for Teachers and Schools with Kestrel Feiner-Homer, MSW, LGSW
- Teams and Learning Styles with Katie Ibes, AMS, MAEd, CPC, ELI-MP
- Classroom Communication Essential for Success with Syneva Barret, AMS, MAEd

School Director Performance Evaluation: The School Director is evaluated by each member of the Board of Directors annually per the School Director Performance Evaluation Policy. To assist them with this task, all employees are given the opportunity to submit a survey on the School Director's performance to the board. This feedback is taken into consideration when completing their comprehensive evaluation. Board members are also asked to site three areas of strength and three areas for improvement/development. Should something need to be directly addressed, the evaluation does include an area to detail an action plan.



2018 D.A.R.E.
Graduation

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

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

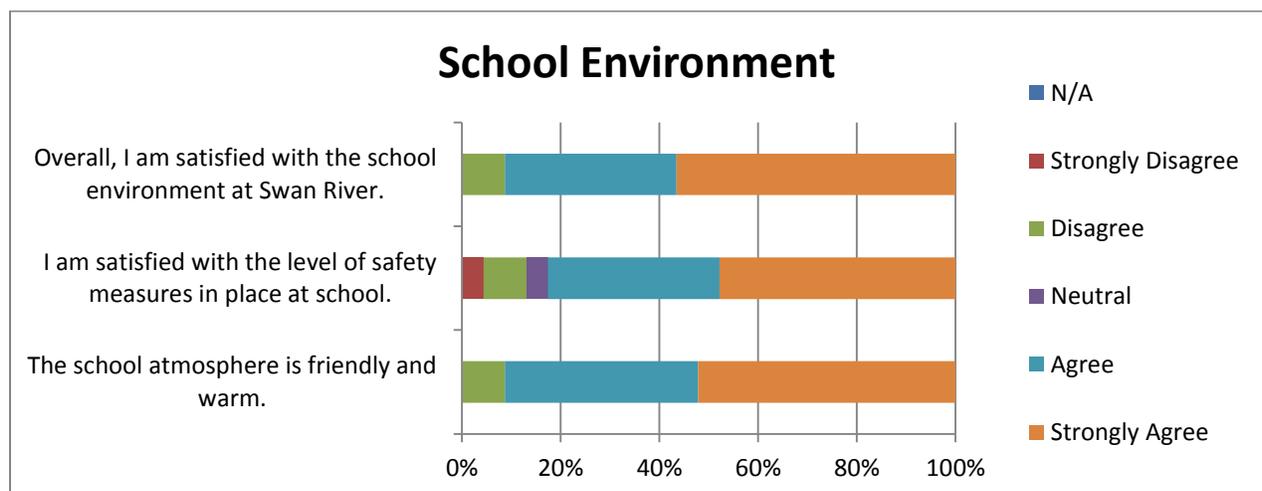
Education Effectiveness Practices

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

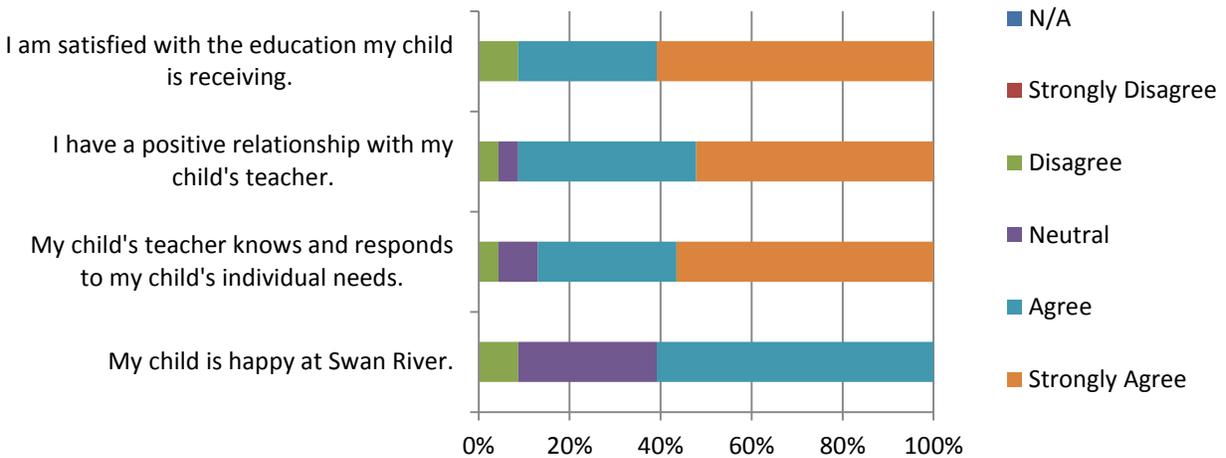
- Regularly held teacher meetings reviewing current curriculum.
- Ongoing research by teachers on potential new types of curriculum to implement.
- Provision of a minimum of 16 continuing education hours for all staff annually.
- Potential monetary support for staff to attend external workshops/conferences/seminars.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

