



World's Best Workforce Annual Report 2016-2017

The “Striving for the World’s Best Workforce” bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

This document contains information regarding the 2016- 2017 Minnesota Excellence in Learning Academy World’s Best Workforce (WBWF) plan. This plan includes: student achievement goals, programming and strategies that will be used to meet these goals, and progress on previous year’s goals. The Minnesota Excellence in Learning Academy WBWF plan will be posted on the school website and a summary report for the 2016-2017 school year will be submitted to the Minnesota Department of Education (MDE) by December 15, 2017.

School Mission

The mission of the Minnesota Excellence in Learning Academy (MELA) is to serve children and families in urban communities by providing a high-quality learning environment that accelerates achievement, performance, and college-preparedness through careful analysis of student needs and effective use of data to personalize and monitor student learning. Innovation combined with research-based best practices and strong support for teachers will ensure that every student in the Academy will be reading by the end of third grade and continue to exceed grade level standards ensuring readiness for accelerated work in a high-performing middle school, high school, and the college of their choice.

Continuous Improvement and Goal Setting

Minnesota Excellence in Learning Academy continuously collects and monitors multiple sources of data to determine areas of strength and areas of growth to help personalize learning for each student. These data are used to inform instruction and assist in planning professional development for teachers in order to accelerate learning to ensure that all students are meeting grade-level proficiency, as outlined in the Minnesota Academic Standards, and that MELA is reaching goals in math and reading as measured by the NWEA MAP for Primary Grades Assessment. MELA added grade 3 for the 2016-2017 school year. This was the first year data was collected for the Minnesota Comprehensive Assessment. The academic leadership team will annually set goals in August, write action plans to meet these goals including strategies targeting areas of focus, evidence of effectiveness, timelines for implementation and persons responsible for implementation throughout the year. The school goals in math and reading are outlined in this plan.



Core Commitments

Minnesota Excellence in Learning Academy has reimagined the integral role that community plays in fostering a genuine love of learning, from the first day of school. Our community is rooted in the synergy of families, students, teachers, and local partners, dedicated to co-creating a school where adults and students unite to educate, empower, and inspire each other on a personalized level. Together, we take action!



Goals, Action Steps, Progress Monitoring

Goal Area	SMART Goals	Results	Action Steps for 2017-18
All students are ready for Kindergarten.	In fall of 2015, the percentage of students that began kindergarten at the age of 5 was 88%. By fall of 2017, we will increase the percentage of children who begin kindergarten at age 5 to 95%.	For the 2016-17 school year, the percentage of students entering kindergarten at the age of 5 was 83%. This is a multi-year goal and is still in progress.	<ul style="list-style-type: none"> <input type="checkbox"/> MELA will connect with local early learning programs and determine the number of children eligible to begin school for the 17-18 school year. <input type="checkbox"/> MELA staff will be



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			<p>trained on the statute that children are ready for school at age five.</p> <ul style="list-style-type: none"> <input type="checkbox"/> MELA school board will review and approve early kindergarten entrance policy and procedures to ensure criteria are clearly defined and based on children’s development.
All third graders can read at grade level.	By spring of 2017, the percentage of third grade students scoring average to high on the NWEA MAP Reading assessment will increase from 30% in the fall to 40% in the spring.	In spring of 2017, 33% of third grade students scored average to high on the NWEA MAP Reading assessment.	<ul style="list-style-type: none"> <input type="checkbox"/> Power Hour <input type="checkbox"/> Benchmark Advance implementation <input type="checkbox"/> Guided Reading Structure <input type="checkbox"/> DRA conducted 3 times per year <input type="checkbox"/> Personalized Learning Paths <input type="checkbox"/> Lexia <input type="checkbox"/> Reading Corps Tutor
All achievement gaps between.	By the end of the 2017 school year, the gap in the percent of male vs. female students scoring at or above the 50 th percentile on the NWEA Reading Assessment in Math will decrease by 5%. The current gap is 8.9%. The percentage of male students scoring at or above the 50 th percentile in spring 2016 is 33.3% and the percentage of female students scoring at or above the 50 th percentile in spring 2016 is 42.2%.	In Spring of 2017, the percentage gap between male and female students decreased by 0.1%. Male students scoring at or above the 50 th percentile increased to 37.5% and female students scoring at or above the 50 th percentile increased to 46.32% with a percentage between the two sub groups of 8.8%.	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy Mentors that work with male population <input type="checkbox"/> Adding interesting texts to classrooms libraries that appeal to the male population <input type="checkbox"/> Community connections



