

*Cannon River STEM School  
2018-2019  
Celebrating 10 Years!*



CANNON RIVER STEM SCHOOL  
PUBLIC CHARTER SCHOOL DISTRICT #4194  
SCHOOL YEAR 2018-2019  
WORLD'S BEST WORKFORCE & ANNUAL REPORT

## **Table of Contents**

1. School Information – Page 3
2. Implementation of Primary and Additional Statutory Purposes – Page 4
3. Student Enrollment & Demographics – Page 4
4. Student Attendance, Attrition & Mobility – Page 5
5. Educational Approach and Curriculum – Page 6
6. Innovative Practices & Implementation – Page 9
7. Academic Performance: Goals & Benchmarks – Page 11
8. Educational Effectiveness: Assessment & Evaluation – Page 32
9. Student & Parent Satisfaction – Page 33
10. Environmental Education – Page 33
11. Governance and Management – Page 34
12. Staffing – Page 38
13. Operational Performance – Page 41
14. Finances – Page 43
15. Future Plans – Page 44

## **1. School Information**

### **CONTACT INFORMATION**

1800 14<sup>th</sup> Street NE  
Faribault, MN 55021  
507-331-7836  
crssinfo@cannonriverstemschool.org  
www.cannonriverstemschool.org

### **SERVING STUDENTS IN GRADES KINDERGARTEN-8<sup>TH</sup>**

### **IN OPERATION SINCE THE FALL OF 2009**

### **MISSION**

The mission of Cannon River STEM School (CRSS) is to foster each student's innate curiosity and joy of discovery. We prepare students to become excellent questioners, scientific thinkers, and responsible citizens, who are able to contribute to the world with confidence and character. We achieve this through student-centered, collaborative and experiential learning, with an emphasis on the environment as an integrating context.

### **VISION**

Cannon River STEM School's vision is to become an innovative leader in Science, Technology, Engineering, and Math (STEM) in Minnesota while creating a community of students who love to learn.

To reach this vision, CRSS will integrate the following methods throughout the instructional program:

- Place-based Education
- Inquiry-based Education
- Project-based Education

### **AUTHORIZER INFORMATION**

Cannon River STEM School has been authorized by the Audubon Center of the North Woods (ACNW) since opening its doors in 2009.

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

The authorizing vision of 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.

Erin Anderson, Director of Charter School Authorizing  
Audubon Center of the North Woods  
Charter School Division  
43 Main St. S.E., Suite 507  
Minneapolis, MN 55414  
(612) 331-4181  
[www.auduboncharterschools.org](http://www.auduboncharterschools.org)

## **2. Implementation of Primary and Additional Statutory Purposes**

Cannon River STEM School is a charter school that serves K-8 students by providing instruction that is place-based, inquiry-based and project-based. We operate on a 55-acre campus, and use the natural and social environment as a context for learning.

Cannon River STEM School has three identified statutory purposes, as identified in our school contract with our authorizer, Audubon Center of the North Woods.

1. Improve student learning and student achievement: Cannon River STEM School has been intentional about providing supports to improve math and reading proficiencies through teacher professional development, parent information and support, and additional instructional opportunities.
2. Increase learning opportunities for students: Cannon River STEM School students are offered many opportunities for learning on and off campus, in the form of field trips, service learning projects and extra-curricular activities. Some examples of these opportunities included: high interest electives for grades 6-8, reading groups, science fair participation, environmental current events fair, field trips to the Rice County Historical Society by several grade levels, and a summer camp for the younger students focused on outdoor education.
3. Encourage the use of different and innovative teaching methods: Teachers are intentional about using the 55-acre campus for outdoor learning, creating projects that integrate discipline work, and fostering innate curiosity. The teachers at CRSS are encouraged to attend workshops or conferences that are going to assist them in continuing to “think outside the box” when it comes to curriculum development and teaching methodology.

## **3. Student Enrollment & Demographics**

### **STUDENT ENROLLMENT**

Enrollment at Cannon River STEM School has continued to stay at the same level as previous years. While grades kindergarten through fifth grade continue to fill up and typically have a waiting list, the middle school grades of sixth through eighth has fewer students and no waiting list. Students who are new to the middle school grades often register at CRSS because they have had an unsuccessful experience at another school, and are looking for smaller class sizes.

<b>Number of Students Enrolled</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20 (est.)</b>
Kindergarten	40	40	40
1st Grade	39	40	40
2nd Grade	40	40	40
3rd Grade	40	39	40
4th Grade	44	42	39
5th Grade	44	42	44
6th Grade	38	39	41
7th Grade	37	30	35
8th Grade	28	32	25
<b>Total</b>	<b>350</b>	<b>344</b>	<b>344</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>348.07</b>	<b>346.6</b>	

## STUDENT DEMOGRAPHICS

While Cannon River STEM School has slightly increased in its diverse population, the school continues to not represent the surrounding community as far as being diverse with various people groups.

<b>Demographic Trends</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19 (est.)</b>
Total Enrollment	346	346	344
Male	190	183	173
Female	156	167	171
Special Education	42	47	56
English Learners	14	5	12
Free/Reduced Priced Lunch	113	138	134
Black, not of Hispanic Origin	9	8	9
Hispanic/Latino	26	33	42
Asian/Pacific Islander	1	1	2
American Indian/Alaskan Native	2	3	2
White, not of Hispanic Origin	301	303	302

## **4. Student Attendance, Attrition & Mobility**

### STUDENT ATTENDANCE

Cannon River STEM School continues to strive for better attendance rates. Administrators, the school social worker and the school board to continuously improve the overall expectations for daily attendance review the attendance policy. The School Social Worker continues to work with Rice County Social Services, as well as other local resources, in order to address chronic attendance issues in the community. The Student Attendance Review Board (SARB) process has been in place for two years through the county attorney's office, and has helped a few families that have had attendance concerns. Attendance continues to be tracked through daily reports, and families are notified through phone calls, emails and letters during the early stages of attendance concerns, in order to prevent habitual attendance issues. A contributing factor in the decline of attendance rates could also be the increase in population, as the school has now grown to two sections of each grade level.

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Overall Student Attendance Rate</b>	94.3%	86.4%	80.7%

### STUDENT ATTRITION

The majority of Cannon River STEM School students remain at the school during the elementary grades, and sixth grade tends to be the time when families choose to move to the larger middle school setting of the local public district. Some parents have shared that they move their child because of the larger school setting, and the opportunity for the student to get used to a larger school before high school. Some parents have also shared that they prefer the extra-curricular activity options that are available at the larger school setting. On the contrary, some students begin attending Cannon River STEM School when students are entering sixth grade, in order to have smaller class sizes during the middle school years.

<b>Percentage of students* who were continuously enrolled between October 1 of the 2017-2018 school year and October 1 of the 2018-19 school year.</b>	87%
--	-----

<b>Percentage of students* who continued enrollment in the school from Spring 2018 to October 1, 2019.</b>	94%
--	-----

## STUDENT MOBILITY

The Minnesota Department of Education (MDE) has not imported the latest student mobility data. The following is data that has already been reported in previous annual reports. This will be updated with the most recent data as soon as MDE provides it.

	<b>Summer Transfers In</b>	<b>Number of students on Oct. 1</b>	<b>Mid-year Transfers In</b>	<b>Mid-year Transfers Out</b>	<b>Total Mid-year Transfers</b>	<b>Mobility Index* (as a percent)</b>
<b>2015-16</b>	27	324	2	9	11	3.40%
<b>2016-17</b>	15	346	7	10	17	4.91%
<b>2017-18</b>	+	+	+	+	+	+

\* Total mid-year transfers divided by number of students on October 1.

+ No data reported yet

<b>Percentage of students who were enrolled for 95% or more of the 2018-19 school year.</b>	<b>80.7%</b>
---	--------------

## 5. Educational Approach & Curriculum

The mission of Cannon River STEM School is to foster each student’s innate curiosity and joy of discovery. We prepare students to become excellent questioners, scientific thinkers, and responsible citizens, who are able to contribute to the world with confidence and character. We achieve this through student-centered, collaborative and experiential learning, with an emphasis on the environment as an integrating context. Along with the mission of CRSS, there are also five identified values (Respect, Responsibility, Curiosity, Perseverance and Acceptance) that are woven into the culture of the school. It is through the lens of the values that the staff and students are encouraged to approach everyday life at Cannon River STEM School, and the hope is that these values will then be common practice across all settings.

Cannon River STEM School hosts three opportunities for the newest group of students, the kindergarteners, to be on the campus during the summer before school starts. These “play dates” are designed to not only informally assess the students and their kindergarten readiness, but also provides an opportunity for parents to connect with CRSS staff and other parents. During the play dates in the summer of 2018, staff also had a chance to meet for a few minutes with each incoming kindergartener and informally assess academic skills.

All new students to Cannon River STEM School are invited for an orientation time in the summer to get to know the other new students, as well as get to know some of the staff while parents are getting important, logistical information for the start of the school year. During the week prior to the start of school, a conference is scheduled with each student, so that parents and students can meet with the

classroom/homeroom teacher. These are all intentional opportunities to help students ease into the school year with confidence.

There is a STEM focus at CRSS, but all curriculum choices and decisions are based on the Minnesota State Academic Standards. Each area of curriculum has a review cycle, and school-wide goals are written with those reviews in mind. New for FY19 was a process in which lead teachers were identified and trained to facilitate a committee of peers based on the following five areas: Math, Language Arts, Science, Environmental Education, and Responsive Classroom. These small groups/committees worked on examining the academic standards for their specific area, as well reviewed the curriculum and provided training for the full staff based on identified needs and updated information. These committees also planned for all school activities, such as the Math and Science committees together planned for the STEAM night activities in February 2019. The Language Arts committee worked to promote good reading habits by having students “compete” against the staff to see who could read the most minutes. The Responsive Classroom and Environmental Education committees worked on professional development for all staff, and planned activities around the campus, including Earth Week.



K-2 Activities in the Gym



Earth Day!

While informal assessments happen throughout the school year, CRSS does participate in a few opportunities for students to formally demonstrate their reading and math skills. Grades 2-8 take the NWEA tests at least two times each year. During the 2019 school year, students took the NWEA assessment three times in order to get a better gauge on student progress and use the data to inform and improve instruction. While the students did not appear to be negatively impacted by the increased testing expectation, their scores did not indicate that it was necessarily worth the extra effort and missed class time to have an additional test score. While kindergarten and first grade do not participate in NWEA testing, they do participate in the school-wide reading inventories that are done three times each year. Ideally, the classroom/homeroom teacher would do each reading inventory with all of his/her students, but the Title I Teacher and Reading Specialist assist teachers and work with students in order to get all students benchmarked in a timely manner. Those students who are benchmarked at “below” or “significantly below” the grade level expectation are then invited to participate in reading interventions provided by identified staff.

The MN Comprehensive Assessments were administered in the spring, and with the increased availability of technology, all students in grades 5-8 were able to take their tests at the same time, which saved on scheduling conflicts and academic time missed due to staff helping proctor testing sessions.

Math at CRSS is assessed by most grade levels after each math unit is completed, but students also take an end of the year assessment that is created by each grade level team. This assessment is intended to be a culmination of all of the standards that were covered throughout the school year.