Parent & Student Satisfaction

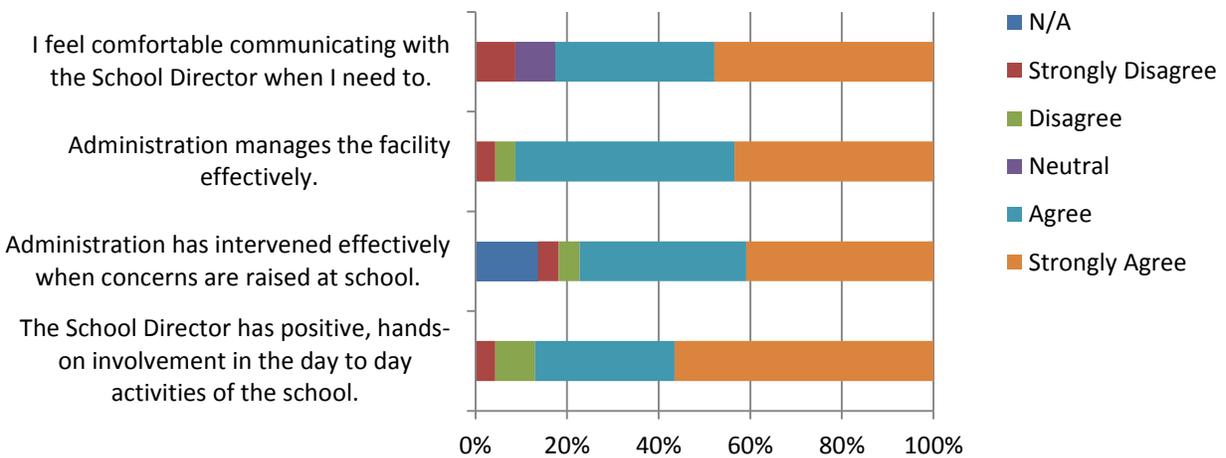
The charts below represent key data points that best represent the level of satisfaction felt by SRMCS families. As you will see, from the number of parents who completed the Family Survey in spring of 2018, high percentages prove a strong sense of overall satisfaction. This can be said not only about Swan River in general, but also specifically relating to such areas as child safety and happiness, administrative effectiveness, and the Montessori approach to education.



Montessori & The Classroom



Administration & the School Board



Environmental Education Implementation & Evaluation Plan

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

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and

collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

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

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

Our Approach to Environmental Education



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

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

1. Use of local surroundings. Our staff ensures that students are exposed to the outdoor environment frequently during the school day making learning immediate and meaningful. Looking at nature from a window or in a picture is not nearly as affective as physically being surrounded by it.
2. Provision of hands-on experiences. Students are encouraged as much as possible to use scientific tools such as binoculars, magnifying glasses, and journals to observe and manipulate nature up close and first-hand.
3. Implementation of cross-subject instruction. Environmental education goes far beyond the single subject of science. Montessori education does a wonderful job integrating EE/science topics across many subject areas, particularly in language/writing, history, cultural studies, and art. This is done all the time in our classrooms.
4. Focusing on topics based on real-time events and issues. We have found that our students are far more likely to actively engage when an issue is affecting the world here and now. The younger students often struggle with understanding abstract timelines so providing information in real-time has equated to greater interest.



