

Bright Water

MONTESSORI SCHOOL



Bright Water Elementary School

PUBLIC CHARTER SCHOOL DISTRICT #4187
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SCHOOL YEAR 2018-2019
WORLD'S BEST WORKFORCE & ANNUAL REPORT

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1. School Information

Contact Information

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office@brightwatermontessori.org

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Grades Served

16 months - 6th grade

Year Opened

2004 (Preschool)

2008 (Elementary)

Mission and Vision

Mission: Bright Water provides an excellent and equitable Montessori education in North Minneapolis to an intentionally diverse community of students.

Vision: Our students will develop the character strengths, social and emotional skills, creativity, passion for learning and college-preparatory academic capabilities that will enable them to lead lives of joy and purpose.

Authorizer Information

Bright Water Montessori began a partnership with the Audubon Center of the North Woods (ACNW) in 2007 when they decided to expand from a Toddler - Kindergarten community to open a Charter Elementary School. The Bright Water Board of Directors entered into a three-year probationary reauthorization contract in the 2015-2016 school year that is to last through the 2018-2019 school year, at which point the school will need to apply for contract renewal.

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

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

Erin Anderson, Director of Charter School Authorizing
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2. Implementation of Primary and Additional Statutory Purposes

The primary purpose of Bright Water Elementary as outlined in MN Statute §124E.01 is to provide an educational program for its students in order to improve all pupil learning and all student achievement; and increase learning opportunities for all pupils; as well as to measure learning outcomes and create different and innovative forms of measuring outcomes.

Bright Water works to fulfill its purpose by providing an intentionally diverse public charter school in North Minneapolis dedicated to providing its students with an authentic, equitable Montessori education. We believe in the power of an authentic Montessori environment to ignite curiosity and student-led learning, to pursue equity, and to build a community of support and love. We align our work with Minnesota state academic standards while focusing on the development of the whole child and our collective community. As a Montessori school, and a school authorized by the Audubon Center of the North Woods, we put an added emphasis on environmental education and taking care of our planet.

3. Student Enrollment & Demographics

STUDENT ENROLLMENT

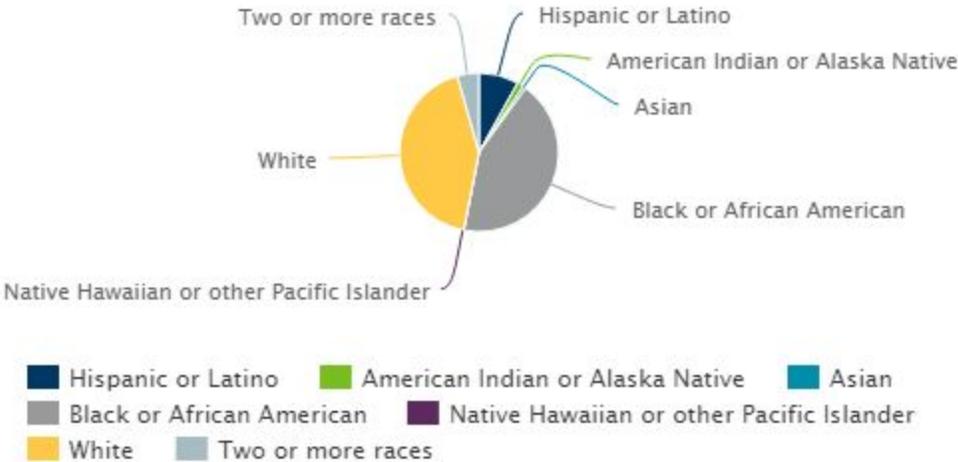
Bright Water expanded marketing and recruitment to increase enrollment across grades. The enrollment team passed out fliers to the school’s neighboring communities, worked to establish relationships with community partners, north side neighborhood associations and local businesses and families, and incentivized word-of-mouth referrals from staff and families. There has been a lot of community interest in the new administration and enrollment for the 2019-2020 school year has greatly increased with a waiting list for many grade levels.

Number of Students Enrolled	2017-18	2018-19	2019-20 (est.)
Preschool or PreK	62	65	35
Kindergarten	25	25	20
1st Grade	26	24	18
2nd Grade	35	28	20
3rd Grade	23	32	15
4th Grade	32	11	19
5th Grade	27	27	10
6th Grade	12	17	17

Total	180	229	154
Total ADM (Average Daily Membership) for year	183	160	125

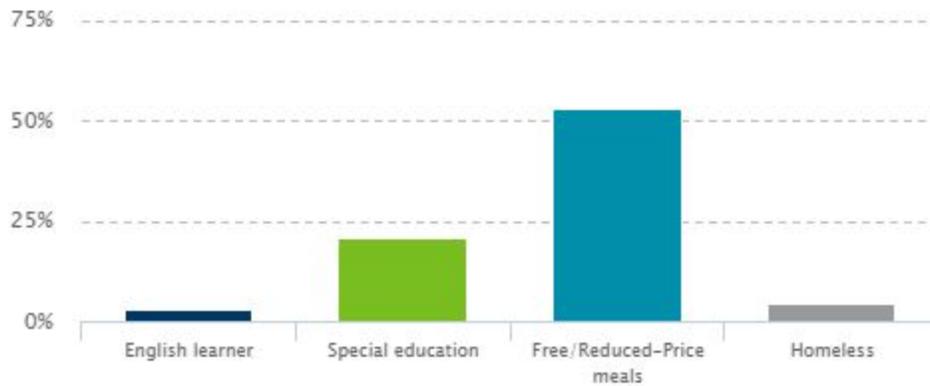
STUDENT DEMOGRAPHICS

We intend that Bright Water be a place of true diversity, and we are approaching that goal. From 2017-2018, 60% of our elementary students identified as people of color including 43% of our students who identified as African American, 5% who identified as multiracial, 8% who identified as Latinx, 1% who identify as Asian American, and 1% who identify as Native American / Alaska Native. Also, 53% of our students qualified for free or reduced-price lunch.



Race/Ethnicity	Count	Percent
Hispanic or Latino	13	8.1%
American Indian or Alaska Native	2	1.3%
Asian	1	0.6%
Black or African-American	69	43.1%
Native Hawaiian or other Pacific Islander	0	0.0%
White	68	42.5%
Two or more races	7	4.4%
All students	160	100.0%

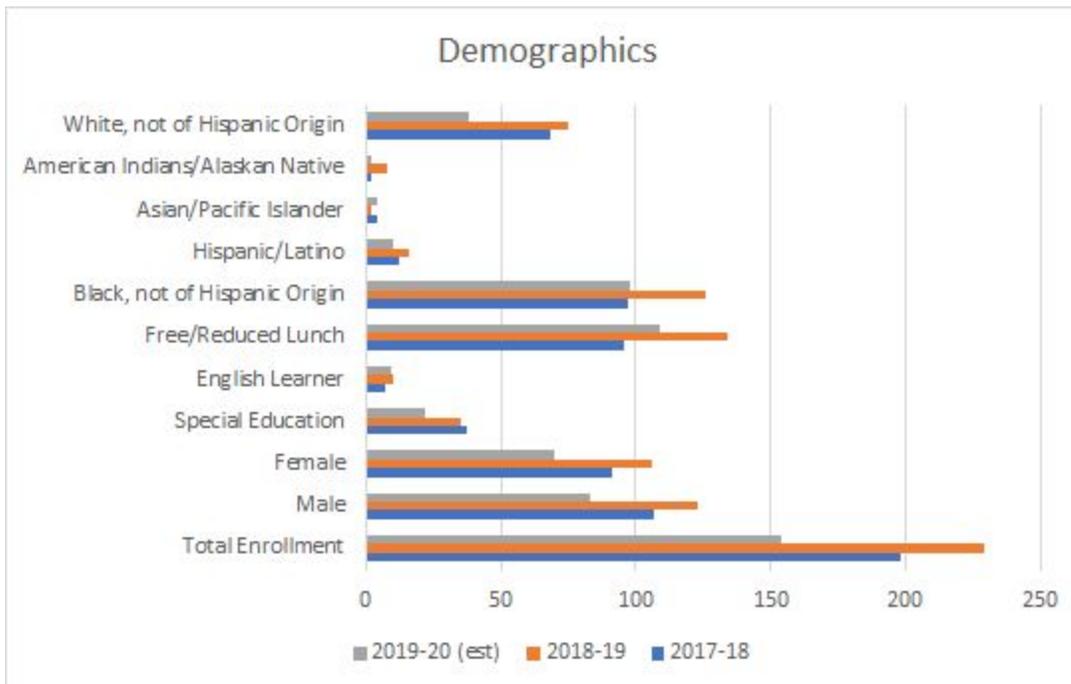
Source: MDE Minnesota Report Card for Bright Water Elementary



	Count	Percent
English learner	5	3.1%
Special education	33	20.6%
Free/Reduced-Price meals	85	53.1%
Homeless	7	4.4%

Source: MDE Minnesota Report Card for Bright Water Elementary

Our students come to us from across Minneapolis and beyond. Our diversity is a true asset to our community, providing us with a wealth of perspectives and experiences, and helping us learn to navigate across lines of difference and build a community with shared values that honors.



Demographic Trends	2017-18	2018-19	2019-20 (est.)
Total Enrollment	198	229	154
Male	107	123	83
Female	91	106	70
Special Education	37	35	22
English Learners	7	10	9
Free/Reduced Priced Lunch	96	134	109
Black, not of Hispanic Origin	97	126	98
Hispanic/Latino	12	16	10
Asian/Pacific Islander	4	2	4
American Indian/Alaskan Native	2	8	3
White, not of Hispanic Origin	68	75	38

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2016-17	2017-18	2018-19
Overall Student Attendance Rate	96%	96%	95.16%

STUDENT ATTRITION

Bright Water students have consistently had strong attendance of over 95%. School staff works diligently to ensure students and families know and understand the importance of regular attendance at school. Students and families want to be at school each day, and our student-focused philosophy means that when there are barriers to students coming to school (like transportation, moving homes, homelessness, and others), we quickly identify the barriers and put supports in place to help our students get here.

The number of students who transferred out during the year dropped significantly for the past three consecutive years. We want to build on this trend and prioritize retaining an even greater share of our students each year.

There are many factors that we find can lead a family to leave Bright Water. These include moving and housing insecurity, administration changes, staff turnover, transferring to be in a school with siblings (we have many families - when one sibling moves schools, all siblings from toddler to 6th grade follow), and transferring to a neighborhood school, among others. Because our school goes from grades toddler-6th grade, but many middle schools start at 6th grade, we see a disproportionate share of students leave after 5th grade so that they can start at a new middle school with other 6th graders (since they know they don't have the option of going to 7th and 8th grade here).