There are several opportunities for academic, behavioral, social and emotional support at Cannon River STEM School. Some of the academic supports include: paraprofessional interventions for reading and math in kindergarten, Title I for reading grades 1-3, tutor reading in grades 2-4, reading small groups for grades 4-8 (both for remedial help and enrichment), Math Corp programming for grades 4-6, and advanced math courses for grades 7-8. During the 2018-19 school year, CRSS wrapped up the second year of the two-year ADSIS grant through the MN Department of Education. The focus of the grant was behavior, and consisted of the implementation of a multi-tiered system of support for addressing the behavioral needs of students in grades K-8. Students had the opportunity for social and emotional support through caring and supportive staff, including the Behavior Specialist and School Social Worker. Cannon River STEM School also has a strong special service department, consisting of three full-time special education teachers, one English Language Learner teacher, contracted services (psychology, speech/language pathology, occupational therapy, and adaptive physical education) and a full-time Student Services Coordinator. This past year, the student services coordinator worked on developing a comprehensive multi-tiered system of support (MTSS) that addressed all facets of academic and behavioral needs. There were two unfilled positions for the 2018-19 school year, and therefore created holes in support services for the students. These positions were Reading Corp and Promise Fellow. Both roles are vital to continuing a strong support system, and so CRSS is dedicated to continuing to apply for these positions, whether they remain unfilled or not.

Beyond the regular school day, other opportunities that were available for students included: science fair help sessions for those students in grades 3-6 that chose to participate in the science fair, math club for students in grades 4-5 who needed math skill reinforcement, and book clubs for students in grades 1-2 who needed an extra boost of reading practice. Cannon River STEM School continued to offer four weeks of summer school programming for students in grades K-7 who needed remedial work in reading and math. To close out the 2019 school year, the school naturalist offered a summer day-camp experience for students in grades 2-4. These students participated in a four-day camp that consisted of exploring the outdoors and learning more about the animals that inhabit the CRSS campus. The camp was well-received, and plans are in the works to expand it in the future.



Summer Camp Discoveries!

The 2018-19 school year brought an unusually high number of canceled school days due to the weather. The first day was early on in the school year, when the community was deeply impacted by several small tornadoes. The remainder of missed days was due to the cold/snow. With this unprecedented number of missed student contact days, CRSS did utilize the Snow Relief Act that was passed by the MN State Legislature, and added back five of the days missed to the school calendar, bringing the total number of student contact days to 164.

## **6. Innovative Practices & Implementation**

The 2018-19 school year brought about many changes for the school. With a new executive director, the year started with an ice cream social to celebrate the beginning of our 10<sup>th</sup> year. The evening of the social in late September started with all families enjoying each other's company in the gym, and then dispersing to the various classrooms (across the campus) to have mini presentations about the curriculum for the year by the classroom/homeroom teachers. No one imagined what would happen next, as the tornado sirens went off and continued for several minutes. While some families did not think it was serious and left the campus, the staff made sure that everyone took cover in the storm shelters of each respective building—three separate buildings. The news throughout the next few weeks would let us know that a total of 16 tornadoes went through the town and surrounding towns, but what we witnessed that evening and in the many weeks to follow was true community. The staff and families during that time of uncertainty bonded together to comfort those who were afraid, help those in need, and protect each other as everyone safely left the campus. This truly was one of the greatest successes of the school year. Thankfully, no one was injured, and the damage was minimal on the campus.



Ice Cream Social-Happy 10 Years!



Transformer downed during the storm

There were many first-time experiences for the new executive director, including an unprecedented amount of snow/weather days, and three visits from the Minnesota Department of Education. The three visits included an evaluation of the food service program, a program review of the special education department and services, and an observation of the alternative statewide assessment, the MTAS. All three of the visits went very well, and the key leadership for each of those areas did a phenomenal job welcoming and hosting the department of education staff.

While there were many successes to celebrate during the 2018-19 school year, the staff also recognized the challenges of lower test scores in reading and math. As the teachers continue to examine the why's, they are also continuously looking for ways to improve instruction and make sure that students are getting the help or enrichment they need to make individual gains.

The composting program at the school continues to run well under the direction of the school's naturalist, Stephanie Rath sack, and the hard work of the 3<sup>rd</sup> grade classes. The middle school students were also helpful volunteers, and took turns monitoring the lunchroom composting for the younger students. New this year was an opportunity to apply for technology grants through Century Link, and altogether the school applied for five separate grants. In May, the third grade students were presented with a check from

Century Link, as Stacey Sandler, 3<sup>rd</sup> grade teacher, and Stephanie Rath sack, naturalist, were awarded one of the Century Link technology grants for the composting program. The grant money will be used to purchase technology that will help with the data collection for the composting program, including a large digital thermometer to measure the temperature inside the middle of the compost!



Third graders and reps from Century Link

Cannon River STEM School continues to utilize the resources not only in our local place/community, but also the larger community in Minnesota by going on field trips and hosting guest speakers. The school is fortunate to be located within walking distance of the Rice County Historical Society, so most of the students had an opportunity to participate in field trips there to learn about the past, and what life was like years ago in Rice County. Some new experiences for the students this year included a visit to a local alpaca farm by the eighth graders, participation in a science and nature conference by the third and fourth graders, exploration of the Rochester Children’s Museum by the kindergarteners, and a visit to the James Hill House in St. Paul by the seventh graders.

For the second year in a row, a group of 15 students in grades 7 and 8 participated in the Envirothon competition, with Becca Batchelder, 7<sup>th</sup> grade STEM teacher, as the advisor. A new competition for the FY19 school year was a Math tournament, hosted by the South Central Service Cooperative. Three teams of five students each in grades 6, 7 and 8 participated, under the coaching of Lynn Hirschey, 8<sup>th</sup> grade STEM teacher. Both Ms. Batchelder and Ms. Hirschey stated that the students did well in these competitions, and they are looking forward to future participation by the schools’ students.

Buddy experiences between grade levels continued to be a tradition at the school this year, and although each grade has an assigned buddy classroom, teachers also designed activities with other classrooms as well. Some of the buddy activities included field trips together, including kindergarten and 7<sup>th</sup> grade going to River Bend Nature Center three times throughout the year, 1<sup>st</sup> and 4<sup>th</sup> grade going to River Bend, and kindergarten and 3<sup>rd</sup> grade going to Carpenter Nature Center. The students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade continued the tradition of serving at Feed My Starving Children, and this year attended all together. The 8<sup>th</sup> grade students formed intergenerational relationships by making monthly trips to Milestone Senior Living in Faribault. This year the kindergarteners also formed special bonds with the Milestone residents, as they performed songs for them three times throughout the school year.



Seventh grade and kindergarteners at River Bend

## **7. Academic Performance: Goals & Benchmarks**

Cannon River STEM School has aligned its World's Best Workforce Goals to match contractual goals agreed upon with the Audubon Center of the North Woods. The World's Best Workforce committee monitors the progress toward these goals, and plans to share the progress toward these goals at the annual meeting in January 2020. The following is an analysis of these goals and Cannon River STEM School's performance on each goal. Please note that the World's Best Workforce has five goal areas, but only three directly relate to the grades served by Cannon River STEM School. Although Cannon River STEM School has incorporated data from the first weeks of Kindergarten to address Kindergarten readiness in the past, due to staff turnover and missing information, not all of the data was available to complete this report.

### **World's Best Workforce (WBWF) Goal Areas:**

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten. As Cannon River STEM School does not have a preschool program, our only intersect with this goal is our structured play dates and orientation for incoming kindergarteners in the summer prior to the start of school.

\*Please note that due to staff turnover, data recovered for the kindergarten goals is currently limited to only 1 section, or 20 students instead of 40.

1. *Goal R4K1: From FY18-FY22, the aggregate percentage of students who complete early childhood screening prior to the first day of school will be at least 90%. In FY19, Cannon River STEM School implemented a screening throughout the summer during the Kindergarten playdates and orientation. Prior to the first day of school, 16 of 20 Kinders were screened, which is 80%. The remaining four were screened in the first week of school.*
1. *Goal R4K1: After six weeks of instruction, 80% of incoming Kindergarteners recognize and name upper and lower case letters at a 90% accuracy rate. In FY19, after 6 weeks of instruction, 45% of Kindergarteners recognized and named upper case letters with a 90% accuracy, and 35% of Kindergarteners recognized and named lower case letters with a 90% accuracy.*
2. *Goal R4K2: After six weeks of instruction, 80% of incoming Kindergarteners recognize and name numbers from 0-10 at a 90% accuracy rate. In FY19, after 6 weeks of instruction, 65% of Kindergarteners recognized and named numbers from 0-10 with a 90% accuracy.*

3. *Goal R4K3: After six weeks of instruction, 90% of incoming Kindergarteners can print their name unassisted. In FY19, 85% of incoming Kindergarteners could print their name unassisted after six weeks of instruction.*

The kindergarten teachers noticed right away that this group of students were going to need more practice and potentially a larger group would need more intensive instruction in order to make the expected academic gains. The main interventions that are typically offered to kindergarten were started a few weeks earlier than what is typical to address the student needs.

- **Reading Well by 3rd Grade [R3G]:** All students in third grade achieve grade-level literacy.
  - *Cannon River STEM School 3<sup>rd</sup> Grade students, enrolled since October 1<sup>st</sup>, will demonstrate a proficiency score of 85.71% as measured by the FY18 MCA III Scores. In FY19, 51.3% of CRSS 3<sup>rd</sup> grade students demonstrated reading proficiency as measured by the FY19 Reading MCA III. We recognize that this is lower than last year and significantly lower than our goal, and are examining ways to improve instruction.*
  
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
  1. *Cannon River STEM School White Subgroup students will achieve a proficiency index rate of 82.67 as measured by the FY19 Math MCA III. In FY19, CRSS White Subgroup achieved a proficiency rate of 55.8%, which is 26.87% below the goal and 4.2% below our score for FY18.*
  
  2. *Cannon River STEM School Special Education Subgroup students will achieve a proficiency index rate of 53.18 as measured by the FY19 Math MCA III. In FY19, CRSS Special Education Subgroup students achieved a proficiency index rate of 25.0% as measured by the FY19 Math MCA III. This is roughly 28 points lower than the goal.*
  
- **Career and College Ready [CCR]:** All students are career-and college-ready before graduating from high school.
  1. *From FY17-FY21, the school's aggregate reading proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests. In FY19, CRSS' FY17-FY21 aggregate reading proficiency index score was 7.9 below the State of Minnesota.*
  
  2. *From FY17-FY21, the school's aggregate math proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests. In FY19, the school's aggregate math proficiency index score was well below the state's score by 16.1 points.*
  
  3. *From FY17-FY21, the school's aggregate science proficiency index score for grades 5<sup>th</sup> & 8<sup>th</sup> will be greater than that of the state as measured by state accountability tests. In FY19, the school's aggregate science proficiency index score was 2.1 points higher than the state of Minnesota's score.*
  
- **Graduate from High School [GRAD]:** All students graduate from high school. Cannon River STEM School only goes up to 8<sup>th</sup> grade; therefore, we do not have high school graduates.

**Indicator 1: Mission Related Outcomes**

**Goal:** Over the period of the contract, students at Cannon River STEM School (CRSS) will use the environment as an integrating context for learning.