The Environmental Literacy of Our Students: Data Collection & Analyzation

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

Environmental Education Successes & Challenges of the School Year

Successes:

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

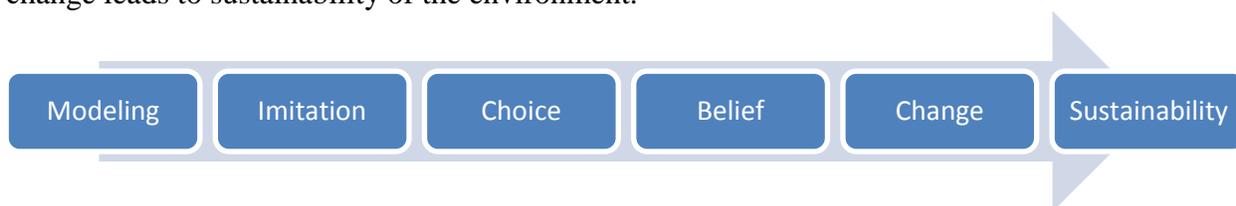
Challenges:

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

Application of Environmental Education Values & Strategies

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

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



Governance and Management

2017-2018 SRMCS Board of Directors

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

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

The Board of Directors: Governance

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

Board of Directors Training Information: Initial

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

Board of Directors Training Information: Annual

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

Board Member Name	Training #1: ACNW Leaders Retreat Attended?	Training #2: Charter Source - Online Board Member Training	Training #3: Data Practices 101: Overview for Charter School Leaders with Kathryn Olson, Data Practices Compliance Official, MN Dept. of Education Attended?
Amy Jensen	YES	-	YES
Amy Savage	YES	Charter School Employment Law	YES
Franco Fanucci	NO	Board Member Basics – Roles & Responsibilities	NO
William Anderson	YES	-	YES
Cathy Augustson	YES	Charter School Employment Law	YES
Donald Frink	NO	Understanding Board Basics Series Board Member Basics Practices of High Performing Boards Top Pitfalls of Open Meeting Laws Creating an Affiliated Building Company Charter School Budget Basics Charter School Employment Law	YES

Management, Staffing Changes & Transitions

There was one administration change in FY18. Ms. Jessica Frederiksen was promoted to Special Education Coordinator. Her primary responsibilities, education background and qualifications are detailed below.

List of Administrators & Qualifications

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

Professional Development Plan & Implementation: School Director

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

Professional Development Plan & Implementation: Special Education Coordinator

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

Professional Development Goals for 2017-2018: School Director & Special Ed. Coordinator

Generally speaking, the School Director should receive approximately 25 continuing education hours per year keeping on track for re-licensure every five years. However, there are going to be years where more are earned than others. In FY18, the Director received 34 hours in addition to the 23.25 hours earned in FY17. Arguably the area of greatest development continues to be under the umbrella of special education law as well as federal education accountability platforms like the World's Best Workforce and the Every Student Succeeds Act. Given that these requirements are often fluid, ongoing professional development is critical to remain in compliance with state and federal mandates.

List of Professional Development in FY18: School Director

Date	Professional Development Title/Topic	Continuing Education Credits Received
8-30-2017	High Performing Teams and Learning Styles with Katie Ibes, AMS, MAEd, CPC, ELI-MP	3
8-31-2017	Personal, Work & Community Safety with Sgt. Brian Johnson, Wright County Sheriff Department	1
11-11-2017	ACNW Leaders Retreat	10
1-19-2018	Book Study: Late, Lost & Unprepared: A Parents' Guide to Helping Children with Executive Functioning by Joyce Cooper-Kahn	12
1-22-2018	Key Warning Signs of Early-Onset Mental Illness in Children & Adolescents with Susan Kelly, School Psychologist	2
4-6-2018	Mental Health Issues in the Classroom with Jay Berk, PHD	6

Total CEUs Earned in FY18: 34 Hours

List of Professional Development in FY18: Special Education Coordinator

Date	Professional Development Title/Topic	Continuing Education Credits Received
8-29-2017	Trauma Informed Mental Health Tools for Teachers and Schools with Kresrel Feiner-Homer MSW, LGSW	3
8-30-2017	High Performing Teams and Learning Styles with Katie Ibes, AMS, MAEd, CPC, ELI-MP	3
8-30-2017	Classroom Teams, Communication Essentials for Success with Syneva Barrett, AMS, MAEd	3
8-31-2017	Personal, Work & Community Safety with Sgt. Brian Johnson, Wright County Sheriff Department	1
1-19-2018	Book Study: Late, Lost & Unprepared: A Parents' Guide to Helping Children with Executive Functioning by Joyce Cooper-Kahn	12
1-22-2018	Key Warning Signs of Early-Onset Mental Illness in Children & Adolescents with Susan Kelly, School Psychologist	2
4-6-2018	Mental Health Issues in the Classroom with Jay Berk, PHD	6

Total CEUs Earned in FY18: 30 Hours

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

As is the case for all licensed staff, the School Director and Special Education Coordinator will continue to earn continuing education credits to stay on track per licensure renewal requirements. In FY19, specific areas of development will include school safety, Montessori classroom design, Montessori behavior management and assessment software training.

