



Jane Goodall Environmental Sciences Academy

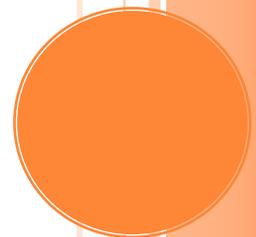
'16/17 ANNUAL REPORT

Out of the classroom, into the world.

A school like no other. A student driven, project based learning, teacher lead, public charter school located on 300+ acres in the heart of Wright County. JGESA has grown in so many ways in our second year.



7/1/2017





Jane Goodall
**Environmental
Sciences Academy**

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Introduction-

Jane Goodall Environmental Sciences Academy (JGESA), a school like no other is located on over 300 acres of lakeshore, wooded areas and fields on the Camp Courage campus in rural Wright County. In a small school, with the total enrollment of on average 98 students from over 15 of communities across central Minnesota and 17 full-time staff (10 licensed) provides a staff to student ratio of 1:6, ultimately leaving no student left unknown. The success of the students and staff at JGESA is rooted in the formation of deep, meaningful relationships within the learning community while personalized learning plans and student-driven, project-based learning help ensure that the interests, curiosities and passions shape the education experience of each individual student.

While licensed staff provide continuous support, students continually plan projects that aligned with Minnesota State Standards and focus on essential questions, task completion, skill mastery, grit and

“My son is in his second year (7th Grade) at JGESA and he is a completely different kid - a good thing! While he's still quiet and reserved, his confidence and abilities to manage his own education has improved significantly. He loves going to school and would rather be there than home on break!”

problem-solving. The intentional departure from the outdated lecture-based, teacher-driven model is replaced by one that encourages students to take ownership of their own learning. At JGESA, staff are generalists in their approach to supporting student achievement, while students are encouraged to seek support of experts from both the school community and the community at large. JGESA requires the input and dedication from students, staff, families and community members alike because we understand that great schools and successes are a function of efforts from all people.

Jane Goodall Environmental Science’s mission is a call to action to step “out of the classroom, and into the world.” JGESA is energized by the challenges that lie ahead and by the learning that takes place within the challenges and successes. With the dedication of our innovative staff, the undoubtable support from families and the curiosity of students, we are confident that together we can cultivate a strong learning community of environmentally conscious thinkers and problem solvers that will engage the world with independence and gratitude.

Governance and Management

The JGESA School Board meets on the third Tuesday of the month at 5:30 p.m. The meetings are held in the Administrative Building at JGESA. Prior notice is provided and posted for regular meetings as well as for special meetings or in the event the meeting time or location should be changed. Priorities for the year included transitioning from a founding board to school board, overseeing sound academic, operational and fiscal practices, and future planning.

Board members include:

Jerry Sparby	Board Chair	Community Member	952-852-0129
Craig Wignes	Member	#413989	952-852-0129
Patrick Ross	Member	Community Member	952-852-0129
Jessica Paulson	Member	#459272	952-852-0129
Thomas Colburn	Member	Parent	952-852-0129

The Annandale Advocate was designated as the school's official newspaper.

Riverwood Bank of Monticello serves as the school depository. Policies were adopted to meet the requirements of the Department of Education.