Percentage of students* who were continuously enrolled between October 1 of the 2017-2018 school year and October 1 of the 2018-19 school year.	82%
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**this does not include 6th grade graduating students*

Percentage of students* who continued enrollment in the school from Spring 2018 to October 1, 2018.	83%
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**this does not include 6th grade graduating students*

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2015-16	0	161	17	15	32	19.88
2016-17	5	175	16	13	29	16.89
2017-18*	-	-	-	-	-	-
2018-19	0	222	8	36	44	19.82

** 2017-2018 data is not available from MDE.*

Percentage of students who were enrolled for 95% or more of the 2018-19 school year.	80.63
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5. Educational Approach & Curriculum

The foundation of Bright Water's program is and will always be the child-centered philosophy and practices of Montessori pedagogy led by experienced, expert guides. We believe that this

approach has the power to propel students to success regardless of race, background, or economic status.

All classrooms include a three-year age range, ensuring that teachers get to know children and their families as well as each child's unique learning style, and that children become strong, confident leaders. Our school includes these environments:

- Toddler Community (16 months - 3 years old)
- Children's House (30 months - Kindergarten)
- Elementary 1 (1st - 3rd grades)
- Elementary 2 (4th - 6th grades)

Children stay in the same classroom for three years, ensuring that teachers get to know students' unique learning styles and that they become strong, confident leaders. Students are in class every day from 9:00-4:00 from the end of August through the beginning of June with winter and spring breaks.

Our work with the children centers on the child's desire to become an independent learner and a contributing member of their classroom community. Our program emphasizes language development, mathematical thinking, peaceful problem solving, and physical, social, and intellectual independence. We provide a rich curriculum and hands-on materials in the areas of language, mathematics, geometry, geography, biology, zoology, history, art, and music. Children have ample opportunity to develop their social connections and problem-solving skills as they work in collaborative groups.

We guide each child's desire to "help me to do it by myself." We provide many practical life and art activities, from baking, sewing, and painting to scrubbing tables and caring for plants. We provide a wealth of language activities that inspire children to be passionate about storytelling, learning the sounds of the alphabet, writing, and reading. To help build children's mathematical thinking and problem-solving skills, we encourage children to work with manipulatives that teach them to count and to understand quantity. Our overall approach is to serve the whole child and help him or her fully develop socially, emotionally, physically, and intellectually.

Each day children complete a work plan for the day of the work they plan to accomplish. They have uninterrupted blocks of time in the morning and afternoon to engage in hands-on activities in four main areas: practical life (everyday activities like flower arranging and food preparation), sensorial (hands-on exploration with the five senses), language (spoken and written language), and math using manipulatives like blocks and beads. During work time, children choose where they work and with whom they work (as long as they are being respectful and productive). Small groups of children are also invited to lessons with the teacher during these blocks.

Some highlights of activities that students participated in were:

- Elementary outdoor science fair
- Field trip to the North side Black StoryTellers community event
- Overnight environmental education trip to Baker Near Wilderness Settlement

In addition to the core Montessori experience, we provide supplemental support to ensure we are meeting rigorous state academic standards and helping all students achieve. This includes

using data to inform and adapt our instructional practice. We use the highly-regarded Fountas & Pinnell Reading Benchmark Assessment to evaluate students' progress in reading fluency, accuracy, and comprehension every six weeks. We use that data to group students into Guided Reading groups, homogeneous groups in which students practice reading a text on their level in a small group setting.

Our special education team prioritizes meeting the needs of our students in a way that avoids stigmatization and allows for the maximum possible amount of time in the general education setting. Our special education coordinator works with our special education teachers and paraprofessionals to ensure all students with IEPs are receiving the services they need. All of our students spend all or most of their day in the general education classroom. They receive push-in support from special education teachers, classroom support from paraprofessionals, pull-out support from special education teachers, and have the opportunity to access a staffed resource room as needed.

Much of the work of the elementary child is collaborative. The child learns in partnership with others through small group lessons and projects. At different times, each child is both a teacher and a learner. Because each child spends three years in the same classroom environment, the students have the freedom to explore subject areas as they become interested in them. The teachers, through the use of daily observation notes, track each student's use of the materials and selection of subject matter. The teacher uses the child's interests to guide him or her to an exploration of all subject areas. The subjects that are covered in the Montessori classroom include mathematics, geometry, language, and geography and science.

Bright Water is not a test-driven school. Students do not receive grades and students do not take tests as a part of their regular classwork. Instead, if a student does not perform well on a task (and would get a 70% in a traditional setting), the teacher will reteach the concept so that the child does have understanding. However, as a Minneapolis charter school, Bright Water students are required to take the MCAs and these tests have become for many the vital indicator of educational success and achievement. Nevertheless, we understand that testing is a popular assessment tool. We use NWEA MAP testing both to explore its utility as an additional assessment tool and to give our students, who are not accustomed to test-taking, some experience with the online standardized test format.

Teachers meet regularly with the Associate Director of Academics to review lesson plans and align to state standards and benchmarks. In 2019-20 teachers will move to meet regularly with administration and other teachers through professional learning communities.

The experiences central to a Montessori education are not the only means by which we evaluate the diversity we prioritize at Bright Water; we intend that Bright Water be a place of true diversity, and we are approaching that goal. From 2017-2018 data, 63% of our elementary students identified as people of color including 45% of our students who identified as African American, 8% who identified as multiracial, 7% who identified as Latinx, 2% who identify as Asian American, and 1% who identify as Native American / Alaska Native. Also, 53% of our students qualified for free or reduced-price lunch. However, not only do demographics fall far short of telling our story, it means nothing if the educational experiences the children are receiving are sub-par and without high expectations. Our focus as a school community is to leverage Montessori pedagogy to combat educational inequity. Our shared belief at Bright

Water is that our responsibility is to make Montessori fit our children, not force our children to fit into Montessori and that culture was prevalent prior to the 2019-2020 school year.

The following are the cornerstone of the Montessori Approach and align with the standards for college and career-ready children:

1. Demonstrated Independence; demonstrated through Montessori's activities in self-choice, open exploration and self-correcting concrete materials.
2. Build strong content knowledge across a wide range of subject matter; demonstrated through daily choice of activities in practical life, sensorimotor, mathematics, language, science, culture, art, and music as well as through social interactions in a group setting.
3. Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills; demonstrated in Montessori's conflict resolution, peer mediation, cultural awareness and sensitivity, and early research.
4. Value evidence; demonstrated through the support of each child's sensitive periods and innate curiosity of the world.
5. Use technology and digital media strategically and capably' as demonstrated through early access to research tools and encouraged problem-solving strategies.
6. Come to understand other perspectives and cultures; as demonstrated through early conflict resolution, cultural identification and experiences as well as access to a wide range of cultural materials and books.

We also partner with organizations in various capacities. The partnerships include but are not limited to:

- Serving the Whole Child - A project that combines Montessori Education with community support and enrichment programs for families. We have a strong partnership and plan to continue to be in a relationship with St. Kates through this model. We believe our partnership is strong because of parent participation and feedback.
- Breck - Volunteers come from Breck to engage with our preschool children, doing various activities such as reading with children, helping in classrooms, etc.
- Think Small- Reading services through a librarian in Children's House, and has provided free Professional Development Teacher materials.
- Think Small Text Program- supports parents through text program each week families receive fun facts and tips on how to support their child's learning to help get them ready for kindergarten.
- Aruba Agency- Provides free mental health support to families, and will supply in home services.
- Montessori Training Center- Provided support to Montessori staff through mentoring and social work.

6. Innovative Practices & Implementation

Bright Water's central design and mission are innovative and unique in our region. The Montessori approach has been recognized for years for its ability to inspire in students a true love of learning and the independence to pursue that learning effectively through an inherently student-centered approach. But historically in this country, authentic Montessori environments have been accessible mostly to predominantly White, affluent communities. Bright Water is

among a small number of schools nationwide dedicated to providing an authentic Montessori education to an intentionally diverse community of students in a public school setting. We believe in the power of an authentic Montessori environment to ignite curiosity and student-led learning, to pursue equity, and to build a community of support and love.

In order to pursue our mission of providing an equitable Montessori education to all our students, we fortify time-tested Montessori methods with complementary best practices from schools succeeding with marginalized students. We have a longer school day, with students in school from 9:00-4:00 every day. We incorporate multiple measurements, including the NWEA MAP assessment and reading inventories, to track student progress and inform instructional planning.

While the school saw strong academic gains for many students, there remained unacceptably disparate levels of achievement for some subgroups, particularly low income students and students of color.

The goal of Bright Water—to combat educational inequity—is ambitious because addressing the institutional racism and structural barriers nationwide sit at the heart of the challenge of reversing academic inequities between students of color and their white peers, as research shows that the most impactful factor is race, not economics. Race when paired with socio-economic disparities, has the potential to damage families and communities as well as destroy our children's souls and motivation to live in their purpose.

Historically the school has been led by people who hold powerful positions in the Montessori Educational Community, many without the lens to address the clear racial barriers in both educational pedagogy and the institutional barriers that hold complete communities from flourishing. Montessori training is a three-year intensive study, in which all aspiring lead guides create their own curriculum. Because we lead, live and create through our experiences, if the racial and cultural experiences are limited to an observationist, then the ability to translate curriculum to meet ALL needs, both racially and culturally are cut short.

Without a critical perspective on all curriculum and pedagogical approaches to children that embrace the vast difference in experiences that race and culture provides, we will continue to educate short-sighted; with the souls of our most vulnerable and ostracized groups of students, our students of color, in harm's way both in their families, by repeating harmful patterns, in their communities, by not being empowered and in society in general.

Gradually, we have made progress: in 2017, Great Minnesota Schools named Bright Water one of its 2016-2017 “Proven and Promising Schools”, and Minnesota Comeback selected us as one of the schools on their “Schools Closing the Gap” list. We recognize and acknowledge that the severe organizational needs took away from the focus and attention that the academic program deserved and needed. We also received the 2019 Readers’ Choice Award for Best Montessori School by Sun Newspaper readers in Brooklyn Center. And yet, we have work to do. We still see unacceptable racialized disparities in our results, and not all of our students hit proficiency targets every year.

We also recognize that without that attention, we would not have survived as a school, and would not be in this unique position to provide an intentional opportunity for our children that

provide an option outside of the traditional racist context in education. We believe with the school's renewed focus, we have the necessary formula to not only engage in the vision and mission powerfully but to actually make a difference in ALL student's lives.

7. Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual Academic Goals & WBWF Alignment

Below are the contractual goals agreed upon between Bright Water and its authorizer, Audubon Center of the North Woods. These academic goals include Mission related (Montessori focused outcomes), reading proficiency and growth, math proficiency and growth, science proficiency, and attendance.

The Academic Performance Evaluation is conducted to determine progress on overall student achievement at the school as evidenced by the school's attainment of the contractual goals in the charter contract and the school's performance according to the state's accountability system – the Multiple Measurement system. This evaluation is conducted annually and is designed to provide an update on the school's performance on contractual measures to date and an analysis of the school's current Multiple Measurement Rating.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission Related Outcomes

Goal: Over the period of the contract, students at Bright Water Elementary (BWE) will demonstrate improved skills in areas aligned to Montessori education as measured by a Montessori-based skills assessment.

Measure 1.1 – Using the Developmental Environmental Rating Scale (DERS), 75% of classrooms will improve their total score over all five domains from Fall to Spring to meet their performance target (determined by their proficiency level assessed by the Fall assessment.) Classrooms with a proficiency level of "Low Functioning" will improve their score by 20%. Classrooms with a proficiency level of "Developing" will improve their score by 15%. Classrooms with a proficiency level of "High Functioning" will increase their score by 10%. Classrooms with a proficiency level of "Optimal" will increase their score by 5%.

Key Measures & Results for this Goal:

The school received 4/10 points for this indicator. Under 75% of classes meet or exceed their spring target score.

Indicator 2: English Language Learners

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

Indicator 3: Reading Growth

Goal: Students at BWE will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

Measure 3.1 [CCR] – 1 Point: For FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

Measure 3.2 [CCR] – 1 Point: For FY19, the percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

Measure 3.3 [CCR] – 6 Points: For FY19, the aggregate percentage of students in grades 3-6 who meet or exceed expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment will be at least 50%

Measure 3.3.1 [CCR] – 2 Points: For FY19, the aggregate of students in grades 1-2 who meet or exceed expected growth targets established by NWEA for winter to spring administration of the NWEA MAP assessment percentage will be at least 50%.

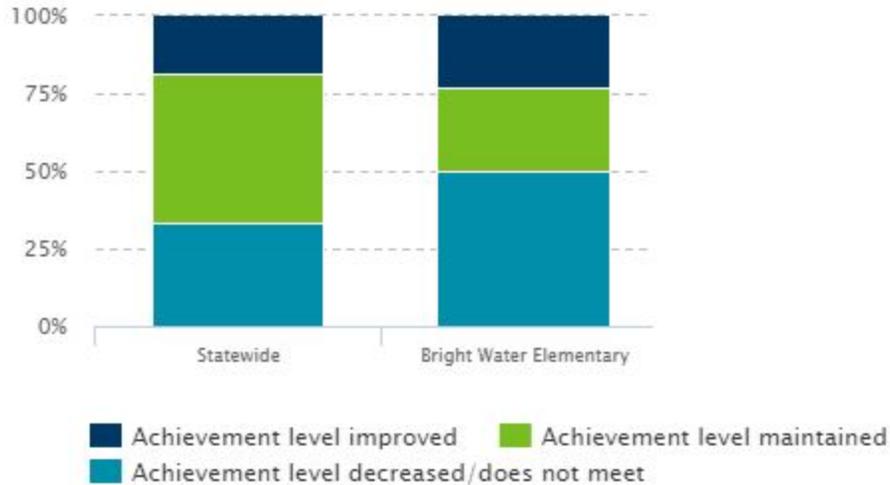
Measure 3.4 [CCR] – 2 Points: For FY19, the percentage of students grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 38.0%.

Measure 3.5 [CCR, AGC] – 1 Point: For FY19, the percentage of students in the Black (not of Hispanic Origin) subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 48.0%.

Measure 3.6 [CCR, AGC] – 1 Point: For FY19, the percentage of students in the Free/Reduced Price Lunch subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 55.0%.

Measure 3.7 - 4 Points: For FY19, the aggregate of students in grades 1-6 who meet or exceed expected growth targets established by Fountas & Pinnell for fall to spring administration of the Fountas & Pinnell Benchmark Assessment System assessment percentage will be at least 70%.

Key Measures & Results for this Goal: The school received 18/24 points for this indicator. The school demonstrated poor performance in reading growth. Based on state accountability tests, students in grades 3-6 have made the greatest growth for NWEA MAP testing from fall to spring.



	Statewide	Bright Water Elementary
Achievement level improved	18.9%	23.1%
Achievement level maintained	48.1%	26.9%
Achievement level decreased or stayed "does not meet standards"	33.1%	50.0%
Total count of students	316,670	52

Source: MDE Minnesota Report Card for Bright Water Elementary

Indicator 4: Math Growth

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

Measure 4.1 [CCR] – 1 Point: For FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

Measure 4.2 [CCR] – 1 Point: For FY19, the percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

Measure 4.3 [CCR] – 6 Points: For FY19, the aggregate percentage of students in grades 3-6 who meet or exceed expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment will be at least 50%.

Measure 4.3.1 [CCR] – 2 Points: For FY19, the aggregate percentage of students in

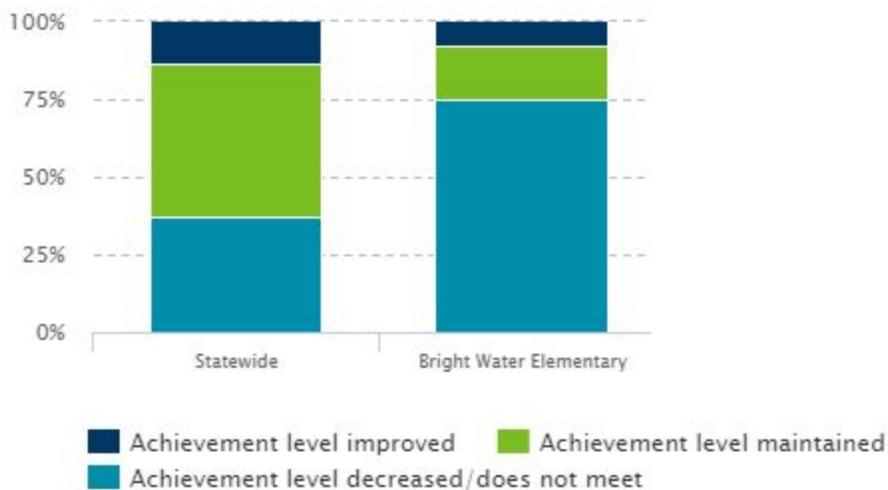
grades 1-2 who meet or exceed expected growth targets established by NWEA for winter to spring administration of the NWEA MAP assessment will be at least 50%.

Measure 4.4 [CCR] – 2 Points: For FY19, the percentage of students grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 60.0%.

Measure 4.5 [CCR, ACR] – 1 Point: For FY19, the percentage of students in the Black (not of Hispanic Origin) subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 48.0%.

Measure 4.6 [CCR, ACR] – 1 Point: For FY19, the percentage of students in the Free/Reduced Price Lunch subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 55.0%.

Key Measures & Results for this Goal: The school received 14/24 points for this indicator. The school demonstrated poor performance in math growth. Based on state accountability tests, students in grades 3-6 have made the greatest growth for NWEA MAP testing from fall to spring.



	Statewide	Bright Water Elementary
Achievement level improved	13.3%	7.7%
Achievement level maintained	49.4%	17.3%
Achievement level decreased or stayed "does not meet standards"	37.2%	75.0%
Total count of students	316,037	52

Source: MDE Minnesota Report Card for Bright Water Elementary

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at BWE will demonstrate proficiency in reading as measured by state accountability tests.

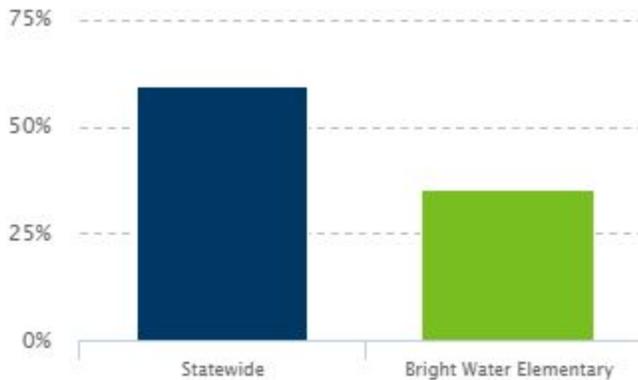
Measure 5.1 [CCR] – 4 Points: For FY19, the school’s aggregate proficiency index score for students in grades 3-6 will be at least 60.0

Measure 5.2 [AGC] – 2 Points: For FY19, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup grades (3-6) will be at least 40.0.

Measure 5.3 [AGC] – 2 Points: For FY19, the school’s aggregate proficiency index score for students in the Black (not of Hispanic Origin) subgroup grades (3-6) will be at least 40.0.

Measure 5.4 [AGC] – 1 Point: For FY19, the school’s aggregate proficiency index score for students in the Special Education subgroup grades (3-6) will be at least 35.0.

Key Measures & Results for this Goal: The school received 9/14.5 points for this indicator. The school demonstrated poor performance in reading proficiency. The greatest gains were in the school’s aggregate proficiency index score for students grades 3-6.



Organization name	Percent proficient	Number proficient	Number tested
Statewide	59.7%	267,398	448,000
Bright Water Elementary	35.4%	29	82

Source: MDE Minnesota Report Card for Bright Water Elementary

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at BWE will demonstrate proficiency in math as measured by state accountability tests.

Measure 6.1 [CCR] – 4 Points: For FY19, the school’s aggregate proficiency index score for students in grades 3-6 will be at least 45.0

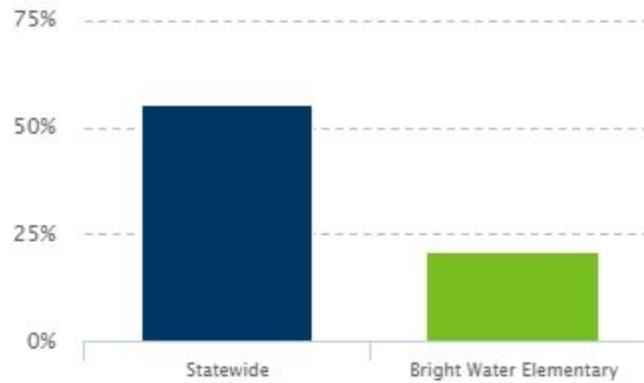
Measure 6.2 [AGC] – 2 Points: For FY19, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup grades (3-6) will be at least 35.0.

Measure 6.3 [AGC] – 2 Points: For FY19, the school’s aggregate proficiency index score for students in the Black (not of Hispanic Origin) subgroup grades (3-6) will be at least 30.0.

Measure 6.4 [AGC] – 1 Point: For FY19, the school’s aggregate proficiency index score for students in the Special Education subgroup grades (3-6) will be at least 30.0.

Measure 6.5 – 2 Points: During the 2018-2019 School year, Bright Water will utilize an internally created math assessment for 1st and 2nd-grade students based on the Minnesota State Standards for math and adapted in the presentation for students in a Montessori Environment. The percentage of 1st and 2nd-grade students achieving proficiency on this assessment by Spring 2018 will be no less than 40%.

Key Measures & Results for this Goal: The school received 11/14.5 points for this indicator. The greatest gains were in the school’s aggregate proficiency index score for students grades 3-6.



Organization name	Percent proficient	Number proficient	Number tested
Statewide	55.5%	244,676	440,933
Bright Water Elementary	20.7%	17	82

Source: MDE Minnesota Report Card for Bright Water Elementary

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at BWE will demonstrate proficiency in science as measured by state accountability tests.

Measure 7.1 [CCR] – 2 Points: For FY19, the school’s proficiency index score for students in grade 5 will be at least 65.0

Measure 7.2 [CCR] – 1 Point: For FY19, the school’s proficiency index score for students in the Black (not of Hispanic Origin) subgroup grade 5 will be at least 40.0

Key Measures & Results for this Goal: The school received 3/6 points for this indicator. The school is performing consistently with surrounding districts.

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

Goal: Over the period of the contract, kindergarten students at BWE will demonstrate proficiency in letter sounds as measured by the EasyCBM Letter Sounds Fluency assessment.

Measure 8.1 [R4K] – 1 Point: For FY19, the percentage of kindergarten students who achieve proficiency in letter sounds as measured by the spring administration of the EasyCBM Letter Sounds Fluency assessment will be at least 80%. (FY15 baseline – 65%)

Measure 8.2 [R4K] – 1 Point: During the 2018-2019 school year, all Children’s House students will be assessed two or more times using the Teaching Strategies GOLD Child Assessment Portfolio. No less than 70% of students who will enroll in Kindergarten in Fall 2019 will meet 60% of Kindergarten Readiness benchmarks as determined by this assessment.

Measure 8.3 – 1 Point: During the 2018-2019 school year, students who move from the Toddler Community into Children’s House will meet no less than 80% of proficiency standards as assessed using the Montessori Toddler Community assessment.

Key Measures & Results for this Goal: The school received 3/6 points for this indicator. The school demonstrated moderate performance by achieving 50% of possible points.

Indicator 9: Post Secondary Readiness

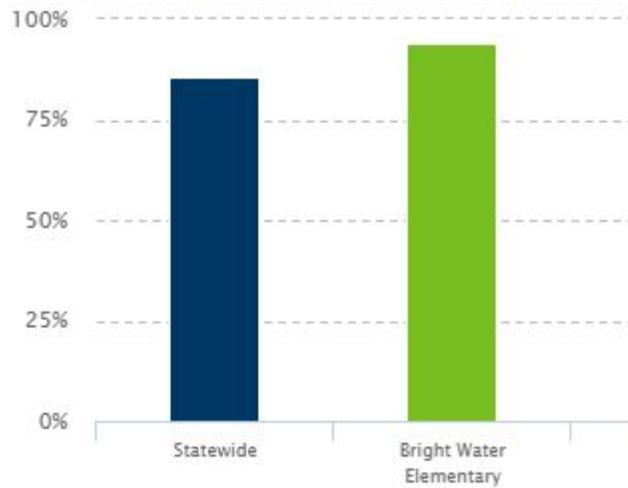
The school does not have a contractual goal in this indicator area as it does not serve high school students.

Indicator 10: Attendance

The school does not have a contractual goal in this indicator for FY19. Bright Water reported 94% attendance, which is markedly higher than the state average.

The number of students attending school regularly

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.



	Statewide	Bright Water Elementary
Consistent attendance	85.4%	94.0%
Count	792,174	166

Source: MDE Minnesota Report Card for Bright Water Elementary

Federal and State Accountability

World's Best Workforce Goals Updates::

- 3rd grade reading scores
- Achievement gap data
- Teacher equity data

3rd Grade Reading Scores

The cell size for third grade was 30 students. 23.3% of 3rd grade students were proficient, compared to 63.4% of the statewide proficiency rate for the same school years and student subgroup.

How are we prioritizing support for our students so they are reading well by 3rd grade?

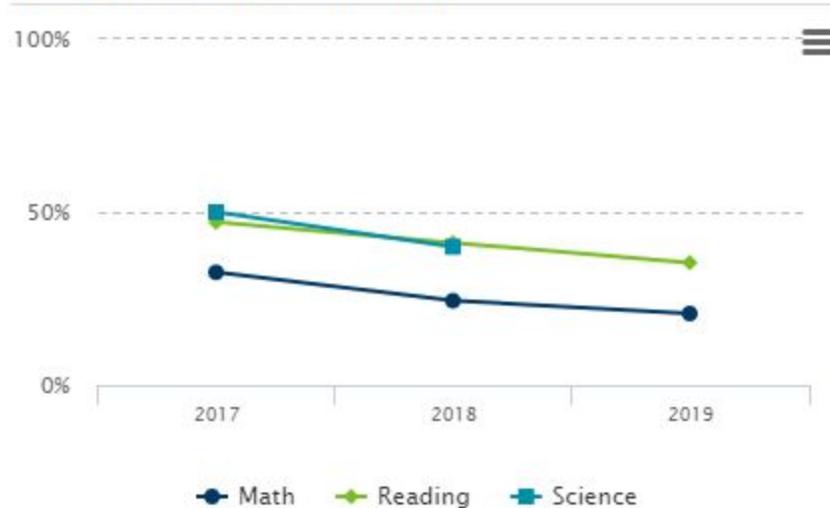
1. Children’s House classrooms received tutoring support form a Speech Language Pathologist.
2. Providing 2 classroom assistants in each classroom to provide more 1:1 and small group attention.
3. Using Fountas & Pinnell for reading comprehension
4. Using Teaching GOLD Strategies curriculum in Children’s House
5. Modifying classroom curriculum and instruction as necessary
6. Encouraging parent involvement in each child’s progress

In the 2019-2020 school year, efforts will also include weekly teacher PLC meetings with the principal, hiring a part time curriculum coach, professional development on state standards, and 4 AmeriCorps Reading Corps tutors.

Achievement Gap Data

Data has shown a gradual decline in MN test scores over time. We believe that contributing factors include high staff turnover, lack of established procedures and policies, lack of consistent curriculum across classrooms, and decreasing sample size of students taking the test. The school is prioritizing academic achievement in the 2019-2020 school year.

The number of students meeting standards in math, reading, and science over time



Subject	2017	2018	2019
Math	32.6% (28)	24.4% (22)	20.7% (17)
Reading	47.1% (40)	41.1% (37)	35.4% (29)
Science	50.0% (10)	40.0% (12)	CTSTR (CTSTR)

Source: MDE Minnesota Report Card for Bright Water Elementary

Year	Mean MCA Growth Z-Score: Math	Mean MCA Growth Z-Score: Reading
2017	-0.74	-0.02
2018	-0.84	-0.27
2019	-0.5	-0.27

In general, students who have a growth z-score of less than -0.5 have Low Growth (L); students who have a growth z-score between -0.5 and +0.5 have Medium Growth (M); students who have a growth z-score of greater than +0.5 have High Growth (H).

Group	Math Progress Percentage	Reading Progress Percentage
All Students	25%	50%
Black or African American students	13%	43%
Students receiving special education services	<i>Bright Water did not have large enough testing sample size</i>	
Students eligible for free/reduced-price meals	20%	34%

Teacher Equity Data

At Bright Water, we believe that all students deserve exceptional teachers. We strive to employ educators who reflect the diversity of the population we serve. All of our teachers hold a valid teaching license in the State of Minnesota. Many teachers have Montessori certification - a minimum of 1-2 years of additional coursework beyond what is required for standard teacher licensure. We offer scholarships for current staff for applicable college credit and/or montessori certification. We also are beginning a Grow Your Own program to encourage unlicensed professionals to go back to school to work toward a degree and/or teacher licensure.

Our priority is to hire highly qualified candidates for all positions, as well as those who will be a good fit for our school culture, students, families, and broader community. This is partially accomplished through the multi-stage interview process, reference check, and background check for every staff person.

All staff engage in monthly professional development, regardless of position. It is important that all staff understand their role within the school for the success of students.

Percentage of experienced teachers with more than three years of teacher experience	62%
Percentage of licensed educators teachings in the area(s) in which they are licensed	92%
Percentage of educators with advanced degrees	39%

ESSA Identification

Under ESSA, Minnesota identifies schools to receive comprehensive supports or additional targeted support. Bright Water has been identified as a school for Targeted Support for the 2018-2019 school year by the Minnesota Department of Education’s Northstar Accountability System: (<https://education.mn.gov/MDE/dse/account/>). Schools identified for targeted support receive most of their support from their local school district. They are also able to participate in specialized professional development and networking opportunities provided by the Regional Centers of Excellence.

Bright Water was identified based on its low outcomes in math achievement rate (percentage of students meeting or exceeding standards), reading achievement rate (percentage of students meeting or exceeding standards), the average number of math progress points generated by students based on changes in their achievement levels, and the average number of reading progress points generated by students based on changes in their achievement levels.

8. Educational Effectiveness: Assessment & Evaluation

The staff at Bright Water works hard to provide an authentic, equitable Montessori education that ensures students meet rigorous state standards in all academic areas. Bright Water used a number of methods to evaluate the progress of students as well as the overall effectiveness of the academic program at the school.

At Bright Water, the Montessori philosophy guides teacher’s decisions on assessment. Classroom teachers collect the primary data collection through observations. Teachers write observations and reflect on these observations to inform practice. Additionally, teachers sample work to assess and evaluate student understanding and growth. The students use inquiry-based approaches to deepen their knowledge and curiosity about the world.

The following are the cornerstone of the Montessori Approach and align with the standards for college and career-ready children:

- Demonstrated Independence; demonstrated through Montessori’s activities in self-choice, open exploration, and self-correcting concrete materials.
- Build strong content knowledge across a wide range of subject matter; demonstrated through daily choice of activities in practical life, sensorimotor, mathematics, language, science, culture, art, and music as well as through social interactions in a group setting.

- Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills; demonstrated in Montessori's conflict resolution, peer mediation, cultural awareness and sensitivity, and early research.
- Value evidence; demonstrated through the support of each child's sensitive periods and innate curiosity of the world.
- Use technology and digital media strategically and capably' as demonstrated through early access to research tools and encouraged problem-solving strategies.
- Come to understand other perspectives and cultures; as demonstrated through early conflict resolution, cultural identification and experiences as well as access to a wide range of cultural materials and books.

Teachers use formative and summative assessments to support the learning progress of their students. Teachers are expected to post their learning targets each day and create measurable benchmarks that reflect the three grades of state standards in their classrooms.

One of the most important tasks of a Montessori teacher is to observe children at work. Since most Montessori work must be physically spread out, it is easy for teachers to observe a student's work without interfering or breaking their concentration. When children are observed using a material incorrectly, teachers can intervene by repeating the lessons related to that material. Because Montessori teachers rarely give lessons to the entire class at once, they are free to move about the room spending time with individual children or small groups of students. Watching a student work with the materials gives the teacher an opportunity to observe how well students are grasping lessons and concepts. In a Montessori classroom, feedback is immediate. Teachers need not wait to see how students perform on a test to determine their level of comprehension; rather, teachers inspire children to work with materials and observe their level of mastery. We use the Teaching Strategies Gold Assessment, which is a state KEP (Kindergarten Entry Profile), based on ECIPS - Early Childhood Indicators of progress. This tool provides meaningful data to teachers and admin regarding students' learning and in addition:

1. Identifies what Kindergarteners know and are able to do at the beginning of the school
2. Seamlessly aligned with ECIPS
3. The tools represent a Whole Child View of Development and Education.
4. This tool provides real-time formative data that can be used to individualize instruction.
5. Relies on authentic assessment

In the Winter and Spring, staff used the Developmental Educational Rating Scale (DERS) assessment tool developed by the Center for Montessori in the Public Sector. Child indicators on the DERS demonstrate the overall functioning of the child within the classroom environment.

We use DERS in all classrooms. This is a tool used by trained staff and completed in teams to ensure alignment in observation and interpretation amongst the Admin team. The research shows and reflects what outcomes matter for children. We look at supporting executive functions, linguistic and cultural fluency and social-emotional development. DERS also measures the environmental and behavioral qualities proven to support those specific outcomes of order in the environment; engagement with a purpose, social graces and joy are a few of the indicators.

We also use Developmental Assessment Data:

1. NIH - Picture Vocabulary Test

2. MN Executive Function Scale (MEFS)
3. Early Childhood Screening

If a teacher determines through observations and assessments that a student is not making growth academically and socially, the student will be referred to the Child Find Team.

Students in grades 3-6 take the MCA-III assessments each year as well as the NWEA MAP assessment three times a year. The data from the MAP assessment allows the school to identify strengths and gaps in specific content mastery, to evaluate collective and individual student growth over time, to tailor lessons to specific learners, and to evaluate the extent to which inequitable academic outcomes exist across subgroups including race and economic status.

We regularly administered Fountas and Pinnell Benchmark assessments to provide regular data on each student's reading fluency, accuracy, and comprehension. This data was used in concert with other evidence to adjust academic programming, provide targeted literacy support in the form of guided reading groups, and identify students for additional interventions.

Bright Water staff are dedicated to providing a high-quality Montessori education to every student every day. We have many ways we measure educational effectiveness including the following:

- Monthly professional development and team collaboration time
- Potential monetary support for staff to attend external workshops, conferences, or seminars.
- Staying updated on school law, academic standards, and aligning the Montessori sequence of curriculum to those standards.
- Integration of educational technology, when appropriate.
- Annual performance evaluation of all staff members.
- Weekly student observations by lead classroom teacher.
- Expecting high standards of conduct for all students and employees as stated in the Student/Parent Handbook and Employee Handbook

9. Student & Parent Satisfaction

Feedback from students and families is very important at Bright Water. There are multiple opportunities throughout the year for students to give feedback and suggestions during class meetings, online surveys, and focus groups. Parent feedback is gained through quarterly conferences, family events, and through surveys.

Because Bright Water has a unique open-door policy for all families and community members, we receive constant feedback from families. We attempt to over-communicate to families and use a variety of methods as well, from emails to Facebook, to robocalls, to meetings where we sit and take in their concerns and challenges, in addition to the things they love about the school so that we can sustain those areas.

In the Spring, the parent survey results were collected and found that overall, parent

satisfaction was high and results demonstrate the school's commitment to serving our families. For the 2019-2020 school year, we will have higher incentives for survey completion and prioritize making the questions culturally or racially relevant.

This past year, our preschool program received a grant from the organization Serving the Whole Child, as well as collaboration with parent representatives, to provide 3 parent nights with dinner, childcare, and other incentives for families like giveaways, self care stations, etc. The sessions included time with administration to provide feedback and ideas.

Additional parent and family engagement opportunities included:

- Early Childhood Screening - Bright Water hosted two early childhood screening resource nights in the Spring with 100% participation.
- Back to School Night - We helped new and existing families with registration, transportation and lunch applications. We had many raffles for families.
- Preschool Resource Fair - Community organizations were invited to partner with Bright Water at our Back to School family night.
- Ice Cream Social Community Night- over 300 ice cream bars, popsicles, ice cream sandwiches were distributed to students and their families.
- Grand Friends Day - We had a presentation by students in Children's House and a few random selected students from E1 and E2 classes. We provided light snacks and beverages for families and guests. This event is always noted as a favorite from families.
- Pancake Breakfast - The school had surplus of volunteers and donations for food, supplies, gifts for the raffle baskets and hands on participation. We also had a live jazz band performing for our families.
- Quarterly Family Engagement meetings - Meeting topics were a combination of selected family suggestions and topics we felt families would benefit from based on information they shared with us.
- School Carnival - This was a family community event. We sold raffle tickets at discounted prices for food, face painting, games and activities. We had Bright Water water bottles and T-shirts for sale with free Tie-dye as well as a caricaturist.
- Thanksgiving Meals - Bright Water connected families with community organizations who were giving away free Thanksgiving dinners and turkeys for families.
- Provided free community resources for food, clothing and shelter.

For the 2019-2020 school year, Bright Water will establish two important opportunities for family and student voice:

1. Student Advisory Board. With a focus on social justice and as a way to empower voices, we want to create an opportunity for them to have a real impact and voice in their learning environment. The advisory board will work on initiatives that they feel are important to their schooling and pair that with a goal to have them pick two representatives from their team to inform staff and the school board for support. Admin and the school board will hear their feedback and consider it in making decisions that impact the school and report back.
2. Parent Teacher Association. This parent group will support the school in operating as an advisory board, supporting enrollment efforts, and organizing fundraising activities. Admin and the school board will hear their feedback and consider it in making decisions that impact the school and report back.

10. Environmental Education

The mission of *Bright Water's* authorizer, the Audubon Center of the North Woods, is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Students engage in care for the environment and community by boosting student knowledge across subject areas and connecting students to communities and community activities through a variety of experiences. *Bright Water's* method to measure students' environmental literacy level is done both through coursework and experiences outside the classroom. These experiences are held to rigorous standards, designed to promote and assess environmental literacy.

Bright Water's goals of environmental education are to foster and support learning that positively transforms how we think, make decisions, and lead our lives. We believe that our future depends on our collective ability to apply an integrated approach to teaching and helping students understand the interdependent elements of sustainable environmental systems from ecological, economic, and community perspectives.

This fall, the school sponsored two teachers to attend the ACNW Environmental Education professional development where the teachers learned about place-based education and brought that learning back to the rest of the staff. Our school has intentionally created outdoor play areas that are focused on nature-based play. We have made composting and recycling part of our school culture for all ages of students, and even our youngest learners know what items belong in compost and recycling. Our students take pride in caring for the physical environment in their classrooms and throughout the school by maintaining classroom jobs where they are in charge of a section of the classroom or a specific task, like feeding or caring for the classroom pets, sweeping/dusting, or emptying the classroom compost into the hallway bin. Our schedule is built to allow students to spend ample time outside each day - at least 30-45 minutes for recess, and additional time at the discretion of the classroom teacher or specialist teacher (gym classes were often held outside as weather permitted). The exposure that our students have to nature and environmental education leads *Bright Water* students to feel a strong connection to and responsibility for the world around them and for environmental sustainability.

Students will work toward environmental literacy through a variety of experiences, including classes, field trips, service learning, and other delivery methods. *Bright Water* teachers have the freedom to design this interdisciplinary course to suit their students' needs, based on environmental literacy learning objectives and testing standards. Student's depth of knowledge will be assessed through an existing assessment.

Students participate in daily and weekly chores in the classroom; twice-yearly planting and landscaping projects. Each child also takes part in four community service projects during the school year. There are monthly options for this participation, and teachers track who has contributed. Examples of community service include picking up trash or shoveling in the neighborhood, visiting a nursing home, neighborhood flower plantings, or collecting for the food shelves.

Some of the exciting events that have taken place in 2018-2019 are:

- In the spring Bright Water did an exploration of urban design for protecting lakes from runoff. The students coupled this with a Wilderness Inquiry-led canoe trip on the Minneapolis Chain of Lakes. On this particular the students were "fortunate" to have a full day of heavy rain, so they could see the runoff problem firsthand. Students took water samples from two drain pipes emptying into Bde Maka Ska and Lake of the Isles and observed the sediment in them. They watched a video showing how urban designers are using permeable surfaces and rain gardens to prevent damaging runoff.
- In the Toddler Community, 100% of students planted seeds and observed the germinating. The planted seeds were stored on the windowsill in the classroom where students helped to water them with a spray bottle. A few students were particularly interested in the planting activity, taking extra care in doing it and wanting to repeat the activity even after it was completed. When the plants were big enough, 100% of toddlers helped transplant them into the outside garden where they cared for them throughout the summer.
- Children's House students had presentations on Non-living and Living things. Examples of these presentations are listed below.
 - Parts of a Fish
 - Parts of a Leaf
 - The life Cycle of a Butterfly
 - The life Cycle of a Frog
 - External parts of a Turtle
- Students from all E1 classrooms attended a two-day, overnight trip to the Baker Near Wilderness Settlement, where they took classes both days outdoors and experienced sleeping in cabins, hiking, building in nature, and just being outside over the course of the two days.
- Students from both E2 classes attended Climate Justice Day at the Capitol. Each student presented reflections to the class, including showing that their picture made the Climate Generation webpage for the second year in a row.

In the 2019-2020 school year, we look forward to expanding our partnerships with the following agencies: The Loppet Foundation, Carl W. Kroening Interpretive Center, Appetite for Change, North Market, Jerry Gamble Boys and Girls Club, Brooklyn Bridge Alliance for Youth, and Lilly Springs Farm.

11. Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s)

BOARD OF DIRECTORS

The Bright Water Board of Directors is responsible for the governance and oversight of the school, leaving specific management and leadership to the paid administration and staff of the school. The board is responsible for addressing matters including setting the school's general policies; approving and monitoring the annual budget and financial procedures; fundraising; hiring and evaluating the Head of School; approving personnel policies and monitoring their implementation by the Head of School; assuring that the charter school fulfills its charter contract; and strategic planning. Some members listed below no longer serve on the Bright Water Board. For an updated Board Roster, please see our website: <http://www.brightwatermontessori.org>

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Shana Moses	Board Chair	Parent	April 24, 2018	June 26, 2018	2021	shanamoses2@gmail.com
Taylor Rub	Secretary	Licensed Teacher	April 24, 2018	June 26, 2018	2021	taylor@brightwatermontessori.org
Sarah Gullickson	Member at Large	Parent	April 24, 2018	June 26, 2018	2021	sarahgullickson@gmail.com
Kenna Cottman	Teacher Rep	Licensed Teacher	April 24, 2018	June 26, 2018	2021	kenna@brightwatermontessori.org
Rena Dressel	Member at Large	Parent	April 24, 2018	June 26, 2018	2021	renadressel@gmail.com
Matthieu Culp	Treasurer	Parent	April 24, 2018	June 26, 2018	2021	matthieujc@gmail.com
Emerald Woodberry	Member at Large	Community Member	April 24, 2018	June 26, 2018	2021	emerald.woodberry@target.com
Ann Luce	Member at Large	Community Member	April 25, 2017	July 25, 2017	2019	anne.d.luce@gmail.com
Brooks Cavin	Member at Large	Community Member	April 25, 2017	July 25, 2017	2019	brkscvn4@gmail.com
Sarah Henkemeyer	Governance	Parent	April 25, 2017	July 25, 2017	2019	sarcjohn@hotmail.com
Conor Leonard	Development	Parent	April 25, 2017	January 23, 2018	2019	conor.b.leonard@gmail.com

Tonia Abdur-Salaam	Ex-officio	Head of School	N/A	June 26, 2018	N/A	tonicia@brightwatermontessori.org
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Board Training and Development

The Bright Water Board of Directors is committed to the ongoing training of its members and works to fulfill its required as well as necessary training obligations. All board members are required to begin the initial training within six months and complete it within one year of being seated as a member of the board. Additional board development is provided throughout the year.

Initial Training

The following table depicts when each board member took the initial training required by statute

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Emerald Woodberry	7/1/2018	12/18/2018 Charter Source	12/18/2018 Charter Source	12/18/2018 Charter Source
Rena Dressel	7/1/2018	12/18/2018 Charter Source	12/18/2018 Charter Source	12/18/2018 Charter Source
Matthieu Culp	7/1/2018	11/13/2018 Charter Source	11/13/2018 Charter Source	11/13/2018 Charter Source
Shana Moses	7/1/2018	12/28/2018 Charter Source	12/28/2018 Charter Source	12/28/2018 Charter Source
Sarah Henkemeyer	7/25/18	12/28/2018 Charter Source	12/28/2018 Charter Source	12/28/2018 Charter Source
Taylor Rub	6/27/2013	11/16/2013 Morgan Brown	11/16/2013 Morgan Brown	11/16/2013 Morgan Brown
Ann Luce	6/27/2013	11/16/2013 Morgan Brown	11/16/2013 Morgan Brown	11/16/2013 Morgan Brown
Brooks Cavin	7/23/2015	St. Thomas Training Program, Feb. 2016 Various Instructors	St. Thomas Training Program, Feb. 2016 Various Instructors	St. Thomas Training Program, Feb. 2016 Various Instructors
Sarah Gullickson	7/12/2016	3/2/2017 Matthew Kramer	2/28/2017 Malinda Linquist	11/15/2016 Ann Luce

Annual Training

The Bright Water Board of Directors is committed to the ongoing training of its members and works to fulfill its required as well as necessary training obligations.

Annual Training – 2018-19			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Brooks Cavin	12/19/2018	Board Basics Series	CharterSource
Emerald Woodberry	12/18/2018	Board Basics Series	CharterSource
Renaë Dressel	12/18/2018 6/13/2019	Board Basics Series Governance Training	CharterSource
Ann Luce	12/19/2018	Open Meeting Laws	CharterSource
Taylor Rub	12/11/2018	Board Basics Series	CharterSource
Kenna Cottman	11/14/2018 02/20/2019	Board Basics Series Board Infrastructure Series	CharterSource
Matthieu Culp	11/13/2018 06/29/2019	Board Basics Series Board Infrastructure Series	Charter Source
Conor Leonard	11/07/2018 05/28/2019	Board Basics Series Board Infrastructure Series	Charter Source
Sarah Henkemeyer	11/12/2018 05/21/2019	Board Basics Series Board Infrastructure Series	Charter Source
Shana Moses	12/28/2018	Board Basics Series	Charter Source

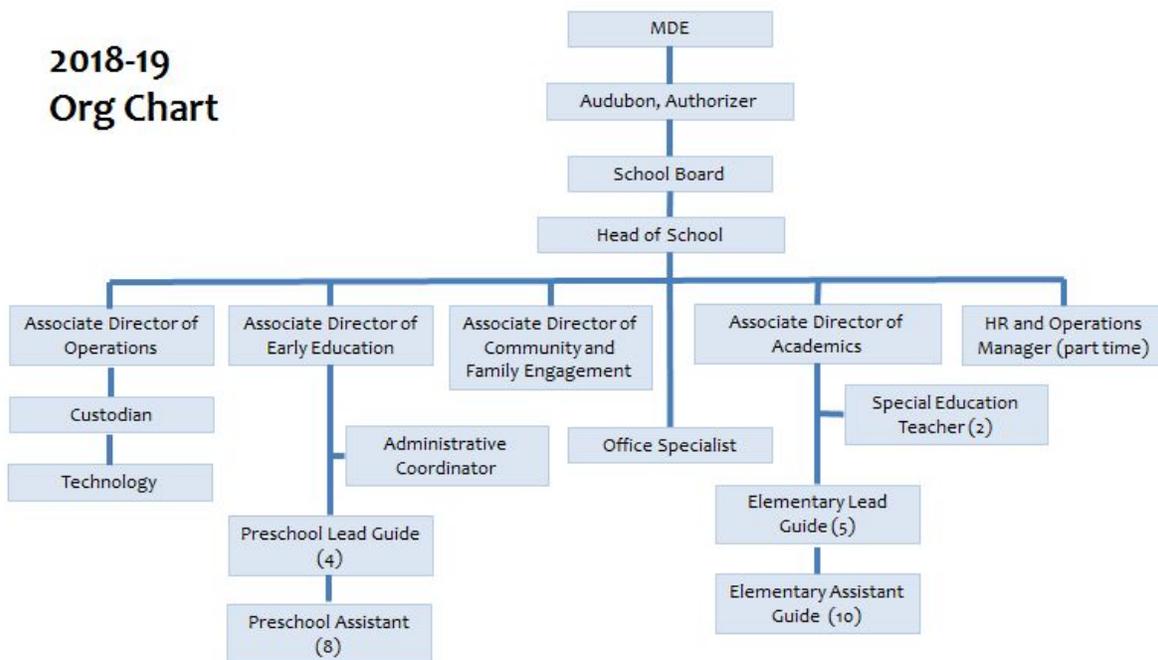
MANAGEMENT

The 2018-2019 school year was another year of transition for the administration. Former Head of School, Ann Johnson, who had been at Bright Water since Fall 2015 left in June 2017. Mike Spangenberg became the transition director and eventually Interim Head of School in Fall 2017

for the entirety of the school year. The board and staff engaged in a search process, and in May 2018 identified Tonicia Abdur Salaam as the strongest candidate to begin to lead the school into the next stage of fulfilling its mission to provide an excellent and equitable Montessori education in North Minneapolis to an intentionally diverse community of students.

Tonicia (Master of Arts in Human Development-Intersection of Race, Impactful Leadership and Education-emphasis on Healing) came to Bright Water with extensive experience in charter school leadership (Partnership Academy administrator June 2004 - June 2015), executive coaching and consulting, and previous experience coaching a past Bright Water Head of School. Tonicia does not consider coaching and facilitating as “work” but part of her calling and her moral imperative. She uses her extensive experiences as a corporate and personal coach, master facilitator, organizational consultant, professional development instructor, school administrator, as well as her graduate studies, and considerable world travels to inform her beliefs and actions. Tonicia believes in Ubuntu, that all humanity is interlinked; that belief shines through her facilitation. Tonicia is a caring, thought provoking, yet honest caretaker of the truth regarding race and believes that it is only through truth and care that racial inequity can be addressed. Most importantly, Tonicia brings an unwavering sense of purpose that is undeniable to those who share her presence, especially felt by the students at Bright Water.

Bright Water’s board and leadership team believes in distributed leadership to best meet the needs of students, families, and staff. The leadership team is made up of the Head of School and associate directors. The leadership meets biweekly, and each member is responsible for overseeing specific areas within the school, as detailed in the organizational chart below. The core responsibilities and professional development goals for the leaders who provided supervision and leadership during the 2018-2019 school year are also listed below



Tonicia Abdur Salaam, Head of School

Essential duties:

- Be the visible champion inside and outside of Bright Water for the school's vision, mission, values, strategy, priorities and goals; align the organization's words and actions with these intentions and commitments
- Supervise, evaluate and support the Associate Director of Academics, Associate Director of Early Education, the Associate Director of Family and Community Engagement, the Human Resources Generalist, the Associate Director of Operations, Receptionist, and other support staff.
- Ensure compliance with all Federal, State, and Local laws and mandates, including those pertaining to Special Education and students with IEPs or 504 plans.
- Be responsible to and report to the Board of Directors of Bright Water Elementary.
- Be responsible for the institution's consistent achievement of its mission and financial objectives.
- Ensure the flow of funds permits the institution to make steady progress towards the achievement of its mission and that those funds are allocated properly to reflect present needs and future potential.
- Ensure all expenditures adhere to board policy and comply with any applicable state or federal law.
- Oversee data reporting to the state and to the federal government.
- Be a champion for racial, social, economic and gender equity at Bright Water Elementary

Professional Development goal for 2018-2019:

- I will continue to learn about current legislation, and best practices in charter school law in order to provide quality education and be compliant with state and federal regulations by participating in professional development in-services, and/or webinars.

Professional Development activities in 2018-2019:

- Fountas and Pinnell
- Behavior management, Bright Water
- Early onset of mental illness, Bright Water
- Trauma in the Body, Bright Water
- CPR and First Aid
- Race, Culture, and Bias, Bright Water
- Charter School bootcamp, MDE
- Data training, MDE
- MN Child and Adolescent Mental Health Conference (MACMH), Duluth, NTI

Taylor Rub, Assistant Director of Academics

Essential duties:

- Align Montessori curriculum with state standards.
- Collaborate with the Special Ed Director, in the implementation of the Charter school's special education services and Title services.
- Serve as the assessment coordinator and administer testing.
- Coordinate reading and math programs.

- Oversee instructional coaching and professional development using data informed practices.
- Monitor support English Language Learners.
- Evaluate teaching through classroom visits and regular and consistent feedback with lead guides and assistant guides.
- Generate, analyze, and report data to support continuous process improvement for the school.
- Oversees teacher licensure and CEUs.

Professional Development goals for 2018-2019

- Enhance my skills in administering and collecting assessment data to appropriately plan interventions, to improve student learning and to identify special needs students by attending workshops and seminars on educational strategies, assessment tools and eligibility requirements.

Professional Development activities in 2018-2019

- Nonviolent Crisis Intervention, Crisis Prevention Institute
- Fountas and Pinnell
- Behavior management, Bright Water
- Early onset of mental illness, Bright Water
- Trauma in the Body, Bright Water
- CPR and First Aid
- Race, Culture, and Bias, Bright Water
- Serving the Whole Child
- Charter School bootcamp, MDE
- Data training, MDE
- MN Child and Adolescent Mental Health Conference (MACMH), Duluth, NTI

Fabienne Hopkins, Associate Director of Early Learning

Essential duties:

- Lead a team of Preschool Lead Guides, Assistant Guides and Administrative Coordinator.
- Conduct formal performance reviews and lead regular staff meetings.
- Conduct tours for prospective families and organize all marketing and enrollment materials.
- Manage student enrollment in preschool and toddler classrooms.
- Ensure compliance with licensing requirements and all other applicable county, state and federal laws, rules and regulations. Serve as the primary point of contact with all governmental and regulatory bodies in connection with the Preschool.
- Ensure that child and teacher health documents are in order.
- Keep the school environment healthy and safe in accordance with licensing and DHS standards.
- Schedule training professional development required by state licensing.
- Assist in the classroom when necessary.

Professional Development goal for 2018-2019:

- Increase collaboration with community agencies to promote student success through collaborative professional development.

Professional Development activities in 2018-19

- Behavior management, Bright Water
- Early onset of mental illness, Bright Water
- Trauma in the Body, Bright Water
- CPR and First Aid
- Race, Culture, and Bias, Bright Water
- Think Small
- Serving the Whole Child
- Charter School bootcamp, MDE
- Data training, MDE
- MN Child and Adolescent Mental Health Conference (MACMH), Duluth, NTI

Lorine Williams, Associate Director of Student and Family Engagement

Essential duties:

- Coordinate Family Engagement efforts and lead a culture that values and respects the concerns and contributions of our parent/guardians.
- Serves as family liaison and fosters a parent friendly school culture, where parents are seen as educational partners who can have a positive impact on Bright Water's success
- Monitor tracking system for recruiting new families to the schools and new community partnerships.
- Create and direct strategy to recruit community partners and parent volunteers
- Responsible for communication with parents on behalf of the school to build and facilitate the ongoing partnership between the home and the school.
- Develop relationships with community leaders and community organizations to provide resources and support to the schools.

Professional Development goal for 2018-2019:

- Investigate strategies to share responsibility with parents/caregivers to support student learning through community and family engagement trainings.

Professional Development activities in 2018-2019

- Behavior management, Bright Water
- Early onset of mental illness, Bright Water
- Trauma in the Body, Bright Water
- CPR and First Aid
- Race, Culture, and Bias, Bright Water
- Serving the Whole Child
- Charter School bootcamp, MDE
- Data training, MDE
- MN Child and Adolescent Mental Health Conference (MACMH), Duluth, NTI

Tiffany Dunn, Associate Director of Operations

Essential duties:

- Document all route changes and specific routing needs for families.
- Manage the relationship with the bus company.
- Address any bus issues, behavior, family concerns, etc.
- Coordinate all transportation including, Special Education, general education, HHM(Homeless and highly mobile) and Supplemental transportation.
- Oversees food services program.
- Oversees safety requirements and procedures.
- Responsible for Human Resources and payroll functions, including hiring and benefits.
- Handles MARSS, STAR, Transportation, and EDRS reporting.
- Coordinates annual Request for Proposals for potential new vendor systems.
- Supports accounts payable process for vendor payment.

Professional Development goal for 2018-2019:

- I will continue to learn about current legislation, and best practices in charter school law in order to provide quality education and be compliant with state and federal regulations by participating in professional development in-services, and/or webinars.

Professional Development activities in 2018-2019

- CPR and First Aid
- Race, Culture, and Bias, Bright Water
- Charter School bootcamp, MDE
- Data training, MDE

12. Staffing

Bright Water seeks to provide a consistent, supportive staffing structure for each classroom. Staffing at the toddler and preschool levels is always within required legal ratios, and when all staff are present, extra support is available for staff and students to create materials and supervise additional student activities. Elementary Classrooms are all staffed by one lead guide and two assistant guides that provide special education paraprofessional support, intervention services, and general classroom support. All lead guides have a valid Minnesota teaching license.

2018-19 Staffing

2018-19 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2019-20 Status*	Comments
Kenna Sarge	373374	Elementary 1-6	R	
Debra Sebastiao	503514	Elementary 1-6	NR	Ended employment in early Fall of 2018

Jacquelyn Randleman	266184	Elementary 1-6	NR	Resigned mid year
Krista Bertelson	450180	Elementary 1-6	NR	Resigned mid year
Olutimilehin Olusanya	1000380	Elementary 1-6	R	
Megan Andrews	449515	Elementary 1-6	NR	Resigned at the end of the school year
Anne Schuerger	472540	Elementary 1-6	NR	Retired at the end of the school year
Nancy Wentworth	512740	Elementary 1-6	NR	Resigned at the end of the school year
Yvette House	384840	Birth - 3	R	
Arianne Slaughter	512416	Birth - 3	R	
Julia Neuman	504942	Birth - 3	NR	Resigned mid year
Anne Hickman	387509	Special Education	NR	Resigned at the end of the school year
Sofia Shank	512166	Special Education	NR	Resigned at the end of the school year

* R = Returning, NR = Not Returning

2018-2019 Teacher Professional Development Activities:

Staff at Bright Water had the opportunity to engage in a variety of professional development activities during the 2018-2019 school year. One day each month was reserved as a professional development day, and students were not in school.

2018-2019 professional development activities included:

- Conscious Discipline
- Behavior Management
- Race and Equity
- CPR and First Aid
- Special Education
- Academic Interventions
- Social emotional learning
- Trauma
- CPI – Crisis Prevention Intervention Training
- MN State Standards

Teacher Retention:

Bright Water has seen high turnover in the last year. As a turnaround school, high turnover is not only anticipated, but expected in order to see change. There are multiple factors that have led to this statistic, including change of career, performance, relocation, new administration, etc.

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 X 100)	73%
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2018-19 Licensed Non-Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2019-20 Status*	Comments
Taylor Rub	456056	Special Education	NR	

* R = Returning, NR = Not Returning

2018-19 Non-Licensed Staff			
Name	Assignment	2019-20 Status*	Comments
Tonica Abdur Salaam	Head of School	R	
Lorine Williams	Assistant Director of Family and Community Engagement	R	
Fabienne Hopkins	Assistant Director of Early Education	R	
Tiffany Dunn	Assistant Director of Operations	R	Returning in new role
Jennifer Bartels	Business Operations Manager	R	
Laura Magaña	Preschool Admin Coordinator	R	
Justin O'Connor	Technology	NR	Transferred to work for Our Lady of Victory (school's landlord)
Dewon Campbell	Maintenance/Janitor (temp)	NR	
Devin Wilson	Maintenance/Janitor	R	
Sydney Coffey	Office	NR	Seasonal staff

Lauren Mutiva	Office	NR	Resigned mid year
Irma Estevez	Office	NR	Resigned mid year
Dejahne Douglas	Office	R	Resigned mid year
Krista Lucas	Toddler Guide	NR	Resigned mid year
Kiara Johnson	Student Success	R	
Alexis Abdur Salaam	Student Success (temp)	NR	
Tracey Fluegel	Elementary Assistant Guide	R	
Sahro Salal	Elementary Assistant Guide	R	
Dorian Willis	Elementary Assistant Guide	NR	Ended employment in early Fall of 2018
D'Allen White	Elementary Assistant Guide	NR	Ended employment in early Fall of 2018
Robert Murry	Elementary Assistant Guide	R	
Ellalisa Wiggins	Elementary Assistant Guide	NR	Resigned mid year
Andre Glass	Elementary Assistant Guide	R	
Ayodele Henderson	Elementary Assistant Guide	NR	Resigned at the end of year
Wayland Johnson	Elementary Assistant Guide	NR	Resigned at the end of year
Ora Roberts	Elementary Assistant Guide	NR	Resigned at the end of year
Javon Stephens	Elementary Assistant Guide	NR	Resigned at the end of year
David Wenell	Elementary Assistant Guide	NR	Resigned at the end of year
Jamal Abdur Salaam II	Elementary Assistant Guide (temp)	NR	
Sharmeen Rhine	Elementary Assistant Guide	R	
Shaquille Fields	Elementary Assistant Guide	R	
Rosario Freitag	Preschool Assistant	R	
Belen Cornejo-Cisneros	Preschool Assistant	R	

Laura Cefalu	Preschool Assistant	NR	Ended employment in early Fall of 2018 to attend Montessori training
Mercedes Nwokeuku	Preschool Assistant	R	
Kyelaya Rostron	Preschool Assistant	R	
Anastasia Holden	Preschool Assistant	R	
Christina Rawlings	Preschool Assistant	NR	Resigned at the end of year
Devasha Rascon	Preschool Aide	NR	Resigned mid year
Gloria Mejia	Preschool Aide	NR	Ended employment in early Fall of 2018
Chanel Khammarath	Preschool Aide	NR	Resigned mid year
Novia Puhl	Preschool Aide	NR	Ended employment mid year
Sharon Dunbar	Toddler Assistant	NR	Ended employment in early Fall of 2018
Lauren Kennedy	Toddler Assistant	R	
Gloria Panora	Toddler Assistant	R	Returning as substitute assistant

* R = Returning, NR = Not Returning

Percentage of Staff from 2018-19 not returning in 2019-20 (non-returning staff/total staff from 2018-19 X 100)	59%
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Bright Water has multiple forms of recruitment methods to reach diverse candidates. From job boards, to community events, to word of mouth, the school has found great success in finding staff who are committed to the mission and direction of the new administration. We are proud of the highly diverse staff (87%) that are employed at Bright Water.

CURRENT YEAR - 2019-20 Staffing

2019-20 Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments
Cameron Barker	507869	Special Education, Special Education Teacher	

Craig Asche	391151	Elementary 1-6, Curriculum Specialist and E2 Lead Guide	
Kenna Sarge	373374	Elementary 1-6, E1 Lead Guide	
Pang Mua	429558	Elementary 1-6, Ei Lead Guide	
Olutimilehin Olusanya	1000380	Elementary 1-6, E2 Lead Guide	
Yvette House	384840	Birth - 3, Children's House Lead Guide	
Arianne Slaughter	512416	Birth - 3, Children's House Lead Guide	

2019-20 Other Licensed (non-teaching) Staff		
Name	License and Assignment	Comments
Jamal Abdur Salaam Sr	496667 - Administration, Principal	
Catherine Alpizar	455934 - Social Work, School Social Worker	

2019-20 Non-Licensed Staff		
Name	Assignment	Comments
Tonica Abdur Salaam	Head of School	
Fabienne Hopkins	Assistant Director of Early Education	
Lorine Williams	Assistant Director of Family and Community Engagement	
Jennifer Bartels	HR and Operations Manager	
Laura Magaña	Preschool Admin Coordinator	
Anita Yang	Office	
Toni Williams	Mental Health Practitioner, Student Support Lead	

Tiffany Dunn	Food Service	
Richlieu Benson	Custodian	
Melvin Williams	Custodian	
Bukola Adedeji	Pre-school Guide	
Tracey Fluegel	Elementary Assistant Guide	
Andre Glass	Elementary Assistant Guide	
Candace Muex	Elementary Assistant Guide	
Robert Murry	Elementary Assistant Guide	
Sharmeen Rhine	Elementary Assistant Guide	
Destiny Roberts	Elementary Assistant Guide	
Kiara Johnson	Elementary Assistant Guide	
Belen Cornejo-Cisneros	Pre-school Assistant	
Rosario Freitag	Pre-school Assistant	
Aris Glass	Pre-school Assistant	
Anastasia Holden	Pre-school Assistant	
Mercedes Nwokeuku	Pre-school Assistant	
Ruby Pearce	Pre-school Assistant	
Kyelaya Rostron	Pre-school Assistant	
Phoua Yang	Pre-school Assistant	
Lauren Kennedy	Toddler Assistant	
Sahro Salal	Toddler Assistant	
Faiza Shakul	Toddler Assistant	

13. Operational Performance

Our goals in operations functions for the 2018-2019 school year were to create sustainable workflows for our financial functions. The school operates under GAAP (Generally Accepted Accounting Principles). Their set of rules encompasses the details, complexities, legalities of business and corporate accounting. Through GAAP, the school implemented separation of

duties that have incorporated in order to have objectivity and prudence in our accounting procedures. Operating under GAAP gives us an opportunity to streamline our procurement processes included purchasing and accounts payable, cash management, financial reporting, budgeting, and auditing.

The administration has adopted more formalized financial procedures and systematized processes within accounts payable, purchasing, reimbursements, cash and check deposits, and petty cash reconciliation. These procedures, with aligned documents and forms, have provided more transparency and proper documentation.

Human Resource functions were established and structured in 2018-19. All employee physical files were audited and are now in compliance. The Human Resource Information System was audited and is now up to date with historical data. Hiring practices were formalized and streamlined.

The hiring procedures are as follows:

1. Position is identified (vacant or newly created)
2. Hiring committee is identified
3. A posting is created in the HRIS system that tracks applicants through the candidate process.
4. The posting is linked to external job boards and posted on the Bright Water website.
5. Resumes and cover letters are reviewed by HR representative.
6. If the position has multiple qualified candidates, the HR representative sends an email questionnaire or phone interview. Candidates that pass this step are invited to schedule an in-person interview.
7. The HR representative creates standard interview questions that are used for all candidates asked for an in-person interview. Interviews are conducted.
8. Secondary interviews are conducted, if necessary.
9. The hiring committee decides on the best candidate to fill the position.
10. The HR representative extends the offer to the candidate, and upon acceptance, the HR representative notifies all other candidates.
11. Upon acceptance, a contingent offer is made and a background check is run.

Other successful operations functions are:

- The school decluttered and received an extensive cleaning, making for a bright, clean, and welcoming atmosphere.
- Partnership with The Anton Group in using a communication software, ZenDesk, which tracks workflow and keeps proper documentation of requests.
- Three-person workflow for check receiving, handling, depositing, and accounting.
- Partnership with Tuio, an online payment processing system, which creates and tracks invoices, sends automatic reminders to parents for past due payments, and reduced online payments from multiple payment providers to one single platform.
- Creating an internal workflow for tracking and communicating overdue payment and ensures accountability for parents who default on payment. Families are supported on a case-by-case basis to create payment plans that work for them in an attempt to keep from interrupting instruction/care.
- All adults must complete a background check in order to interact with students for any reason during the school day. This includes field trips, overnight trips, and volunteering on school grounds. Employment is always contingent on background check results as is

being a member of the Board of Directors. Employees and board members are re-checked every other year while all volunteers are every three years.

In 2019-2020, it is a priority to audit student files and ensure they are in compliance, as well as ensure that multiple key staff have proper medication administration training.

Vendors

- Facilities: The school building is leased from Our Lady of Victory church.
- Transportation: General education students were bussed through Metropolitan Transportation Network; Special education students were transported through Loyal Transit Network.
- Food Services: The school contracted with Premier Kitchen for food service meals and Craig’s Home Delivery for milk.

14. Finances

For questions regarding school finances and for complete financials for 2018-2019 and/or an organizational budget for 2019-2020, contact:

Name: Tonicia Abdur Salaam
 Position: Head of School
 Phone: 612-302-3410
 Email: tonicia@brightwatermontessori.org

The Anton Group provides financial services for Bright Water Montessori School. Contact information for the school’s contracted accountant is found below.

Name: Dawn Jenkins
 Email: djenkins@theag.org
 Phone: 651-274-5149

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

FY19 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$2,927,558	\$118,602	\$563,72
Total Expenditures	\$2,988,353	\$118,602	\$553,618
Net Income	\$(60,795)	\$0	\$10,154
Total Fund Balance	\$107,827	\$0	\$11,661

Overview

The Board, Finance Committee, Head of School and contracted Accounting Firm (The Anton Group) work together to prepare the annual budget that is approved by the Board in June of each year. Once the annual budget is approved, the Head of School and TAG use the monthly,

detailed financials to monitor current spending and receipt of revenue. A strong emphasis is also placed on monitoring enrollment and Average Daily Membership (ADM) to ensure the budgeted ADM is consistent with actual ADM.

The General Fund (Fund 01)– The school’s general fund includes the primary operations of the School in providing educational services to students from kindergarten through grade eight including regular and special education, administration, and food services. State aids finance most of these activities.

Approximately 94% of the General Fund operational revenue is controlled by a complex set of state funding formulas resulting in the local school board having no meaningful authority to determine the level of resources.

Food Service Fund (Fund 02)– The School’s food service program operated at a deficit of \$45,438 for fiscal year 2019. The related deficit was eliminated through a transfer from the General Fund and the fund ended with a \$-0- fund balance.

Community Service Fund (Fund 04)– The School’s community service program operated at a surplus of \$10,154 for fiscal year 2019, ending with a fund balance of \$11,661 at June 30, 2019.

Revenues and Expenses

Bright Water’s key sources of revenue include general education aid, charter school lease aid, and special education aid.

Total revenues in the General Fund (Fund 01) on a net basis were \$156,796 (5.7%) higher than the final amended budget amount while total expenditures were \$172,153 (6.2%) higher than had been budgeted. For 2019-2020, the Board will need to take these variances into consideration in order to limit budget differences to every extent possible. Our goal is for budget variances be limited to 1% to 2% on either side of zero once the School’s program has matured and stabilized.

Revenues for the Community Service Fund (Fund 04) come from two primary sources – tuition from the fee-based Children’s House Program and contracted service fees from the Extended Care Program. This revenue is paid to the school directly from families who have child(ren) enrolled in either or both of these programs

Net Surplus or Deficit and Fund Balance

The School’s General Fund experienced a decrease in fund balance during fiscal 2018-19 of \$60,795 ending at \$107,827 as of June 30, 2019. The school is continuing to develop a long-range plan which develops and maintains a target fund balance that is at least 20% to 25% of annual expenditures. The ending fund balance at June 30, 2019, for Bright Water Elementary represents 3.66% of expenditures incurred for the year (previously was 6.16%) and is an important aspect in the School’s financial well-being since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.

World's Best Workforce Annual Budget

The budget for the World's Best Workforce is embedded within the overall Bright Water budget. The school continues to provide intervention and individualized support for students as demonstrated by our nearly 8:1 student to staff ratio (each classroom had 1 lead guide and 2 assistant guides). This staffing model is the largest budget expenditure that supports the schools WBWF goals. Additionally, the school has dedicated additional funds towards technology and academic interventions.

15. Future Plans

Looking ahead, there are many reasons to be excited about the future of Bright Water. Bright Water remains the only free elementary Montessori program in North Minneapolis, and is one of a small, but growing, movement of Montessori schools nationwide dedicated to providing a quality Montessori education to an intentionally diverse community of students. Bright Water has a highly engaged community of supporters, including parents, board members, and community members.

Some highlights that we as an organization are proud of and will continue to build upon in the 2019-2020 school year are:

- We greatly welcomed our new elementary principal, Jamal Abdur Salaam.
- We are excited to add on a new part-time content coach, Craig Asche. He will also serve as an E2 lead guide. Craig is Montessori trained (age toddler to high school) will provide coaching and will participate in walkthroughs to support teachers in curriculum mapping, alignment to state standards and benchmarks, Montessori curriculum and weekly Professional Learning Communities.
- A new partnership with the Regional Centers for Excellence (RCE) in Academics, Title I, Title II, and Title III programming, the Emerging Bilingual program, Special Education program, and data review.
- Hiring staff of color to further reflect our student population and to instill powerful early learning for all students about race and positions of power.
- Reading Corp - We received the highest award of AmeriCorps members in the City of Minneapolis with 6 total Americorps staff who will be able to join the Bright Water team for the 2019-2020 school year: 4 Reading Corps, 1 Math Corps and 1 Preschool Educator Corps.
- We have welcomed two new board members with a direct connection to the communities we serve.
- Investing in curriculum to enhance, not supplant, the Montessori curriculum
- Standards-based alignment of lessons to the Montessori pedagogy, across all grades. This has never occurred as an expectation in the history of Bright Water.

The board will engage in a strategic planning process beginning in November. The board will work with a consultant to help determine the strategic direction for the next 5 years. The board will also work to determine if Bright Water will change its name, mission, and vision to readily align with the important work and direction we have been on for the past year.

Aligning Montessori pedagogy with the unique needs of students of color in 2019 and beyond, a vastly different context and environment. As one of our leaders, Jamal Abdur-salaam states,

“We are not trying to make children of color fit into Montessori, we are trying to make Montessori fit the child.” Our most powerful contribution to the children at Bright Water is touching their spirit and one way that happens is by offering them something that has to fit them, not something that they have to contort to become.