Staffing 2017-2018 & 2018-2019

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

2017-2018 Licensed Teaching Staff				
Name	File #	License / Assignment	2018-19 Status*	Comments
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	R	Dual Licensed
Bergquist-Savage, Amy	420388	Kindergarten & EC	R	
Ashley Blaha	995558	Grades 4-6	R	
Curtis, Kate	388236	School Director	R	M.A.
Frederiksen, Jessica	468160	Special Education	R	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	R	Dual Licensed
Halvorson, Julie	489613	Special Education	R	Community Expert
Holder, Daniel	475036	Grades 4-6	R	Former Montessori Trainer, M.A.
Jensen, Amy	390666	Grades 1-3	R	STEM Certified, M.A.
McGorry, Jean	352642	Music/Band (EC-6)	R	
Figenshau, Heidi	408124	Special Education	R	Special Education Variance
Perez, Nicole	398893	Birth to 3 rd Grade	R	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	R	STEM Certified
Snyder, Shanny		Kindergarten & EC	R	
Aaron Stolp	399025	Grades 4-6	NR	STEM Certified, M.A.

*R = Returning, NR = Not returning

2017-2018 Teacher Professional Development Activities

Please see page 46.

Licensed Teacher Percentage Turnover Rates:

	Total Number of Licensed Teachers	Teachers Not Returning	Turnover Rate
2013-2014	14	1	7.1%
2014-2015	13	1	7.6%
2015-2016	12	0	0%
2016-2017	15	2	13.3%
2017-2018	15	1	6.7%

2017-2018 Other Licensed (Non-Teaching) Staff				
Name	File #	License / Assignment	2017-18 Status*	Comments
Evans, Ashley	422503	Special Ed. Director	R	
Robinson, Kasee	490045	Speech Pathologist	R	
Glunz, Amanda	490107	Social Worker	R	
Schipper, Debra	299257	ASD Consultant	R	

*R = Returning, NR = Not returning

2017-2018 Non-Licensed Staff			
Name	Assignment	2017-18 Status*	Comments
Akervik, Kassidy	Program Paraprofessional	R	
Bad Heart Bull, Molly	Program Paraprofessional	R	
Boelke, Sonia	Classroom Assistant	R	Montessori Trained
Brockman, Beth	Operations Coordinator	R	B.A. Degree
Brown, Rebecca	EC & Paraprofessional	R	B.A. Degree
Burg, Tasha	Program Paraprofessional	R	M.A. Degree
Davis, Pam	Classroom Assistant	R	B.A. Degree
Dehmer, Carson	Assistant Custodian	R	
Dehmer, Jean	Program Paraprofessional	R	Paraprofessional Cert.
Erb, Nancy	Classroom Assistant	R	B.A. Degree
Fridgen, Kari	Program Paraprofessional	NR	
George, Lori	Classroom Assistant	R	B.A. Degree
Keene, Katie	Classroom Assistant	R	B.A. Degree
Klug, Amy	Classroom Assistant	R	B.A. Degree
Oslund, Colleen	School Nurse	R	B.A. Degree
Paul, Barb	Program Paraprofessional	R	
Schroeder, Jen	Designated Substitute Teacher	R	B.A. Degree
Spry, Amanda	Program Paraprofessional	R	
Uecker, Michele	Program Paraprofessional	NR	A.A. Degree & Montessori Trained
Voight, Deb	Custodian	R	
Voight, Steve	Custodian	R	
Zachman, Cindy	Program Paraprofessional	R	
Zimney, Barb	Hot Lunch Coordinator	R	

*R = Returning, NR = Not returning

Non-Licensed Staff Members Percentage Turnover Rates:

	Total Number of Non-Licensed Staff	Non-Licensed Staff Not Returning	Turnover Rate
2013-2014	18	0	0%
2014-2015	18	1	5.5%
2015-2016	20	1	5.0%
2016-2017	22	1	4.5%
2017-2018	22	2	9.0%