*Mission Related Measure 1.1: From FY17 to FY21, the aggregate percentage of students in grades K-8 who receive at least 70 hours of outside instruction annually will be at least 85%.*

**Outside Instructional Time–Cannon River STEM School 2018-2019**

Grade	Hours Spent Outside for Instruction		Number of student in grade		Number of students that met target	
	FY18	FY19	FY18	FY19	FY18	FY19
<b>Kindergarten</b>	49.2	50	40	40	0	0
<b>1</b>	33	41	40	40	0	0
<b>2</b>	32.8	38	40	40	0	0
<b>3</b>	47.2	37	40	40	0	0
<b>4</b>	50.7	56	44	44	0	0
<b>5</b>	40.9	35	44	44	0	0
<b>6</b>	49.3	44	44	40	0	0
<b>7</b>	83.3	87	36	30	36	30
<b>8</b>	53	52	27	32	0	0
			349	350	36	30
					10%	8.5%
<b>Aggregate</b>			699			9.4%

From FY17 to FY21, the aggregate percentage of students in grades K-8 who receive at least 70 hours of outside instruction annually was only 9.4%.

Since the beginning of the contract in FY17, Cannon River STEM School has struggled to meet the goal of outdoor time. The team is examining the reality of meeting this goal, and making adjustments as needed. One could attribute some of this year’s not meeting the goal to the unusually cold winter season; however, there is still improvement to be made despite the weather. Accurate data collection could also continue to be a contributing factor in the low numbers of outdoor time.

**Indicator 2: English Language Learners**

Cannon River STEM School does not have a contractual goal in this indicator and no data is available to review because of the small number of ELL’s served by the school.

**Indicator 3: Reading Growth**

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

*Reading Growth Measure 3.1: From FY17- FY21, the average growth z-score on state accountability tests will be equal to or greater than 0.00.*

\*It should be noted that the Minnesota Department of Education is no longer reporting z-scores for state accountability; therefore, the following tables do not have updated data regarding z-scores. Many have expressed a lack of understanding what z-scores actually mean, and they are no longer considered a helpful tool for understanding student progress. This growth measure will need to be updated to reflect this change in data reporting.

**Reading: Growth Z-Score – 4-8<sup>th</sup> grade Students (Enrolled October 1, Grades 4-8)**

Mean Growth Z-Score – All (Reading)	Cannon River STEM School	Number of Students
FY18	-0.11	174

*Reading Growth Measure 3.2: From FY17-FY21, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.*

**Reading: Growth Z-Score – 4-8<sup>th</sup> grade Students (Enrolled October 1, Grades 4-8)**

Cannon River STEM School (Reading)	Number of Students with Positive Z-Score	Number of Students with Negative Z-Score	Total Number of Students with Z-Scores	Percentage of Students with Positive Z-Score
FY18	46	117	174	26
<b>Total</b>	46	117	174	26

*Reading Growth Measure 3.3: From FY17-FY22, the aggregate percentage of students in grades 4-8 who meet their winter-to-winter NWEA RIT expected growth target will be at least 60%.*

**Reading: NWEA Measures of Academic Progress – 4-8<sup>th</sup> grade Students (Grades 4-8)**

Cannon River STEM School (Reading)	Number of Students that met growth projection	Total Number of Students with a growth projection	Percentage of Students that met their growth projection
FY17	93	164	56.7
FY18	73	159	45.9
FY19	81	155	52.3
<b>Total</b>	247	478	51.7

From FY17-FY22, the aggregate percentage of students in grades 4-8 who meet their winter NWEA RIT expected growth target was 51.7%.

**World’s Best Workforce Goal Areas Addressed by this Goal:** Growth is not a specific component of CRSS’ World’s Best Workforce goals.

**Key Measures & Results for this Goal:** While FY19 did bring a better growth score than the previous year; CRSS still fell short of the goal. The staff at CRSS continue to examine best practices, attend professional development opportunities and work collaboratively to determine the next steps in continuous improvement.

**Indicator 4: Math Growth**

**Goal:** Over the period of the contract, students at CRSS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

*Math Growth Measure 4.1: From FY17 to FY21, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.*

\*It should be noted that the Minnesota Department of Education is no longer reporting z-scores for state accountability; therefore, the following tables do not have updated data regarding z-scores. Many have expressed a lack of understanding what z-scores actually mean, and they are no longer considered a helpful tool for understanding student progress. This growth measure will need to be updated to reflect this change in data reporting.

**Math: Mean Growth Z-Score – 4-8<sup>th</sup> grade Students (Grades 4-8)**

Mean Growth Z-Score – All (Math)	Cannon River STEM School	Number of Students
<b>FY18</b>	-0.14	173

*Math Growth Measure 4.2: From FY17-FY21, the aggregate percentage of students who achieve a positive z-score on MCA assessments will be equal to or greater than 50.0%.*

**Math: Total Positive and Negative Growth Z-Score – 4-8<sup>th</sup> grade Students (Grades 4-8)**

Cannon River STEM School (Math)	Number of Students with Positive Z-Score	Number of Students with Negative Z-Score	Total Number of Students with Z-Scores	Percentage of Students with Positive Z-Score
<b>FY18</b>	19	119	173	11
<b>Total</b>	19	119	173	11

*Math Growth Measure 4.3: From FY17 to FY22, the aggregate percentage of students in grades 4-8 who meet their winter-to-winter NWEA RIT expected growth target will be at least 60%.*

**Math: NWEA Measures of Academic Progress – 4-8<sup>th</sup> grade Students (Grades 4-8)**

Cannon River STEM School (Reading)	Number of Students that met growth projection	Total Number of Students with a growth projection	Percentage of Students that met their growth projection
<b>FY17</b>	90	160	56.3
<b>FY18</b>	49	155	31.6
<b>FY19</b>	80	153	52.3
<b>Total</b>	219	468	46.8

From FY17 to FY22, the aggregate percentage of students in grades 4-8 who met their winter-to-winter NWEA RIT expected growth target in math is 46.8%.

**WBWF Goal Areas Addressed by this Goal:** Growth is not a specific component of CRSS’ World’s Best Workforce goals.

**Key Measures & Results for Math Growth Goal:** The scores for FY19 improved compared to the previous year, but still fell short of the goal. The staff at CRSS continue to examine curriculum options for the content area of Math, and are considering piloting a new option for the primary grades in order to build a strong math foundation.

**Indicator 5: Reading Proficiency**

**Goal:** Over the period of the contract, CRSS students will demonstrate proficiency in reading as measured by state assessments and other assessments.

*Reading Proficiency Measure 5.1: From FY17-FY21, the aggregate percentage of students in grades K-8 who achieve independent grade level reading as measured by the Developmental Reading Assessment or Fountas & Pinnell Assessment will be at least 65% as documented by June 1 of each year.*

**Reading: DRA and F&P data for FY17-FY22**

Grade		Above or on Target	Below or Significantly Below	Target	
<b>Kinder</b>	FY17	27	13	DRA 3/C	27/40=73%
	FY18	30	10	DRA 3/C	30/40= 75%
	FY19	12	7	DRA 3/C	12/19=63%*
<b>1<sup>st</sup> Grade</b>	FY17	31	8	DRA 16/I	31/39=79%
	FY18	28	10	DRA 16/I	28/38= 74%
	FY19	38	2	DRA 16/I	38/40=95%
<b>2<sup>nd</sup> Grade</b>	FY17	31	9	DRA 24L	31/40=78%
	FY18	31	7	DRA 24/L	31/38= 82%
	FY19	35	3	DRA 24/L	35/38=92%
<b>3<sup>rd</sup> Grade</b>	FY17	31	9	F&P P	31/30=78%
	FY18	35	5	F&P P	35/40= 88%
	FY19	36	3	F&P P	36/39=92%
<b>4<sup>th</sup> Grade</b>	FY17	28	16	F&P S	28/44=64%
	FY18	19	23	F&P S	19/42=45%
	FY19	17	24	F&P S	17/41=41%
<b>5<sup>th</sup> Grade</b>	FY17	23	21	F&P U	23/44=52%
	FY18	23	21	F&P U	23/43= 53%
	FY19	14	21	F&P U	14/35=40%
<b>6<sup>th</sup> Grade</b>	FY17	24	18	F&P V-W	24/42=57%
	FY18	16	21	F&P V-W	16/37= 43%
	FY19	34	3	F&P V-W	34/37=92%
<b>7<sup>th</sup> Grade</b>	FY17	21	19	F&P X-Y	21/40=53%
	FY18	16	20	F&P X-Y	16/36= 44%
	FY19	23	6	F&P X-Y	23/29=79%
<b>8<sup>th</sup> Grade</b>	FY17	4	13	F&P Z	4/17=24%
	FY18	17	10	F&P Y-Z	17/27= 63%
	FY19	11	19	F&P Y-Z	11/30=37%
<b>FY17</b>					220/346=63.5%

<b>FY18</b>		215/341=63.0%
<b>FY19</b>		220/308=71.4%
<b>Aggregate</b>		655/995=65.2%

\*Data was only available for one of the kindergarten sections

71.4% of CRSS students achieved independent grade level reading as measured by the DRA and F&P. in FY19, the aggregate percentage from FY17-FY21 is 65.2%.

*Reading Proficiency Measure 5.2: From FY17-FY21, the school's aggregate reading proficiency index score in grade 3 will increase by at least 3.0 points from the baseline proficiency index score (FY14-16 baseline – 78.6%) OR will be greater than that of the state for the same grade.*

**Reading: Reading Proficiency Index Grade 3 (Enrolled Oct. 1, Grade 3)**

<b>Cannon River STEM School 3<sup>rd</sup> Grade</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Proficiency Index</b>
<b>FY17</b>	6	12	10	10	60.5
<b>FY18</b>	3	22	7	8	62.5
<b>FY19</b>	0	16	8	15	51.3
<b>Total</b>	9	50	25	33	58.1

<b>State of Minnesota 3<sup>rd</sup> Grade</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Proficiency Index</b>
<b>FY17</b>	9,514	27,104	10,529	16,420	65.9
<b>FY18</b>	9,259	26,529	10,086	18,397	55.7
<b>FY19</b>	8,927	25,771	10,247	18,160	63.1
<b>Total</b>	27,700	79,404	30,862	52,977	61.6

From FY17-FY21, the school's aggregate reading proficiency index score in grade 3 decreased from the baseline proficiency index score (FY14-16 baseline – 78.6%). While the state saw an increase in proficiency in FY19, CRSS continued to decrease in proficiency.

*Reading Proficiency Measure 5.3: From FY17-FY21, the school's aggregate reading proficiency index score in grade 3 will be greater than that of the resident district (ISD 656 – Faribault) for the same grade.*

**Reading: Reading Proficiency Grade 3 (Enrolled Oct. 1, Grade 3)**

<b>Cannon River STEM School 3<sup>rd</sup> Grade</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Proficiency Index</b>
<b>FY17</b>	6	12	10	10	60.5
<b>FY18</b>	3	22	7	8	62.5
<b>FY19</b>	0	16	8	15	51.3
<b>Total</b>	9	50	25	33	58.1

ISD 656 3 <sup>rd</sup> Grade	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY17	14	76	54	96	48.8
FY18	16	82	43	112	47.2
FY19	10	71	41	111	43.6
<b>Total</b>	40	229	138	319	46.5

From FY17-FY21, the school’s aggregate reading proficiency index score in grade 3 was greater than that of the resident district (ISD 656 – Faribault) for the same grade. While both the school and the resident district declined in FY19, Cannon River STEM School continues to demonstrate slightly higher proficiency than the resident district.