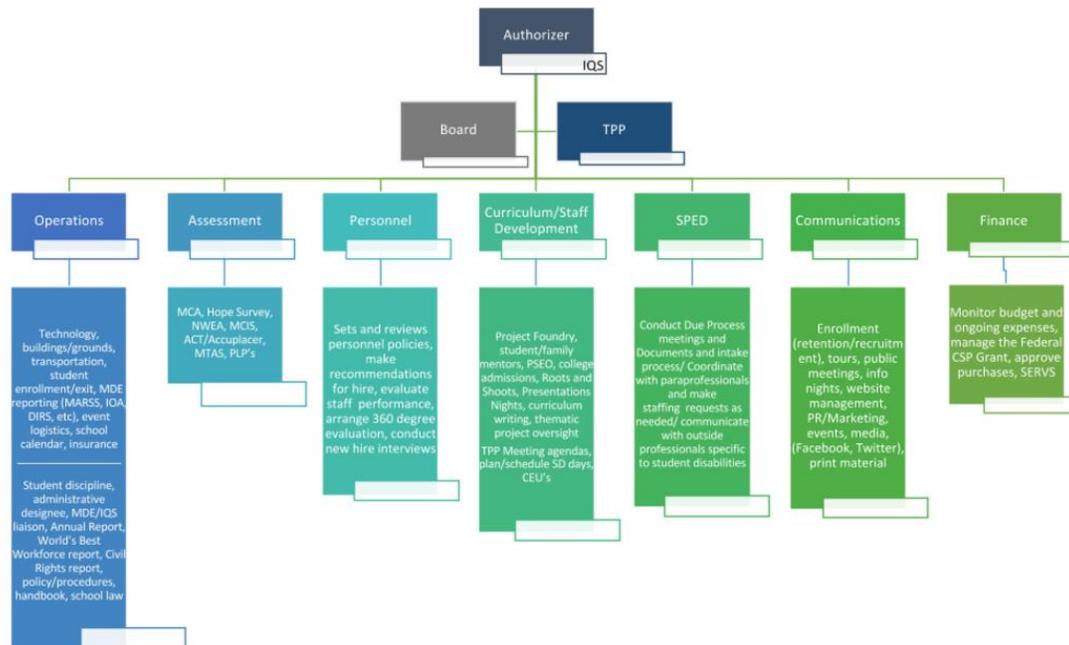
Staff:

Anne Brakob	444635	Special Education
Katie Kohn	475996	Special Education
Deb Hyk	329102	Special Education
Jessica Haag	425973	Special Education
Craig Wignes	413989	Advisor- Social Studies
Britta Lundin	489114	Advisor- Science
Jessica Paulson	459272	Advisor- Science
Chris Bot	478335	Advisor-Social Studies
Monica Turner	495616	Advisor- Mathematics
Jackie Longhenry		Office Manager
Sophia Gunderson		Paraprofessional
Rita Jewell		Paraprofessional
Joann Abell		Paraprofessional
Robbin Fitch		Paraprofessional
Tonya Pierson		Paraprofessional
Travis Paulson		Paraprofessional
Rose Arehart		Paraprofessional

Management and Administration:

JGESA is a teacher-powered school that utilizes a site-based management system. In the Team Professional Practice (TPP) model, each staff member serves on two committees. Committees continually communicate to all staff members and report activities and recommendations at weekly TPP meetings and directly to the board each month. The following is a list of each committee as well as the chair(s) of each:

<u>Committee</u>	<u>Chairperson(s)</u>
Operations	Craig Wignes/Jackie Longhenry
Communications	Jackie Longhenry/Craig Wignes
Assessment	Monica Turner
Personnel	Jessica Paulson
Finance	George Walker/Jessica Paulson
Special Education	Anne Brakob/Katie Kohn
Curriculum/Staff Dev.	Chris Bot/Britta Lundin/Katie Kohn



Admissions/Enrollment/Attrition:

Refer to Appendix B

Admissions/Enrollment:

Operational counts averaged 98 students and 17 staff (10 licensed). Staff members worked within mixed age level advisory groups. JGESA saw less turn-over this year. Only 13% of students did not complete the year, that number includes several students who left due to in-patient treatment who are expected to return in the fall. With that considered the figure would be 8%.

Special Education- Special Education services were delivered to 45 students over the course of the year (33 active at end of school year). The percent of students receiving special education services remained fairly consistent at 48%. JGESA has four Special Education Advisors/Case Managers which allows us to offer quality educational opportunities to a disproportionately high number of students with special needs. JGESA services students with: learning disabilities, emotional behavioral disabilities, traumatic brain injury, other health impaired needs, and autism spectrum disorders.