2018-2019 Licensed Teaching Staff			
Name	File #	License / Assignment	Comments
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	Dual Licensed
Bergquist-Savage, Amy	420388	Kindergarten & EC	
Blaha, Ashley	995558	Grades 4-6	
Brown, Rebecca	450617	Special Education	Special Education Variance
Curtis, Kate	388236	School Director	M.A.
Frederiksen, Jessica	468160	Special Education	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	Dual Licensed
Halvorson, Julie	489613	Special Education	Community Expert
Holder, Daniel	475036	Grades 4-6	Former Mont. Trainer, M.A.
Jensen, Amy	390666	Grades 1-3	STEM Certified, M.A.
McGorry, Jean	352642	Music/Band (EC-6)	
Melo, Heidi	408124	Special Education	Special Education Variance
Perez, Nicole	398893	Birth to 3 rd Grade	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	STEM Certified
Snyder, Shanny	995732	Kindergarten & EC	

2018-19 Other Licensed (Non-Teaching) Staff			
Name	File #	License / Assignment	Comments
Evans, Ashley	422503	Special Ed. Director	
Robinson, Kasee	490045	Speech Pathologist	
Glunz, Amanda	490107	Social Worker	
Schipper, Debra	299257	ASD Consultant	

2018-19 Non-Licensed Staff		
Name	Assignment	Comments
Akervik, Kassidy	Program Paraprofessional	
Bad Heart Bull, Molly	Program Paraprofessional	
Boelke, Sonia	Classroom Assistant	Montessori Trained
Brockman, Beth	Operations Coordinator	B.A. Degree
Burg, Tasha	Substitute	M.A.
Davis, Pam	Classroom Assistant	B.A. Degree
Dehmer, Carson	Assistant Custodian	
Dehmer, Jean	Program Paraprofessional	Paraprofessional Cert.
Erb, Nancy	Classroom Assistant	B.A. Degree
George, Lori	Classroom Assistant	B.A. Degree
Keene, Katie	Classroom Assistant	B.A. Degree
Klug, Amy	Classroom Assistant	B.A. Degree
Oslund, Colleen	School Nurse	B.A. Degree
Paul, Barb	Program Paraprofessional	
Schroeder, Jen	Designated Substitute Teacher	B.A. Degree
Spry, Amanda	Program Paraprofessional	
Voight, Deb	Custodian	
Voight, Steve	Custodian	
Zachman, Cindy	Program Paraprofessional	
Zimney, Barb	Hot Lunch Coordinator	

Operational Performance

Health and Safety

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

- Each door at SRMCS has a coded security panel. Upon enrollment, each family is given a private code to gain access to the school building any time Monday through Friday from 7 a.m. to 5:30 p.m. Families are asked not to share these codes with anyone not affiliated with Swan River. Any person who does not have a school-issued code must buzz in manually. A member of the office staff will inquire who the person is via the intercom and will meet that person at the door once access is granted. All family codes are disabled over the summer months and any other days that school is not in session.
- Fire inspections are completed by the Fire Marshall as required.
- Students participate in five fire drills, five lock down drills, and two tornado drills 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 adult volunteers 18 years of age or older 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.



Preschoolers love to visit the local fire station every year!

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. Swan River does require that all families complete a Bus Registration Form regardless if bussing is used to and from school regularly. This is so we have information on every student on file with the bus company in case there are changes in transportation and for bussing usage for field trips.



Children's House students give a thumbs-up for bus safety!

To ensure the greatest level of safety, all students, including preschoolers, receive bus safety training within the first few weeks of school.