*Reading Proficiency Measure 5.4: From FY17-FY21, the school’s aggregate reading proficiency index score in grades 4-8 will increase by at least 3.0 points from the baseline proficiency index score (FY14-16 baseline – 73.6) OR will be greater than that of the state for the same grades (4-8).*

**Reading: All State Accountability Tests – 4-8<sup>th</sup> Grade Students (Enrolled October 1, Grades 4-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY17	33	82	43	24	75
FY18	34	79	38	27	74
FY19	26	68	43	41	64.9
<b>Total</b>	93	229	124	92	71.3

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY17	65,243	127,796	58,531	61,062	71.1
FY18	66,011	132,391	59,684	65,542	70.6
FY19	64,136	131,694	61,887	66,861	69.9
<b>Total</b>	195,390	391,881	180,102	193,465	70.5

From FY17-FY21, the school’s aggregate reading proficiency index score in grades 4-8 was 64.9 points, which is a decrease from the baseline proficiency index score (FY14-16 baseline – 73.6) AND it is less than that of the state for the same grades (4-8).

*Reading Proficiency Measure 5.5: From FY17-FY21, the school’s aggregate reading proficiency index score in grades 4-8 will be greater than that of the resident district (ISD 656 – Faribault) for the same grades (4-8).*

**Reading: All State Accountability Tests – 4-8<sup>th</sup> grade Students (Enrolled October 1, Grades 4-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY17	33	82	43	24	75
FY18	34	79	38	27	74
FY19	26	68	43	41	64.9
<b>Total</b>	93	229	124	92	71.3

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	130	436	309	412	56
<b>FY18</b>	128	398	269	398	55.6
<b>FY19</b>	119	402	281	369	56.5
<b>Total</b>	377	1,236	859	1,179	56.0

From FY17-FY21, the school’s aggregate reading proficiency index score in grades 4-8 was greater than that of the resident district (ISD 656 – Faribault) for the same grades (4-8) by 15.3 points.

*Reading Proficiency Measure 5.6: From FY17-FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup will be greater than that of the state for the same subgroup and the same grades (3-8)*

**Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	8	24	16	15	63.5
<b>FY18</b>	9	30	26	14	65.8
<b>FY19</b>	7	26	21	34	49.3
<b>Total</b>	24	80	63	63	59.5

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	12,580	48,078	33,072	51,386	53.2
<b>FY18</b>	12,695	50,081	33,342	54,802	52.6
<b>FY19</b>	14,005	53,857	38,576	60,893	52.1
<b>Total</b>	39,280	152,016	104,972	167,081	52.6

From FY17-FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup was 59.5 and the State of Minnesota’s was 52.6. Cannon River STEM School exceeded the state by 6.9 points.

*Reading Proficiency Measure 5.7: From FY17-FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup will be greater than that of the resident district (ISD 656 – Faribault) for the same subgroup and the same grades (3-8).*

**Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	8	24	16	15	63.5
<b>FY18</b>	9	30	26	14	65.8
<b>FY19</b>	7	26	21	34	45.1
<b>Total</b>	24	80	63	63	59.5

ISD 656 - Faribault	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	56	259	240	417	44.8
<b>FY18</b>	57	264	217	409	45.3
<b>FY19</b>	65	290	279	456	45.4
<b>Total</b>	178	543	736	1,282	45.2

From FY17-FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup was 59.5 and the resident district’s was 45.2. Cannon River STEM School exceeded the resident district by 14.3 points.

*Reading Proficiency Measure 5.8: From FY17-FY21, 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 (3-8)*

**Reading: All State Accountability Tests – Special Education subgroup (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	2	6	9	9	48
<b>FY18</b>	4	11	5	15	50
<b>FY19</b>	5	5	8	22	35
<b>Total</b>	11	22	22	46	44.3

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	4,822	11,845	9,302	26,966	40.3
<b>FY18</b>	4,971	12,279	9,655	29,646	38.8
<b>FY19</b>	5,631	14,021	11,507	34,620	38.6
<b>Total</b>	15,424	38,145	30,464	91,232	39.2

From FY17-FY21, the school’s aggregate proficiency index score for students in the Special Education subgroup was 44.3%, and the State of Minnesota’s was 39.2%. Cannon River STEM School exceeds the State of Minnesota by 5.1 points.

*Reading Proficiency Measure 5.9: From FY17-FY21, the school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (3-8)*

**Reading: All State Accountability Tests –Special Education subgroup (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	2	6	9	9	48
<b>FY18</b>	4	11	5	15	50
<b>FY19</b>	5	5	8	22	35
<b>Total</b>	11	22	22	46	44.3

ISD 656 - Faribault	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	17	33	40	126	32.4
<b>FY18</b>	10	39	18	126	35.0
<b>FY19</b>	21	35	36	139	32.0
<b>Total</b>	48	107	94	391	33.1

From FY17-FY21, the school’s aggregate proficiency index score for students in the Special Education subgroup was 44.3%, and the resident district’s was 33.1%. Cannon River STEM School exceeds the resident district by 11.2 points.

**World’s Best Workforce Goal Areas Addressed by this Goal:** Reading proficiency is a specific component of CRSS’ WBWF goals. Specifically:

- Reading Well by 3rd Grade [R3G]: All students in third grade achieve grade-level literacy.
1. *Cannon River STEM School 3<sup>rd</sup> Grade students, enrolled since October 1<sup>st</sup>, will demonstrate a proficiency score of 85.71% as measured by the FY19 MCA III Scores. In FY19, 41% of CRSS 3<sup>rd</sup> grade students demonstrated reading proficiency as measured by the FY19 Reading MCA III. The teachers and staff at Cannon River STEM School are concerned by the decrease in proficiency and are addressing the reasons for the decline, as well as proactively making adjustments, whether through curriculum, instruction and/or interventions.*

- Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.
1. *From FY17-FY21, the school’s aggregate reading proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests. In FY19, CRSS’ FY17-FY21 aggregate reading proficiency index score was 64.9, which was 4.9 less than the State of Minnesota.*

**Key Measures & Results for Reading Proficiency Goal:** The school-wide goal continued to be in the area of Reading, however, staff noticed an overall decrease in reading proficiency, and are working to identify factors behind the decrease, and how to address it across all grade levels.

<b>Indicator 6: Math Proficiency</b>
--------------------------------------

**Goal:** Over the period of the contract, CRSS students will demonstrate proficiency in math as measured by state assessments.

*Math Proficiency Measure 6.1: From FY17-FY21, the school’s aggregate proficient score for students in grades K-8 taking the CRSS end of year math assessment will be 75% or higher.*

**Math: End of Year Math Assessment FY17-FY22**

Grade	Year	Above 76% to 100%	On target 51% to 75%	Below 26% to 50%	Significantly Below Less than 25%	Total number of students	Percentage Proficient
Kindergarten	FY17	29	7	3	1	40	36/40= 90%
	FY18	33	5	2	0	40	38/40= 95%
	FY19	-	-	-	-	40	26/40=65%
1st	FY17	35	4	0	0	39	39/39= 100%
	FY18	34	3	2	0	39	37/39= 95%
	FY19	-	-	-	-	40	40/40=100%
2nd	FY17	32	5	2	0	39	37/39= 95%
	FY18	20	12	3	1	36	32/36= 89%
	FY19	-	-	-	-	40	26/40=65%
3rd	FY17	8	11	16	5	40	19/40= 47.5%
	FY18	9	16	11	4	40	25/40= 63%
	FY19	-	-	-	-	39	28/39=72%
4th	FY17	14	15	11	4	44	29/44= 65.9%
	FY18	7	21	11	4	43	28/43= 65%
	FY19	-	-	-	-	40	21/40=53%
5th	FY17	5	15	14	9	43	20/43= 46.5%
	FY18	0	15	15	8	38	15/38= 39%
	FY19	-	-	-	-	42	19/42=45%
6th	FY17	12	19	8	1	40	31/40= 77.5%
	FY18	5	8	12	7	32	13/32= 41%
	FY19	-	-	-	-	39	12/39=31%
7th	FY17	7	23	5	4	39	30/39= 76.9%
	FY18	4	16	9	6	35	20/35= 57%
	FY19	-	-	-	-	30	4/30=13%
8th	FY17	4	4	7	2	17	8/17= 47%
	FY18	3	14	10	0	27	17/27= 63%
	FY19	-	-	-	-	32	16/32=50%

FY17 Total	<u>FY17</u>	146	103	66	26	341	73%
FY18 Total	<u>FY18</u>	119	110	75	30	330	69%
FY19 Total	<u>FY19</u>	-	-	-	-	342	56%
Aggregate		-	-	-	-	1,013	66%

From FY17-FY21, the school's aggregate percent proficient score for students in grades K-8 taking the CRSS end of year math assessment is 66%. It should be noted that the data for FY19 was not reported by the categories, but only a total of proficiency.

*Math Proficiency Measure 6.2: From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 will increase by at least 4.0 points from the baseline proficiency index score (FY14-16 baseline – 68.7%) OR will be greater than that of the state for the same grade (3-8).*

**Math: Proficiency Index – 3-8<sup>th</sup> grade Students (Grades 3-8) (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School 3 <sup>rd</sup> -8 <sup>th</sup> Grade	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	38	76	57	49	64.8
<b>FY18</b>	32	73	55	56	61.3
<b>FY19</b>	26	57	65	69	53.2
<b>Total</b>	96	206	177	174	59.8

State of Minnesota 3 <sup>rd</sup> -8 <sup>th</sup> Grade	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	99,543	131,003	76,069	69,302	71.5
<b>FY18</b>	96,429	132,491	80,080	78,105	69.4
<b>FY19</b>	91,057	129,120	82,634	84,159	67.6
<b>Total</b>	197,439	392,614	238,783	231,566	69.5

From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 was 59.8, 8.9 points less than the baseline proficiency index score (FY14-16 baseline – 68.7) AND it was 9.7 points less than that of the state for the same grade (3-8).

*Math Proficiency Measure 6.3: From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 will be greater than that of the resident district (ISD 656 – Faribault) for the same grades (3-8).*

**Math: Math Proficiency – 3-8<sup>th</sup> grade Students (Grades 3-8) (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School 3 <sup>rd</sup> -8 <sup>th</sup> Grade	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	38	76	57	49	64.8
<b>FY18</b>	32	73	55	56	61.3
<b>FY19</b>	26	57	65	69	53.2
<b>Total</b>	96	206	177	174	59.8

ISD 656 3 <sup>rd</sup> -8 <sup>th</sup> Grade	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	208	451	401	477	55.9
<b>FY18</b>	155	422	367	501	52.4
<b>FY19</b>	127	371	358	544	48.4
<b>Total</b>	490	1,244	1,126	1,522	52.2

From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 was 59.8, which is 7.6 points higher than the resident district (64.8-55.9) for the same grade (3-8).

*Math Proficiency Measure 6.4: From FY17-FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup will be greater than that of the state for the same subgroup and the same grades (3-8)*

**Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	5	17	20	21	50.8
<b>FY18</b>	9	23	21	24	55.2
<b>FY19</b>	6	22	19	41	42.6
<b>Total</b>	20	62	60	86	49.5

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	16,859	42,610	37,094	48,585	53.8
<b>FY18</b>	15,591	42,432	38,426	54,015	51.1
<b>FY19</b>	15,092	42,715	42,536	68,752	46.8
<b>Total</b>	47,542	127,757	118,056	171,352	50.6

From FY17-FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup was 49.5 and the State of Minnesota's was 50.6. Cannon River STEM School was behind the state by 1.1 points.

