

Ridgeway Community School
C.S.D. 4083



2016-17
Annual Report
to
Winona Area Public Schools
and the
Minnesota Department of Education

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Introduction and Executive Summary:

Purpose: The purpose of this report is to provide our families, our community, our authorizer Winona Area Public Schools, and the Minnesota Department of Education with current information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, operational performance, innovative practices and implementation, and future plans as required by Minnesota Statutes section 124D.10 (2010).

School History: The Ridgeway school building was constructed in 1965 after eight one-room school districts consolidated to form I.S.D. # 859 Ridgeway School District. In 1971 the Ridgeway School District joined Winona Public Schools at the direction of the Minnesota Department of Education and in 2001 Ridgeway Elementary School converted to Ridgeway Community School (C.S.D. # 4083) with Winona Area Public Schools serving as its sponsor (now Authorizer). The student population has nearly doubled from its original enrollment of 54. The school's charter sets our purpose as providing our kindergarten to fifth grade students a high quality, well-rounded, multi-age education by capitalizing on the assets of our rural community setting. The school is located near the unincorporated village of Ridgeway in Winona County's Pleasant Hill Township. Ridgeway Community School (RCS) ended the 2016-17 school year with an enrollment of 99 students in its kindergarten to fifth grade program. This was an increase of three students from the previous year. The school's fee-based preschool had 25 students enrolled in its two preschool programs.

School Values, Vision, and Mission Statements: The school's board of directors used a strategic planning process to develop the following values, vision, and mission:

Values: Academics, Children First, Community, Respect, Wellness

Vision: To be a growing school that is full of inquisitive learners practicing healthy living habits and becoming engaged community members.

Mission: Ridgeway Community School is an academically challenging school with an emphasis on community and wellness that leaves a positive lasting impact.



RCS K-5 students singing the National Anthem at the Freedom Honor Flight Send Off Ceremony

Educational Program: Ridgeway Community School (RCS) is chartered as a kindergarten through fifth grade elementary school. In addition to its focus on building community between its students, families, staff, and neighbors; the school's charter calls for a focus on curriculum being delivered in a multi-age educational environment. During the 2016-17 school year RCS students were grouped into the following grade-level configurations: kindergarten, first grade, second and third grades, and fourth and fifth grades. While most of the classroom instruction for the second to fifth grades takes place in multi-age classrooms, the students are broken out by grade level for math instruction.

Inclusive, differentiated instruction is used by all teachers who work diligently and collaboratively to assist and facilitate all students to be challenged in the regular classroom whenever possible. While the school employs a full-time, LD licensed special education teacher, the Special Education Director and support services are provided through a contract with the Hiawatha Valley Education District. Beginning in the 2010-11 school year RCS has offered a reading and math intervention program called RISE (Ridgeway Interventions for Student Excellence) which is supported by the Minnesota Department of Education's Alternative Delivery of Specialized Instructional Services (or ADSIS) program. This program provides partial funding for additional intervention services to reduce the number of students being referred for special education evaluation.

A central component of the school's focus on community building is the school's homeroom program. All RCS kindergarten through fifth grade students are grouped into six K-5 multi-age homerooms which meet for one hour four times a year. Siblings are placed together in the RCS homerooms where the curriculum includes community building, character development, conflict management skills, health and safety, and service learning. Throughout the school day the RCS staff and volunteers strive to create a school environment in which individual student differences are appreciated and celebrated. The students are expected to behave in a responsible and respectful manner and to always be prepared and safe. The service learning component focuses on the following areas over a six year cycle; military, animals, elderly, special needs, homeless, and environment. During the 2016-17 school year, the focus was on veterans and active duty service members. Students learned about and did a variety of service projects for military service members and veterans.

RCS students also benefit from instruction by specialists in art, music (including band and orchestra instruments), and physical education; as well as special education and speech therapy. Classes are also scheduled for a half hour of library time each week. RCS students can take advantage of the school's growing SELCO-affiliated book and media collection with interlibrary loan materials delivered several times per week. As part of the school's wellness program RCS offers a wide variety of after school athletic, lifetime fitness, and enrichment clubs to students primarily through the use of volunteer coaches and club leaders. RCS takes pride in continuing to achieve our academic goals and becoming the center of a growing community of students, parents, teachers, families, and community members.



Ridgeway's Archery Club hosted its first on-site Archery Tournament in February 2017.



The Hiking Club's annual hiking outing at nearby Great River Bluff's State Park

Student Assessment Results: Students at Ridgeway Community School are assessed at the beginning, middle, and end of the year using the FASTBridge benchmarking in reading and early literacy skills, and the NWEA Measures of Academic Progress (MAP) assessments for math and reading skills. The students also take the state mandated MCAs each spring. The teachers at Ridgeway have determined to use the 40th percentile as the low end of the “normal” range. Students below this mark are referred to intervention programs such as our Title 1 and/or RISE programs.

The MCA math and reading assessments given each spring are taken by our third through fifth grade students. Our fifth grade students also take the Science MCA. The percentage of RCS students scoring a level of meets or exceeds on the 2017 Reading MCA III assessments was 65.4%. The percentage of students scoring a level of meets or exceeds on the 2017 Math MCA III assessments was 63.5%. The percentage of students scoring a level of meets or exceeds on the 5th grade Science MCA was 62.5%.

On the reading NWEA MAP assessment 62% of RCS students performed at or above the 40th percentile. The math NWEA MAP data did not match the MCA data. Students performed significantly higher on the NWEAs. On the math assessment 74% of RCS students performed at or above the 40th percentile.



Facility Background: The original 10,000 square foot brick school building occupied by Ridgeway Community School was constructed in 1965 after eight one-room school districts consolidated to form I.S.D. # 859 Ridgeway School District. In 1971 the Ridgeway School District joined Winona Public Schools at the direction of the Minnesota Department of Education and in 2001 Ridgeway Elementary School converted to Ridgeway Community School (C.S.D. # 4083). In 2006 the non-profit organization called the Ridgeway Community Association (RCA) formed to purchase the school building and grounds from Winona Area

Public Schools (WAPS). The following year the Ridgeway Community Association undertook a major building expansion and renovation that included a 6,314 square foot addition. An additional renovation was undertaken in 2009 with the assistance of a Federal Charter School Facilities Renovation Grant. During 2013 the RCA completed payments on the construction of a second addition that is providing better instructional space for the fine arts and preschool enrichment programs. It is continuing to make payments on the 2007 renovation and expansion project and building purchase.

A number of improvements to the 6 acre school grounds have also taken place since the building was purchased from WAPS. These include the installation of a 960 foot fitness track encircling the athletic field; the relocation and expansion of the school playground; and the establishment of a native prairie area, a rain garden, a vegetable garden, and small orchard. A major playground renovation took place in September of 2015 and a new climbing wall was installed in the summer of 2017 with the assistance of a grant from the BK5K Youth Fund.