Data Compliance and Reporting

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

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

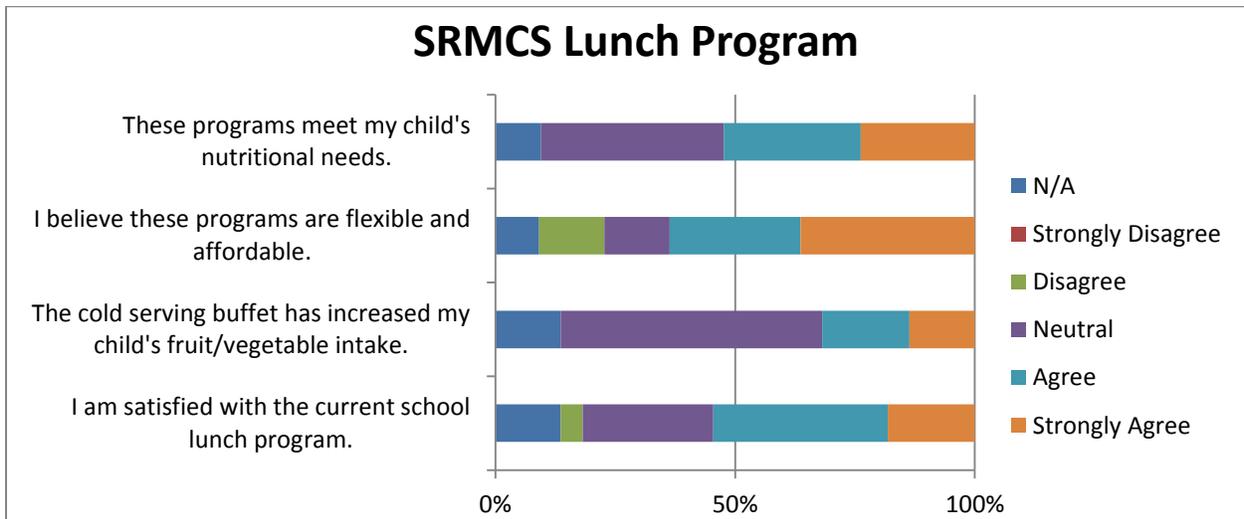
Facilities

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

Food Service Programs

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

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



Due Process and Privacy Rights of Students

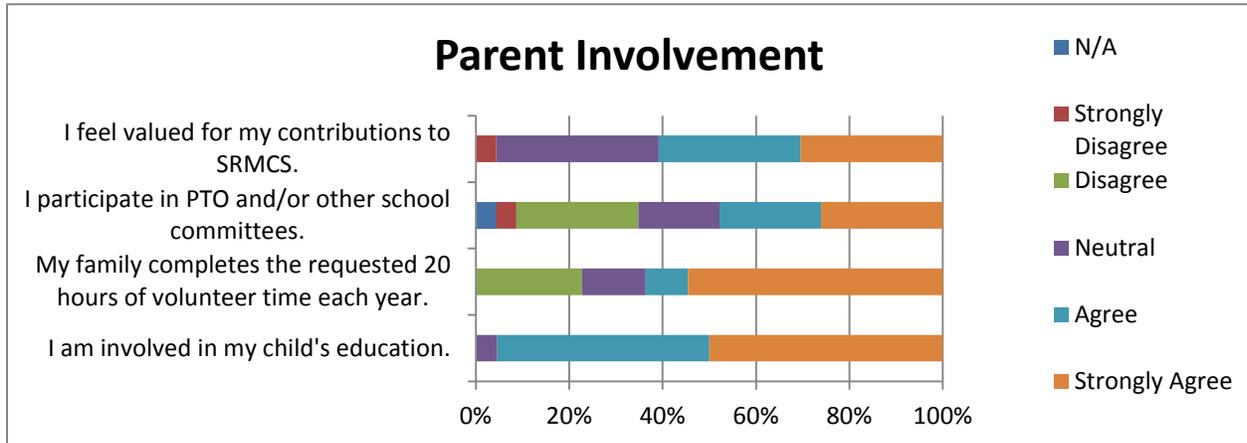
To ensure that all due process and data privacy rights of students are met, the SRMCS Board of Directors has approved the following policies:

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

To view these policies in their entirety, please visit our web site at www.swanrivermontessori.org/about-us/school-policies/.

Parent & Community Engagement

As part of student enrollment at Swan River, we strongly 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. When surveyed about their own involvement, parents responded with the following:



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 Minnesota Work Force Center, the Montessori Network, and EdPost via St. Cloud State University. A closing date for applications is given.
3. Application acceptance window closes.
4. Resumes and cover letters are reviewed by relevant 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 Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2018.

For questions regarding school finances and for complete financials for 2017-18 and/or an organizational budget for 2018-19, please contact:

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

Sandy Schmidt of Sandmark LLC provides financial accounting services for Swan River Montessori Charter School. This includes 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.

FY18 Financial Overview by Fund

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	1,813,881	53,704	145,387
Total Expenditures	1,861,365	51,352	183,617
Net Income	(47,484)	2,352	(38,230)
Total Fund Balance	\$409,237	\$11,547	\$125,351

As detailed above, two of three funds experienced a loss in revenue in FY18 totaling \$(85,714). There are multiple reasons for this, some of which were planned expenses while others were unexpected.

Expected expenditures that led to the deficit:

- There are two families who are paying tuition on a payment plan. Thus, payments will be made into FY19. This equates to \$5,000 and will be recouped over time.
- The Board of Directors voted to dissolve the SRMCS Summer Program in 2018. This was largely due to the loss in revenue equaling approximately \$8,000.