*Math Proficiency Measure 6.5: From FY17-FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup will be greater than that of the resident district (ISD 656 – Faribault for the same subgroup and the same grades (3-8)).*

**Math: All State Accountability Tests –Free/Reduced Priced Lunch (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	5	17	20	21	50.8
<b>FY18</b>	9	23	21	24	55.2
<b>FY19</b>	6	22	19	41	42.6
<b>Total</b>	20	62	60	86	49.5

ISD 656 - Faribault	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	74	242	261	404	45.5
<b>FY18</b>	65	219	240	425	51.3
<b>FY19</b>	69	223	284	589	37.3
<b>Total</b>	208	684	785	1,418	44.7

From FY17-FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup was 49.5 and the resident district's was 44.7. Cannon River STEM School exceeded the resident district by 4.8 points.

*Math Proficiency Measure 6.6: From FY17-FY21, 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 (3-8)*

**Math: All State Accountability Tests –Special Education subgroup (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	1	6	6	13	38.5
<b>FY18</b>	3	4	10	15	37.5
<b>FY19</b>	4	8	5	23	36.3
<b>Total</b>	8	18	21	51	37.4

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	5,997	11,200	10,908	24,678	42.9
<b>FY18</b>	5,683	11,490	11,280	27,986	39.9
<b>FY19</b>	5,956	12,092	12,410	34,442	37.4
<b>Total</b>	17,636	34,782	34,598	87,106	40.1

From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup was 37.4%, and the State of Minnesota's was 40.1%. Cannon River STEM School underperformed the State of Minnesota by 2.7 points.

*Math Proficiency Measure 6.7: From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (3-8)*

**Math: All State Accountability Tests –Special Education subgroup (Enrolled Oct. 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	1	6	6	13	38.5
<b>FY18</b>	3	4	10	15	37.5
<b>FY19</b>	4	8	5	23	36.3
<b>Total</b>	8	18	21	51	37.4

ISD 656 - Faribault	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	19	34	48	116	35.5
<b>FY18</b>	14	31	37	114	33.2
<b>FY19</b>	13	36	39	151	28.7
<b>Total</b>	33	65	85	230	32.5

From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup was 37.4%, and the resident district's was 32.5%. Cannon River STEM School exceeds the resident district by 4.9 points.

**World’s Best Workforce Goal Areas Addressed by this Goal:** Math proficiency is a specific component of CRSS’ WBWF goals. Specifically:

**Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.

1. *Cannon River STEM School Free/reduced Subgroup students will achieve a proficiency index rate of 82.67 as measured by the FY18 Math MCA III.* In FY19, CRSS Free/reduced Subgroup achieved a proficiency rate of 49.5 which is 33.1 below the goal, and down from the previous two years.
2. *Cannon River STEM School Special Education Subgroup students will achieve a proficiency index rate of 53.18 as measured by the FY18 Math MCA III.* In FY19, CRSS Special Education Subgroup students achieved a proficiency index rate of 36.3% as measured by the FY19 Math MCA III. This is 16.9 points lower than the goal. The special education teachers are examining ways to best practices in working with students and their special education needs.

**Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

2. *From FY17-FY21, the school’s aggregate math proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests.* In FY19, the school’s aggregate math proficiency index score was less than the state’s score by approximately 15 points. While both the state and CRSS saw overall numbers decline in FY19, CRSS lost more ground than the state in this category.

**Key Measures & Results for Math Proficiency Goal:** As stated previously, teachers at Cannon River STEM School are examining why there is a downward trend in the overall math proficiency, and complete a needs assessment to determine next steps in trying to increase math scores across all grade levels.

**Indicator 7: Science Proficiency (and Growth)**

**Goal:** Over the period of the contract, CRSS students will demonstrate proficiency in science as measured by state assessments.

*Science Proficiency Measure 7.1: From FY17-FY21, the school’s aggregate proficiency index score for students in grade 5 will increase by at least 2.0 points from the baseline index score (FY14-16 baseline – 79.5) OR will be greater than that of the state for the same grade (5).*

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

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	8	19	12	5	75.0
<b>FY18</b>	3	22	11	4	76.3
<b>FY19</b>	5	19	8	9	68.3
<b>Total</b>	16	60	31	18	73.2

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	8,940	29,401	12,377	12,201	70.8
<b>FY18</b>	7,857	30,661	14,460	12,627	69.7
<b>FY19</b>	6,373	30,157	14,426	15,586	65.7
<b>Total</b>	23,170	90,219	41,263	40,414	68.7

From FY17-FY21, the school’s aggregate proficiency index score for students in grade 5 was 73.2, with is 6.3 points less that the baseline index score (FY14-16 baseline – 79.5) AND exceeds that of the State of Minnesota for the same grade (5) by 4.5 points.

*Science Proficiency Measure 7.2: From FY17-FY21, the school’s aggregate proficiency index score for students in grade 8 will increase by at least 7.0 points from the baseline index score (FY14-16 baseline – 36) OR will be greater than that of the state for the same grade (8).*

**Science: All State Accountability Tests – All Students (Enrolled October 1, Grades 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	1	6	5	3	63.3
<b>FY18</b>	1	13	10	3	70.4
<b>FY19</b>	1	12	10	7	60.0
<b>Total</b>	3	31	25	13	64.6

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	7,759	20,856	17,645	14,342	61.8
<b>FY18</b>	5,045	23,820	18,295	15,998	60.2
<b>FY19</b>	5,674	21,750	18,677	17,640	57.7
<b>Total</b>	18478	66,426	54,617	47,980	59.9

From FY17-FY21, the school’s aggregate proficiency index score for students in grade 8 was 64.6, with is 28.6 points higher that the baseline index score (FY14-16 baseline – 36.0) AND exceeds that of the State of Minnesota for the same grade (8) by 4.7 points.

*Science Proficiency Measure 7.3: From FY17-FY21, the school’s aggregate proficiency index score for students in grade 8 who have been enrolled at the school since 5<sup>th</sup> grade will increase by at least 10.0 points from the baseline proficiency index score (FY14-16 baseline – 43.5) OR will be greater than that of the state for the same grade (8).*

**Science: All State Accountability Tests –Students at CRSS since 5<sup>th</sup> Grade (Enrolled Oct 1, Grades 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	1	5	1	1	81.2
<b>FY18</b>	1	11	8	0	80.0
<b>FY19</b>	1	11	8	4	66.7
<b>Total</b>	3	27	17	5	76.0

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	7,759	20,856	17,645	14,342	61.8
<b>FY18</b>	5,045	23,820	18,295	15,998	60.2
<b>FY19</b>	5,674	21,750	18,677	17,640	57.7
<b>Total</b>	18,478	66,426	54,617	47,980	59.9

From FY17-FY21, the school’s aggregate proficiency index score for students in grade 8 who had been enrolled at CRSS since 5<sup>th</sup> grade is 76.0, with is 32.5 points higher that the baseline index score (FY14-16 baseline – 43.5) AND exceeds that of the State of Minnesota for the same grade (8) by 16.1 points.

*Science Proficiency Measure 7.4: From FY 17-FY21, the school’s aggregate science proficiency index in grades 5 & 8 will be greater that of the local district (ISD 656 - Faribault) for the same grades (5 & 8).*

**Science: All State Accountability Tests – All Students (Enrolled October 1, Grades 5 & 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	9	25	17	8	72.0
<b>FY18</b>	4	35	21	7	73.9
<b>FY19</b>	6	31	18	16	64.8
<b>Total</b>	19	91	56	31	70.2

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	36	166	135	177	52.4
<b>FY18</b>	27	153	147	162	52.0
<b>FY19</b>	14	139	133	170	48.1
<b>Total</b>	77	458	415	509	50.8

From FY17-FY21, the school’s aggregate proficiency index score for students in grades 5 & 8 was 70.2, which is 19.4 points higher than that of the resident district or the same grades (5 & 8).

*Science Proficiency Measure 7.5: From FY 17-FY21, the school’s aggregate science proficiency index in the Free/Reduced Price Lunch subgroup will be greater that of the state for the same subgroups and grades (5 & 8).*

**Science: All State Accountability Tests–Free/Reduced Price Lunch (Enrolled Oct 1, Grades 5 & 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	3	4	7	4	58.3
<b>FY18</b>	0	11	3	5	65.8
<b>FY19</b>	2	7	7	8	52.1
<b>Total</b>	5	22	17	17	58.7

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	2,521	13,285	12,489	17,673	48
<b>FY18</b>	1,928	13,980	14,072	19,114	46.4
<b>FY19</b>	1,627	12,650	13,384	21,646	42.5
<b>Total</b>	6,076	39,915	39,945	58,443	45.6

From FY17-FY21, the school’s aggregate proficiency index score for Free/Reduced Price Lunch subgroup in grades 5 & 8 was 58.7, which is 13.1 points higher than that of the State of Minnesota for the same grades (5 & 8).

*Science Proficiency Measure 7.6: From FY 17-FY21, the school’s aggregate science proficiency index in the Free/Reduced Price Lunch subgroup will be greater that of the resident district (ISD 656 – Faribault) for the same subgroups and grades (5 & 8).*

**Science: All State Accountability Tests–Free/Reduced Price Lunch (Enrolled Oct 1, Grades 5 & 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	3	4	7	4	58.3
<b>FY18</b>	0	11	3	5	65.8
<b>FY19</b>	2	7	7	8	52.1
<b>Total</b>	5	22	17	17	58.7

ISD 656 - Faribault	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
<b>FY17</b>	10	78	74	141	41.3
<b>FY18</b>	11	72	93	131	42
<b>FY19</b>	9	77	91	141	41.4
<b>Total</b>	30	227	258	413	41.5

From FY17-FY21, the school’s aggregate proficiency index score for Free/Reduced Price Lunch subgroup in grades 5 & 8 was 58.7, which is 17.2 points higher than that of the resident district (ISD 656 – Faribault) for the same grades (5 & 8).

**World’s Best Workforce Goal Areas Addressed by this Goal:** Science proficiency is a specific component of CRSS’ WBWF goals. Specifically:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

1. *From FY17-FY21, the school’s aggregate science proficiency index score for grades 5<sup>th</sup> & 8<sup>th</sup> will be greater than that of the state as measured by state accountability tests. In FY19, the school’s aggregate science proficiency index score was 4.7 points higher than State of Minnesota’s score.*

**Key Measures & Results for the Science Proficiency Goal:** While CRSS continues to have a higher proficiency index than the state, the gap is getting closer and the 5<sup>th</sup> and 8<sup>th</sup> grade teachers would like to see an improvement in the overall science scores.

**Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

Cannon River STEM School does not have a contractual goal in this optional indicator area, and therefore it is not evaluated.

**Indicator 9: Post-Secondary Readiness**

Cannon River STEM School does not serve high school students; therefore, a contractual goal in this area is not warranted at this time.

**Indicator 10: Attendance**

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

**Cannon River STEM School Annual Attendance**

<b>FY17</b>	94.3% annual attendance
<b>FY18</b>	86.4% annual attendance
<b>FY19</b>	80.7% annual attendance

**WBWF Goal Areas Addressed by this Goal:** While attendance factors into WBWF, CRSS’ plan does not specifically address attendance.

**Key Measures & Results for this Attendance Goal:** Cannon River STEM School continues to work hard to address any attendance concerns and works with families to ensure students are regularly attending school, and is also trying to determine barriers for those who are struggling with attendance. While we have seen a decline in attendance percentages, the school is working to address these issues.

**Federal and State Accountability**

**World’s Best Workforce:**

Minnesota’s World’s Best Workforce plan provides a framework for looking at how Minnesota districts are doing preparing an educated workforce. While we have specific goals that Cannon River STEM School chooses to work on, the state reports on a common set of data for purposes of comparison with other districts. Data that is not already in the ACNW goals is presented here.

**Read Well By Third Grade Data:** The data in the K-3 Literacy plan submitted to the Commissioner each June shows progress of K, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> graders in skills needed to become successful readers. Our FY19 data, based on Developmental Reading Assessment scores from Spring, 2019 show the following:

**Reading: Developmental Reading Assessment (DRA) – K-3<sup>rd</sup> grade Students (Grades K-3)**

<b>Grade</b>	<b>Students Proficient</b>	<b>Students Tested</b>	<b>Percent Proficient</b>
K	30	40	75%
1	28	38	74%
2	31	38	82%
3	35	40	88%

Additionally, we report proficiency based off the NWEA MAP assessment. Starting in FY19, we reflected a winter proficiency, instead of using spring scores. Our FY19 data follows:

**Reading: NWEA Measures of Academic Progress – 2<sup>nd</sup> – 3<sup>rd</sup> grade Students (Grades 2-3)**

Grade	Students Proficient	Students Tested	Percent Proficient
2	22	40	55%
3	23	40	57.5%

**College and Career Readiness Data:** A factor that the state uses to determine college and career readiness is 8<sup>th</sup> grade math proficiencies. Cannon River STEM School’s 8<sup>th</sup> grade population is too small to generate a specific goal target. CRSS’ 8<sup>th</sup> grade proficiencies have risen over the past three years, and for FY19, our proficiency index was 63.3%, which is a slight decrease from FY18.

Cannon River STEM School 8th Grade Math	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY17	5	2	5	3	63.3%
FY18	6	8	8	5	66.7%
FY19	6	9	8	7	63.3%
Total	17	19	21	15	64.4%

**World’s Best Workforce Teacher Equity Data –2018 Cannon River STEM School**

**Equitable Access to Educators:** The U.S. Department of Education requires all states to address long-term needs for improving equitable access of all students to excellent educators. There is currently a profile for each region of the state. Cannon River STEM School resides in the Economic Development Region 10. In this region, the percentage of teachers of color is 1.3%, while the percentage of the students of color in the region is 25.5%.

The percentage of teachers that are licensed for their assignment in region 10 is 97.2%, while the percentage that have special permission is 3.5%, with a total of 0.2% that are teaching out of compliance.

**High Quality Charter School Status**

Cannon River STEM School has not been identified as a “high quality” school through the Comprehensive Performance Framework, and has not received the CSP grant.

**ESSA Identification**

Cannon River STEM School has not been identified as a targeted school needing additional supports under ESSA.

**ADDITIONAL ACADEMIC DATA**

The administration at CRSS is continuing to address the decline in the overall proficiency scores on statewide assessments. The challenge however, in reporting scores as a total, is that there may be an overall aggregate proficiency that is declining, but it does not break down into each grade level. Some grade levels are making better gains than others. In looking to the future, plans are underway to include data reviews during staff meetings on a monthly basis. Grade level teams will also be encouraged to have

data discussions at least bi-monthly and examine their instructional practices on a consistent schedule. Staff are also encouraged to illicit peer observations for fidelity in curriculum delivery.

Questions continue to be asked, such as:

- Are the tests different and more challenging, since there is a decline in proficiency across the state?
- Do changes need to be made to the overall schedule in order to accommodate more dedicated time to the core subjects?
- Does there need to be more test taking practices put into place, because the students seem to otherwise be making academic gains?
- Do scores need to be reported in a breakdown by grade level so the overall picture of proficiency is better understood?

It is easy to be disappointed when looking at just the once a year assessment scores, but it should be noted all of the great gains that are made on a daily basis across the CRSS campus. Because of the current model being used with the 7<sup>th</sup> and 8<sup>th</sup> grade math courses, a higher number of students are able to start their math classes at a higher level when they start their 9<sup>th</sup> grade year at the local high school. During FY19, a small group of 8<sup>th</sup> graders took a Geometry course as their math class, and were therefore able to register for Algebra II at the high school, which is typically a 3<sup>rd</sup> year course. CRSS students are demonstrating the ability to use their academic knowledge and apply to real-life situations. They are also becoming well-rounded citizens, learning ways to care about each other through weekly social, emotional learning lessons; and how to care for their community and environment through citizen science projects. While not all skills gained can be demonstrated through scores, charts or data; not only the CRSS community, but also the community at large can see the day-to-day gains through observations.

## **8. Educational Effectiveness: Assessment & Evaluation**

The 2019 school year started with the formation of a lead teacher group. This group consisted of five teachers, with leadership qualities identified in key areas of content: English/Language Arts, Math, Science, Environmental Education and Responsive Classroom. Administrators met with the lead teachers prior to the start of school, in order to develop a framework for the lead teachers, with the desired outcome to be all teachers participating on a committee facilitated by the lead teacher in the five content areas. The concept was introduced to the staff at the before school workshop, and teachers had the opportunity to choose their top three picks for committee membership. The administrators then met and assigned teachers to the committees, being mindful of keeping a balance between grade/specialty area representation, as well as considering the talents and abilities demonstrated by the teachers.

It is through these committees that the real work of data analysis, curriculum review and review of instructional practices would be conducted. The assistant director was responsible for overseeing the lead teacher group, and helping them identify areas to target in their respective committees.

The assistant director was also responsible for staff development and planning the weekly staff meetings, and through these opportunities, a series of data analysis was able to take place. Time was strategically set aside on a frequent basis during the staff meetings to review assessment data not only with the content committees, but also with grade bands (K-2, 3-5 and 6-8) as well as between elementary and middle school teachers.

While the first year of implementing the lead teacher led committees was a success, there is still a lot of work to be done. Each of the returning lead teachers were asked to continue in the role for at least another year, as there were many ideas not explored, developed or implemented. The administration, as well as

the stakeholders of Cannon River STEM School (board of directors, students, and parents) will continue to evaluate and determine the next steps for the growing success of all the students.

## **9. Student & Parent Satisfaction**

A parent satisfaction survey was completed in May of 2019, with only a total of 64 responses from parents. The follow are results from key questions asked:

QUESTION	STRONGLY AGREE/AGREE	STRONGLY DISAGREE/DISAGREE
I feel welcomed by staff upon entering the school	96.9 %	3.1 %
I feel comfortable contacting my child's teacher	95.4 %	4.6 %
There is an adult at school that my child trusts and can go to when there is a problem	95.3 %	4.7 %
My child feels physically and emotionally safe at school	95.3 %	4.7 %

While students are not formally surveyed for their opinions of these same questions, informal data collected during the whole classroom Social, Emotional Learning lessons (Second Step) indicate that most students are feeling safe at school, and have identified an adult that they trust and can go to for help with solving a problem.

## **10. Environmental Education**

The mission of Cannon River STEM 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. ACNW 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.

Environmental education is imbedded across all subject areas and included as an integral part of the school's culture at Cannon River STEM School. It is not an isolated unit of learning or token Earth Day celebration each year. It is a mindset held by all staff and students of wonder, exploration, and sense of place. To achieve this, staff strive to create and implement projects with an environmental education focus creating a more hands-on experience with nature. Environmental education has also a means for students to engage in and enhance their critical thinking and problem-solving skills. These approaches, CRSS believes, provide for a more foundational implementation of environmental education.

CRSS is also mindful in its approach to teaching environmental education, keeping a mind's eye on the developmental appropriateness within teaching the components of environmental education. The focus for student learning during the primary grades is on developing empathy for the natural world and exploration within students' neighborhoods and surrounding community. More in-depth exploration

beyond the local community and social action takes place within the intermediate and secondary grades. Throughout their education at Cannon River STEM School, students hopefully attain a sense of empowerment and strive to become an integral steward of action and change. David Sobel explains it so perfectly, “[I]f we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it.”

Successes this year at Cannon River STEM School are similar to those reported last year and are primarily behaviors of students that have become common practice. Students know how to be outside and it is considered commonplace at CRSS. Students are skilled at being outside in various elements of weather. The kindergarten students are equally robust hikers and explorers of nature as are the middle school students. Staff have had the opportunity to see first-hand the knowledge and practice of young students, primarily 1<sup>st</sup> graders, separating their food waste into recycling, compost, and landfill when cleaning up after meal times during our piloted Nature Camp shortly after the end of the school year. They needed no guidance in figuring out where things should go—it was common practice for them. Cannon River STEM School continues to do a wonderful job of instilling exploration in and curiosity about natural space and ways to be stewards of nature—big or small.

Challenges this year included finding an appropriate measurement tool to determine the environmentally responsible behaviors of the students and creating ways to collect information from teachers on environmental education practices in their classrooms that is manageable along with other planning and reporting done throughout the school year.

Some plans for environmental education in the next school year include continuing to improve upon the thoroughness with composting in the lunchroom, classrooms, and staff areas. The desire is to have students to become more confident in their understanding of the process of composting and to be able to explain to visitors the basics of why and what is composted on the campus. Staff will also encourage students to become educators at home and in the community about the various methods of composting providing information to make it attainable for virtually everyone. There is also a plan to continue more student-lead stewardship projects within the local community and beyond in hopes that they will develop a deep understanding and appreciation for the projects and to foster positive attitudes regarding environmental stewardship. Finally, the hope is to have students explore ways for the campus to become more self-sustaining.

## **11. Governance & Management**

### **BOARD OF DIRECTORS**

The Cannon River STEM School board of directors continue to engage with the school community by attending school-wide social events and staff luncheons. Prior to the start of the 2018-19 school year the school board hosted an open house event in order to celebrate the accomplishments of the founding and outgoing executive director, while welcoming the incoming executive director. Beginning in the fall of the school year, the board of directors was intentional about reviewing policies on a continuous plan, so that each policy will be reviewed in a timely manner. The board of directors also decided to improve the onboarding process when welcoming new board members.

The following table indicates the CRSS board of directors:

<b>Member Name</b>	<b>Board Position</b>	<b>Affiliation</b>	<b>Date Elected</b>	<b>Date Seated</b>	<b>Term End Date</b>	<b>Email Address</b>
Michael Cross	Member	Parent	January 2018	February 2018	January 2021	Michaeld_cross@yahoo.com
Jessi Wiles	Member	Teacher	January 2018	February 2018	January 2021	jwiles@cannonriverstemschool.org
Cheryl Wendt	Ex-Officio	School Leader	NA	NA	NA	cwendt@cannonriverstemschool.org
Angela Rosendahl	Vice Chair	Teacher	January 2015	February 2015	January 2021	arosendahl@cannonriverstemschool.org
Deni Buendorf	Member	Community Member	September 2016	September 2016	January 2021	dbuendorf@ci.faribault.mn.us
Dante Hummel-Langerfeld	Chair	Parent	January 2015	February 2015	January 2021	Hummellangerfeld.dante@mayo.edu
Robin Finke	Member	Parent	January 2017	February 2017	January 2020	rfinke@northfieldlaw.com
Lindsey Nusbaum	Member	Parent	January 2019	February 2019	January 2022	Teach_me_sign523@yahoo.com

### Board Training and Development

The Cannon River STEM School board of directors are intentional about seeking opportunities for growth through training and professional development. They have used book studies, workshops and during the 2018-19 school year, three board members attended the ACNW leadership retreat.

The following tables indicate the initial and annual board trainings attended by each board member:

<b>Initial Training</b>				
<b>Board Member Name</b>	<b>Original Date Seated</b>	<b>Board's Role &amp; Responsibilities</b>	<b>Employment Policies &amp; Practices</b>	<b>Financial Management</b>
Angela Rosendahl	02/13/2014	07/30/2014 University St. Thomas	07/30/2014 University St. Thomas	07/30/2014 University St. Thomas
Cheryl Wendt	02/12/2015	05/07/2015 MACS	04/21/2015 MACS	05/2015 MACS
Dante Hummel-Langerfeld	02/12/2015	04/18/2015 University St. Thomas	04/18/2015 University St. Thomas	09/2015 MACS
Deni Buendorf	09/08/2016	3/4/17 MSBA	3/4/17 MSBA	3/4/17 MSBA
Robin Finke	02/09/2017	3/4/17 MSBA	3/4/17 MSBA	3/4/17 MSBA
Jessi Wiles	02/08/2018	8/7/18 MSBA	8/7/18 MSBA	8/7/18 MSBA
Michael Cross	02/08/2018	8/7/18 MSBA 2/9/19 MACS	8/7/18 MSBA 2/9/19 MACS	8/7/18-MSBA 8/18-TAG 2/9/19-MACS
Lindsey Nusbaum	02/21/2019	8/6/19 MSBA	8/6/19 MSBA	8/6/19 MSBA

Annual Training – FY19								
Board Member Name	Training #1 9/13/18 <u>Seven Outs</u> board book discussion	Training #2 11/10/18 <u>Seven Outs</u> board book discussion	Training 11/11-11/12/18 Audubon Center of the North Woods Leadership Retreat	Training #3 12/13/18 <u>Seven Outs</u> board book discussion	Training / 1/10/19 Planning Lining up topics and speakers	Training - Financial Basics with TAG 3/14/19	Training -EE Goals with Audubon 5/16/19	Training / 6/13/19 Lining up topics and possible speakers
Angela Rosendahl	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes
Dante Hummel-Langerfeld	Attended? No	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? No
Deni Buendorf	Attended? Yes	Attended? No	Attended? No	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes
Robin Finke	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes	Attended? No	Attended? Yes
Jessi Wiles	Attended? Yes	Attended? No	Attended? No	Attended? Yes	Attended? Yes	Attended? No	Attended? No	Attended? No
Michael Cross	Attended? Yes	Attended? No	Attended? No	Attended? No	Attended? Yes	Attended? Yes	Attended? Yes	Attended? Yes
Lindsey Nusbaum	NA	NA	NA	NA	NA	Attended? Yes	Attended? No	Attended? Yes

## MANAGEMENT

**The administrative team at CRSS for the 2018-2019 included the following individuals:**

- Cheryl Wendt, Executive Director/Special Education Director
- Cora Packard-Emery, Assistant Director
- Zach Devine, Student Services Coordinator (July 1, 2018-June 30, 2019)
- Ashley Ringlien, Office Manager (July 1, 2018-December 7, 2018)
- Margie Wesling, Office Coordinator (former receptionist) (December 10, 2018-present)
- Jennifer Clark, Office Coordinator (December 18, 2018-present)
- Rich Krannich, Administrative Assistant (July 1, 2018-April 11, 2019)
- Kasey David, Meal Program Coordinator
- Damian Baum, IT Coordinator

The 2018-2019 school year brought several changes to the administrative team at CRSS. Most notably was the resignation of Nalani McCutcheon, founding director of the school. Ms. McCutcheon's last day was August 1, 2018, after the completion of a transition plan facilitated by the CRSS school board. Cheryl Wendt officially began her tenure as the executive director on July 1, 2018. Ashley Ringlien resigned her position a few months into the school year, and with that change, there was an opportunity to restructure the role of the office manager. That restructuring brought about the division of the position into two roles, both titled Office Coordinator. The two individuals cross-trained, so there was a basic understanding of the tasks, however the distinction between the two roles include; Margie Wesling serves as the MARSS Coordinator, and is overseeing all matters pertaining to students and families; while Jennifer Clark serves as the Human Resources and Accounts Receivable/Accounts Payable Coordinator. Rich Krannich continued to support both office coordinators until his resignation in April of 2019. Zach Devine also determined that the commute from his home to CRSS was too much, and resigned his position as the Student Services Coordinator on June 30, 2019, at the end of the 2018-2019 school year.

While change can be challenging for any organization, the staff at CRSS handled the many transitions during the 2018-2019 well and displayed patience and understanding, while the administrative team strived to communicate often, and remain transparent and honest throughout the growing process.

#### **LIST OF ADMINISTRATORS/QUALIFICATIONS**

<b>NAME</b>	<b>TITLE</b>	<b>LICENSURE AREA(S)</b>	<b>RESPONSIBILITIES</b>
Cheryl Wendt	Executive Director/Special Ed. Director	Principal K-12 Director of Special Ed. School Social Worker	-Minnesota Department of Education reporting -Audubon Center of the North Woods reporting -Oversight of Special Education Services -District Assessment Coordinator
Cora Packard-Emery	Assistant Director	Principal K-12 Life Sciences (7-12)	-Coaching (teachers) -Staff Development -Curriculum and Instruction -Lead District Assessment Coordinator
Zach Devine	Student Services Coordinator	Principal K-12 Director of Special Ed. Physical Education Emotional Behavior Disorders Learning Disabilities Mild to Moderate Mentally Handicapped Moderate to Severe Mentally Handicapped	-Special Education Services -MTSS/RtI (ADSIS grant, Social Work, academics and behavior) -Oversight of special services (ELL, Title I, etc.)

**PROFESSIONAL DEVELOPMENT PLAN FOR EACH ADMINISTRATOR**

<b>NAME</b>	<b>PROFESSIONAL DEVELOPMENT GOALS FOR 2018-19</b>	<b>ACTIVITIES/RESULTS FOR 2018-19</b>	<b>PROFESSIONAL DEVELOPMENT GOALS FOR 2019-20</b>
Cheryl Wendt	Learn and perform all of the components of the executive director role -reports -procedures -policies Mentor the Student Services Coordinator for license completion	Completed all of the reports, data collection, etc. for the school year  Successfully hosted 3 site visits from the MN Department of Education (with the hard work of a dedicated staff)	Implement new scheduling system Hire and train new student services coordinator Expand relationship between the school and greater community Become an active participant in MACS
Cora Packard-Emery	Implement and supervise the Lead Teacher model Creating (in collaboration with others) a MTSS model for academics Participate in Cognitive Coaching Training and utilize it on campus Participate in the Faribault’s Future Class of 2019	Successful implementation of lead teacher and committee model Designed and implemented CEU review committee Successfully implemented school-wide testing model for middle school building	Continue expanding the MTSS model for academics (including finding resources for interventions) Professional development for all staff Onboard, train and support new teachers Continue and build mentorship model among teachers
Zach Devine	Complete internship hours for the Director of Special Education license through Hamline University	Mr. Devine was able to complete his internship hours and presented to the licensing panel on December 10, 2018	Mr. Devine resigned his position at CRSS, his last day was June 30, 2019

**12. Staffing**

Cannon River STEM School continues to strive to hire quality candidates that are passionate about the environment, enjoy using resources around them and are able to develop curriculum based on academic standards. It is important to advertise open positions well, have a clear selection process for potential candidates, ask quality questions during the interview process, and collect good data from references and onboard new hires efficiently and effectively.

## 2018-19 Staffing

2018-19 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2019-20 Status*	Comments
Jessi Wiles	425944	Kindergarten	NR	
Lauren Girard	454274	Kindergarten	NR	
Terra Haugen	436128	1 <sup>st</sup> Grade	R	
Melanie Donley	368796	1 <sup>st</sup> Grade	NR	
Devon Wolters	491864	2 <sup>nd</sup> Grade	R	
Brianna Bauernfeind	491872	2 <sup>nd</sup> Grade	R	
Tess VanZuilen	495673	3 <sup>rd</sup> Grade	R	
Stacey Sandler	468838	3 <sup>rd</sup> Grade	R	
Sheila Sawyer	462143	4 <sup>th</sup> Grade	R	
Madi Cooper	465345	4 <sup>th</sup> Grade	R	
Angela Rosendahl	467398	5 <sup>th</sup> Grade	R	
Stephanie Hoeft	486690	5 <sup>th</sup> Grade	R	
Kari Frankenberg	466988	6 <sup>th</sup> Grade Humanities	R	
Cassie Neymeyer	503784	6 <sup>th</sup> Grade STEM	R	Tier 2
Kristin Guin-Grosse	305258	7 <sup>th</sup> Grade Humanities	R	
Becca Batchelder	503470	7 <sup>th</sup> Grade STEM	NR	
Lynn Hirschey	410628	8 <sup>th</sup> Grade Humanities	R	
Chloe Moriarty	475551	8 <sup>th</sup> Grade STEM	R	
Jason Soltis	473586	Coding	R	
Tiffany Wells	478994	Art	R	
Michael Berger	469153	Music	R	
Steve LeDuc	389555	Phy Ed	NR	
Ben Rydberg	480518	ELL	R	
Susan Williams	320664	Spe Ed	R	
Larry Hoffer	336022	Spe Ed	R	
Aurora Kubach	443853	Spe Ed	R	
Amanda Reed	406318	Spe Ed/ADSDIS	R	
Marcy Goss	428150	Title I	R	
Nancy Bauer	389434	7 <sup>th</sup> & 8 <sup>th</sup> Math	R	Tier 2
Melissa Dobbs	482630	School Social Worker	R	

\* R = Returning, NR = Not Returning

### 2018-19 Teacher Professional Development Activities:

Professional development is highly valued at Cannon River STEM School. Essential to quality teaching is equipping staff with the information, tools and training necessary to achieve school goals. Some of the various professional development that our staff participated in during the FY19 included:

- New staff orientation; Using the Outdoors for a Context of Learning
- 2 Day Pre-Workshop week Curriculum and Data Review
- Mandatory In-Service Training; Bloodborne Pathogens, Data Privacy, Workplace Harassment, Employee Right to Know

- Daily 5 Workshop for K-4
- Literacy Circles for 4-8
- Math Curriculum Alignment for 6-8
- Specialists Integration for Specialists
- School-Wide Academic Goal (SWAG) Data Review and Planning
- Emotional Resiliency presented by the Responsive Classroom Committee
- Positive Behavior and School Community Workshop presented by Ex. Director, Asst. Director, Behavior Coach, Social Worker
- Jeffers Foundation All Staff Workshop
- Team Building and Wellness Workshop
- EE Integration and Using the Environment for Positive Sensory Experiences for All Students presented by the EE Committee
- Math Standards and EE Integration presented by the Math Committee

An additional source of professional development for all of the licensed teaching staff for FY19 included participation on a curriculum-based committee, with a lead teacher facilitating the five committees (Language Arts, Math, Science, Environmental Education and Responsive Classroom). These committees met a minimum of one time each month, and each one provided mini-workshops to the staff, as well as reviewed curriculum and reviewed/developed assessment tools in each respective area.

**Teacher Retention:**

While the school year began with all of the teaching staff returning from the previous school year, FY19 ended with a few teachers not returning. Of the five teachers not returning for FY20, four of them moved out of the area, which necessitated a job change. The office staff are continuing to develop exiting procedures in order to make departing from CRSS a smooth transition.

<b>Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 X 100)</b>	16%
---	-----

<b>2018-19 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2019-20 Status*</b>	<b>Comments</b>
Judy Bemis	Paraprofessional	R	
Kelly Huber	Sped Paraprofessional	R	
Adrienne Johnson	Sped Paraprofessional	R	
Jason McDowell	Sped Paraprofessional	R	
Linda Mulcahy	Paraprofessional	R	
April Paquette	Sped Paraprofessional	R	
Stephanie Rathsack	Naturalist	R	
Karen Savig	Health Aide	R	
Gretchen Sterling	Sped Paraprofessional	NR	

\* R = Returning, NR = Not Returning

### **13. Operational Performance**

#### Health and safety at the school

At Cannon River STEM School, a full time health aide provides the necessary first aid to students needing immediate attention for triage incidents. In the event of an emergency, any staff member may call 911 for emergency personnel. Other duties of the health aide include administration of prescription and OTC medications. Both the parent/guardian and the physician require the authorization for any medication administration. Cannon River STEM School contracts with Faribault Public Schools for a licensed School Nurse to provide supervision and oversight to the health office. The contracted school nurse also provides training to staff as needed for health and safety topics throughout the school year.

Another safety area that has been more relevant during FY19 is addressing the mental health needs of the school's students, with particular needs in the middle school population. Some precautionary measures that have been put into place is a technology program that monitors the online activity of students and their individual use on their assigned Chromebooks. The program is able to alert identified staff if there are internet searches for questionable topics, including suicidal thoughts and ideation. Once the identified staff receive an alert, a needs assessment is conducted to ensure student safety and appropriate referrals to resources are made if needed.

Other safety measures, such as fire drills, lock down drills, and severe weather drills are conducted throughout the school year. Cannon River STEM School, in cooperation with the administration at Faribault Public Schools, also make safety determinations regarding weather-related events and either delay the start of school, release students early, or cancel school for any particular day based on the current or predicted conditions. During FY19, there was an unprecedented amount of weather-related days resulting in a total of 11 cancelled school days.

#### Transportation

Cannon River STEM School elects to utilize the Faribault Public Schools transportation for regular education busing, as well as special education busing. The partnership has continued to be a fairly smooth relationship, with communication between transportation and the school regarding route changes, behavior issues and field trip requests being amicable. Approximately 40% of the school families choose to provide their own transportation for students. Cannon River STEM School prides itself in a drop off and pick up process that runs well, and the system is continually monitored for procedural safeguards and improvements as needed.

#### Facilities

The property used by Cannon River STEM School is owned by Shattuck-St. Mary's School; a private, tuition-based school in Faribault, MN. CRSS and Shattuck continue to have a good relationship, and are continuously working on collaborative opportunities for students to interact and be on each other's campuses. Shattuck employs a caretaker for the property that CRSS leases, and there is continuous communication between the administrative team at CRSS and the Director of Auxiliary Services at Shattuck. As in previous years, Cannon River STEM School has applied for and received lease aid through the Minnesota Department of Education.

#### Food service programs

Cannon River STEM School participates in the National School Lunch Program and offers daily breakfast and lunch options for our students. The school does not have an operational kitchen; therefore, meals are catered each day through Lancer Dining Services out of Eagan, MN. Due to the meals being catered, only those meals that are ordered ahead of time by students/families/staff are delivered each day. There are items kept on hand for an alternative lunch in case a student should need one. The meals are served to our students by Cannon River STEM School staff and one server provided by Lancer. Families order their

lunches monthly through our on-line system and have the options to make payments on-line or by sending cash or checks to school.

#### Due process – student discipline data

Responsive Classroom and Developmental Designs are programs used at the school to build community and address behavior expectations in each classroom and across the campus. Through the Responsive Classroom program, an all-school rules convention is conducted, in which each classroom sends a student representative to work collaboratively with others and determine the all school expectations for the school year. There is also a rubric for discipline, which outlines appropriate consequences and actions based on the incident and whether it is repetitive behavior. The focus is mostly on natural consequences, exclusion from peers, and apologies of action when addressing behaviors. It is also important to include parents/guardians in discussions regarding expectations. Suspensions, whether in school or out of school, are last resort options and dependent on many variables, such as frequency and intensiveness of any given behavior. The Pupil Fair Dismissal Act is consulted in those suspension decisions. In FY19, there was a slight increase in suspensions, and the school is continually looking for best practices in addressing behavior challenges. Student discipline is reported annual to the MN Department of Education through the DIRS report.

#### Parent engagement

Cannon River STEM School staff are encouraged to build relationships with parents/families of every student. The school is intentional about trying to provide an opportunity for parent contact/engagement on a monthly basis. These opportunities include: fundraiser events such as a meal at an off-campus site, before school conferences, open house night, goal setting conferences, book fairs, literacy night, annual meeting, January conferences, STEM night, concerts and special programs. Parents and family members are also encouraged to volunteer at the school, either doing volunteer activities on the campus, or attending field trips as a chaperone. Staff try to be intentional about reaching out to those parents who are not regularly involved, whether they do not attend conferences or do not come on campus very often to try to build positive connections between home and school.

#### Community engagement

While the school has worked hard on getting involved and the school name out in the community, there is still a lot of work to be done. In FY19, for the second year in a row, Cannon River STEM School sent an employee to participate in the local leadership program, Faribault's Future, which was conducted through the Chamber of Commerce. This program affords the opportunity to not only gain leadership skills, but also learn more about the resources and businesses in the community. Cannon River STEM School is also intentional about finding opportunities for service projects in the community, and participates in field trips throughout Faribault to gain knowledge about the history, present and future of the area. While the Cannon River STEM School population does not reflect the cultural diversity of the surrounding area, there are continued efforts to reach out the community to spread the word about the school, its purpose and mission, in hopes of drawing more students/families of diverse cultures.

#### Hiring practices

Cannon River STEM School follows a basic hiring protocol that involves a posting of at least two weeks, review and selection by at least two staff to choose candidates for interviews, and a minimum of one interview with 2-4 members of the CRSS staff. Best practices for hiring and onboarding new employees continues to be the focus of the Office Coordinator-HR, and together with the CRSS Board of Directors the staffing and hiring policy is periodically reviewed.

#### Background check process for staff, board, and volunteers

The CRSS Board of Directors requires a criminal history background check from the McDowell Agency on all individuals who are offered employment with the school, all contracted staff, all members of the

Board of Directors, and all volunteers who will be working with students outside of direct observation of a school employee.

## **14. Finances**

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

<b>Name:</b> Mike Pocrnich	or	Cheryl Wendt
<b>Position:</b> Managing Director, TAG		Executive Director, CRSS
<b>Contact info:</b>		
<b>Phone:</b> 651-294-3508		507-331-7836
<b>Email:</b> <a href="mailto:mpocrnich@theag.org">mpocrnich@theag.org</a>		<a href="mailto:cwendt@cannonriverstemschool.org">cwendt@cannonriverstemschool.org</a>

The Anton Group provides accounting services for Cannon River STEM School.

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

<b>FY19 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	3,928,057	156,155	3,188
Total Expenditures	3,793,287	156,155	3,188
Net Income	134,770		
Total Fund Balance	1,545,862		

### **Overview**

Cannon River STEM School continued to be financially stable, even with a new executive director. The former director is credited with maintaining good financial standing, and by continuing the practice of conservation budgeting, the FY19 fund balance rose higher than the previous year, going from \$1,434,717 in FY18 to \$1,545,862 in FY19. This is important when examining the uncertainty of enrollment, especially in the middle school grades. The school has not had to acquire a line of credit for several years.

### **Revenues**

The total revenues for Funds 1, 2 and 4 were \$ 4,087,400 for the period ending Jun 30, 2019. Most of CRSS's revenue was received from state aid and federal grants. The General Fund is also supported by donation money raised by fundraising activities such as Give to the Max Day. During FY19, CRSS continued to receive funding through the ADSIS grant, and was granted a renewal of the ADSIS grant for the next two-year cycle.

### **Expenses**

The total expenses for the General Fund in FY19 was \$3,928,057 for the period ending June 30, 2019. Technology continues to be an expense, as the school is committed to provide more students with one-on-one Chromebooks for school use. The primary operations continues to be providing educational services to all students in kindergarten through 8<sup>th</sup> grade. CRSS provides breakfast and lunch, and therefore Food Service Funds are used for the cost of those meals, along with the revenue raised from the cost of the meals and support free or reduced lunches. It is therefore not uncommon for the Food Service Fund to have higher expenditures than revenues, and in FY19, this was the case. The Community Service Fund is

utilized for the before school program offered to all students, as there is not an after school program at this time. The afterschool academic programming that does periodically take place is offered at no charge.

### **Net Surplus and Fund Balance**

Total revenues exceeded expenses, resulting in ending fund balance of \$1,545,862 as of June 30, 2019.

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

Cannon River STEM School remains committed to purchasing resources and providing training in order to implement the WBWF plan, although the budget is not specifically delineated for line items related to the WBWF plan. During FY19, this included sending key staff to literacy workshops and purchasing new technology resources for teachers to implement with their students, including Reading Simplified, the IXL Reading Module and the Write-to-Learn program for specific grade levels.

## **15. Future Plans**

Cannon River STEM School continues to seek full enrollment in all grades K-8. There are still middle school spots to fill. There has been and will continue to be an emphasis on getting the school's mission and goals out to the general public, so there is a general understanding of how the school functions differently than a traditional district.

CRSS will continue to work with its internal community, as well as the surrounding community to be fiscally responsible and futuristically planful with its resources. Specifically:

- **Facilities:** Work with the landlord to promote repair and maintenance of the current buildings, especially as they begin to show their age. Build and maintain outdoor storage space for playground supplies and equipment. Look for purposes and usage of unusable space, to help determine areas for more individualized and small group instruction. Continue to look into opportunities for expansion, such as at the preschool or high school levels.
- **Curriculum and Instructional Support:** Continued professional development in the key areas of Language Arts, Math, Science, Responsive Classroom/Developmental Designs and Environmental Education, by expanding the "lead teacher" model, with consideration for other content areas to be added, such as Social Studies. Continued work on curriculum mapping through Build Your Own Curriculum (BYOC) resource, especially for the new(er) teachers that need more training or guidance.
- **Funding:** Continue to look into supplementary resource opportunities such as grants, fundraising, etc. Build partnerships in the community to assist with fundraising efforts. Expand opportunities for students to participate in after school options, such as science clubs, maker space classes, or environmental camps.
- **Technology:** Continue to expand the 1:1 Chromebook model to younger students. Replace equipment that is starting to show its age, such as classroom Smart boards and the first generation of Chromebooks purchased. Utilizing resources such as the 3-D printers as a learning tool and expanding it to incorporate real-world problem solving with the community and across the globe.

It is with enthusiasm and excitement that the staff, students and families forge into the next ten years (and beyond!) of Cannon River STEM School. The motto for staff during FY19 was "Firmly Planted, Ready to Grow".