Students trying out the new climbing wall at Back to School Night 2017

Ridgeway Community School 2016-17 Annual Report Narrative

School Enrollment and Student Attrition:

Ridgeway Community School (RCS) had an enrollment of 99 students in its kindergarten to fifth grade program on October 1, 2017, up from the 54 students who attended RCS during its first year of operation which was an increase of three students over the previous school year. The school's fee-based preschool-aged enrichment program had a total of 25 students enrolled in the two mornings per week and three mornings per week programs.

The table below shows student enrollment and attrition for the past four years as well as the current student enrollment. Student attrition has been minimal with the primary reason for students leaving the school before fifth grade being a family move or changes in the family schedule or logistics.

Student Enrollment and Attrition Rates - Table 1

Data is based on October 1 Average Daily Membership (ADM).

	2013 - 2014	Student Retention (from class in previous year)	2013 - 2014	Student Retention (from class in previous year)	2014 - 2015	Student Retention (from class in previous year)	2015 - 2016	Student Retention (from class in previous year)	2016 - 2017
K	18		18		12		15		18
1	18	Gained – 1 Lost – 2	17	Gained – 1 Lost – 1	18	Gained – 3 Lost – 1	14	Gained – 0 Lost – 0	15
2	17	Gained – 0 Lost – 0	18	Gained – 2 Lost – 1	18	Gained – 0 Lost – 1	17	Gained – 1 Lost – 1	14
3	17	Gained – 0 Lost – 4	13	Gained – 0 Lost – 0	18	Gained – 1 Lost – 0	19	Gained – 1 Lost – 0	18
4	16	Gained – 0 Lost – 1	16	Gained – 0 Lost – 0	13	Gained – 1 Lost – 0	19	Gained – 0 Lost – 2	17
5	16	Gained – 0 Lost – 3	13	Gained – 0 Lost – 2	14	Gained – 0 Lost – 1	12	Gained – 0 Lost – 2	17
Total #	102	Gained – 1 Lost – 10	95	Gained – 3 Lost – 4	93	Gained – 6 Lost – 3	96	Gained – 2 Lost – 5	99

The majority of students attending RCS reside in the Winona school district, with the remaining students coming from neighboring Houston and La Crescent school districts. Students are transported to RCS on Winona district buses, a van owned by RCS, and by parents. Almost 26% of RCS students qualified for the federal free and reduced lunch program during the 2016-

17 school year. In the same year 11.8% of our students received speech or other special education services. As a small elementary charter school located in a rural part of Winona County, the RCS student body has relatively little racial diversity which is reflective of the community in which it is located. There were no English proficiency students enrolled during the 2016-17 school year.

The RCS open enrollment period is held from January 1st to January 30th. An open house and Kindergarten Roundup are held during this period. Anyone who submits an enrollment application is eligible for any remaining spaces in each K-5 grade level with priority given to siblings of current students and children of RCS staff as dictated by RCS Admissions and Enrollment Policy 501. Students who attend Ridgeway Community School's preschool program **are not** given enrollment preference unless they are a sibling of a currently attending student or a child of a staff member. If there are more applicants than spaces available, a lottery is held under the observation of our authorizer. During the open enrollment period all school families are notified that their kindergarten to fourth grade students will be considered enrolled for the next school year unless the family notifies the school otherwise. RCS held a lottery for its 2017-18 kindergarten class, but several of the applicants withdrew their applications due to family circumstances so that by September 1st all students who wanted to enroll were able to. The school's enrollment application and registration form are included as **Attachment A & A1**. Copies of the school's admission policies are included as **Attachment B**.

School Governance and Management

Board of Directors: Ridgeway Community School's seven-member board of directors is a teacher majority board comprised of a four teachers, two parents, and a community member (see table below). The board is elected by the school's parents/guardians and staff at the annual meeting held each May. On May 4, 2017 new teacher and parent members were elected to the board.

The RCS board meets once every month with committee meetings being held in between the regular board meetings to accomplish tasks and make recommendations to the board for final action. The board rearranged the configurations of its board committees at the beginning of the 2016-17 school year to include board governance, finance, personnel, policy, and wellness.

RIDGEWAY COMMUNITY SCHOOL BOARD Membership - Table 2

July 1, 2016 to June 30, 2016

(Members in bold are those who served on the board during the 2016-17 school year)

Name	Board Position	Group (teacher, file folder #)	Date Elected & Renewed	Date Seated	Current Term Expires	Dates of Required Board Trainings	Phone Number	E-Mail Address	meeting attendance rate 2016-17
Anderson, Rhonda	Member	Teacher 340025	5/5/16 5/8/14 5/10/12	6/1/16	5/31/18	9/15/12 All trainings	507-453-9417	randerson@ridgewayschool.org	80%
Conway, Samantha	Chair	Teacher 422825	5/4/17 5/7/15	6/1/17	5/31/19	11/23/15 1/12/16 4/28/16	507-458-0698	sconway@ridgewayschool.org	100%
Griffin, Connie	Member	Parent	5/5/16	6/1/16	5/31/18	11/3/16 11/28/16 5/15/17 10/7/17	507-643-6159	Cgrif524@yahoo.com	93.3%
Krings, Jennifer	Treasurer	Teacher 430134	5/4/17 5/7/15 5/9/13 5/6/10 5/8/08	6/1/17	5/31/19	11/14/13 2/24/14 5/19/14	507-896-3485	Jkrings@ridgewayschool.org	93.3%
Langowski, Sheila	Member	Community Rep.	5/5/16 5/8/14	6/1/16	5/31/18	9/18/14 3/30/15 5/11/15 1/12/16	507-429-0294	Slango3@hotmail.com	73.3%
Lubahn, Judy	Secretary	Teacher 375613	5/5/16 6/1/15	6/1/16	5/31/18	5/11/15 11/23/15 4/28/16	507-452-2715	jlubahn@ridgewayschool.org	93.3%
McDermott, Maggie	Member	Parent	5/7/15	6/1/15	5/31/17	4/18/16 4/28/16 5/11/15	507-313-9209	mmcdermott@uwlax.edu	93.3%
Woodard, Amy	Member	Parent	5/4/17	6/1/17	5/31/19	10/7/17	507-896-7778	awoodard@acegroup.cc	100%

Ex Officio Board Members – Mandated Board Training Dates

Jodi Dansingburg, School Coordinator - Mandated Trainings 6/14 & 15/10, 11/3/16

Mary Feathergill, Business Manager - Mandated Trainings 11/14/13, 2/24/14, 5/19/14

The board regularly reviews academic progress and receives updates presented by the lead teachers. The assessment results and educational program plans are the basis for the revised academic and non-academic goals and future plans that are described later in this report. The table above shows the membership of the RCS board between July 1, 2016 and June 30, 2017.

Board Professional Development Plan:

All of the seven sitting board members and both ex-officio board members have participated in state-mandated charter board training. On October 6, 2011 the RCS board adopted the following **Board Training and Development Plan:**

I. In-house procedure:

- a. When someone is newly appointed to the school's board, (s)he receives a board member information binder that contains a list of current board members and board member job descriptions. Descriptions of how to run a board meeting, keeping and posting board minutes, the different board committees at the school, general school information including a current school calendar, list of staff, school policies and Charter School State Revenue source guide are also included. School documents including the by-laws, an employee handbook, parent-student handbook, and the administrative job description are included as well.
- b. Newly seated board members meet with the school coordinator to learn how a charter school works, review the school's history, review the school's vision and mission, review the school's academic history, and receive an overview of the board's oversight of the school coordinator.
- c. Newly seated board members meet with the lead teacher(s) to receive an overview of the school's education program, student assessment practices, teacher evaluations, and educational professional development plans.
- d. Newly seated board members meet with the school's business manager for an in-house training on the business manager position, school's banking information, auditing requirements and process, review of financial reports, state accountability, accounting application, UFARS compliance, budget process, bank reconciliation process, and office procedures.

II. Off-site training procedures:

- a. Every charter school board member shall attend a Minnesota Department of Education-mandated training on board governance, the board's role and responsibilities, employment policies and practices, and financial management. A board member who does not begin the required training within six months of being seated on the board and complete the required training within 12 months of being seated is ineligible to continue to serve as a board member.
- b. Board members are encouraged to participate in continuing education and development related to current issues in public school and public charter school law.
- c. Trainings are paid for by the school. Members will receive per diem and compensation for mileage and other costs associated with attending, but no stipend or wages will be received for attending the training.

Because of the busy personal schedules of our board members and the difficulty in traveling to off-site trainings—many of which are located in the Twin Cities—the RCS board is prioritizing incorporating trainings into its regular board meetings. These include detailed reports of relevant trainings attended by board members and staff, webinars, and guest speakers on topics including student assessment and academic performance, board governance, charter school law, school finance, human resource management, and other critical areas. Additional presentations on the following topics were presented at board meetings during the year:

- Q-Comp Program Overview (7/21/16) – Rhonda Anderson and Jennifer Krings
- Responsive Classroom Program Overview (8/18/16) – Jennifer Krings
- Total Special Education System and Special Education Compliance Review Process - Jodi Dansingburg and Sam Conway
- Title I and ADSIS (RISE) Program Overviews (9/22/16) – Jodi Dansingburg and Sam Conway
- Adverse Childhood Experiences (10/27/16) – Dr. Ruth Charles, Winona State University Social Work Department
- Spring - Fall 2016 Student Data Review (10/27/16) – Rhonda Anderson and Jennifer Krings
- FY 2016 Audit Results review (11/10/16) - Andrew Forliti of Smith Schafer and Associates, LTD of Rochester, MN
- MDE Requirements of World’s Best Workforce Reporting (12/15/16 and 4/27/17) – Rhonda Anderson, Jodi Dansingburg, Jennifer Krings
- Restrictive Procedures Plan (12/15/16) – Jodi Dansingburg
- Interactive Learning Structures: A Responsive Classroom Technique (1/26/17) – Rhonda Anderson and Jennifer Krings
- Winter NWEA and FASTBridge Benchmark Results (2/23/17) – Rhonda Anderson and Jennifer Krings
- Tiered Fidelity Inventory Report (4/27/17) – Rhonda Anderson and Judy Lubahn
- School Wellness Policy Requirements (4/27/17 and 5/2/17) – Jodi Dansingburg
- School Literacy Plan (6/22/17)

School Management: During the 2016-17 School year RCS was managed by a school coordinator and two lead teachers. A copy of the school's organizational chart is included as **Attachment C**.

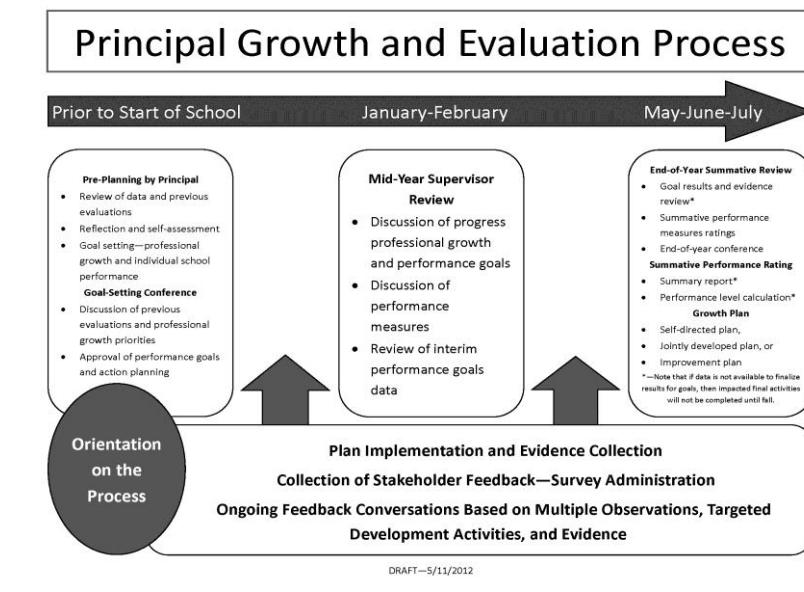
The school coordinator reports directly to the school's board of directors and is responsible for maintaining a professional atmosphere in the school while overseeing the school's administration, non-educational staff, school and community enrichment, and special education programs. This individual is also responsible for communication with the school's authorizer and representing and marketing the school to the public. The school coordinator is assisted by an administrative team that consists of the business manager, administrative assistant, and office assistant as well as the lead teachers. While the current school coordinator, Jodi Dansingburg, does not have an administrative license, she has 33 years of experience in non-profit program administration and has provided administrative leadership to the school since its inception in 2001. The school coordinator is also responsible for supporting the board and assurance of compliance with all federal, state, and local laws. The school's business manager, Mary Feathergill, also worked as business manager for another area charter school and serves as the charter school representative on the Hiawatha Valley Education District Board of Directors. She has been with the school since it opened and has participated in regular school business and finance trainings put on by Region V, MDE, and Larson and Allen LLC.

The lead teachers report directly to the school's board of directors and oversee the regular education and Q-Comp programs with the assistance of the Educational Leadership Team that is comprised of the four other classroom teachers, special education teacher, and school coordinator. In carrying out these duties, the lead teachers are responsible for planning and implementing teacher professional development, curriculum development and alignment with state standards, and instruction and curriculum, as well as managing school climate, student behavior, student assessment, teacher supervision and evaluation, and regular classroom instruction. The school's two lead teachers have the longest tenure at RCS, though neither of them have administrative licenses. Rhonda Anderson has 17 years of teaching experience and has taught at RCS for 13 years. Jennifer Krings has 10 years of experience all of which have been at Ridgeway Community School.

During the 2016-17 school year the RCS board used a revised rubric for administrative evaluations that was aligned to the Minnesota Department of Education Principal Evaluation

Guidelines. The board evaluates the school coordinator and co-lead teachers annually. A copy of the position descriptions and evaluation rubrics for these positions are included as **Attachment D**. These administrators are evaluated on the following areas: mission and vision, instructional and programmatic leadership, human resource, professional and ethical relationships, and resource management. The school coordinator and lead teachers' evaluation process is done in three distinct phases according to the general description in Figure 1. The professional development plans are developed in phase I of the evaluation process and are used as the basis of the evaluations.

Figure 1:



School Staffing:

Ridgeway Community School has a staff of very dedicated teachers. Under the leadership of the two co-lead teachers, the classroom and special education teachers meet monthly as the Educational Leadership Team (ELT) to both manage the educational program and improve their teaching skills as a Professional Learning Community (PLC). The following table describes the schedule and content of the various meetings.

The RCS teachers have participated in the Quality Compensation or Q-Comp program developed by the Minnesota Department of Education since the 2007-08 school year. The Q-Comp program has provided the RCS classroom and special education teachers with additional

professional development opportunities, mentors and coaches, and a framework for teacher evaluations and incentives for achieving professional and student goals. For the past several years, participation in the Q-Comp program has supported staff development in reading, differentiated instruction and improved student performance, goal setting, data monitoring, number talks, alignment of curriculum to Minnesota standards, and the Responsive Classroom program. A copy of the school's Q-Comp Report for the 2016-17 School Year is included as **Attachment E**.

School Leadership Committees - Table 3

Team Title	Team Acronym	Meeting Schedule & Time	Attendees	Duties
Educational Leadership Team	ELT	4 th Wednesday of alternate months, 2:30 – 3:30	School Coordinator, Lead Teachers, Test Administrator, Mentor Teachers, Teachers	Set calendar, plan/implement special programs, align standards to curriculum, choose curriculum
Teachers Assisting Teachers (Child Study) Team	TAT	2 nd & 4 th Tuesday, 2:30 – 3:30	School Psychologist, School Coordinator, ADSIS Teacher/Coordinator, Lead Teachers, Test Administrator, Mentor Teachers, Teachers	Analyze data to determine interventions for targeted students, review data to assess effectiveness
Professional Learning Community	PLC	1 st Wednesday 2:30 – 3:30	Lead Teacher, Test Administrator, Mentor Teachers & Teachers	Identify barriers and choose strategies to aid the team in reaching their goals
Teacher Teams	TT	2 nd Wednesday, 2:30 – 3:30	PLC Topic Teams	Define, explore and implement strategies to reach goals

All of the eleven licensed teachers returned to RCS for the 2016-17 school year. All of the school's teachers met federal requirements for "Highly Qualified" teachers during the 2016-

17 school year. The tables below show the licensed teacher turnover rate and information about the school's faculty during the 2016-17 school year.

Licensed teacher percentage turnover rate for teaching staff

Years	Turnover Rate	Years	Turnover Rate
2001-02 to 2002-03	44%	2009-10 to 2010-11	0%
2002-03 to 2003-04	40%	2010-11 to 2011-12	33.3%
2003-04 to 2004-05	38%	2011-12 to 2012-13	21%
2004-05 to 2005-06	20%	2012-13 to 2013-14	14.3%
2005-06 to 2006-07	20%	2013-14 to 2014-15	33.3%
2006-07 to 2007-08	46%	2014-15 to 2015-16	50%
2007-08 to 2008-09	16.7%	2015-16 to 2016-17	0%
2008-09 to 2009-10	8.3%	2016-17 to 2017-18	8.3%

Ridgeway Community School 2016-17 Teaching Faculty Information

Name	File Folder Number	Assignment	Years Employed By School	Left during 16/17	Not returning 17/18
Anderson, Rhonda	340025	4 th & 5 th Grade Teacher Co-Lead Teacher	14	<input type="checkbox"/>	<input type="checkbox"/>
Conway, Samantha	422825	Special Education Teacher	10	<input type="checkbox"/>	<input type="checkbox"/>
Eischen, Mary Lee	333148	Elementary Art Teacher	5	<input type="checkbox"/>	<input type="checkbox"/>
Grote, Kimberly	386934	Elementary Music & Instrument Teacher	10	<input type="checkbox"/>	X
Helms, Danielle	341020	Kindergarten Teacher	2	<input type="checkbox"/>	<input type="checkbox"/>
Johnson, Maureen	350491	1st Grade Teacher	16	<input type="checkbox"/>	<input type="checkbox"/>

Wieser (Karr), Megan	469788	Speech Pathologist	3	<input type="checkbox"/>	<input type="checkbox"/>
Krings, Jennifer	430134	4 th & 5 th Grade Teacher Test Administrator Co-Lead Teacher	10	<input type="checkbox"/>	<input type="checkbox"/>
Larson, Dustin	454032	Physical Education and DAPE Teacher	2	<input type="checkbox"/>	<input type="checkbox"/>
Lott, Nicole	486720	2 nd & 3 rd Grade Teacher	2	<input type="checkbox"/>	<input type="checkbox"/>
Lubahn, Judith	375613	Intervention Teacher	6	<input type="checkbox"/>	<input type="checkbox"/>
Kanz, Bradley	478793	2 nd & 3 rd Grade Teacher	2	<input type="checkbox"/>	<input type="checkbox"/>

Ridgeway Community School employed five paraprofessionals during the 2016-17 school year. These paraprofessionals all met the highly qualified criteria by being either college graduates or passing the ETS Para Pro test. All staff members are provided an orientation which includes blood-borne pathogens, worker right to know, mandated reporter, homeless student identification, and restrictive and emergency procedures training along with school policies and procedures trainings within the first month of school or shortly after they are hired. A table providing a list of the non-teacher employees of the school is provided below.

Table 4: Ridgeway Community School 2016-17 Non-teacher Staff Information:

Name	Assignment	File Folder # or certifications	Years Employed By School	Left during 16/17	Not returning 17/18
Carrie, Mary	Food Service Coordinator	Serve Safe & Food Manager	8	<input type="checkbox"/>	<input type="checkbox"/>
Dansingburg, Jodi	School Coordinator	CPI, First aid, CPR, AED, and MACS and MDE Administrative PD	16	<input type="checkbox"/>	<input type="checkbox"/>
Drussell, LeeAnn	Preschool Assistant	First aid, CPR, AED, Child Passenger Safety Technician	11	<input type="checkbox"/>	<input type="checkbox"/>
Eischen, Mary Lee	Special Ed. & Title I Para	Teacher FFN: 333148	5	<input type="checkbox"/>	<input type="checkbox"/>
Wundrow, Amber, RN	School Nurse	R 084336-4	1	<input type="checkbox"/>	X
Erickson, Paul	Van Driver	School Bus Drivers License	12	<input type="checkbox"/>	<input type="checkbox"/>

Falkowski, Brenda	Administrative Assistant	First aid, CPR, AED	3	<input type="checkbox"/>	<input type="checkbox"/>
Feathergill, Mary	Business Manager	MDE and Region V Business Manager PD	16	<input type="checkbox"/>	<input type="checkbox"/>
Fort, Linda	Special Ed. & Title I Para	First aid, CPR, AED, ETS Para Pro Assessment, MDH PCA Training, Orton Gillingham Certified	10	<input type="checkbox"/>	<input type="checkbox"/>
Groth, Joann	Library/Media Aid	Teacher FFN: 223935	9 yrs. as teacher & 6 yrs. as library aid	<input type="checkbox"/>	<input type="checkbox"/>
Groth, Steven	Maintenance	Asbestos , Indoor Air Quality and Well operator certified	5	<input type="checkbox"/>	<input type="checkbox"/>
Hundorf, Julie	Special Ed. Para	CPI, Seizure certified	5	<input type="checkbox"/>	<input type="checkbox"/>
Kerkenbush, Angie	Preschool Aged Childcare Program Teacher	Teacher FFN: 426422	3	<input type="checkbox"/>	<input type="checkbox"/>
Lee, Vanessa	Special Ed. & Title I Para	Para Pro Assessment, CPI Certified	1	<input type="checkbox"/>	X
Gault, Debra	Masters Degree	CPI Certified	1	<input type="checkbox"/>	<input type="checkbox"/>
Morris, Bailey	4 Year College Degree - SPED	CPI Certified	1	<input type="checkbox"/>	<input type="checkbox"/>
Pflughoeft, David	Custodian		14	<input type="checkbox"/>	<input type="checkbox"/>
Pflughoeft, Sylvia	Custodian		14	<input type="checkbox"/>	<input type="checkbox"/>
Rakovec, Matt	4 Year College Degree	CPI Certified	2	<input type="checkbox"/>	<input type="checkbox"/>

Finances:

The 2016-17 school year's final revenue and expenditures varied from the original budget projections due to changes in student enrollment, increased special education funding and program staffing, and federal title grant funding allotted to the school. Revenue exceeded expenditures as expected in the revised budget. The board and board committees consistently reviewed the school's strategic goals throughout the year to make sure funds went toward improving academics with curriculum and technology purchases and again increased staff salaries going into the 2016-17 school year. Actual revenues for the 2016-17 school year were \$1,145,610 and expenditures were \$1,117,780. The school continues to maintain a healthy fund balance. The unreserved/undesignated fund balance for the school at the end of the 2016-17 school year is \$278,319.

The School's Board of Directors oversee all of the school's finances. The board's

Finance Committee is comprised of the board treasurer, school coordinator, business manager, a parent, and a community member who is not on the board. Smith, Schafer & Associates, LTD, who is experienced in public school district and charter school auditing procedures, conducted our annual audit for the 2015-16 and the 2016-17 school years. The school had one audit finding for both school years, which stated that the school does not have the expertise to ensure all disclosures, required by Generally Accepted Accounting Principles, are included in the financial statements. The school, instead, relies on the audit firm to prepare the financial statements and related footnote disclosures and has in place a process to review and approve the financial statements prior to their issuance. In the spring of 2017, the school was awarded the Minnesota School Finance Award for the seventh year in a row.

The school will continue to put our educational programs first and maintain a strong financial oversight. A copy of the financial reports are included as **Attachment F**.

Academic Performance:

Students at Ridgeway Community School are assessed at the beginning, middle, and end of the year using the FASTBridge benchmarking in reading and early literacy skills, and the NWEA Measures of Academic Progress (MAP) assessments in reading and math. The students also take the state mandated MCAs each spring. The teachers at Ridgeway have determined to use the 40th percentile as the low end of the “normal” range. Students below this mark are referred to intervention programs such as our Title 1 and/or RISE programs.

The MCA math and reading assessments given each spring are taken by our third through fifth grade students. Our fifth grade students also take the Science MCA. The percentage of RCS students scoring a level of meets or exceeds on the 2017 Reading MCA III assessments was 65.4%. The percentage of students scoring a level of meets or exceeds on the 2017 Math MCA III assessments was 63.5%. The percentage of students scoring a level of meets or exceeds on the 5th grade Science MCA was 62.5%.

On the reading NWEA MAP assessment 62% of RCS students performed at or above the 40th percentile. The math NWEA MAP data did not match the MCA data. Students performed significantly higher on the NWEAs. On the math assessment 74% of RCS students performed at

or above the 40th percentile.

During the 2016-17 school year the Alternative Delivery of Specialized Instructional Services (ADSIS) funds allowed RCS to retain a licensed teacher to provide reading and math interventions through the Ridgeway Interventions for Student Excellence (RISE) program. The program allows us to identify, intervene, and monitor students who fall at or below the 25th percentile in reading and math proficiency. Title I funds were used to provide highly qualified paraprofessionals to work with students who placed in the 26th to 40th percentile in reading and math assessments. The paraprofessionals worked with the Title I students under the supervision of the classroom teachers during the regular reading and math classes.

Academic Goals: Ridgeway Community School had the following academic goals and results for the 2016-17 school year:

- **Reading Goal:** The percentage of all students in grades 3 to 5 at Ridgeway Community School who are enrolled by October 1, 2016 and are proficient on all state accountability tests (MCA, MTAS) will increase from 56% in 2016 to 61% in 2017.
- **Results:** In the 2017 academic year the students met the academic goal; we had an increase from 56% to 65.4% of students performing at proficient levels or above on our Reading MCA III.

Table 5: 2017 MCA III Reading Results

Grade	Total Students	Does Not Meet/ Partially Meets	Meets/ Exceeds	% Proficient
3rd	18	8	10	55.6%
4th	17	6	11	64.7%
5th	17	4	13	76.5%
3rd to 5th	52	18	34	65.4%

- **Math Goal:** The percentage of all students in grades 3 to 5 at Ridgeway Community School who are enrolled by October 1, 2016 and are proficient on all state accountability tests (MCA, MTAS) will increase from 61.2% in 2016 to 67% in 2017.
- **Results:** In the 2017 academic year the students did not quite meet the academic goal. We had an increase from 61.2% to 63.5% for students who met or exceeded the standards on the Math MCA III.

Table 6: 2017 MCA III Math Assessment Results

Grade	Total Students	Not Proficient	Proficient	% Proficient
3rd	18	5	13	72.3%
4th	17	5	12	70.6%
5th	17	9	8	47.1%
3rd to 5th	52	19	33	63.5%

Innovative Practices and Implementation:

Overview: RCS employs a variety of instructional models to deliver standards-based curriculum designed to successfully engage all students. Direct instruction, differentiated instruction, small group activities, and project-based learning models help us meet the needs of students with a variety of learning styles. These and other innovative practices proven to increase student engagement and achievement are described below:

Multi-age Educational Program with Smaller Class Sizes: During the 2016-17 school year RCS students were grouped into the following grade configurations: self-contained kindergarten, self-contained first grade, multi-age second and third grade, and multi-age fourth and fifth grade. While most of the second grade through fifth grade classroom instruction takes place in the multi-age configurations, the students are broken out by actual grade level for math

instruction. Inclusive, differentiated instruction is used by all teachers who work diligently and collaboratively to assist and facilitate all students to be challenged in the regular classroom whenever possible. This configuration allows our class sizes to remain small and balanced by genders, ages, and personalities. The board deems small class sizes to be a benefit to students and teachers.

Balanced Multi-age Reading & Language Arts Program: The school uses a teacher-developed, balanced language arts program with the goal of integrating reading and language arts standards through exposure to class sets of quality literature. Multi-sensory Orton-Gillingham phonics materials and strategies are used for early-emergent and emergent readers, while phonemic strategies support fluency and spelling skills for developing and established readers. Spelling patterns and rules are taught using the *Words Their Way* program. The program's succession allows the teacher to discuss letter patterns, division rules, root words, prefixes and suffixes, and build student vocabulary.

Math Curriculum: RCS uses the *Math Connects* curriculum by Macmillan McGraw-Hill. It contains differentiated components to meet the needs of all learners, offers software to complement our interactive whiteboards, and offers the option to use performance based instruction.

Primary Prevention Programs: The school utilizes a number of strategies for its Primary Prevention Programs. These strategies are shared with RCS families in the parent student handbook, at school orientation, and through regular school and classroom newsletters:

- **School Wide and Classroom Morning Meetings:** Ridgeway Community School (RCS) holds a morning all school meeting in which the entire student body and staff identify behavior and activities to celebrate and review any issues of concern such as playground behavior prior to saying the pledge of allegiance and the Ridgeway Community School Pledge. Classrooms also hold morning meetings to allow for more detailed student check-ins, review of daily schedules and reminders about expectations for good behavior.
- **Social Skills Development:** During the 2016-17 school year RCS continued to utilize

the research-based ***Second Step*** program to enhance the social and emotional development of its preschool to fifth grade students. The curriculum is used on a regular basis by classroom teachers to share developmentally appropriate lessons on core skills such as empathy, emotion management, and problem solving as well as self-regulation, executive function skills, and skills for learning. In addition, some classroom teachers utilize the “**Bucket Filler**” and/or **Class Dojo** programs to encourage respectful, kind, and engaged behavior.

- **Developing Student Problem Solving:** During the 2016-17 school year RCS introduced the ***Kelso’s Choice*** curriculum for use with its Kindergarten to 5th grade students. ***Kelso’s Choice*** curriculum offers age-appropriate lessons to help students identify the difference between big problems and small problems and gives students strategies on how to solve the small problems that are not immediate safety concerns by themselves.
- **Traffic Tickets** – RCS utilizes a school wide hallway and lunch room inappropriate behavior consequence system we call “Traffic Tickets.” Student who are not following the behavior expectations that have been taught, reviewed and reinforced in the first weeks of school are given a traffic ticket that they must turn in to their teacher . The ticket results in the loss of 5 minutes of recess time.
- **Behavior Fix-It Plans** - Students who choose to act in inappropriate ways are given a warning. If inappropriate behavior continues, or if behavior is severe, students complete a Behavior Fix-It Plan. The plans are sent home to be reviewed and signed by parents. These completed forms must be returned to school the following day before recess privileges are reinstated. Students who receive three behavior plans will be required to attend a meeting with their teacher and their parents or guardians to develop a plan to make better behavior choices.
- **Behavior Data** – A behavior notebook is used to log the student behavior Fix-It plans with information on for documenting Behavior Fix-It plan data by student, location and type of incident and staff involved or observing incident. This data is used by teachers at the Teacher Assisting Teacher problem solving meetings to identify students who need extra assistance.

During and After School Intervention Programs: RCS again received approval to participate in the Minnesota Department of Education's Alternative Delivery of Specialized Instructional Services (ADSIS) program. The Ridgeway ADSIS program is called Ridgeway Intervention for Student Excellence or RISE. The additional funds available through this program allowed us to reach students whose reading and math scores fell at or below the 25th percentile in performance in their reading and math skills as measured by nationally normed FASTBridge and NWEA Measures of Academic Progress (MAP) assessments. An intervention teacher was employed to implement additional instruction with research-based curriculum for improving reading fluency and math proficiency to reduce referrals of at-risk students for special education services. The at-risk students in kindergarten to third grades used the *Stepping Stones* and *Read Well* curricula. The fourth and fifth grade at-risk students used the *Read Well*, *PALS Reading*, and *Rewards* curricula. The first to fourth grade students used the software *Earobics* for additional phonemic practice. We were also able to implement math interventions using *PALS Math*, *Rocket Math*, and *VMath*. These programs are being coordinated by the RCS resource teacher and implemented by a full time intervention teacher. Additionally, Ridgeway Community School received funding for a Reading Corps member to assist students in kindergarten through third grade with reading skills. Reading Corps provides evidence based literacy interventions and data based assessments.

In addition to the school-day intervention program described above, RCS has an arrangement with Winona Dyslexia Group, a non-profit organization supported by the Mark Pryor Foundation, to provide our lowest reading level students with afterschool one-on-one reading tutoring sessions with educators trained in the Orton Gillingham phonics-based reading program.

Parent and Community Involvement: Ridgeway Community School places a very high value on family and community involvement. Here are just a few of the ways family and community members assisted Ridgeway Community School students and staff:

- **Partners in Education (PIE):** During the 2016-17 school year Ridgeway Community School held several parent meetings called Partners in Education (PIE) during which parents of students being served by Special Education, RISE, and/or Title I programs

were invited to learn more about the programs and how they could help the children advance their reading and math skills at home. These meetings also provided a forum for parents to give feedback about these support programs for the purpose of program improvement.

- **Parent/Student/Teacher Goal Setting Meetings:** Ridgeway Community School holds Parent/Student/Teacher goal setting meetings in October and March of each year to give students an opportunity to take responsibility for their own learning by setting academic and behavior goals with the support of their teachers and parents.
- **AmeriCorps program:** Through a contract with the Southern Minnesota Initiative Fund RCS participates in the Learning Early Achieves Potential AmeriCorps program which places a full-time AmeriCorps member at the school to work with preschool and kindergarten students on social and emotional development.
- **Collaboration with area college programs** and students to provide additional educational and enrichment opportunities for our students. During the 2016-17 school year Winona State University students assisted with:
 - After school athletic clubs
 - Classroom activities including science, health, and social skills lessons with WSU science and health education students.
 - Counseling and social skills building activities – with WSU counseling graduate students.
- **Community Library Programming:** through the assistance of a dedicated group of volunteers, Ridgeway Community School opens their SELCO-affiliate library for parents and community members to check out books and media materials and take advantage of the school's high speed internet.

SMART Boards: The K-5 classrooms, art & music classroom, and the special education and resource room have SMART Boards and teachers have found them to be an incredible asset in delivering engaging instruction to our students.

Multi-age Homerooms for Character Development and Service Learning: Once per quarter RCS kindergarten to fifth grade students come together in multi-age (K-5) homerooms to

experience character development and service learning activities. Siblings are grouped together for these homerooms.

Experiential Learning: RCS teachers work hard to provide their students with hands-on opportunities to learn about subjects covered by the direct instruction given during their regular class time. Many of these opportunities come in the form of field trips that are made possible with funds provided by the school's active parent organization, Ridgeway Parents and Community (RPAC). Some of these opportunities also come through collaboration with specials teachers, parents, grandparents, and community members. A list of the experiential learning programs provided during the 2016-17 school year is below:

- **LEGO® Lessons** – The teachers utilized *LEGO®* sets in the classroom to develop a variety of academic, cognitive and social skills. The students are able to problem solve, communicate, and reflect through constructive and creative processes using the *LEGO®* sets.
- **MN Zoo** - the 4th and 5th grade students spent a night at the MN Zoo learning about the animals and the care that goes into keeping them at the zoo. They were also able to attend the Apple Store and received a STEM lesson on using iPads for marketing.
- **Buffalo Ranch** – Preschool students learned about life on the farm.
- **Children's Museum** – Kindergarten and first grade children experienced learning through play
- **Winona Tour Boat** – The second and third students learned about the river and how it changes throughout the year and throughout the course of time. They learned about how it is and was used for transportation as well.
- **WSU Tree Planting** – Students in second and third grade learned about plants native to the area and how they thrive in these specific conditions.
- **Tree Grafting** – Students in fourth and fifth grade learned about apple trees and how to successfully grow and cultivate new types of trees.
- **Fire Safety** at the Ridgeway Volunteer Fire Department – kindergarten to fifth grades
- **WWII Fair** - the students researched and portrayed a historical figure from this time period for an evening event of fun and learning

- **Spring musical performance** – kindergarten to 5th grade musical performance that demonstrated music through the decades.
- **Science Fair** - the fourth and fifth grade students presented projects on a variety of science related topics.
- **Adventure Day** – kindergarten to fifth grade hands-on sessions on cooperative art projects, dairy farming and production, and farm and home safety.

School Wellness Programs:

In implementation of its Wellness Policy, RCS encourages students and their families to make good choices regarding health and wellness through daily recess and physical education opportunities, increased servings of fresh fruits and vegetables from the food service program, and athletic and lifetime fitness enrichment opportunities. Below is a list of activities that were implemented to carry out its Strategic Wellness Goals during the 2016-17 school year.

- **Daily physical education classes:** Ridgeway Community School provided all kindergarten to fifth grade students 30 minute long physical education classes. Outdoor recess was held twice each day for a total of 40 minutes.
- **School garden program:** Ridgeway Community School had an active school garden program that offers students educational opportunities through classroom science and social studies activities as well as an active after school garden club.
- **Brain breaks:** Many of our school's classrooms are now taking "brain breaks" during the middle of longer stretches of stationary lesson time. These breaks take place in the classroom or on our new fitness track and give a 3 to 5 minute period of increased cardiovascular activity to help get the blood flowing through students' brains and help them increase productivity in the classroom.
- **After school fitness clubs:** A variety of competitive and lifetime after-school clubs were offered to RCS students during the 2016-17 school year including archery, basketball, cross country skiing, dodge ball, flag football, gardening, hiking, soccer, square dancing, tennis, track and field, and volleyball.
- **Family and community wellness activities:**

- **Fall Family Hike** – RCS held a family hike at nearby Great River Bluffs State Park.
- **Winter Fun Activity Day** - the school students and many family members went were able to choose from winter activities on their Winter Fun Day field trip in December: St. Mary's University for Nordic Skiing and Sledding, Winona Rec Center for Basketball and other indoor activities, and Bud King ice arena for skating.
- **Community Yoga Fitness classes** – These classes were held in the school gym on Sunday, Monday and Wednesday evenings as a means of providing area residents with an opportunity to exercise throughout the cold weather months.
- **Winter Family Fun Day** – RCS hosted a family skiing and sledding party in January.
- **Miles for Smiles Fun Run and Walk** – This annual fundraiser was held around West Lake Winona on June 3 to support improvements to the school's playground.
- **Healthy Kids Club** – The school participated in the winter Healthy Kids Club events put on at the Winona Middle School for area elementary children by Winona Health.
- **Locally raised foods program** – The availability of a fully licensed kitchen allowed RCS to source some of its fruits, vegetables, and meats from area farmers and processors. The food service program is working to develop a streamlined method of delivery of locally raised items to the school. The school garden and area families also contributed fresh produce to the school's lunch program.
- **Annual RCS Golf Outing** – This is annual event is held the first Saturday of August to encourage RCS families to get outdoors for a round of golf or a golf-like game while supporting a student fitness-related fundraising effort.
- **Enrichment Programming;** In addition to the field trips and other experiential learning opportunities described above, RCS provided its students these enrichment programs during the 2016-17 school year:
 - Band and string instrument lessons for interested fourth and fifth grade students
 - A student winter holiday concert and a spring musical concert
 - After school art, chess and Lego clubs
 - A Summer Kids Club that featured opportunities for reading and reading tutoring and activities in math, science, world cultures and languages (including sign language), art, music, sports, and cooking.

FUTURE PLANS:

The board and staff of Ridgeway Community School have established the following goals to achieve the mission and vision of the school:

- **Goal Area 1:** Foster **academic excellence** in Pre-K through 5th grade
- **Goal Area 2:** **Promote** student, family and staff **wellness** (food, fitness, outdoors, physical and mental health)
- **Goal Area 3:** Develop a school-wide plan for **student character development and social emotional growth.**
- **Goal Area 4:** **Increase parent outreach and engagement** for new and existing parents.
- **Goal Area 5:** **Maximize staff retention** through increased staff compensation, professional development, and other administrative practices.

In order to accomplish these goals the school's board committees and teachers have prioritized the following Strategic Plan for the 2017-18 school year:

Goal Area 1: Foster academic excellence in PreK through 5th grade



Implement core, enrichment, supplemental and intervention curricula such that Ridgeway Community School students achieve the following reading and math goals:

- **Reading Goal:** The percentage of all students in grades 3 to 5 at Ridgeway Community School who are enrolled by October 1, 2017 and are proficient on all state accountability tests (MCA, MTAS) will increase from 65.4% in 2017 to 67.5% in 2018.
- **Math Goal:** The percentage of all students in grades 3 to 5 at Ridgeway Community School who are enrolled by October 1, 2017 and are proficient on all state accountability tests (MCA, MTAS) will increase from 63.5% in 2017 to 66% in 2018.

Utilize the following strategies to achieve the math and reading goals implemented above:

- Successfully implement newly acquired FastBridge Reading and Math Benchmark and Progress Monitoring assessments.
- Successfully implement 2017-18 RISE, Title I and Reading Corps programs.
- Work to meet the Multi Tiered Systems of Support (MTSS) goal area of developing a School-wide Reading Plan identified by the Tiered Fidelity Inventory evaluation conducted in the spring of 2017. The Reading Plan work was begun during the summer of 2017 and will continue throughout the 2017-18 school year. The plan development work will include English Language Arts curriculum alignment, and participation in the MTSS workshop series (offered by Hiawatha Valley Education District) and other professional development to improve core and intervention instructional practices.
- Achieve goals identified in the World's Best Workforce Plan.
- Secure approval from Winona Area Public Schools and the Minnesota Department of Education for an Early Learning Program.

Goal Area 2: Promote student, family and staff wellness by implementing the school Wellness Policy and engaging in the following activities:

- Offer effective staff and family wellness activities or programs 3 times per year;
- Participate in at least one national fitness/activity challenge such as the “Billion Mile Race” or “Fuel up to Play 60” by encouraging student participation in before, during, and after school laps and step activities;
- Participate in at least 2 community wellness event events per year (*ie. Healthy Kids Club, Special Olympics, etc.*);
- Offer effective staff and family wellness activities or programs 3 times per year;
- Research mindfulness and growth mindset programs, practices and opportunities for RCS students;
- Join and participate in the Winona County SHIP (State Health Initiative Program) program as a cooperating partner;

- Offer monthly staff challenges from October to May and consider participation in the Live Well Winona Worksite Wellness program. promote a healthy lifestyle;
- Work to achieve at least a bronze level in the School Health Index program;
- Implement a Farm-to-School “Taste –Test Tuesday” program with at least two taste tests per month to offer fresh fruits and veggies or other “new healthy” foods;
- Plan & implement bimonthly nutrition and health education newsletters and/or promotion activities for our students and families.
- Update student medication and immunization policies and procedures.

Goal Area 3: Develop a school-wide plan for student character development and social-emotional growth.



Ridgeway Community School will promote the student social – emotional growth and development by implementing the following activities:

- Implement an **AmeriCorps LEAP** (Learning Early Achieves Potential) member to support the social and emotional growth of preschool and kindergarten students;
- Utilize the *Second Step*, *MindUp*, and *Kelso’s Choice* curricula to promote student social and emotional skill development.
- Provide training to educational staff on the *Responsive Classroom* program, which emphasizes academic, social, and emotional growth in a strong school community throughout the school, including:

- Implement Responsive Classroom morning meeting in all K-5 classrooms.
- Send Lead Teachers to a Responsive Classroom Leadership Training
- Send specials teachers to a Responsive Classroom training
- Implement a staff professional development series/book study on the *Lost at School* book and *Lives in the Balance* website of Dr. Ross Greene.
- Provide at least 4 Homeroom sessions and one community event on the “**Environment**” service learning theme.

Goal Area 4: Increase parent outreach and engagement for new and existing parents.

Ridgeway Community School will promote parent engagement in supporting student learning and participation in school activities such that there is an increase in positive ratings in the spring parent survey by:

- Provide timely school activity calendars, newsletters, and other parent/family communication about school activities and events so that parents and students are better able to participate in them;
- Update the list of grandparents and other family members and communicate with them directly through both U.S. and email at least four times during the year;
- Research options and implement a more functional school website with complementary smartphone app to make information provided on the school website easier for parents and community members to utilize;
- Plan and implement a successful Family Math Night, 4th and 5th grade science fair and March Open House events;
- Achieve at least 85% participation in Parent, Student, and Teacher Goal Setting sessions held in November.

- Provide three effective Partners in Education events with an average participation of at least 50% of parents of Title I, RISE and Special Education students' families.
- Survey chaperones of field trips to solicit feedback to improve field trip experiences.
- Utilize a parent volunteer survey to solicit increased parent involvement, in school day, afterschool, and off site support activities.
- Provide a parent book study on the book "Lost at School" by Dr. Ross Greene and promote other community events that provide educational and emotional support to parents.

Goal Area 5: Maximize staff retention through increased staff compensation, professional development, and other administrative practices.

Utilize these effective financial management, administrative, and employee professional development, and recognition practices to maximizing the retention of quality staff:



- Implement the 2017-18 school year budget (which includes a \$500 increase to the cash in lieu of benefits for employees working 30 hours or more) such that the projected budget meets or exceeds the anticipated net fund reserves;
- Continue the development of the new Board Governance Committee such that it becomes the entity with the primary responsibility for board agenda development based on strategic academic, administrative, and financial oversight;
- Simplify the staff development, request, reporting, and documentation process to improve efficiency and effectiveness of staff development activities;

- Continue work to develop and document systems for ongoing school operations in the areas of student data management, communication and outreach (with staff, students, parents and the community), fundraising, school safety, human resources, buildings, grounds, and transportation management;
- Implement the Q-Comp Program with fidelity including training for the school's lead teachers, such that teacher mentoring, evaluation, and professional development activities are purposeful and productive as measured by an increase in teacher goal attainment over the previous year;

Operational Performance:

Ridgeway Community School continues to strive to improve operational efficiency while working toward fulfillment of our strategic goals as identified above. During the 2016-17 school year the administration began the process of documenting administrative procedures and practices to improve organizational efficiency and assist with training new administrative and office staff.

School's Nonprofit Status: Ridgeway Community School continues to be registered as a non-profit corporation with the Minnesota State Attorney General's office. A report of Ridgeway Community School's nonprofit status is included as **Attachment G**.

Authorizer Information:

During the first year of our five year contract with Winona Area Public Schools (WAPS), additional efforts were made begin updating reporting procedures due to changes that will be implemented as a result of WAPS participation in the MAPES evaluation process. The RCS coordinator submitted a quarterly reports to the WAPS Board of Directors and a joint meeting between the two boards was held on February 21, 2017. Arthur Williams served as the liaison for Winona Are Public Schools, taking over for Marianne Texley. Mr. Williams' primary role with Winona Area Public Schools is as the Principal of Jefferson elementary school, the district's largest elementary school. Mr. Williams' contact information is below:

Authorizer name	Contact information	Authorizer liaison	Contract Termination date
Winona Area Public Schools I.S.D. 861	903 Gilmore Avenue Winona, MN 55987 507-494-1529	Mr. Arthur Williams	June 2021

**Ridgeway Community School
2016 - 2017 Annual Report
Attachments:**

- A. Enrollment Application and Registration**
- B. Admission Policies**
- C. Staff Organizational Chart**
- D. Administrative Evaluation Rubrics**
- E. 2016-17 Q-Comp Report**
- F. 2016-17 Audit**
- G. Non-profit Status**