Free and Reduced Lunch- JGESA does not offer a lunch program, this seemed to deter families from completing the Free and Reduced applications. Due to this JGESA only has 29 Free or Reduced students on record although we suspect the number qualified is significantly higher. In an effort to right this we are using the

Alternative Application for Educational Benefits form and including more information with it for the next school year.

Attendance- 90.58% JGESA's attendance met and exceeded the state target of 90%. JGESA includes an attendance policy allowing for students with excessive absences to be offered additional services – such as a 504 or academic assistance plans – to encourage attendance and assist students staying on track.

Admissions Policy:

School Admissions and Enrollment According to Minnesota's public school attendance laws, JGESA accepts any student who would like to attend as long as there is space available and they are in grades of 6-12. JGESA will not accept students beyond the end of third block. If students apply after this date, they will be placed on a waiting list to start in the fall. JGESA accepts lottery applications from Dec. 1st – Jan. 31st each year. Students are awarded any available open positions in a random drawing from applicants. Any student that does not get a lottery opening is placed on the waiting list in order drawn in lottery. Applications that are received after the lottery date are added to the waitlist in order received.

Demographic Summary (all stats based off total yearly enrollment of 125):

- 64% Male/ 36% Female
- 24% Free/Reduced
- 99% Caucasian, not of Hispanic origin.
- Average Daily Membership 98.23
- Average Daily Attendance 90.58%
- Special Education services were delivered to 43 students over the course of the year (33 active at end of school year).
 - 15 Female
 - 27 Male
- Graduating of class of 2 seniors (1 male/1 female). One attending University of Duluth in fall 2017, other working in family business with intent to enroll in college in fall of 2018.

Enrollment by District and Grade Level- numbers vary due to total numbers enrolled during the full year.

Resident Dist.	Total	SPED	6	7	8	9	10	11	12	% of Total
47	4	2			2		1	1		3.28%
51	2	2	2							1.64%
466	2	1				1	1			1.64%
477	1	1				1				0.82%
726	2	1					1	1		1.64%
727	10	1		5	8		2	1		8.20%
739	5	2	1	2	1	1				4.10%
742	32	11	7	3	6	7	5	2	2	26.23%
750	1	1					1			0.82%
876	10	6				1	3	6		8.20%
877	21	6	2	5	5	3	5	1		17.21%
879	1	0				1				0.82%
881	4	1	1	2			1			3.28%
882	23	10	2	3	3	9	6	3	2	18.85%
885	2	1		1					1	1.64%
912	1	1			1					0.82%
2687	1	1			1					0.82%
	122	48	15	21	27	24	26	15	5	

Academic Program Performance:

General Student Progress Report:

Jane Goodall Environmental Science Academy students completed projects, offered public presentations, and utilized community experts. Students were actively involved in working with and volunteering Camp Courage and True Strides (equine therapy). Students created projects centered around environmentalism, and community building. Students continue to learn responsibility, motivation techniques, and the value of lifelong learning.

“My child is very happy at school, and excited to report all the "happenings" each day. It is a wonderful change from the dreaded "regular school day" that we would hear so much complaining about.”

Student Participation and Projects

Outstanding student projects for the 2016-17 school year included but were not limited to:

1. Project trips to: Science Museum of MN, Festival of Nations, Three Rivers Park District, Crow-Hassen Park Reserve, Maria State Park, Minnesota History Center, Wolf Ridge, and Saint Cloud Library.
2. Group Projects including: Physics of Snowboarding iMovie, an Ice Fishing Tournament, Soapbox Derby race, School Library set-up, Murder Mystery, and Board Game Creation (Witches and Warlocks).
3. Individual Projects: Fly Fishing, Homemade Guitars, Rock Cycle, Schizophrenia Presentation, Holocaust museum, and Deer Heart Dissection.
4. Community Service Projects: Assisting Camp Courage with buckthorn removal, and Wood Duck House Building and Restoration, volunteering at True Strides, assisting in building a sling shot range with Camp Courage, creating multiple handmade JENGA sets for Camp Courage and trail maintenance for Camp Courage, and Creation of Summer Art curriculum for Camp Courage.
5. Monthly seminars provided students with many opportunities. Some of these opportunities included: Phenology Friday, JGESA Science Fair, JGESA World Culture Fair, Citizen Scientists, Fall Festival, service learning projects, Camp Courage projects, and Roots and Shoots projects.

Learning Activities, Community Service, and Partnerships

Creating a sense of community within our school as well as incorporating community resources into projects were important during our first year. Exciting opportunities occurred:

1. The JGESA staff and students welcomed multiple guest speakers/presenters throughout the school year. Some of these speakers/presenters included: Deputy Amanda Erickson, Wignes family, Biologist Mark Pelham, Wright and Hennepin County Surveyors, Bounce Back Program, SFC Roy Whaley Military Psychologist, Stan Tekiela, Bonnie Bzdok, Artist Kim Pietrzak, Bre from Minnesota Native Landscapes, Dan Cross of Mortenson Construction, Wright County Deputy Dean of the Major Crimes Unit, and Pollinator Conservation Specialist Sarah Foltz.
2. Four public presentation nights were held throughout the school year showcasing students completed exhibitions and presentations.
3. Students volunteered time at Camp Courage and True Strides.

Academic Goals

16-17

Math: % of students proficient: 50

Reading: % of students proficient: 50

Science: % of students proficient 50

Beyond Academic Goals

1. 100% of the seniors have post-secondary plans and/or post-secondary admission complete. *100% of the seniors were admitted to post- secondary institutions or have post-secondary plans in place.

2. JGESA will continue to use Restorative Justice *Restorative Justice was used and monitored.

Hope Survey

Again, during our Second Year, JGESA participated in the Hope Survey. The Hope Survey is a value-added assessment tool which enables schools to assess their learning environment by measuring student perceptions of autonomy, belongingness, and goal orientation as well as their resulting engagement in learning and disposition towards achievement. Hopeful students feel that they are able to meet goals and are less likely to give up on challenging tasks even if they are not successful right away. Studies show that students with higher hope are more successful than peers that have the same academic skills in both high school and college. They have the perseverance to attain their goals in education and in life beyond high school. In looking at the data from the past two years we have seen continued growth in Autonomy – Autonomy refers to the opportunity for self-management and choice. High-autonomy situations stimulate student motivation, engagement, and persistence, which in turn results in higher levels of achievement. A second area of continued growth is in task mastery.

MCA Testing

In JGESA's second year, we have pushed for proficiency in MCA Reading and Math scores. Of those students tested, the Longitudinal proficiency rates are as follows: 47% of 6th graders in math, 54% of 6th graders in reading, 25% of 7th graders in math, 40% of 7th graders in reading, 34% of 8th graders in reading, 20% of 8th graders in math, 20% of 8th graders in science, 25% of 10th graders in reading, 20% of 11th graders in math, and 18% of High School students in science. Staff are closely monitoring reading plans to increase proficiency and utilizing various math programs and collecting data.

NWEA

The NWEA MAP (Measures of Academic Progress) tests are administered to JGESA students each fall and then, again each spring. The content areas measured are math, reading and language usage. Although all JGESA students take the tests, the results are only considered statistically accurate for middle and high school students in grades 6-9.

“The staff genuinely care about the students as individuals”

According to our NWEA MAP test scores during the 2016-17 school year, our 6th grade had 13 students with valid growth test scores in Math, and 13 in Reading. 7th Grade had 15 valid growth test scores in Math, and 14 in Reading. 8th grade had 17 valid growth test scores in Math, and 12 in Reading. 9th grade had 17 valid growth test scores in Math, and 13 in Reading. 10th grade had 18 valid test scores for Math and 16 in Reading. 11th and 12th grades had 11 valid growth test scores in Math and 7 in Reading.