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<p>All students are ready for career and/or postsecondary education.</p>	<p>By spring of 2017, all students in grades K-3rd that score above the 65th percentile on the NWEA MAP or MPG Reading assessment (NWEA's projection for college and career ready) will increase from 17.2% to 27.2%.</p> <p>By spring of 2017, all students in grades K-3rd that score above the 65th percentile on the NWEA MAP or MPG Math assessment (NWEA's projection for college and career ready) will increase from 27.3% to 37.3%.</p>	<p>In spring of 2017, 30.5% of students in grades K-3rd scored above the 65th percentile on the NWEA MAP or MPG Reading Assessment.</p> <p>In spring of 2017, 29.4% of students in grades K-3rd scored above the 65th percentile on the NWEA MAP or MPG Math Assessment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Power Hour (dedicated hour for literacy interventions and enrichment) <input type="checkbox"/> Math Skill Gap Instruction (dedicated instructional time focused on math interventions and enrichment)
<p>All students graduate from high school.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Goals & Results from 2016-2017

QComp Schoolwide Goal

The percentage of all students in grades K-3rd at Minnesota Excellence in Learning Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 53.4% in spring 2016 to 60.4% in spring 2017.

Results: Goal Met

- In spring 2017, 64.3% of all students in grades K-3rd met or exceeded their fall to spring individual RIT Growth Projection on the NWEA MAP or MPG in Reading.

Individual Grade Level Goals

Reading

- By the end of the 2017 school year, the number of kindergarten students scoring average to high on the NWEA MPG Reading Assessment will increase from 40% to 50%.
 - Results: Goal Met**
 - In spring 2017, 58% of all students in kindergarten scored average to high on the NWEA MPG Reading Assessment
- By the end of the 2017 school year, the number of first grade students scoring average to high on the NWEA MPG Reading Assessment will increase from 39% to 49%.
 - Results: Goal Met**
 - In spring 2017, 49% of all students in first grade scored average to high on the NWEA MPG Reading Assessment
- By the end of the 2017 school year, the number of second grade students scoring average to high on the NWEA MPG Reading Assessment will increase from 44% to 54%.



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- ❑ **Results: Goal Not Met**
 - ❑ In spring 2017, 38% of all students in second grade scored average to high on the NWEA MPG Reading Assessment
- ❑ By the end of the 2017 school year, the number of third grade students scoring average to high on the NWEA MAP Reading Assessment will increase from 30% to 40%.
 - ❑ **Results: Goal Not Met**
 - ❑ In spring 2017, 33% of all students in third grade scored average to high on the NWEA MAP Reading Assessment

Math

- ❑ By the end of the 2017 school year, the number of kindergarten students scoring average to high on the NWEA MPG Math Assessment will increase from 27% to 37%.
 - ❑ **Results: Goal Met**
 - ❑ In spring 2017, 67% of all students in kindergarten scored average to high on the NWEA MPG Math Assessment
- ❑ By the end of the 2017 school year, the number of first grade students scoring average to high on the NWEA MPG Math Assessment will increase from 42% to 52%.
 - ❑ **Results: Goal Met**
 - ❑ In spring 2017, 60% of all students in first grade scored average to high on the NWEA MPG Math Assessment
- ❑ By the end of the 2017 school year, the number of second grade students scoring average to high on the NWEA MPG Math Assessment will increase from 45% to 55%.
 - ❑ **Results: Goal Not Met**
 - ❑ In spring 2017, 48% of all students in second grade scored average to high on the NWEA MPG Math Assessment
- ❑ By the end of the 2017 school year, the number of third grade students scoring average to high on the NWEA MPG Math Assessment will increase from 30% to 40%.
 - ❑ **Results: Goal Met**
 - ❑ In spring 2017, 40% of all students in third grade scored average to high on the NWEA MAP Math Assessment

Goals for 2017-2018

Kindergarten Readiness

- ❑ In fall of 2015, the percentage of students that began kindergarten at the age of 5 was 88%. By fall of 2017, we will increase the percentage of children who begin kindergarten at age 5 to 95%.

Achievement Gap

- ❑ By the spring of 2018, the achievement gap between male and female students in the area of reading on the NWEA MPG and MAP assessments will decrease from 8.8% to 4.8%.

College and Career Ready

- ❑ By spring of 2018, all students in grades K-5th that score above the 65th percentile on the NWEA MAP or MPG Reading assessment (NWEA's projection for college and career ready) will increase from 30.5% to 37.5%.
- ❑ By spring of 2018, all students in grades K-5th that score above the 65th percentile on the NWEA MAP or MPG Math assessment (NWEA's projection for college and career ready) will increase from 29.4% to 36.4%.



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QComp Schoolwide Goal

The percentage of all students in grades K-3rd at Minnesota Excellence in Learning Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 63.2% in spring 2017 to 73.2% in spring 2018.

Individual Grade Level Goals

Reading

- By the end of the 2017-18 school year, the percentage of kindergarten students scoring at or above the 50th percentile on the NWEA MPG Reading Assessment will increase from 47.6% to 57.6%.
- By the end of the 2017-18 school year, the percentage of first grade students scoring at or above the 50th percentile on the NWEA MPG Reading Assessment will increase from 44.4% to 54.4%.
- By the end of the 2017-18 school year, the percentage of second grade students scoring at or above the 50th percentile on the NWEA MPG Reading Assessment will increase from 60.3% to 70.3%.
- By the end of the 2017-18 school year, the percentage of third grade students scoring at or above the 50th percentile on the NWEA MAP Reading Assessment will increase from 25.8% to 35.8%.
- By the end of the 2017-18 school year, the percentage of fourth grade students scoring at or above the 50th percentile on the NWEA MAP Reading Assessment will increase from 29.6% to 39.6%.
- By the end of the 2017-18 school year, the percentage of fifth grade students scoring at or above the 50th percentile on the NWEA MAP Reading Assessment will increase from 50% to 60%.

Math

- By the end of the 2017-18 school year, the percentage of kindergarten students scoring at or above the 50th percentile on the NWEA MPG Math Assessment will increase from 38.5% to 48.5%.
- By the end of the 2017-18 school year, the percentage of first grade students scoring at or above the 50th percentile on the NWEA MPG Math Assessment will increase from 47.9% to 57.9%.
- By the end of the 2017-18 school year, the percentage of second grade students scoring at or above the 50th percentile on the NWEA MPG Math Assessment will increase from 58% to 68%.
- By the end of the 2017-18 school year, the percentage of third grade students scoring at or above the 50th percentile on the NWEA MPG Math Assessment will increase from 9.7% to 19.7%.
- By the end of the 2017-18 school year, the percentage of fourth grade students scoring at or above the 50th percentile on the NWEA MAP Math Assessment will increase from 22% to 32%.
- By the end of the 2017-18 school year, the percentage of fifth grade students scoring at or above the 50th percentile on the NWEA MAP Math Assessment will increase from 33.3% to 43.3%.

Assessments used for Diagnostics and Progress Monitoring

- Kindergarten - grade 2



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- NWEA MPG
- FAST Bridge Early Reading (K) and aReading
- FAST Bridge Early Math (K) and aMath
- DRA2
- 3rd - 5th grade
 - NWEA MAP
 - FAST Bridge CBM Reading
 - FAST Bridge CBM Math
 - DRA2
 - MCA III

Action Steps

- Benchmark Advance implementation
 - Students
 - All students in grades K-5th will receive instruction using the Benchmark Advance Reading curriculum. Benchmark Advance is a comprehensive program that provides students instruction in phonemic awareness, phonics, fluency, vocabulary development, and comprehension.
 - Staff
 - All staff will receive ongoing professional development on implementation of instructional components from Benchmark Advance instructors. MELA Instructional Coach will provide on-site support through observations, feedback, modeling, and co-teaching.
- Guided Reading Structure
 - Students
 - All students in grades K-5th grade will receive differentiated instruction in reading. Students will be grouped based on their DRA2 level. Teachers will use the Jan Richardson model for guided reading. Students will work on sight word recognition, decoding, fluency, comprehension, writing, and phonics at their instructional level.
 - Staff
 - All staff will receive ongoing professional development on implementation of guided reading components. MELA Director and Instructional Coach will provide on-site support through observations, feedback, modeling, and co-teaching.
- Personalized Learning Paths
 - Students
 - All students in grades K-5th grade will have their own Personalized Learning Plan. All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations and goals.
 - Staff
 - All staff will receive ongoing professional development on implementation of personalized learning. Professional development will be provided by Director of Personalized Learning on Tuesdays during teacher collaborative planning meetings.
- Lexia
 - Students



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- All students in grades K-5th grade will use Lexia at least 60 minutes each week. Lexia is an online program focused on literacy improvement. It provides personalized learning paths for each student.
- Staff
 - All staff will review and monitor Lexia data and provide teacher-led instruction as needed to help students accelerate their learning.
- Guided math structure
 - Students
 - All students in grades K-5th grade will receive differentiated instruction in math. Students will be grouped based on needs determined from unit pre-assessments.
 - Staff
 - All staff will receive ongoing professional development on implementation of guided math components. MELA Director and Instructional Coach will provide on-site support through observations, feedback, modeling, and co-teaching.
- ST Math
 - Students
 - All students in grades K-1 will use ST Math at least 60 minutes each week. Students in grades 2-5 will use the program at least 90 minutes each week. ST Math is a game based instructional software designed to boost math comprehension and proficiency through visual learning.
 - Staff
 - All staff will review and monitor ST Math data and provide teacher-led instruction as needed to help students accelerate their learning.
- Skills Navigator
 - Students
 - Students in grades 1-5 will use Skills Navigator to fill gaps in their learning by practicing skills from the NWEA learning continuum.
 - Staff
 - All staff will identify the skills students are ready to learn—on, above, or below grade level. They will check for evidence of learning progress and skills mastery. Staff will complement curriculum with resources that help students practice missing skills.
- Power Hour
 - Students
 - Every morning from 8:15am - 9:15am students will work skill deficits in the area of Reading. This may be done through online learning, small group instruction, or individualized instruction.
 - Staff
 - Staff will be trained in intervention programs and strategies to support instruction and student learning. Staff will use data and update personalized learning paths so that students can work on skill gap areas to help accelerate learning in deficit areas.

Teacher Development and Evaluation



Development

The entire staff of nine classroom teachers and three teacher leaders will meet together as a learning team weekly for at least one hour during early release time. The school staff will use learning team and other professional development time to develop all staff members' understanding and implementation of the working definition of personalized learning to accelerate student learning in all areas, especially literacy. Staff will receive professional development on the four components of the learning cycle:

- Learner profiles
- Personalized learning paths
- Competency-based progression
- Flexible learning environments

Staff will also receive ongoing professional development on the following topics:

- Social Emotional Learning
- Skill Gap Instruction and Implementation
- Standards of Mathematical Practice and Complex Tasks
- Fluency Strategies
- Really Great Reading

The school utilizes a career ladder model that includes yearlong residencies in teaching. The intent of the resident teacher program is to provide a pipeline of internally-trained talent and create a training structure to allow licensed and student teachers additional time to grow professionally. If a vacancy arises for the next school year, there are school-trained resident teaching staff waiting to assume a career teaching position.

In addition, the school holds a new teacher institute in the summer to prepare new teachers. Depending on the number of teaching vacancies, some teaching positions cannot be filled through the resident teacher program. When possible, the school pairs the new teacher institute with the summer learning academy and has new teachers teach a half-day in summer school and receive a half-day of professional development. This allows the school to sustain the job-embedded professional development approach with training that is directly implemented and observed in the classroom the next day. If the school is unable to offer summer school, new teachers report two weeks early to receive specialized training in best teaching practice, use of curriculum, subject specific strategies and program implementation.

All new teachers receive more frequent support than veteran teachers with at least weekly requirements for observation, co-planning, co-teaching or modeling. All new teachers maintain a professional growth plan in which coaching support is documented. The school promotes teacher ownership of goals written in the professional growth plan. If an Instructional Coach observes severe deficits (a score of one in any of the indicators on the Distinctive Schools Teaching Framework rubric) in an instructional area, they will prescribe the goal area and action steps for improvement during the post-observation meeting. New teachers also receive at least two informal observations per week throughout the course of the school year with one formal observation occurring within the first month of the school year.



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Aligned to Personalized Learning, at Minnesota Excellence in Learning Academy effective teaching and learning occur in a culturally-supported, learner-centered context, whereby the strengths that students bring to school are identified, nurtured, and utilized to promote student achievement. Extensive training occurs during the new teacher summer institute as well as during collaborative planning based on culturally responsive education that incorporates student identities and background to create optimal learning. Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in all Distinctive Schools and prepare all students for a multicultural world.

Evaluation

Tenured Teacher Evaluation Process

Veteran teachers, those with three or more years with Distinctive Schools, will be formally observed twice per year. They will begin a new professional growth plan with the Instructional Coach and assigned Mentor Teacher in September of each year. The teacher will also be informally observed once per month by either the Instructional Coach or Mentor Teacher. After each informal observation, the veteran teacher will log a reflection in the professional growth plan. The teacher will also complete the log anytime they have completed work related to their goal. All formal and informal observations will be based on the Distinctive Schools Teaching Framework, and the professional growth plan will be used to log all feedback, reflections and action steps as a result of monthly observations.

Formal observations will be conducted by the school directors and Instructional Coach. Each formal observation will be announced and scheduled at least 48 hours in advance. A pre-conference will be required with the formal observation. Within 72 hours after the observation, the teacher and observer will meet for a face-to-face post-observation conference. Prior to the post-conference, the teacher will use the Distinctive Schools Teaching Framework to score their observed lesson on the Observation Self-Evaluation Form which they will submit to their observer prior to the meeting. The post-observation conference will concentrate on the professional growth plan goals and identify an area of focus for upcoming goals. The teacher and observer will use the time in the post-observation conference to discuss the work they have done related to the professional growth plan and how this work was evidenced during the lesson. The observer will ask questions directly tied to the professional growth plan goal(s) and will input their scores of the observation into the Observation Summary Report Google Form, which will be signed by the observer, Instructional Coach and teacher after the post-observation conference.

Informal observations will be conducted by the Instructional Coach and Mentor Teachers; however, the director may also opt to do informal observations. These observations are brief, 10-20 minutes, and are intended to capture evidence of the teacher's daily practice. An informal observation may be announced or unannounced but must be followed by timely and documented feedback within 48 hours via a face-to-face meeting between the teacher and observer. Informal observations are not scored on the Distinctive Schools Teaching Framework; however, feedback must be connected to and support best practice in teaching as defined by the framework. All informal observations must focus on the teacher's current professional growth plan goal(s) and a summary of the observation and feedback, including reflections and next steps, must be documented in the log of the professional growth plan. Forms of coaching



within the informal observation process include a range of supports such as: modeling, co-teaching, co-planning, observation and feedback, and peer observation.

Probationary Teacher Evaluation Process

New teachers, those with two or fewer years with Distinctive Schools, will be formally observed three times per year and informally observed at least once per week following the same formal and informal observation process as outlined for veteran teachers. New teachers will also follow the same professional growth plan process as veteran teachers and participate in the school's mentoring program.

Teacher Improvement Plan

Through the use of the professional growth plans, teachers are continuously engaged in a teacher improvement process each year. Typically, teachers set their own goals based on feedback and guidance from the Instructional Coach or school director. Action steps and timelines are created for the teacher to accomplish that goal and restart the process with a new goal. If a teacher demonstrates unsatisfactory performance (a score below 2.0 on the Distinctive Schools Teaching Framework) from the observations and student performance, the Instructional Coach or school director will write clear performance objectives in the professional growth plan with action steps and a timeline. If the teacher is not responsive to the additional professional growth plan goals, the teacher and school director will conduct a meeting to create a teacher improvement plan. The teacher improvement plan will consist of scheduled meeting dates, areas for improvement, action steps, timeline for completion and assessment of improvement. If a teacher is not showing improvement, or does not meet the timeline for improvement during the process, they will be removed from the position or their employment will be terminated. A teacher will be notified that they are being placed on a teacher improvement plan with an in-person meeting between the teacher, school director and Instructional Coach.

All Staff Training

During in-service week, teachers will be introduced to the rubric, the observation/evaluation system and the overall program requirements and expectations by the school administrative team with assistance from the Distinctive Schools leadership team (an internal group that includes: the Director of Talent Development, Director of Curriculum and Instruction, Director of Personalized Learning and the Coaching Support Specialist). The first staff learning cycle, through the PLC, will focus on the Distinctive Schools Teaching Framework. Staff will either be introduced to, or review, each part of the rubric. Each week will focus on a different area. Staff will learn, or review, what the descriptors would look like in the classroom, develop a plan for integration, apply, be observed and receive feedback on those descriptors.

Peer Reviewer and Summative Evaluator Training

Distinctive Schools conducts a leadership academy to professionally grow administrative and instructional leadership. A portion of the leadership academy is dedicated to supporting the Distinctive Schools coaching model. This includes training on inter-rater reliability, collaboration on coaching techniques and staying current on research-based instructional methods. Mentor Teachers and the Instructional Coach will attend this leadership academy with administrators annually.

Teachers, evaluators and peer reviewers (the school director, Instructional Coach and Mentor



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Teachers) receive an introduction to the Distinctive Schools Framework during pre-service days before students arrive with follow-up training during the school year. This includes an in-depth exploration of the descriptors that make up the framework. Also, video is utilized to conduct practice applications using the framework to create a common vision of instructional performance levels. All evaluators and peer reviewers must conduct a live observation with a framework-trained colleague (trained, experienced directors, Instructional Coaches and Mentor Teachers from other schools) to score a lesson and lead a post-observation conference. Additional framework training for evaluators and peer reviewers is completed in the leadership academy.

Distinctive Schools follows a coaching model heavily influenced by the work of Bruce Joyce and Beverley Showers. This coaching model requires coaches to connect teachers to research, co-plan instruction, provide practice opportunities, deliver feedback and model best practice frequently. Training on this model is provided to the Instructional Coach and Mentor Teachers in mid-August. Continued training is embedded in the ongoing leadership academy.

Before the observation process begins, the school director, Instructional Coach and Mentor Teachers (who serve as evaluators and peer reviewers) watch a sample teaching video and score the video. A post-observation conference plan is created for the sample lesson and discussed among participants. Scores are used to ensure there is not more than a one point discrepancy among all peer reviewers and evaluators. If a major deviation occurs with a reviewer or evaluator, another video lesson is observed and compared with standard scores. In addition, all formal observation scores are tracked and compiled at the end of the school year. This data is used to further ensure inter-rater reliability. The data is used to identify professional development and coaching needs for individual teachers, teaching teams (like special education, primary grades, intermediate grades, etcetera) and school-wide trends.

Committees and Roles

MELA Advisory Committee

- Ensures active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards. The current members of the committee are listed below:
 - Jennifer Mitchell, School Director
 - Carrie Berndt, Instructional Coach
 - Jennifer Commodore, Community Member
 - Yubi Toledo Solano, Paraprofessional
 - Adria McKinley, Parent
 - Julie Eduputa, Parent
 - Natasha Brazelton, Parent

MELA Academic Leadership Team

- Develops and implements strategies and evidenced-based practices to improve instruction, curriculum, and student achievement at the school site. The current members of this team are listed below:
 - Jennifer Mitchell, School Director



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- ❑ Sarah Schielke, DS MN Regional Coordinator of Curriculum & Instruction
- ❑ Carrie Berndt, Instructional Coach
- ❑ Andrew Theis, Mentor Teacher
- ❑ Adriana Cuberos, EL Coordinator/Teacher
- ❑ Melissa Stalowski, School Social Worker

Annual Meeting

- ❑ The School Board's annual meeting will be held in September. Board members, administration, and the advisory committee will work to establish academic goals for student achievement and assessments to be used in the upcoming school year.