Unexpected expenditures that led to the deficit:

- Providing Montessori mentoring/professional development for one upper elementary teacher who stepped in to fill an unexpected opening in late October 2017. By year end, this cost roughly \$8,500. This was a board-approved, one-time expense.
- Unusually high staff absenteeism due to a variety of medical/health-related issues.
- Increase in special education related services expenses due to IEP revisions or additions of students requiring those services. This was a significant amount (approximately \$35,000) which cannot be reduced as it is solely based on the legal requirements of students' IEPs.
- 4% of our expected special education revenue from the state was withheld. This equated to approximately \$14,200. This money may be recouped in FY19, but that is uncertain.
- Due to a change in the special education funding formula used by the MDE and due to changes in the federal settings for a small number of Swan River students in FY18, less general education revenue was received than budgeted for. This change decreased expected revenue by approximately \$8,000.

Due to the number of unexpected expenditures in FY18, particularly in special education, the school's financial manager has cushioned specific line items in the FY19 budget. We are also far better educated on the funding distribution for pupils in the school's federal level 2 and 3 special education setting (the WIN room). The board-approved FY19 budget is very strong. It includes many 'x' factors that were not built into the FY18 budget and there is increased enrollment in FY19. While the loss in FY18 is significant, cash flow and the fund balance continues to be very healthy.



**Congratulations to the
2017-2018 kindergarten &
6th grade graduates!**

Revenues by Fund

Fund 1: Swan River’s key sources of revenue include general education aid, charter school lease aid, and special education aid. The FY18 budget was based on 155 ADM which was maintain though April 2018. At that point one student disenrolled so a small amount of revenue was lost. Other secondary sources include federal special education aid, interest earned, literacy incentive aid, and donations.

Fund 2: It should be noted that the Food Services fund was self-sustaining, i.e. it did not have to receive supplemental funding from General Fund 1. According to our auditor from Clifton Larson Allen, Dennis Hoogeveen, the vast majority of schools must supplement their food service fund. However, due to responsible fiscal management, no loss was experienced in FY18. This has occurred all 12 years Swan River has been operational.

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 & Use of Designated Funds

As of June 30, 2018 the following amounts are designated by fund:

DESIGNATED FUNDS	
Fund 1	Fund 4
\$166,283	\$77,995
TOTAL DESIGNATED FUNDS = \$244,278	

Net Income and Fund Balance

As listed above, after all revenues and expenses are taken into consideration, the SRMCS fund balance continues to remain positive at \$546,135. Historically, Swan River has always held a very healthy fund balance. Cash flow continues to be strong. Our Board of Directors is very fiscally responsible and reviews the monthly budget reports provided by Sandy Schmidt of Sandmark Services, LLC at every meeting. The Treasurer of the Board, Mr. Donald Frink, is also very knowledgeable and has extensive experience with non-profit accounting/finances.

TOTAL BALANCE ALL FUNDS = \$546,135.00

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 FY18
Julie Halvorson	Literacy Specialist – Meets with students 1:1 who have been flagged as being below grade level standards in reading.	Part-time salary = \$23,076.53 (\$3,315.27 is federally funded via CEIS dollars)
AIMS Web and Fountas & Pinnell Assessments	Progress monitoring for all students.	\$1,530
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.	\$8,120

E-2 TRIP TO AUDUBON



Strategic Planning for the Future

Expansion Plans

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

Facility Changes: Long Range Planning

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

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

Program Changes

Generally speaking, there were no significant changes to our programs at SRMCS. We continually work to improve our Special Education Federal Setting 2 & 3 classroom for students with exceptionally high needs.

Technology Updates

SRMCS is very fortunate to have a PTO dedicated to supporting students. They have been diligent about funding teacher requests, particularly with classroom technology. Multiple iPads were purchased for student use, we are slowly incorporating the use of Chromecasts with a pro-USB cameras in the classrooms, a handful of new laptops were purchased as well as enlarged keyboards for students requiring adaptive technology.



**SRMCS PTO-
Sponsored Event:
Breakfast
with the
Easter Bunny**

Attachment 1: SRMCS Board Approved Calendar for 2017-2018

SRMCS 2017-2018

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

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

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

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

 Tchr Work/no school
 No School
 Comp Day/no school
 Early Dismissal (12: