

Great River School



Minnesota Charter School District #4105

School Board Chair: Kelly Rodieck
School Director: Aaron Drevlow

1326 Energy Park Drive
St. Paul, MN 55108
Phone: 651-305-2780
Fax: 651-305-2781

Email: adrevlow@greatriverschool.org

Submitted to:
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

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**2006-2007 Checklist
Annual Report on Curriculum, Instruction and Student Achievement**

Minnesota Department of Education Annual Report Requirements	Great River School Status
The public report is titled “Annual Report of Curriculum, Instruction and Student Achievement.	Item completed. See Cover Page of this document.
By October 1, 2007 the report is approved by the district Board of Education. Board action is referenced in report or documented in materials submitted with report.	Item completed. See Appendix C of this document.
By October 15 th , 2007, send either a copy of the report distributed in print to your public or if it is posted on your website send a print copy of the posted document and a copy of the notice that notified your public that it is on your website.	Item to be completed in the first week of October 2007. Great River School will post notification that the Annual Report will be on our school website at www.greatriverschool.org . Notification will occur in the Great River School News, which is a weekly newsletter sent to every parent. This notification is in Appendix D of this document.
District advisory committee information provides: names, date term expires, membership criteria and application date.	Item not applicable. Great River School is a very small school and does not have a District Advisory Committee. Staff function in this role, as well as the Great River School Board. This is noted in the School Board and Governance section of this report.
Student achievement goals for meeting the Minnesota standards are written so your public can understand, and are based on an analysis of test data and other indicators	Item completed. See the Staff Development section of this report. Students present progress in Minnesota State Standards through the presentation of their portfolios to staff and parents as well as during parent teacher conferences.
District improvement plans including staff development goals.	Item completed. See the Staff Development section of this report as well as the Great River School Strategic Plan as presented in Appendix A of this report.
Progress is made on previous improvement plans	Item completed. See the Staff Development section of this report as well as the Great River School Strategic Plan as presented in Appendix A of this report.
Basic Skills Tests are reported for students in grades 9-12	Item completed. See Minnesota Basic Skills Testing Data section in this report.
Constituent surveys are reported on a periodic basis	Item completed. See multiple sections of this report
If a district has a site decision making agreement, the report includes information about the amount and type of revenue attributed to each site	Not applicable to Great River School.
Enrollment Process and Application	Completed. See Appendix I in this report

School Mission Statement

Great River School, in St. Paul, Minnesota, opened its doors in August 2004 as a pioneer in Montessori education. The Great River School is one of five schools nationwide that offers a Montessori based education model for junior high and high school students. Great River School is the only secondary Montessori high school in the upper Midwest.

Mission:

Great River School is a Montessori community that prepares the whole student for a life of scholarship, service and success.

Vision:

Great River School is a place where college bound students are excited and inspired to learn. Great River School encourages students to ask complex questions and seek new and difficult challenges. Great River School combines academic and social experiences in a culture of civility and trust through peaceful practices. Great River School is a place where students feel safe to express and challenge themselves. Every student at Great River School is a valued member of the community, learning through cross-country travel, experiential learning, teamwork, drama, the arts, and micro-economic ventures while helping students set individual academic goals.

Core Values:

Great River School believes in the following:

- Montessori Education
- Community, Interdependence, and Sustainability
- Civility, Grace, and Courtesy
- Diversity
- Growth through Challenge

Goal:

Great River School is the public school of choice for highly motivated students.

Student Background/Demographics:

Number of students enrolled using year-end data (2006-2007) as provided by the Minnesota Department of Education website. Current year data (2007-2008) is provided by the school for purposes of trend identification.

Student Year	2004-2005	2005-2006	2006-2007	2007-2008
7th Grade	37	44	35	48
8th Grade	25	44	47	42
9th Grade	22	35	37	43
10th Grade	16	18	26	40
11th Grade	Not Applicable	10	17	25
12th Grade	Not Applicable	Not Applicable	11	20
Totals	100	151	173	218

Student Enrollment Significant Trends:

Great River School data is year-end with 2007-2008 data being provided from the start of the 2007-2008 school year. Great River School is currently at capacity, and waiting lists are present at every grade level. A student lottery system as prescribed by state law is instituted to determine enrollment.

Key Demographic Trends

Demographic Category	2004-2005	2005-2006	2006-2007	2007-2008
Male	48	78	86	117
Female	52	77	81	101
Special Education	12	23	30	34
African American	8	23	23	26
Latino	4	5	5	6
Asian/Pacific Islander	9	10	7	8
White	74	112	117	170
American Indian	5	5	0	2
Free/Reduced Lunch	12	25	25	28
LEP	0	0	0	0

Key Demographics Significant Trends:

Great River School currently has a waiting list at every grade, and demographics are vastly determined by the annual lottery system. Student mobility is not an issue, as approximately 81% of students return to Great River School annually.

Student Participation

Attendance (Average Daily Attendance, not Average Daily Membership):

Academic Year	Attendance Rate	AYP Status (Yes/No)
2004-2005	91%	Yes
2005-2006	95.5%	Yes
2006-2007	96%	Yes
2007-2008	Not Calculated	Not Calculated

Enrollment Trends:

Academic Year	Number Enrolled October 1	Number Enrolled After October 1	Number Enrolled at End of School Year
2004-2005	86	86	87
2005-2006	153	151	143
2006-2007	167	170	173
2007-2008	218	Not Calculated	Not Calculated

Teaching Staff Information

2006-2007 School Year				
Teacher Name	Assignment Name	File Number	Assignment Number	2007-2008 Status
Ben Moudry	JRH Social Studies	397056	159991	R
Catherine Husemoller	Special Education	281504	190201	R
Emily Ravits	Social Worker	312276	940700	R
Michael Flood	SRH Math	419038	111200	R
Mary Gantenbein	JRH English	354379	050100	R
Sara Nelson	SRH English/Health	419757	050100	NR
Peter Zdenek	JRH Science	419046	110301	R
Angela van der Puije	Special Education	359578	199502	R
Eric Lanners	JRH Science	400048	Variance	R
Caroline Miesle	Music	422229	022300	R
Eryn Dewey Carter	SRH Social Studies	418796	159991	R
David Sorenson	Art	412335	020000	R
Paula Kalinosky	SRH Science	130310	427232	R
Kira Donnelly	JRH/SRH Math	373253	Limited License	R
Adnan Shati	Special Education	367393	190200	NR
JP Fitzgibbons	JRH/SRH Spanish	Community Expert	060219	R
Aaron Drevlow	Director/SRH English	357008	050380	R

Calculate the licensed teacher percentage turnover rate:

	Number of Staff at Start of Year	Number of Staff that left during academic year	Number of Staff at end of the academic year and will be returning	Percentage of Staff turnover during said academic year
2004-2005	14	4	14	28%
2005-2006	16	2	14	12%
2006-2007	17	2	15	11%

Significant trends in teacher percentage turnover rate:

During the 2006-2007 school year two staff choose not return to Great River School. Both were due to personal and professional reasons that did not reflect upon the school or its teaching environment. These situations were healthy and agreeable for both staff and school. The trend identified above further demonstrates the continued stabilization of Great River School.

Governance (include information on board election dates, board member names, positions, and what group they represent (i.e., teachers, parents, community, etc.)

2006-2007 School Board Members:

Name and Contact	Date Elected	Board Position	Affiliation	Date Term Ends
Kelly Rodieck 651-221-7712	Appointed November 2004 Elected April 2006	President	Parent	June 2008
Michael Flood 651-305-2780	Appointed November 2004 Elected April 2006	Vice President	Teacher	June 2008
Cory Olson 612-819-4471	Appointed June 2007	Treasurer/ Finance Chair	Community Member	June 2008
Alan Stache 563-580-1448	Appointed March 2005 Elected April 2006 Resigned in June 2007	Treasurer/ Finance Chair	Community Member	June 2008
Judy Plante 651-201-2291	Elected April 2006	Secretary	Parent	June 2009
Stuart Mason 612-327-9093	Appointed January 2005	Member	Community Member	June 2007
Jim Groess 651-230-8339	Appointed Dec 2006	Building Committee Chair	Parent	June 2008
Tom Bailey 612-920-3739	Appointed May 2005 Elected April 2006 Resigned Dec 2006	Building Committee Chair	Community Member	Term ends June 2008
Marita Bujold 651-646-0851	Appointed March 2005	School Support Committee Chair	Community Member	June 2007
Eryn Dewey Carter 651-305-2780	Appointed November 2005	Member	Teacher	June 2007
Candy Husemoller 763-449-0949	Appointed November 2005	Member	Teacher	June 2007
Connie Lepro 651-451-2158	Elected April 2006	Fundraising Committee Chair	Community Member	June 2009
Angela van der Puije 651-305-2780	Appointed November 2005 Elected April 2006	Member	Teacher	June 2009
Tom Carrigan 612-840-2598	Appointed Dec 2006	Member	Parent	June 2009
Ron Wacks 612-331-8200	Elected April 2006 Resigned March 2007	Member	Parent	Term ends June 2009
Open			Community One year term	June 2008
Totals* (See comments below)			Parents = 4 Community = 4 Teachers = 4	

School Board Elections:

Pursuant to the Great River School Bylaws, Great River held its second school board election in March 2007. One thirds of the board stood for election. There were no contests for seats. We distributed 189 postcard ballots to all the “members” in our community. Members are defined by the GRS Bylaws as a person who during the membership year is (i) employed at the school or (ii) the parent or guardian of a child enrolled in the school or (iii) a community board member. Eighty-five ballots were returned - approximately a 45% participation rate. Confirmed as board members for the 2007-8 school year are: Ben Moudry, teacher; Candy Husemoller, now community board member; Mary Gantenbein, teacher.

Board Membership Summary:

The first Great River Board consisted of Montessori community members who were interested in forming the only Montessori junior and senior high school in the Upper Midwest. The entire board changed during the 2004-2005 school year. This shift reflects how seriously the school took its well-publicized start up problems and also reflects the quick recovery the school made during the 2005-2006 school year. Great River School was fortunate to have a talented parent and community base to carry the founding board's vision forward.

It is because of the school's talented and diverse community base that GRS sought and received from MDE a waiver for the 2006-7 school year allowing the school to deviate from the teacher majority required for charter school boards. GRS has sought a waiver for the 2007 to 2010 school years. The GRS teachers initiated both requests. They wanted to focus their time and energy on educating students and implementing the International Baccalaureate curriculum. The Board supported the request because it created openings for people with other professional skills that the school needs. The 2006-7 non-teacher board members include an asset manager, international finance manager, CPA/Auditor, small business owner, a search consultant, an instructional designer, artist, and a lawyer.

Significant Trends in Board Membership:

The 2004-5 Board was 100% community members. The 2005-6 board was 40% parents, 40% teachers and 20% community members. The 2006-7 board ended the school year equally balanced between parents, teaches and community members. There was short period in 2007 where community board members totaled five. We are fortunate that several ex-parents choose to remain on the board after their student left the school. The Finance Committee has been generally been majority community members with professional finance training.

School Board Meetings and Attendance Data

The Great River School board meets monthly and posts meeting times and dates on the Great River School website as well as in the Great River School News (weekly newsletter to parents and students) per the Minnesota State Open Meeting Laws. The Great River School Board has met quorum requirements at all School Board meetings during the 2006-2007 school year.

School Board Meeting Dates 2006-2007

July 27 2006, August 24 2006, September 21 2006, October 26 2006, November 16 2006, December 14 2006, January 18 2007, February 15 2007, March 22 2007, April 12 2007, May 17 2007, June 21 2007, July 19 2007.

2007-2008 School Board Members

Name	Date Elected	Board Position	Affiliation	Date Term Ends
Kelly Rodieck 651-221-7712	Appointed November 2004 Elected April 2006	President	Parent	June 2008
Judy Plante 651-201-2291	Elected April 2006	Vice President	Parent	June 2009
Cory Olson 612-819-4471	Appointed June 2006 to fill out Alan Stache's term	Treasurer	Community Member	June 2008
Michael Flood 651-305-2780	Appointed November 2004 Elected April 2006	Secretary	Teacher	June 2008
Mary Gantenbein 651-305-2780	Elected April 2007	Exec Comm At Large	Teacher	June 2010
Ben Moudry 651-305-2780	Elected April 2007	Member	Teacher	June 2010
Candy Husemoller 763-449-0949	Appointed November 2005/Elected April 2007	Member	Community Member	June 2010
Connie Lepro 651-451-2158	Elected April 2006	Member	Community Member	June 2009
Angela van der Puije	Appointed November 2005 Elected April 2006	Member	Teacher	June 2009
Tom Carrigan 612-840-2598	Appointed Dec 2006	Member	Parent	June 2009
Open		Member	Community One year term	June 2008
Open		Member	Parent	June 2008
Totals			Parents = 4 Community = 4 Teachers = 4	

School Board Contact Information

For the purposes of contacting the Great River School Board, it should be noted that the School Board speaks as one voice through policy and clearly defined roles within the Carver Model of Governance. Publicity and Press should contact either, Kelly Rodieck, Board President, 612-759-8419 or Aaron Drevlow, Director of School, 651-271-9702 if information is needed regarding Great River School.

Accountability Data from 2006-2007

CONSOLIDATED CHARTER SCHOOL APPLICATION ACCOUNTABILITY DATA

	Progress toward meeting goals using curriculum-based or performance based measures	Progress toward meeting goals using standardized test-based measures	Significant changes to academic program planned in response to results
Academic Goal #1 – Students at GRS will gain the skills to process and integrate complex information	At this time GRS utilizes project-based learning in all classes. During the 2006-2007 School year, Math and Science as well as English and Social Studies were integrated on all levels. Through the resulting projects and assignments, students integrated the cross-curricular subject matter. Multiple essay assignments were given during the 2006-2007 school year to demonstrate this goal. Through these multiple essays, 100% of students completed this goal successfully.	GRS utilizes the MCA reading, writing and math testing. Acquiring this baseline data on all students is critical in assessing student progress towards fulfilling Academic Goal #1. Please see test data in best practices section for student data and progress.	GRS students scored at or near the Minnesota State Averages, and consistently outscored surrounding districts (St. Paul and Minneapolis) on these assessments. GRS will continue to monitor this specific area during the 2006-2007 school year.
Academic Goal #2 – Students will develop inquiry skills and demonstrate an understanding of research and learning techniques	At this time GRS utilizes project-based learning to demonstrate Academic Goal #2. 100% of students within the academic 2006-2007 school year completed a minimum of two research papers and two inquiry based research projects. Qualitative data collected from the projects listed above indicated that students' weaknesses included; Lack of quality sources (too much internet), Use of MLA formatting, and timeliness in completing papers. Strengths would include; research formatting, clarity, creativity, as well as revision strategies.	Not applicable at this time.	GRS students scored at or near the Minnesota State Averages, and consistently outscored surrounding districts (St. Paul and Minneapolis) on these assessments. GRS will continue to monitor this specific area during the 2006-2007 school year. In assessing the key qualitative strengths and weaknesses, we believe that the IB program and curriculum will focus on improvement of weaknesses, as well as extenuating our strengths. Furthermore, with the increase in focus on portfolio work, it will become easier for staff to see consistent growth or issues within this academic goal.
Non-Academic Goal #1 – Students at GRS will become passionate learners	GRS has utilized independent research projects, student service projects, theater productions, and community service as a qualitative descriptor of meeting Non Academic Goal #1. In addition, student attendance as a measure of performance for Non-Academic Goal #1 would illustrate that GRS did meet expectations as set forth in the GRS Charter School Application. GRS records indicate that our attendance rate was at 96%, which was up from 95.5% during the 2005-2006 school year.	Not applicable at this time	Not applicable at this time
Non-Academic Goal #2 – Students at GRS will become involved in their greater community and prepare for real life challenges	100% of students that attended GRS in the academic 2006-2007 school year completed the required 20 hours of community service (173 Students x 20 hours = 3460 hours of community service). This was completed through our expanded curriculum that included elements of service learning. Furthermore, students who took on Honors designation in coursework increased by 25% over the 2005-2006 school year rate. Lastly, students groups have taken on the process of planning all J-Term initiatives with staff support. Essentially, students are actively choosing how to spend a full month's time on academics and service.	Not applicable at this time	With the International Baccalaureate Program's Creativity, Action and Service requirements, we anticipate seeing an increase in the number of hours of community service. We also recognize that data regarding community service hours needs to have more definition, which will be clearly delineated per International Baccalaureate protocol.

Parent Involvement Strategy:

What have been the key strategies for involving parents	What have been the success and challenges	Any proposed changes for the 2007-2008 school year?
Use of frequent and high-quality parental communications including a weekly newsletter, and frequent email communications	<p>In gathering data for this report the Faculty Advisory Council generated qualitative trends regarding our communications. The top two trends that were identified would include; 1. GRS parents report that they appreciate knowing what is happening at the school. 2. Parents report that there is easy access to administration and staff.</p> <p>Furthermore, 87% of GRS parents attend conferences and 33% participate in a variety of volunteer opportunities.</p> <p>Lastly, 55% of parents during the 2006-2007 school year donated to the Great River School Annual Fund that supports the key experiences (trips). This amounted to approximately 50k in donations.</p> <p>We are beginning to rely more on email to parents, thus the weekly newsletter in print is being reduced.</p>	<p>With more parents requesting the weekly newsletter via email, GRS is moving more towards a paperless environment.</p> <p>GRS is currently looking at increasing the amount of parent volunteerism within the school. We are currently redefining roles within the front office structure to increase this statistic. We recognize that our parents want to give to the school; it is more an issue of providing an format for parents.</p>
Use of the school website	The website has been a good way of getting information out to our community in a very effective manner.	GRS is currently transitioning the website to a new host.
Open House/Recruitment Activities	Throughout the school's third year of operation, open houses and other activities were very successful in bringing parents in to the school to aid in recruitment and other key school functions.	With waiting lists established, our focus on multiple open house events becomes less of a priority, though still important.

Parent Feedback:

What have been the key parent feedback sources?	What are the key messages from these sources?	How has this input been translated into action?
Phone and Email	<p>Based upon the 2006-2007 feedback from parents, GRS has improved its phone and email systems. Through a focus group of parents (25 random) they rated our phone and email correspondence a 7/10.</p> <p>Through the above named focus group general consensus amongst parents within the focus group felt pleased with the level of community at Great River School. Theft, vandalism, suspensions and other behaviors do not occur consistently (6 total out of school suspensions during the 2006-2007 school year and 2 reported thefts of minor consequence).</p>	School Board has organized an effective communications committee. Further focus with staff regarding timely response to community member inquires has taken place.
Parent Teacher Conferences – please note that GRS does conferences in a very different manner. Conferences are student-led, and all of the student's teachers are present at one time so that everyone can comment and support the student.	87% of GRS parents attend conferences during the 2006-2007	GRS is currently implementing a student portfolio system that will greatly improve the parent teacher conference format.

Community Involvement Strategy:

What have been the key strategies for involving community members	What have been the successes and challenges?	Any proposed changes for 2007-2008?
Learning “outside of the school walls”	Bi-monthly GRS has placed our students out in the community learning and completing service. The most difficult challenge is transporting our students to these community activities.	GRS is currently organizing a transportation committee to find a solution to the transportation issues GRS is currently experiencing.
Guest Speakers/Speaking Events	During the 2006-2007 school year, GRS had multiple community members (documented 21 instances) come to work with our students and to present their expertise within a curricular area.	No changes proposed.
Collaboration with Hamline University Sponsor Liaison(s)	GRS has worked during the 2006-2007 school year with the Hamline University Sponsor Liaison(s). The Hamline Sponsor Liaison(s) and Accountability Committee provide a broad representation from the greater educational community. Expectations of GRS are clear and relevant. This interface shows great promise for ensuring GRS responsiveness to the needs of the greater Saint Paul community. Furthermore, a new contract was completed between GRS and Hamline University that greatly clarifies roles and accountability aspects into the future.	No changes proposed.
Parent/Community Volunteer Coordination	<p>Great River School has documented that 33% of parents have donated volunteer time to the school.</p> <p>A good example of this was that Great River School was able to have the Local Electrical Contractors Union donate \$14,000 in electrical work for the Great River School shop and computer lab.</p> <p>It is key to note that during the 2006-2007 Great River School tasked one staff member to give Parent/Community Volunteer Coordination more attention. This will continue into 2007-2008.</p>	No changes proposed.

Community Feedback:

What have been the key community feedback sources?	What are the key messages from these sources?	How is this input translated into action?
<p>Individual meetings, conversations, email and phone.</p>	<p>There has continued to be concern from the community at large regarding our financial health as an organization. Despite the difficulty in the GRS start up in 2004-2005, community members remain eager to work with us. Community members are intrigued with our Montessori delivery models and want to get involved.</p> <p>With the advent of the MDE Finance Award in January of 2007, the community message was one of fiduciary responsibility and appropriate financial controls.</p> <p>Great interest in the schools movement towards authorization in International Baccalaureate has been a frequent topic of conversation amongst Senior High parents and students. GRS held two all student IB information sessions, as well as one meeting with 45 parents regarding IB implementation (this was held at our Annual Meeting).</p>	<p>GRS has continued to increase the amount of International Baccalaureate information for our communities' consumption.</p>
<p>Individual meetings, conversations, email and phone.</p>	<p>Similar responses to above.</p>	<p>GRS has moved very quickly to begin implementing the required aspects of International Baccalaureate, as demonstrated by the 7 staff members who have already received IB level 1 training.</p>

Are you on the State's list of schools that are not making adequate yearly progress? If so, what areas have been called out for improvement and how are you addressing them?

GRS is not on the State or NCLB list of schools not making adequate yearly progress.

Mathematics Rates

The mathematics proficiency graph shows the index rate earned by students across tested grades on the MCAs this year. Proficiency is based on students enrolled, during the test window, who received a valid score on their MCA-II.

Year	GRS Rate
2004-2005	70.69% Proficiency
2005-2006	61.11% Proficiency
2006-2007	64.37% Proficiency

Reading Rates

The reading proficiency graph shows the index rate earned by students across tested grades on the MCAs this year. Proficiency is based on students enrolled during the test window who received a valid score on their MCA-II. The

Year	GRS Rate
2004-2005	79.27% Proficiency
2005-2006	78.49% Proficiency
2006-2007	79.47% Proficiency

MCA Testing Data

Great River School fulfills all Department of Education State Testing Requirements. Below you will find Great River School's testing results, and comparisons to two neighboring school districts. Great River School is in the upper quartile of all Charter Schools in the State of Minnesota. Great River School will be evaluating its testing protocol in a biannual report that will be found in our 2007-2008 annual report. The results below speak positively to Great River School's student performance, though areas for improvement have been noted, and are currently being addressed by staff and administration.

All Grades MCA Comparison

School	MCA Math Average All Grades	MCA Reading Average All Grades
Great River School	50% Proficient	64% Proficient
Minneapolis	45% Proficient	47% Proficient
St. Paul	46% Proficient	47% Proficient
State	60% Proficient	68% Proficient

8th Grade MCA Reading Performance Comparison

School	MCA Reading 8th Grade
Great River School	55% Proficient
Minneapolis	43% Proficient
St. Paul	42% Proficient
State	63% Proficient

10th Grade MCA Reading Performance Comparison

School	MCA Reading 10th Grade
Great River School	71% Proficient
Minneapolis	39% Proficient
St. Paul	38% Proficient
State	61% Proficient

7th Grade MCA Math Performance Comparison

School	MCA Math 7th Grade
Great River School	60% Proficient
Minneapolis	45% Proficient
St. Paul	45% Proficient
State	61% Proficient

8th Grade MCA Math Performance Comparison

School	MCA Math 8th Grade
Great River School	55% Proficient
Minneapolis	40% Proficient
St. Paul	40% Proficient
State	58% Proficient

11th Grade MCA Math Performance Comparison

School	MCA Math 11th Grade
Great River School	20% Proficient
Minneapolis	24% Proficient
St. Paul	20% Proficient
State	32% Proficient

Minnesota Basic Skills Test Data

Due to the small school environment, the amount of students still needing to pass the Basic Skills Test, and the fact that the Minnesota Department of Education is no longer implementing this testing format, the following data is provided in this report to protect student identity and confidentiality.

During the 2006-2007 School year, 6 students needed to retake the Math Basic Standards Test, and 3 students needed to retake the Reading Basic Standards Test. Of these students, in 2007-2008, 3 students will need to retake the Math Basic Standards Test, and 2 students will need to retake the Reading Basic Standards Test. During the 2007-2008 school year, this represents only 2% of the Great River School student population. We are confident that this is an acceptable rate, one that is significantly superior to most public school districts.

Staff has identified these students, and appropriate remediation is taking place on an individual student level. Also, due to confidentiality, Special Education status for this group is not identified in this report. Per Minnesota State Law, no student will be allowed to graduate without passing the Basic Standards Testing protocol, unless exempt through applicable means.

Academic Goals for 2007-2008

These Academic Goals are taken from the new Hamline/Great River School Contract found in Appendix E.

Target Area	Goal
NCLB/AYP	GRS will attain AYP in all applicable NCLB categories.
SAT 10	Regular education students who have attended GRS for three consecutive years will be at the 60 th National Percentile in 90% of all categories
MCA Testing	GRS will be above 75% of the state average composite scores in all MCA testing categories and grade levels.
Student Attendance	GRS will average 94% or above daily student attendance.
Parent Participation	GRS will average 90% parent attendance at conferences.
Students will indicate the level of their satisfaction with the school in the areas of safety, acceptance and learning, biannually in school/staff evaluation surveys.	90% of students will rank GRS as a safe learning environment. 90% of students will rank GRS as an accepting learning environment. 90% of students will rank GRS as a positive learning environment.
Parents will report a positive school climate and challenging academic program, biannually in school/staff evaluation surveys.	85% of parents will rank GRS as having a positive learning climate. 85% of parents will rank GRS as having a challenging academic program.
Student Portfolios	85% of students will meet end of the year portfolio rubric standards as determined annually by staff.
College Preparation	80% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.
Creativity Action and Service Program	90% of students will have met GRS grade level standards for CASP requirements.

District Staff Development Goals

Great River School allots approximately 2% of the school's total operating budget towards Staff Development. Further development of goals and outcomes is ongoing. Goals from 2006-2007 and results are as follows:

- Goal #1 Increase the level of Montessori Training for Great River School Staff.
- Outcome #1 Two additional staff members attended the North American Montessori Teachers Association summer training in Cleveland Ohio. This is a five-week training that counts as Masters Level University credit. Eight staff members attended the National Montessori Convention in Chicago during the Spring of 2007. Seven members of the Great River School staff attended the Midwest Montessori Round Table Conference in Minneapolis Minnesota in the Fall of 2006.
- Goal #2 Increase the level of school/staff awareness of student behavioral management, and Special Education training.
- Outcome #2 Great River School held two in-services regarding Special Education and Positive Student Behavioral Intervention Strategies.
- Goal #3 Increase the level of school/staff awareness regarding meeting the needs of urban learners.
- Outcome #3 Great River School presented best practices in urban learning through book study, presentations at staff meetings, as well as an interface with Hamline Universities Center for Excellence in Urban Teaching.
- Goal #4 Increase the level of staff professionalism.
- Outcome #4 Great River School staff have reviewed and revised the staff handbook, teacher pay scale, as well as the observation process utilized in maintaining staff professionalism.
- Goal #5 Have 7 staff members trained in International Baccalaureate through level 1.
- Outcome #4 Great River School sent the following staff to International Baccalaureate training during the 2006-2007 school year; Adam Kunz, Sara Nelson, Michael Flood, Angela Van Der Puije, Bedrich Rios, Aaron Drevlow, and Eryn Dewey-Carter. The International Baccalaureate training consisted of a 5-day training in Montezuma New Mexico that focused on curriculum development, scope and sequence as well a best teaching practice.
- Goal #6 To further refine the placement of Minnesota Academic Standards throughout the Great River School curriculum.
- Outcome #6 By department, staff has placed and documented curriculum standards for each subject area. Great River School began this process during the Staff Retreat (2 Full Days) in November of 2006. Following the Staff Retreat standards were then placed, and selected for demonstration within Great River School student portfolios. Rubrics for demonstrating State Standards were utilized. Further development of the student portfolio system is currently in progress so that students, parents and community can clearly identify exactly where state content standards are found within the Great River School curriculum.

Program Successes (and/or best practices)

Community Building and “Non Traditional” Learning Activities: The Great River school year is framed by community building and “non traditional” learning activities. In the Junior High the year begins with the Odyssey Trip. The Junior High takes an adventure learning trip where students and staff camp and cook together while traveling in the state, region, or beyond. These trips are truly odysseys that depend upon student leadership, community building, overcoming challenges, and intense academic studies. The Odyssey trips set the stage for the formation of the community and also set the academic tone for the first semester of the year. During January the Junior High community becomes a theater troupe. Students work in crews to create sets, props, programs, and costumes. This is a serious theater program, led by an experienced actor and director. Students also research the play and the period to become experts in this particular production. The year ends with a 5-day bike and camping trip through rural Minnesota. The trip challenges students physically while providing opportunities for leadership and community building.

In the Senior High, the fall experience gives the High School Community the opportunity to travel, to live together, to work together, and to study together. In January 2007, students participate in a one-month winter trip or service project. During the last week of school, students participate in an off-campus trip or service project.

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Summary of Great River School Non Traditional Learning Opportunities:

Academic Year	Junior High	Senior High
2004-2005	Fall Trip = <u>All student</u> 15 day trip to Washington DC and East Coast. January Term = <u>All student</u> production of "Our Town." Spring Trip = <u>All student</u> 5 day bike trip near Red Wing, Minnesota	Fall Trip = <u>All student</u> Habitat for Humanity Project. January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 6 day trip to Audubon Center in Sandstone, Minnesota.
2005-2006	Fall Trip = <u>All student</u> 8 day trip to Pipe Stone and Blue Mounds State Park, Southwestern Minnesota. January Term = <u>All student</u> production of historical poetry (poetry pods). Spring Trip = <u>All student</u> 5 day bike trip near Crosby, Minnesota (Paul Bunyan Trail).	Fall Trip = <u>All student</u> 8 day trip to the Lake Country Land School located in Wisconsin. January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 6 day trip to Itasca State Park, Northern Minnesota.
2006-2007	Fall Trip = <u>All student</u> 10 day trip to Jackson, Wyoming (Grand Teton National Park). January Term = <u>All student</u> production of Mark Twain works. Spring Trip = <u>All student</u> 5 day bike trip in Eastern Wisconsin.	Fall Trip = <u>All student</u> 8 day trip to the Lake Country Land School located in Wisconsin. January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 10 day trip to Estes Park, Colorado (Rocky Mountain National Park) located in Central Colorado.
2007-2008	Fall Trip = <u>All student</u> 10 day trip to colonial Williamsburg, Shenandoah National Forrest, and Washington DC. January Term = <u>All student</u> production TBD. Spring Trip = <u>All student</u> 5 day bike trip TBD.	Fall Trip = <u>All</u> 9 th and 10 th grade students attending a 5 day experience at Lake Country Land School in Western Wisconsin. All 11 th and 12 th grade students attending a 5-day Midwestern college tour (visiting; UW Madison, Beloit, University of Chicago, Roosevelt, Lake Forrest, Iowa State University, Grinnell, Simpson, St. Olaf, and Carlton). January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 10 day trip to Louisiana to complete a study of civil rights, as well as a service learning project involving the planting of Mangrove Trees in the hurricane Katrina blow down areas.

Participation in the Gates Foundation Grant: Working with Joe Nathan and the University of Minnesota, Humphrey Center for School Change, Great River School has participated in a grant opportunity with four other Charter Schools (North Star Academy, St. Paul Conservatory, Augsburg Academy, and the Fitzgerald Writing Academy), which focuses on creating small and effective college preparatory high schools. During the 2004-2005 school year, Great River School implemented the grant with great success and underwent a lengthy evaluation process through AIR Consulting International. The AIR results compared Great River School to four other small schools across the United States. Furthermore, in 2006-2007 Great River School continued its relationship with the STAR schools as well as the Gates Foundation and underwent further site visits and evaluation. Some notable outcomes from the STAR school consortium would include; the first ever publishing and distribution of a St. Paul Charter Schools promotional brochure, the formation of the STAR Schools teacher relicensure committee, and further advocacy with the Minnesota State Legislature through meetings and other grass roots applications.

Minnesota Department of Education; School Finance Award: Great River School places sound financial management as a priority. Great River School focuses on sustainability in all areas of practice. Therefore as a goal in our Strategic Plan, Great River earned the Minnesota Department of Education School Finance Award. This award is given to very few Minnesota Public Schools. It demonstrates the commitment of Board, Staff, and Community towards the creation of a fiscally sound, and sustainable school. Great River School is dedicated to continuing these practices as we continue our path towards a 20% fund balance at or around the 2010-2012 school year. Great River Schools audited fund balance for 2006-2007 was approximately 7%. Great River School anticipates a fund balance of 8-9% for the fiscal year 2007-2008.

International Baccalaureate: Great River School will be adding a Montessori IB program during the 2008-2009 school year. This “college preparatory” curriculum is essentially the “what” while the Montessori method of delivery is the “how.” The North American Montessori Teachers Association is in full support of the application of IB within the Montessori method. Currently, Great River School has had 7 staff members attend the required IB level 1 training. We are currently in our first year of implementation, and are anticipating full authorization during the spring of 2008. Great River School will be the FIRST and ONLY charter school in the State of Minnesota to offer the IB Diploma Program. This will further aid in our niche marketing as well as support our schools mission and vision.

Great River School Strategic Plan: The Great River School Board and Director began a comprehensive review of our 5-year Strategic Plan, as well as a review of our Mission and Vision. This document is best summarized as follows:

To release Great River School’s potential and to enable Great River to become the public school of choice for highly motivated students, the school recognizes that it must:

- Stay true to its Montessori foundation;
- Provide an exceptional education that attracts and retains students;
- Grow slowly to achieve stability;
- Provide for more physical space;
- Attract and retain exceptional teachers; and
- Continue to be a financially sound nonprofit corporation.

The founders of Great River School envisioned a place where Montessori education is offered in a public school setting. Montessori prepares students for life and higher learning while exploring education through “hands-on” experiences. Great River School’s conceptual structure and design is anchored in nearly 100 years of Montessori practice. Great River School must stay true to its Montessori foundation.

Great River recognizes it must provide an exceptional education that attracts and retains students. Program enhancements including authentic educational trips, International Baccalaureate, college preparation, and portfolio

assessment in addition to other contemplated academic program enhancements will enable Great River attract and retain highly motivated students.

Great River has grown from 77 students to 179 students in the space of three school years. Great River acknowledges the challenges that growth creates and resolves to grow from a position of strength. Great River envisions growing to 210 students by 2008-2009 and holding at that number until Great River can methodically and comprehensively plan for additional growth.

In order for Great River to achieve the founders' Montessori vision and be a school that attracts and retains students, Great River must offer theater, athletics, and micro economic ventures. The school's current building and grounds cannot accommodate the school's physical space needs. Great River will establish a special school board task force that will be charged with creating the Great River Foundation. In addition to raising money to benefit the school, the Foundation's mission will be to find the ideal future home for the school by the spring of 2009. The new school building and campus will welcome students in the fall of 2010.

Great River cannot succeed without exceptional teachers. Great River has been fortunate to have a dedicated staff that has created an existing community that is focused and excited to learn. The staff's hard work and perseverance has enabled the school to stabilize and plan for its future. Great River School recognizes that it needs to offer employee benefits that are comparable to other schools of similar size and a healthy fund balance to support, retain and attract exceptional teachers.

Our challenge, as always, is to finance the school's aspirations in a thorough, orderly and comprehensive manner weighing options and tradeoffs. The school must adhere to the sound financial policies, which the school board has established. It is only through the creation of a strong and healthy fund balance that the school can successfully achieve its goals.

The strategies and plans for achieving Great River's goals are contained within these pages. These strategies and plans are simply a blueprint for orderly change. We recognize that the blueprint must be flexible to meet the school's future needs.

Highlights of the Strategic Plan:

- *A revised Mission Statement* – simplified, easy to remember, and one that can be utilized in practical day-to-day application.
- *A revised Vision Statement* – which is focused on what we know we can deliver on as a school.
- *A revised set of Core Values* – a manageable set of 5 core values to be utilized when making all key decisions.
- *A revised Goal* – simplified, easy to remember, and one that can be utilized in practical day-to-day application.
- *Near/Mid/Long Term Goals* – clear direction for the school within the following categories; Program, Finance, Building, Fundraising, School Support and Staff Sustainability.
- *Staffing and Student Numbers* – Conservative Growth in both Student and Staff numbers as well as a template for grade level organization.

- *Five Year Accountability Measures* – Outline of accountability measured over time that would include; SAT 10 Testing, MCA Data, NCLB Data, Attendance Data, College Preparation Data, International Baccalaureate Data, Student Portfolio Data, as well as Parent/Community Data.
- *School Board and Director Responsibilities* – Clearly defined roles held within the “Carver” model to ensure that the organization is moving ahead in a clearly defined manner.
- *Annual School Board Work Plan* – Clearly defined objectives by month which the School Board will receive reports on from the Director of the school to ensure clear roles and responsibilities as well as management controls framed within the “Carver” model.

Strategic Plan Financials: In developing our strategic plan/self study the Great River School Finance Committee and Director has completed a study of the financial viability of our proposed plan. Highlights of this forecasting model follow:

- We have developed a conservative approach to measure the viability of our strategic plan. It is key to note that we set the cost inflation rate for services/salaries/contracts at 3%, whereas we have set the state funding increases only at 2%. By doing this we are building in a conservative approach to forecasting funding increases from the State of Minnesota, which in our formula does not surpass the cost of living inflation rate. In this forecasting model, we are taking a very conservative approach.
- It is of note, that both in this model as well as in the strategic plan, the Finance Committee, Director and School Board will monitor and adjust our budgets annually on an as needed basis. We recognize that this forecasting model will change as the educational environment in Minnesota shifts.

School finances (Provide a statement of revenues, expenditures, and fund balance for the reporting year and a projected budget for the coming year. It is not necessary to provide UFARS codes; a simple budget is all that is required. Also please provide the name of the school’s business manager and a number where that person can be contacted if there are questions related to finance. If the school contracts with a management company, please disclose this information in this section of the report)

Unaudited Revenues and Expenditures

Please See Attached Document in Appendix B

Finance Contact information:

School Business Solutions
Sandy Schmidt
651.917.6259
Schmidt@sbsfyi.com

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See Following Pages*

Great River School



Minnesota School District #4105 Strategic Plan 2006-2012

School Board President: Kelly Rodieck
School Director: Aaron Drevlow

1326 Energy Park Drive
St. Paul, MN 55108
Phone: 651-305-2780
Fax: 651-305-2781
Email: adrevlow@greatriverschool.org

INTRODUCTION

If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?

- Maria Montessori

The corollary is what is the use of creating an innovative school, if the school lags behind and can not deliver on its promise? The purpose of this document is to very deliberately plan this school's future. It is our honor to introduce the strategic planning document that is enclosed in the following pages.

This plan is the culmination of 18 months of work. The process began last year with an incredible grassroots effort to identify the goals of the school, staff, board, committees, and community. In the past few months, the board, the school, Dr. Drevlow, the staff, and in particular the 2006-7 Faculty Advisory Committee, has spent countless hours thinking, discussing and debating the future of the school.

We have looked closely at our strengths as well as our vulnerabilities and we have learned from our experiences. As a result, over the next three to five years we will be focusing our efforts on attracting and retaining highly motivated students and staff. In addition a special board committee will begin the process of identifying the ideal site for the school.

The plan also recognizes that if we are to continue to provide innovative and quality education, we must ensure the financial well being of this unique school. This school must be the public school of choice for high achieving students, so it can continue to provide a high quality public education for all students.

We do not need to be able to predict the future to ensure Great River's success. The end we seek is the effective pursuit of Great River's mission. This document ensures that Great River knows where it is going and how it will get there. The plan enables Great River's present and future leaders to make sure the road Great River travels will lead to the goal.

This plan is firmly rooted in our community's values and in our commitment to stay at the forefront of Montessori and public education. This is truly an exciting time and we look forward to sharing it with the Great River Community.

Very truly yours,

Kelly R. Rodieck
President Board of Directors
Great River School

Dr. Aaron Drevlow
Director
Great River School

GREAT RIVER PROFILE AND HISTORY

Great River School began as a concept within the American Montessori community as the continuation of Montessori for the older adolescent. This idea germinated, and Dr. Lawrence Schaffer, founder of Lake Country School located in Minneapolis Minnesota, moved the vision to reality. The goal was to provide a Montessori secondary education within an urban public school. Thus, the duality of the equation;

- **Expanding the Montessori philosophy for the older adolescent and,**
- **Creating an urban public Montessori Junior and Senior high school.**

In 2004, Great River School opened its doors to 85 students, and has since grown to 180 students. Currently there are only 5 other known secondary Montessori models in the United States. There are two others in North America located in Toronto Canada, as well as Cuernavaca Mexico.

Currently Great River School serves students from around the St. Paul, Minneapolis area. The school is located at 1326 Energy Park Drive in St. Paul Minnesota. The campus consists of approximately one acre of land, and a two-story building which houses our diverse educational offerings. Programmatically, Great River School offers an exceptional Junior High environment based off of the Lake Country School model, while the Senior High is pioneering the accepted* application of Montessori within an International Baccalaureate Diploma Program format. Both the Junior and Senior high programs are on the vanguard of Montessori education.

In Great River School's short history, many challenges have been met and conquered to the credit of its dedicated staff, board, students and community. Great River School is on the cutting edge of Montessori in North America, and poised as the school of choice for highly motivated students.

**Accepted by the North American Montessori Teachers Association*

MISSION

Great River School is a Montessori community that prepares the whole student for a life of scholarship, service and success.

VISION

Great River School is a place where college bound students are excited and inspired to learn. Great River School encourages students to ask complex questions and seek new and difficult challenges. Great River School combines academic and social experiences in a culture of civility and trust through peaceful practices. Great River School is a place where students feel safe to express and challenge themselves. Every student at Great River School is a valued member of the community, learning through cross-country travel, experiential learning, teamwork, drama, the arts, and micro-economic ventures while helping students set individual academic goals.

CORE VALUES

Great River School believes in the following:

- Montessori Education
- Community, Interdependence, and Sustainability
- Civility, Grace, and Courtesy
- Diversity
- Growth through Challenge

GOAL

Great River School is the public school of choice for highly motivated students.

Education should no longer be mostly imparting of knowledge, but must take a new path, seeking the release of human potentialities.
-Maria Montessori

STRATEGIC PLAN

To release Great River School's potential and to enable Great River to become the public school of choice for highly motivated students, the school recognizes that it must:

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STRATEGIC PLAN BOARD APPROVAL

Board Members Present: Kelly Rodieck, Marita Bujold, Tom Corrigan, Michael Flood, Jim Groess, Connie Lepro, Stuart Mason, Judy Plante, Angela van der Puije. Alan Stache, Aaron Drevlow (Ex-Officio).

Board Members Absent: Eryn Dewey-Carter, Candy Husemoller, Ron Wacks,

Resolution 07011804
Strategic Plan Approval

Strategic Planning is a dynamic process that continues after the plan has been developed. Goals and strategies for implementing the plan are included as part of this planning document.

The Great River School Board approves the mission, vision, goal, and general strategic plan outlined on pages three and four of the Strategic plan.

The School Director is responsible for implementing the academic and school program parts of the strategic plan with oversight by the Great River School Board.

The Board Committees and School Committees are responsible for implementing their specific portion of the strategic plan with oversight by the Great River School Board.

To implement the plan, the Great River School Board establishes and re-establishes, the following committees and task forces:

Board Committees: The Strategic Planning Committee chaired by the School Board President and the School Director, monitors the school's progress in achieving the Strategic Plan goal. All GRS stakeholders are welcome to participate. The committee reports to the Board quarterly on Strategic planning progress.

The Finance Committee, chaired by the School Board Treasurer and with the assistance of the School Director, develops and recommends the annual budget for each year; monitors financial operations and provides regular reports to the Board regarding income/expenses/current financial health; implements and periodically reviews financial controls; and provides financial information to other Board committees, as needed.

Fundraising and Development Committee also known as the Board's External Funding Committee is co chaired by the school's Development Director and a Board Member. The committee is responsible for establishing, implementing, and assessing fundraising goals and strategies for the school. It coordinates the grant writing and fundraising drives and coordinates and supports all the school's development efforts.

Board Foundation Task Force: Comprised of members appointed by the board, this special task force shall form a nonprofit foundation for the benefit of Great River School. This task force shall comply with the near, mid and long terms goals identified in the implementation part of this plan.

School Committees:

The Buildings and Grounds Committee is responsible for developing the long-term plan for the school's building and grounds. The committee reviews requirements for code and safety standard compliance, and evaluates, prioritizes, and coordinates maintenance work, ongoing construction, building improvements, and garden planning.

The School Support Committee is responsible for facilitating monthly community meetings and is responsible for building and maintaining strong relationships within the urban, charter school and Montessori communities, with elected officials and regulatory agencies. This committee also provides input to the enrollment coordinator in promoting the school to prospective students.

School Transportation Task Force: Comprised of members appointed by the School Director, this special task force shall comply with the near term goal identified in the implementation section of this plan.

Resolution Offered by Michael Flood and seconded by Jim Groess.
Adopted this 18th day of January, 2007 by unanimous GRS Board vote.

NEAR TERM 2006-2008 SUMMARY GOALS

Deadline	Program	Finance	Building	Fundraising	School Support	Staff Sustainability
<p>Near Term</p> <p>FY 2006-2007</p> <p>FY 2007-2008</p>	<p>JUNIOR HIGH -06-07 Odyssey = 8 days -07-08 Odyssey = 10 days -Urban Garden/Kitchen</p> <p>SENIOR HIGH -07 PSEO First Group -06-07 IB Implementation -07-08 IB Authorization -06-07 Trip Exp. 8 days -07-08 Trip Exp. 10 days -07-08 100% of IB staff trained through level 1.</p> <p>BOTH JUNIOR/SENIOR -06-08 Prepared environments established. -06-07 Micro Econ. Established. -06-07 Music Full Time -06-07 Art Full Time -06-07 Additional Math -06-07 3 staff to complete NAMTA Summer Orientation Training -07-08 Counselor Full Time -07-08 Additional English Teacher -07-08 Athletics expanded by one additional sport -07-08 90% Staff through NAMTA Montessori Orientation -07-08 One staff member to begin Elementary Montessori Training -07-08 Begin staging for instrumental music program -Structure of Grade Levels: 06-07 = 7/8, 9/10/11/12 07-08 = 7/8, 9/10/11/12 -06-07 Together with Special School Board Committee determine a Transportation plan (bus/vans?) -07-08 Transportation Plan Implemented. -07-08 Staff to give Special School Board Committee designs for new building.</p>	<p>-FY 06-07 = 7% fund balance</p> <p>-FY 06-07 out of Statutory Operating Debt.</p> <p>-FY 06-07 Ensure that finance policy is in place to achieve Minnesota Department of Education School Finance Award</p> <p>-FY 07-08 = 12% fund balance</p> <p>-FY 07-08 Achieve Minnesota Department of Education School Finance Award</p> <p>-FY 06-07 Learn how to operate w/o federal grant.</p> <p>-06-07 Budget based off of 170 students with 170 students in building.</p> <p>-Conservative spending to enable growth of fund balance.</p> <p>-Conservative budgeting process to build in fund balance growth.</p> <p><i>*Please note that the Finance Committee will need to evaluate the fund balance goals annually per the direction of the strategic plan</i></p>	<p>-06-07 Kitchen finished by January 1.</p> <p>06-07 Computer Lab finished.</p> <p>-06-07 Chemistry Lab finished by September.</p> <p>-06-07 Development of urban garden and greenhouse. Greenhouse installed by June 30th.</p> <p>-06-07 Parking lot traffic flow addressed by February 1.</p> <p>-06-07 Walls and construction in AA space. High School Moved.</p> <p>-July 07 New classroom spaces completed in 1st floor JRH commons area with permanent walls.</p> <p>-07-08 Urban garden and greenhouse finished with fence and raised bed gardens.</p>	<p>-06-07 Fundraising Goal of 92k</p> <p>-07-08 Fundraising Goal of 110k</p> <p>-05-07 Establish fundraising "Traditions"</p> <p>-07-08 Successful second annual of the Great Extravaganza.</p>	<p>-07-08 Monthly meetings as input for parents.</p> <p>-07-08 External Communication Focus (Marketing, Gov. Relations, Open House support)</p>	<p>-06-07 School to add a flex benefit plan to existing staff insurance.</p> <p>-06-07 School to investigate increased employee health coverage as well as dental.</p> <p>-07-08 Implement health care and dental plan as investigated during the 06-07 year.</p>

MID TERM 2008-2010 SUMMARY GOALS

Deadline	Program	Finance	Building	Fundraising	School Support	Staff Sustainability
<p>Mid Term</p> <p>FY 2008-2009</p> <p>FY 2009-2010</p>	<p>JUNIOR HIGH -08-09 Odyssey = 11 days -09-10 Odyssey = 12 days -3 year cycle -Music lessons on site -Cont. Dev. of Urban Garden -Cont. Dev. of Bike Shop</p> <p>SENIOR HIGH -08-09 Trip = 11 days -09-10 Trip = 12 days -08-09 First Year of IB -09-10 First IB Graduates -09-10 IB analysis and results -Cont. Dev. of Bio D. Micro E. -Cont. Dev. of other Micro Es.</p> <p>BOTH JUNIOR/SENIOR -08-09 Additional Language</p> <p>-08-09 Addition of instrumental music program</p> <p>-08-09 Addition of full time Science and Social Studies Teacher, part time Instrumental and Language Teacher.</p> <p>-Structure of Grade Levels: 08-09 = 7/8, 9/10, 11/12 09-10 = 7/8, 9/10, 11/12 -08-10</p> <p>– Structure of grade levels is assessed and a proposed move to 7/8/9, 10/11/12 is implemented for the 10-11 school year.</p> <p>-Staff still involved in design of new building.</p>	<p>-FY 08-09 = 15% fund balance</p> <p>-FY 08-09 Achieve Minnesota Department of Education School Finance Award</p> <p>-08-09 To investigate Employee Retirement Matching Programs</p> <p>-FY 09-10 = 17% fund balance.</p> <p>-FY 09-10 Achieve Minnesota Department of Education School Finance Award</p> <p>-08-10 Finance Committee to develop a fund balance policy to address the long term goal of excess 20% fund balance status for school/employees.</p> <p><i>*Please note that the Finance Committee will need to evaluate the fund balance goals annually per the direction of the strategic plan</i></p>	<p>-Continue to support the school's the physical space needs and coordinate with special board task force for the new building needs.</p>	<p>-08-09 Fundraising Goal of 115k</p> <p>-09-10 Fundraising Goal of 120k</p> <p>-08-10 Foundation/ Capital Campaign in full progress.</p> <p>- Expand the annual fund mailing list</p>	<p>-Same as Near Term</p>	<p>-08-09 Employee Dental plan in place if not from prior years.</p> <p>-08-09 Development of 20% fund balance policy for supporting staff compensation or bonus program.</p> <p>-08-09 Continue to increase staff medical and dental coverage.</p> <p>-08-09 Employee Retirement Matching Program is investigated by the Finance Committee.</p> <p>-09-10 Continue to increase staff medical and dental coverage.</p> <p>-09-10 Employee Retirement Matching Program is implemented if possible.</p>

LONG TERM 2010-2012 SUMMARY GOALS

Deadline	Program	Finance	Building	Fundraising	School Support	Staff Sustainability
<p align="center">Long Term</p> <p align="center">FY 2010-2012</p>	<p>JUNIOR HIGH</p> <ul style="list-style-type: none"> - Odyssey = 12 days -Cont. Dev. of Urban Garden with rev. stream from outside of GRS community -Cont. Dev. of Bike Shop with rev. stream outside of GRS Community <p>SENIOR HIGH</p> <ul style="list-style-type: none"> -National/international trips -Senior high trips = 12 days -Implement IB analysis -Cont. Dev. of Bio D. Micro E. with rev. stream outside of GRS community + development of off site staging area. -Cont. Dev. of other Micro E. <p>BOTH JUNIOR/SENIOR</p> <ul style="list-style-type: none"> -Micro economies truly thriving -Integrated cross curricular – -Curriculum within a 3 year looping framework for both JRH and SRH -Theater program and facility on site -Grade Level Structure: 10-11 = 7/8/9, 10/11/12 11-12 = 7/8/9, 10/11/12 	<p>-FY 10-11 = 20% fund balance</p> <p>-FY 10-11 Achieve Minnesota Department of Education School Finance Award</p> <p>-FY 11-12 = 20% fund balance</p> <p>-FY 11-12 Achieve Minnesota Department of Education School Finance Award</p> <p>-At a 20% fund balance, the school will hold constant. Excess monies will be spent in the following ways (<u>this is dependant on the fund balance policy as set in 08-10</u>):</p> <p>50% will go to employees through upgrades in health insurance as well as end of the year bonus pay.</p> <p>The remaining 50% will be used to maintain the 20% fund balance, as well as support the programmatic efforts of the school.</p> <p><i>*Please note that the Finance Committee will need to evaluate the fund balance goals annually per the direction of the strategic plan</i></p>	<p>-Continue to support the school's the physical space needs and coordinate with special board task force for the new building needs.</p>	<p>-10-11 Fundraising Goal of 125k</p> <p>-11-12 Fundraising Goal of 130k</p>	<p>-Same as mid term</p>	<p>-10-11 Employee Retirement Matching Program is implemented if not already done.</p> <p>-10-12 At the 20% fund balance goal, implementation of fund balance policy. See finance Long Term goals for further description of concept.</p> <p>11-12 Goal of having universal full coverage for both Medical and Dental for qualifying staff and family members.</p> <p>-10-12 Goal of implementing staff bonus system as defined in fund balance policy.</p>

BOARD TASK FORCE INTERFACE

Board Task Force: Foundation

Near Term FY 2006-2007 FY 2007-2008	June 07 begin to work with Director, GRS Staff, and all other School Board Committees in planning new building, partnership development, location search, financial considerations, formation of a 501c3 Corporation and other activities.
Mid Term FY 2008-2009 FY 2009-2010	-08-09 Continue to work with Director, GRS Staff, and all other School Board Committees in deciding on specifics regarding new building or location. Decision to be made on location, financing, design and format of the new site. -09-10 Continue to work with the Director, GRS Staff and all other School Board Committees on the start of construction or remodeling of new site. Ground breaking to take place by December of 2010.
Long Term FY 2010-2011	-2010 New building or site to open on time Fall of 2010.

Board Task Force: Transportation:

Near Term FY 2006-2007 FY 2007-2008	-06-07 Development of a transportation plan in conjunction with Director, GRS Staff, and all other School Board Committees for the purpose of assessing transportation needs and viability. -07-08 Begin implementation of the transportation plan as developed during the 06-07 school year.

STAFFING

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Staffing	<p>2 English Teachers 3 Math Teachers 2 Social Teachers 2 Science Teachers 2.2 Spec. Ed. Teach. 1 Art Teacher 1 Music Teacher 1 Language Teacher 3 EA Support 1 Office Manager 1 Dean of Students 1 Director 1 Enrollment/Fund.</p> <p>All Staff = 21.2 Teaching Staff = 11 Tot. Students = 180 Avg. t/s ratio = 16.3</p>	<p>3 English Teachers 3 Math Teachers 2 Social Teachers 2 Science Teachers 2.2 Special Ed. 1 Art Teacher 1 Music Teacher 1 Language Teacher 3 EA Support 1 Office Manager 1 Dean of Students 1 Director 1 Counselor 1 Enrollment/Fund.</p> <p>All Staff = 23.2 Teaching Staff = 12 Tot. Students = 191 Avg. t/s ratio = 15.9</p>	<p>3 English Teachers 3 Math Teachers 3 Social Teachers 3 Science Teachers 2.2 Special Ed. 1 Art Teacher 1.2 Lang. Teacher 1.2 Music Teacher 3 EA Support 1 Office Manager 1 Dean of Students 1 Director 1 Counselor 1 Enrollment/Fund.</p> <p>All Staff = 25.6 Teaching Staff=15.4 Tot. Students = 211 Avg. t/s/w ratio =13.7</p>	<p>3 English Teachers 3 Math Teachers 3 Social Teachers 3 Science Teachers 2.2 Special Ed. 1 Art Teacher 1.2 Music Teacher 1.2 Lang Teacher 3 EA Support 1 Office Manager 1 Dean of Students 1 Director 1 Counselor 1 Enrollment/Fund.</p> <p>All Staff = 25.6 Teaching Staff=15.4 Tot. Students = 212 Avg. t/s/w ratio =13.7</p>	<p>3 English Teachers 3 Math Teachers 3 Social Teachers 3 Science Teachers 2.2 Special Ed. 1 Art Teacher 1.2 Music Teacher 1.2 Language Teac 3 EA Support 1 Office Manager 1 Dean/Counselor 1 Director 1 Enrollment/Fund.</p> <p>All Staff = 24.6 Teaching Staff=15.4 Tot. Students = 212 Avg. t/s/w ratio =13.7</p>	<p>3 English Teachers 3 Math Teachers 3 Social Teachers 3 Science Teachers 2.2 Special Ed. 1 Art Teacher 1.2 Music Teacher 1.2 Lang Teacher 3 EA Support 1 Office Manager 1 Dean/Counselor 1 Director 1 Enrollment/Fund.</p> <p>All Staff = 24.6 Teaching Staff=15.4 Tot. Students = 212 Avg. t/s/w ratio =13.7</p>
Configuration	<p>7th / 8th Grade 1 Social 1 English 1 Science 1.5 Math 1 Special Ed Teacher 2 EA</p> <p>9th/10th/11th/12th 1 Social 1.4 English 1.5 Math 1 Science 1.2 Spec. Ed. .8 EA</p> <p>Elective Teachers 1 Art 1 Music 1 Language</p> <p>Administration .8 Director 1 Office Manager 1 Dean of Students 1 Enrollment/Fund</p>	<p>7th / 8th Grade 1 Social 1.5 English 1 Science 1.5 Math 1 Special Ed Teacher 2 EA</p> <p>9th/10th/11th/12th 1 Social 1.5 English 1.5 Math 1 Science 1.2 Spec. Ed. 1 EA</p> <p>Elective Teachers 1 Art 1 Music 1 Language</p> <p>Administration 1 Director 1 Counselor 1 Office Manager 1 Dean of Students 1 Enrollment/Fund</p>	<p>7th / 8th Grade 1 English 1 Math 1 Social 1 Science</p> <p>9th / 10th 1 English 1 Math 1 Social 1 Science</p> <p>11th / 12th 1 English 1 Math 1 Social 1 Science</p> <p>Special Education 2.2 Spe. Ed Teachers 3 EA Support</p> <p>Elective Teachers 1 Art 1 Music .2 Music 1.2 Language</p> <p>Administration 1 Director 1 Counselor 1 Office Manager 1 Dean of Students 1 Enrollment/Fund</p>	<p>7th / 8th Grade 1 English 1 Math 1 Social 1 Science</p> <p>9th / 10th 1 English 1 Math 1 Social 1 Science</p> <p>11th / 12th 1 English 1 Math 1 Social 1 Science</p> <p>Special Education 2.2 Spe. Ed Teachers 3 EA Support</p> <p>Elective Teachers 1 Art 1.2 Music 1.2 Language</p> <p>Administration 1 Director 1 Counselor 1 Office Manager 1 Dean of Students 1 Enrollment/Fund</p>	<p><i>7th / 8th / 9th</i> <i>1.5 English</i> <i>1.5 Math</i> <i>1.5 Social</i> <i>1.5 Science</i></p> <p><i>10th / 11th / 12th</i> <i>1.5 English</i> <i>1.5 Math</i> <i>1.5 Social</i> <i>1.5 Science</i></p> <p>Special Education 2.2 Spe. Ed Teachers 3 EA Support</p> <p>Elective Teachers 1 Art 1.2 Music 1.2 Language</p> <p>Administration 1 Director 1 Office Manager 1 Dean/Counselor 1 Enrollment/Fund</p>	<p><i>7th / 8th / 9th</i> <i>1.5 English</i> <i>1.5 Math</i> <i>1.5 Social</i> <i>1.5 Science</i></p> <p><i>10th / 11th / 12th</i> <i>1.5 English</i> <i>1.5 Math</i> <i>1.5 Social</i> <i>1.5 Science</i></p> <p>Special Education 2.2 Spe. Ed Teachers 3 EA Support</p> <p>Elective Teachers 1 Art 1.2 Music 1.2 Language</p> <p>Administration 1 Director 1 Office Manager 1 Dean/Counselor 1 Enrollment/Fund</p>

ACCOUNTABILITY MEASURES

Stanford Achievement Testing 10 (SAT 10) Accountability

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
SAT 10	Regular education students who have attended GRS for three consecutive years will be at the 70 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 72 nd National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 72 nd National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 72 nd National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 72 nd National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 72 nd National Percentile in 90% of all categories

Minnesota Comprehensive Assessments (MCA) Accountability

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
MCA	100% of regular education students will pass all MCA tests prior to graduation.	100% of regular education students will pass all MCA tests prior to graduation.	100% of regular education students will pass all MCA tests prior to graduation.	100% of regular education students will pass all MCA tests prior to graduation.	100% of regular education students will pass all MCA tests prior to graduation.	100% of regular education students will pass all MCA tests prior to graduation.

No Child Left Behind (NCLB) Accountability

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
NCLB	GRS will attain Adequate Yearly Progress in all NCLB applicable categories.	GRS will attain Adequate Yearly Progress in all NCLB applicable categories.	GRS will attain Adequate Yearly Progress in all NCLB applicable categories.	GRS will attain Adequate Yearly Progress in all NCLB applicable categories.	GRS will attain Adequate Yearly Progress in all NCLB applicable categories.	GRS will attain Adequate Yearly Progress in all NCLB applicable categories.

Attendance Accountability

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Attendance	-GRS will average 94% average daily attendance.	-GRS will average 94% average daily attendance.	-GRS will average 94% average daily attendance.	-GRS will average 94% average daily attendance.	-GRS will average 94% average daily attendance.	-GRS will average 94% average daily attendance.
	-GRS will average 80% parent participation at Fall and Spring conferences.	-GRS will average 85% parent participation at Fall and Spring conferences.	-GRS will average 90% parent participation at Fall and Spring conferences.	-GRS will average 90% parent participation at Fall and Spring conferences.	-GRS will average 90% parent participation at Fall and Spring conferences.	-GRS will average 90% parent participation at Fall and Spring conferences.

College Preparation Accountability

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
College Preparation	<p>-90% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall of 2007.</p> <p>-98% of 10th, 11th and 12th graders will take the MNSCU in the Spring of 2007.</p> <p>-90% of 11th and 12th graders will take either the ACT or SAT by June of 2007.</p> <p>-20% of 12th graders will have 2 post secondary applications submitted by January 15th, 2007</p>	<p>-90% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall of 2008.</p> <p>-98% of 10th, 11th and 12th graders will take the MNSCU in the Spring of 2008.</p> <p>-94% of 11th and 12th graders will take either the ACT or SAT by June of 2008.</p> <p>-40% of 12th graders will have 2 post secondary applications submitted by January 15th, 2008</p>	<p>-91% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall of 2009.</p> <p>-98% of 10th, 11th and 12th graders will take the MNSCU in the Spring of 2009.</p> <p>-95% of 11th and 12th graders will take either the ACT or SAT by June of 2009.</p> <p>-50% of 12th graders will have 2 post secondary applications submitted by January 15th, 2009</p>	<p>-92% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall of 2010.</p> <p>-98% of 10th, 11th and 12th graders will take the MNSCU in the Spring of 2010.</p> <p>-96% of 11th and 12th graders will take either the ACT or SAT by June of 2010.</p> <p>-60% of 12th graders will have 2 post secondary applications submitted by January 15th, 2010</p>	<p>-93% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall of 2011.</p> <p>-98% of 10th, 11th and 12th graders will take the MNSCU in the Spring of 2011.</p> <p>-97% of 11th and 12th graders will take either the ACT or SAT by June of 2011.</p> <p>-70% of 12th graders will have 2 post secondary applications submitted by January 15th, 2011</p>	<p>-94% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall of 2012.</p> <p>-98% of 10th, 11th and 12th graders will take the MNSCU in the Spring of 2012.</p> <p>-98% of 11th and 12th graders will take either the ACT or SAT by June of 2012.</p> <p>-80% of 12th graders will have 2 post secondary applications submitted by January 15th, 2012</p>

International Baccalaureate Accountability

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
International Baccalaureate	<p>-GRS in first year of authorization phase.</p> <p>-GRS to have completed both Application A and B.</p>	<p>-GRS in second year of authorization phase.</p> <p>-GRS to gain authorization to offer IB through successful IB visit in Spring of 2008.</p>	<p>-GRS to offer full IB diploma program.</p> <p>-GRS to have 10% of students in Diploma Program test in one subject area.</p> <p>-75% of students testing in any subject area will score 3 or above.</p>	<p>-GRS to have 2 IB Diploma Graduates.</p> <p>-GRS to have 20% of students in Diploma Program test in one subject area.</p> <p>-75% of students testing in any subject area will score 4 or above.</p>	<p>-GRS to have 3 IB Diploma Graduates.</p> <p>-GRS to have 30% of students in Diploma Program test in one subject area.</p> <p>-80% of students testing in any subject area will score 4 or above.</p>	<p>-GRS to have 4 IB Diploma Graduates.</p> <p>-GRS to have 40% of students in Diploma Program test in one subject area.</p> <p>-90% of students testing in any subject area will score 4 or above.</p>

GREAT RIVER SCHOOL BOARD/DIRECTOR RESPONSIBILITIES

Responsibility	Board of Directors	School Director
Legal	Assumes overall fiduciary responsibility for the school's operations including the establishing and monitoring of appropriate financial systems, controls and reporting,	Provides accurate and timely reports to the Board regarding all legal, Financial and operational functions of the school.
	Establishes and maintains legal status as a charter school including the review and monitoring of the reporting requirements	
	Reviews and approves all contracts, and other financial and business dealings	Negotiates contracts and other business dealings on behalf of the school
	Oversees required review and reporting to sponsors and other grant or funding sources	Prepares reports as required or requested by sponsor or other grant sources.
	Establishes and adheres to conflict of interest policy	
Finance & Accounting	Conducts its business in compliance with laws and other adopted policies	
	Reviews, modifies and approves annual budget	Prepares annual budget in tandem with the School Board Finance Committee
	Provides required reports to sponsor per contract	Oversees preparation of monthly financial reports.
	Reviews and approves selected monthly financial data	Monitors internal financial controls

Great River School Board/School Director Responsibilities Continued

Responsibility	Board of Directors	School Director
Planning	Establishes mission	Assists the Board in establishing mission and maintaining the Montessori vision
	Development/Implementation of Board Work Plan	Development/Implementation of School Work Plan
	Reviews and approves annual goals and objectives for the Board and School.	Assists the Board with goal setting and strategic planning as requested.
Policy	Establishes administrative policies through a formal process of review and approval	Develops and recommends administrative policies or revisions to existing policies.
	Submits a report annually to sponsors regarding changes to policies, and compliance with policies	Implements all policy
Personnel	Reviews and approves all employment contracts	Negotiates with and hires all staff
	Hires, terminates, and carries out annual performance review of the Director	Performs written performance appraisals annually of all staff
	Is appraised of all Staff terminations	Hires, disciplines and terminates staff
Discipline	Approves discipline policies	Develops and proposes discipline policies Administers disciplinary actions
	Approves expulsions	Recommends expulsions
Resource & Development	Develops long-range plan for obtaining needed resources	Assists the Board in developing a resource plan
	Responsible for fundraising	Assists the Board with fund raising & other resource development
	Reviews and approves grant proposals	Develops grants & other efforts to raise funds

Great River School Board/School Director Responsibilities Continued

Responsibility	Board of Directors	School Director
Accountability	Establishes clear, written expectations of Board members	Facilitates training & info exchange for Board members
	Assures effective participation of Board members	
	Makes Board decisions clear & available to the school & broader community, as well as sponsor	
	Identifies potential new board members	Helps identify potential new Board members
	Defines roles and responsibilities of Board & Head of School in decision-making	Assumes and executes the roles and responsibilities as defined by the Board.
Community Relations	Promotes the charter school movement to families, general public, serves as representative to public	Promotes the charter school movement.
	Meets periodically with sponsor	Acts as liaison with sponsor

BOARD WORK PLAN

The Board's focus should always be the financial health of the institution and oversight of the school without micromanaging the day to day details.

Month	Board Accountability Action Items	Director Accountability Action Items
July	<ul style="list-style-type: none"> -First meeting of the new fiscal year -seat 3-4 new board members - Nominate new exec committee -School Board Committee Reports Ongoing -Board reviews and modifies Strategic Plan -Current enrollment in line with budget ? 	<ul style="list-style-type: none"> -Safe and Drug Free Schools Report to MDE by July 1.
August	<ul style="list-style-type: none"> -School Board Committee Reports Ongoing -Strategic Plan discussion continues and any changes to the plan are approved. -Annual report process started (report due to MDE and Sponsor 10-1) Approve Student Handbook Approve staff handbook Approve Minnesota High School League membership Approve new staff contracts 	<ul style="list-style-type: none"> -Annual Report Process Started -AYP student data verified by Director and reported to School Board -MARRS Reporting Ongoing
September	<ul style="list-style-type: none"> -Assessment of viability of current FY Budget by Board -School Board Committee Reports Ongoing -Annual Report Approved by School Board -AYP student data verified by Director and reported to School Board (fall back) ---School achievement information shared with the board – hopefully before the newspapers report this information. - Board Finance Training (SBS/required for Finance Award) 	<ul style="list-style-type: none"> -Assessment of viability of current FY Budget -Annual Report Approved/Reviewed by School Board -AYP student data verified by Director and reported to School Board (fall back) -MARRS Reporting Ongoing
October	<ul style="list-style-type: none"> -Assessment of viability of current FY Budget by Board -School Board Committee Reports Ongoing -Annual Audit Work begins - first week of October - Audit due to MDE 12-31 -Annual Report sent to MDE and Sponsor, disseminated to the board; posted on GRS website. -Attend MDE School Board training 	<ul style="list-style-type: none"> -Assessment of viability of current FY Budget -STAR report completed by School and submitted to MDE -Annual Audit Work begins in the first week of October -Annual Report sent to MDE and Sponsor -Athletics Data Report to MDE by October 15th -MARRS Reporting Ongoing
November	<ul style="list-style-type: none"> -Board Approves any changes to current FY Budget -School Board Committee Reports Ongoing -Audit approved by School Board (if completed) -AYP/MCA Test Scores Reported and data shared with the board -Every third year – process for renewal of Sponsor contract begun Sponsor site visit 	<ul style="list-style-type: none"> -Audit approved by School Board (if completed) -AYP/MCA Test Scores Reported -Compulsory Instruction Data Submission to MDE by November 30th -MARRS Reporting Ongoing
December	<ul style="list-style-type: none"> -First Round of Staff Evaluations completed by Director -Board reviews and modifies Strategic Plan -Audit approved by School Board (fall back) – Audit must be filed by 12-31 -Annual Fund is launched -Every third year – self study or other contract renewal exercise -Director eval process begun 	<ul style="list-style-type: none"> -First Round of Staff Evaluations completed by Director -Strategic Plan review – are we on track ? -Annual Fund is launched -MARRS Reporting Ongoing
January	<ul style="list-style-type: none"> -School Board Committee Reports Ongoing -begin new budget process – data gathering 	<ul style="list-style-type: none"> -Budgeting for next FY begun -MARRS Reporting Ongoing
February	<ul style="list-style-type: none"> -Second Round of Staff Evaluations completed by Director -School Board Committee Reports Ongoing -budget process continues School board election process begun – filing period opens. -Finish Director's eval 	<ul style="list-style-type: none"> -Second Round of Staff Evaluations completed by Director -MARRS Reporting Ongoing
March	<ul style="list-style-type: none"> -Board approves Contracts for staff at March Board Meeting -School Board Committee Reports Ongoing -proposed budget presented to the board; -Annual meeting for all members; election filing period closes; meet the candidates; All bylaw changes can only be approved at this meeting. - Sponsor site visit 	<ul style="list-style-type: none"> - Director assess staffing needs and offers continuing employment to staff./Contracts are offered to Staff for following year by Director on March 1 -Board approves Contracts for staff at March Board Meeting -MCA Testing Completed by Students -MARRS Reporting Ongoing - Graduation plans
April	<ul style="list-style-type: none"> -Salary schedule approved; Budget preview -budget must be filed at MDE by 6-30 -School Board Committee Reports Ongoing -Board self review 	<ul style="list-style-type: none"> -School Board/Executive Committee Begins Evaluation of Director -MARRS Reporting Ongoing
May	<ul style="list-style-type: none"> -Budget for next FY Approved by Board All staff contracts approved -School Board Committee Reports Ongoing -Board self review completed Extravaganza 	<ul style="list-style-type: none"> -10th – 12th grade students to complete MNSCU Testing -MARRS Reporting Ongoing-School Board Completes Evaluation of Director
June	<ul style="list-style-type: none"> All vendor contracts approved Audit scheduled -Fail safe Approval of next FY Budget by Board -End of the year Staff Evaluations completed by Director -School Board Committee Reports Ongoing -Board Self review completed – fall back 	<ul style="list-style-type: none"> -End of the year Staff Evaluations completed by Director -School Board Committee Reports Ongoing -State Transportation Year End Report Due to MDE -MARRS Reporting Ongoing

Appendix B: School Finance Summary Page

See Following Page

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Appendix C: School Board Approval of Annual Report

Board Members Present: Kelly Rodieck, Judy Plante, Cory Olson, Michael Flood, Angela van der Puije, Connie Lepro, and Aaron Drevlow (Ex-Officio).

Board Members Absent: Candy Husemoller, Ben Moudry, Mary Gantenbein and Tom Carrigan.

Resolution 07092602
Review and approve 2006-7 GRS Annual MDE Report

The GRS Board has reviewed and approves 2006-7 GRS Annual MDE Report.

Offered by Judy Plante

Seconded by Connie Lepro

Adopted this 26th day of September by unanimous GRS Board vote.

Appendix D – Public Notification for Annual Report Posting on District Website

For the Great River News October 2nd and 9th – This document is posted to our website, emailed to parents and handed out to all students at the end of the school day on said dates.

Annual Report Now on School Website

Community, please note that the Annual Report for the 2006-2007 school year is currently posted on the Great River School Website, and can be viewed by going to www.greatriverschool.org. This is a showcase of our schools success! We are very proud of our results, and encouraged by the direction Great River School is headed. Also, this Annual Report will be distributed to our community at our Annual Meeting scheduled for Monday March 10th, 2008. Further details regarding the Annual Meeting will be provided. Please contact Aaron Drevlow, School Director at 651-271-9702 or via email at adrevlow@greatriverschool.org if you have any questions regarding the contents of this very positive report.

Appendix E – School and Student Goals and Performance Indicators for FY 2008-2010

NOTE: *This is attachment 3 from the Hamline University and Great River School Sponsorship Agreement for 2008-2010.*

1. Mission Goals of the School and Program Model Performance Indicators:

- a. The program model is consistent with that described in its application (including amendments);
- b. The contract provides clear expectations of the school;
- c. The contract provides clear expectations of the sponsor;
- d. Parents, staff, board and students (when appropriate) have a clear understanding as to the program model and mission of the school;
- e. The curriculum supports the mission and program model;
- f. State standards are embedded into the curriculum of the school;
- g. Staff development is provided in support of the mission and program model.

2. Governance of the School Performance Indicators:

- a. The Board is organized consistent with the law;
- b. Criminal background checks have been conducted;
- c. No Board Members have any conflicts of interest as defined in law;
- d. The Board complies with the Minnesota Open Meeting Law;
- e. The Board follows its By-laws;
- f. The Board has adopted the required policies;
- g. The Board has developed a strategic plan (optional);
- h. The Board makes key decisions i.e. sets the policy of the school; sets performance expectations consistent with the contract with the sponsor for the school and the director; adopts an annual budget and monitors/reviews the budget regularly; approves all expenditures; reviews and accepts the annual audit; reviews student/school performance regularly; reviews the annual report and adopts a school improvement plan; reviews the performance of the director at least annually.
- i. The Board meetings are conducted following an orderly process including a published agenda, minutes of previous meetings, and a defined meeting process;.
- j. The Board has a “board development plan” including annual training.

Evaluation of School/Student Performance Indicators

Indicator	High	Medium	Low
NCLB/AYP	GRS will attain AYP in all applicable NCLB categories.	GRS will attain AYP in all but one applicable NCLB categories.	GRS will not attain applicable AYP in multiple categories.
SAT 10	Regular education students who have attended GRS for three consecutive years will be at the 70 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 60 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at or below the 55 th National Percentile in 90% of all categories
MCA Testing	GRS will be above the state average composite scores in all MCA testing categories and grade levels.	GRS will be above 75% of the state average composite scores in all MCA testing categories and grade levels.	GRS will be above 50% of the state average composite scores in all MCA testing categories and grade levels.
Student Attendance	GRS will average 94% or above daily student attendance.	GRS will average 90% daily student attendance.	GRS will average 89% or below daily student attendance.
Parent Participation	GRS will average 90% parent attendance at conferences.	GRS will average 80% parent attendance at conferences.	GRS will average 79% or below parent attendance at conferences.
Students will indicate the level of their satisfaction with the school in the areas of safety, acceptance and learning, biannually in school/staff evaluation surveys.	90% of students will rank GRS as a safe learning environment. 90% of students will rank GRS as an accepting learning environment. 90% of students will rank GRS as a positive learning environment.	80% of students will rank GRS as a safe learning environment. 80% of students will rank GRS as an accepting learning environment. 80% of students will rank GRS as a positive learning environment.	Less than 80% of students will rank GRS as a safe learning environment. Less than 80% of students will rank GRS as an accepting learning environment. Less than 80% of students will rank GRS as a positive learning environment.
Parents will report a positive school climate and challenging academic program, biannually in school/staff evaluation surveys.	90% of parents will rank GRS as having a positive learning climate. 90% of parents will rank GRS as having a challenging academic program.	85% of parents will rank GRS as having a positive learning climate. 85% of parents will rank GRS as having a challenging academic program.	Less than 85% of parents will rank GRS as having a positive learning climate. Less than 85% of parents will rank GRS as having a challenging academic program.
Student Portfolios	95% of students will meet end of the year portfolio rubric standards as determined annually by staff.	85% of students will meet end of the year portfolio rubric standards as determined annually by staff.	75% of students will meet end of the year portfolio rubric standards as determined annually by staff.
College Preparation	90% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.	80% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.	75% or fewer of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.
Creativity Action and Service Program	90% of students will have met GRS grade level standards for CASP requirements.	80% of students will have met GRS grade level standards for CASP requirements.	70% of students will have met GRS grade level standards for CASP requirements.

4. Finance Performance Indicators

- a. The school has a budget approved by the board, the budget is being followed or amended when necessary based on student enrollment changes or other appropriate reasons;
- b. The school finances are appropriately managed as evidenced by the audit and monthly reports;
- c. State finance reports are filed appropriately and on time;
- d. State/federal taxes, pensions, insurance, etc. are paid as required;
- e. The Board monitors the budget on a regular basis;
- f. The budget includes revenue for anticipated future needs;
- g. The patterns of expenditures are consistent with the mission, program and goals of the school;
- h. The school audit contains no material findings.;

5. Operations of the School Performance Indicators

- a. Data on the following reflects appropriate management:
 - i. Staff qualifications/licensure are in compliance;
 - ii. Staff assignments and turnover do not change at a high level;
 - iii. Enrollment process is followed and planning is accurate;
 - iv. Transportation system is functioning well;
 - v. Complaint and resolution procedures are followed;
 - vi. State reporting is completed accurately and timely based on MDE Information;
 - vii. Board policies are being implemented;
 - viii. The School has appropriate insurance.
- b. Compliance with state and federal standards
 - i. State and federal laws are being followed i.e. special education, discipline, food/nutrition based on state or federal audits/compliance reviews;
 - ii. Non-discrimination laws are appropriately followed.
- c. Facilities
 - i. Health and Safety laws are being adhered to;
 - ii. The School has adequate space;
 - iii. The lease provisions are being implemented.

Appendix F - Reporting Checklist for Annual Report to Hamline

HAMLIN UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Reporting Checklists for Annual MDE Report

In order for you to use your own reporting format and insure the inclusion of all required content, please take a moment to review and document the inclusion of each of the required elements below within your Annual Minnesota Department of Education Report . Complete the report and this checklist before meeting with the sponsor.

Required Elements for Minnesota Department of Education (MDE) Annual Report

MDE Annual Report Components	Location in Report
1. School Mission Statement	Page(s): 4, 23-41
2. Sponsor Information	Page(s): 52
3. School Governance	Page(s): 7-9, 23-41
4. Teaching Staff Information	Page(s): 6
5. Program Successes and Best Practice	Page(s): 18-22
6. Program Challenges	Page(s): 18-22
7. Accountability Data from the Reporting School Year	Page(s): 10, 11, 14, 15, 16, 23-41, 45
8. Other School Accountability Measures	Page(s): 10, 11, 14, 15, 16, 23-41, 45
9. Academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement.	Page(s): 23-41, 45
10. Other student/school goals for the upcoming school year	Page(s): 23-41, 45
11. MDE Report Card.	Page(s): 51

**Charter School
Annual Reporting
From MDE**

Charter school law (MN Stat. 124D.10) mandates that your school provide an annual report to both your sponsor and the Minnesota Department of Education by October 1.

“A charter school must report at least annually to its sponsor and the commissioner the information required by the sponsor or the commissioner. The reports are public data under chapter 13.” *MN Stat. 124D.10 subd. 14*

Commissioner’s Required Data Elements for Charter School Annual Reports

This list is not meant to be exhaustive, but represents the core data elements the department requires in annual reports. As each charter school is a unique entity, we encourage you to build upon the framework in a way that gives the most comprehensive picture of your school. If you have any questions regarding your annual report, please contact Andrea Coffey at 651-634-2304. Annual reports are due to the Department of Education by October 1.

- 1. School mission statement.**
- 2. Sponsor Information**—Give all relevant information about the sponsor (name of sponsor, sponsor liaison, sponsor contact information, first year of contract with current sponsor, years contract has been renewed, description of sponsor accountability initiatives or reports, and any comments on sponsorship relationship with the charter school).
- 3. Governance**—Include information on board election dates, current board member names and contact information, board member positions and what group they represent (i.e. teachers, parents, community, etc.) and board attendance data. Also include any changes in the board during the reporting year indicating if members left during the year, returned for the following year, or did not return and comments regarding board changes.
- 4. Teaching staff information**—Include the names and file folder numbers of each teacher, his or her teaching assignment, and teacher turnover rates. (Please use end-of-year data numbers. Include records of all teachers for the reporting year. Also indicate the status of the teachers—if teachers left during the year, returned for following year, or did not return. Describe the conditions for any changes in teaching staff.)
- 5. Program successes and best practices**—Describe in detail any activities listed as program successes or best practices. Include data that supports each activity and describes it as a program success. What is the class size by program or grade level? What percentage of students intend to enter some form of two or four-year higher education institution? Optional information: Highlight special honors/accomplishments of students (debate, drama, speech, journalism, music, etc.).
- 6. Program challenges**—Describe any challenges for the school and specific strategies for addressing these challenges. Include data that identifies the program challenge.
- 7. Accountability data from reporting school year**—Include data for each student/school goal listed. The data should contain the type of measurement tools for each goal and all test results. Please also include any value-added data that is being used as a measurement of accountability.
- 8. Other school accountability measures**—Please describe the parent involvement and satisfaction levels and the community support for your school during the reporting year. Include any data that describes parent involvement and satisfaction and community support.
- 9. All academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement**—Please include the goals, specific nationally norm-referenced standardized tests or the state tests for each goal, and the rationale for the new academic goals for the coming year. (We strongly encourage the use of value-added measures.) **Note: A charter school is expected to establish four accountability goals, and at least one goal must focus on student academic achievement. The annual report should define clear, understandable instructional and school goals. The report should also describe how assessment is embedded in the learning

process, describing a variety of assessments to measure student achievement (standardized tests, student portfolios, teacher observations, parent surveys, etc.).

10. Other student/school goals for the upcoming school year—Please include the goals, the type of measurement that will be used, and the rationale for the new and/or continuing student and/or school goals for the coming year.

11. Please include a copy of the state report card for your school.

Send reports to: MDE Charter Schools Office

The Commissioner must receive charter school annual reports by the required deadline.

“The commissioner...may terminate the existing sponsorial relationship if the charter school has a history of: (1) financial mismanagement, and (2) repeated violations of the law.” *MN Stat. 124D.10 subd. 23(c)*

Failure to submit the charter school annual report with the Commissioner’s required data elements constitutes a violation of the law and is therefore grounds for termination of the charter. If you have any questions or comments regarding the annual report contact Andrea Coffey at the MN Department of Education 651-634-2304.

Appendix G - Minnesota Department of Education Report Card

See Attachment on following page

Data used in this report was generated from the Minnesota Department of Education School Report Card. This data is presented in multiple pages and formats. For further information please see the Minnesota Department of Education Website at:

<http://education.state.mn.us/ReportCard2005/index.do>

Appendix H - Sponsor Information

Great River School is sponsored by:

Hamline University
Graduate School of Education
1536 Hewitt Avenue
Saint Paul, MN 55104-1284
Phone: 651-523-2600
Fax: 651-523-2489

Hamline University Liaison to Great River School:

Dr. Walter Enloe wenloe@hamline.edu

Years of Sponsorship:

The Graduate School of Education at Hamline University has sponsored Great River School continuously from the first year of operation in 2004. Contract renewal with Hamline University per the Minnesota Department of Education occurred in the 2006-2007 school year, with a successful continuance through 2010. The renewal process for sponsorship entailed a year long assessment and self study which resulted in new contract goals which greatly clarified prior goals to the satisfaction of both Hamline University and Great River School.

Comments Regarding Sponsorship

Great River School has had an outstanding relationship with the Hamline Graduate School of Education. Their support throughout the start-up phase of the school as well as their continued support has enabled Great River School to consistently grow and improve. Prior year Hamline Liaison Dave Hartman as well as the current year Liaison Walter Enloe have been pivotal in assisting Great River School. The annual evaluation process has been focused and well defined, with outcomes that have consistently focused on support and improvement. Great River School looks forward to continuing to work with the Hamline University Graduate School of Education.

Appendix I – Enrollment and Application Information

Great River School uses the prescribed enrollment process as mandated by the Department of Education and applicable Minnesota State Law. Great River's enrollment period begins October 1, 2007 and ends February 28, 2008. When the enrollment period has closed, all registrations collected have an equal chance to be selected by lottery. After we have filled all of our spots for a grade we will begin a numbered waiting list for that grade. The order of the waiting list for a grade is determined by lottery. Open enrollment follows the enrollment period, filling grades as needed. Siblings have preference over the lottery. For More information, please contact Lydia McAnerney at 651-305-2780, ext 112 or lmcanerney@greatriverschool.org

Below you will find our application form:



1326 Energy Park Drive
St. Paul, MN 55108
PH: 651-305-2780
FAX: 651-305-2781

Enrollment Application

Student Name _____

Guardian Name _____

Guardian Name _____

Home Address _____

Telephone Number To Contact _____

Entering Which Grade Next Year (Circle One)

7 8 9 10 11 12

Parent Signature _____

Student Signature _____