In comparison to the Student Norms from the NWEA website, We are slightly below at the end of the year in 6th grade Reading as well for 6th grade mathematics was slightly below the student norm of 225.3. For 7th grade we were slightly under student norms in English Language Arts and Mathematics. For Reading in 8th grade, we are about 4 points above the student norm as well as for 8th grade Mathematics. We were ahead of the curve with a mean RIT 231.1. 9th grade exceeded both the student norms in Mathematics and Reading.

Student Achievement

With this past school year being the first few years of testing for JGESA the data collected is going to be used for a base-line for the upcoming years. It is hard to directly relate different test scores to specific events, but as the years go on, it will be clearer with areas we are succeeding in and which areas need more focus. Those students that were unable to pass the multitude of state tests have been noted. With all students being at this district we are learning from the testing data where we need to allocate and prioritize funding and assistance. We have already prioritized funding to assist failing students in the area of Mathematics as well as creating new processes to help focus on struggling Readers.

MCA scores were in the low range for reading and mathematics. JGESA staff is addressing the lower schools by prioritizing funding to assist students. Along with this staff will assist each individual students in areas in need of improvement.

JGESA tested the students in the spring and the fall using the NWEA testing. We hope the utilization of a longitudinal measure will increase our effectiveness in meeting individual needs.

Standards Implementation

JGESA staff continued to improve their tracking system for state approved standards using Project Foundry over the course of the 2016-2017 school year. Project Foundry, the program that assists students and staff in Project Based Learning, was originally updated to better meet the needs for understandable transcripts in 2016 and continues to be modified to link state approved standards with student projects. JGESA has also implemented learning targets for students which will allow them to meet state standards. These are in each students' Project Foundry and is easily accessible for students, staff and parents/guardians. Staff

development was designed around educating staff on: FAS, ASD, Project Foundry, conversation days with EdVision's schools, and MAAP conference.

Innovation

Innovation Practices Overview:

The 2016-2017 school year provided students, staff and families countless opportunities to live out the JGESA mission by moving “Out of the classroom, into the world.” Strong value is placed on building relationships, restorative practices and achieving required state standards using individualized, student driven, project-based learning. This requires students to actively engage in the learning and take ownership for their education in ways that truly meet the needs of the whole person. Using a thorough project evaluation process, students are required to share, demonstrate and and/or explain all learning that has taken place throughout the project process. This learning is not limited to academics. Reflection and refinement are constantly present in this process and help to ensure a deeper level of understanding and retention of acquired social/emotional, academic and organizational skills and knowledge. By reducing or eliminating the fear of failure in learning using frequent feedback, check-ins, and formative assessments, students are free to monitor and adjust projects in a way that differs from traditionally delivered, lecture-based instruction models.

Multiple innovative approaches are seen at the school that extended well beyond core academics or the brick and mortar buildings. Located on the 305-acre campus of [Camp Courage](#) in Maple Lake, MN, opportunities abound for students to engage in service learning, team building, environmental education and outdoor pursuits. Staff and student-led seminars based around personal interests and passions are offered throughout the school year. Multi-age advisories and student-driven, flexible, daily scheduling allows students to engage with others based on interests, ability and choice rather than being grouped simply according to age/grade.

A governance model of teachers as owners promotes a culture of leadership, accountability and pride unmatched in traditional “top down” hierarchical districts. Staff members are responsible for both the day-to-day running of the school and its yearly and long-term success. As one of a handful of [teacher-powered schools](#) nationwide (there are currently about 105), JGESA is proud to collaborate with others who are leading the charge on innovation in education.

These collaborative and restorative practices are used daily among the staff and students. Working toward consensus while ensuring open, clear and honest communication among staff, students and families helps to ensure that all members of the JGESA family are working together to support the vision and mission of the school.

Innovative Practices - Implementation:

Building meaningful relationships based on trust, honesty and mutual respect with students, families, and the community at large is the foundational

component at JGESA. Daily, multi-age advisories (grades 6-12) as well as unusually low staff to student ratios of 10:1 and lower ensure that no child goes unknown at JGESA. We believe that every student should have at least one, if not more, strong advocates for them at the school throughout their educational journey. Because of this, advisors work to take a genuine and active role in their students' lives. Knowing the whole person allows for deeper, more meaningful relationships which, in turn, results in a more positive educational experience.

Restorative justice, conflict resolution and Circle practices are also used to build relationships and increase student engagement. By moving away from the concepts of compliance and obedience, students are asked to take ownership not only for their accomplishments and actions, but also for how to acknowledge failure and do repair work when conflict or harm occurs. We believe this approach increases personal responsibility and promotes increased levels of autonomy and engagement. This engagement is formally measured by the [Hope Survey](#) which is given to students twice a year- once in the Fall and again in the Spring. The Hope Survey is:

“...a unique tool, which enables schools to assess their school environment through the eyes of their students by measuring student perceptions of autonomy, belongingness and goal orientations as well as their resulting engagement in learning and disposition toward achievement. The Hope Survey can diagnose whether a school culture has the components that encourage higher levels of engagement in learning.”

We believe that once we have built these crucial relationships with each student and they have taken ownership for their education, the academic work can truly begin. As we say, “Reach the heart and the head will follow.”

Small group activities, student, staff and expert-led seminars, service learning and learning experiences built around student strengths and passions all serve to deepen and enrichment students' time at JGESA. With a multidisciplinary focus, students can incorporate skills and knowledge from multiple content areas into each project. Combined with the opportunity to freely interact with peers, staff and community experts throughout the day, this personalized approach plays to student interest and strengths and promotes growth in social/emotional, organizational, interpersonal and academic skills.

Student-directed, project-based learning is the hallmark of the curriculum at JGESA. Using [Project Foundry](#), a proven and effective project-based management tool, students are given ownership and shared responsibility for completion of the MN state graduation standards as well as their academic growth and success. Students design projects based on their interests and curiosities and work to complete them with support from advisors, support staff and community experts. Upon completion, students demonstrate and defend their learning during project evaluations with advisors. This process allows students to demonstrate and defend their learning, showcase unique products and content knowledge as well as hone communication and speaking skills. The evaluation process also allows for continuous growth and refinement of the project process. Projects that may be incomplete or that have not met the proposed standards can be refined and improved. This helps minimize the “fear of failure” and impresses upon students the importance of grit and continuous improvement. Service Learning projects are encouraged through the Jane Goodall Institute's [“Roots and Shoots”](#) program as

well. Students are asked to identify projects in their communities that will raise environmental awareness, serve others or find solutions to problems facing people, animals or the environment.

Project presentation nights were held 4 times and the families and public were invited to see student exhibits and attend presentations. This allows student the opportunity to showcase their work, practice public speaking and experience deeper levels of ownership compared to more traditional “throw away work” that is often marked with a grade, returned and dismissed.

JGESA applies for an innovative program waiver with the [Minnesota Department of Education](#) each year. Advisors (teachers) at JGESA are considered generalists first and specialists second. This allows advisors who have expertise in many areas work with students both in and outside of their content area of licensure. Licensed staff in all content areas are on staff and oversee the quality and integrity of projects. Additional support is offered from other staff members, parent volunteers and the greater community.

These innovations as well as a focus on future growth, enrollment expansion, increasing community partnerships, and becoming a world-class school help to ensure that all students we serve are prepared to move “Out of the Classroom, Into the World.”

2016-2017 Program Successes and Best Practices

1. JGESA successfully completed their second year as a Project Based Learning Charter School.
2. The school had two students graduate. Both graduates have post-secondary plans in place.
3. JGESA worked hard to continue growing and improving communication. To do so, JGESA staff provided daily Facebook updates, weekly newsletters, bi-weekly student updates, a newly designed website, advisory pages on the website, and three conferences throughout the year.
4. All students at JGESA were provided with their own personal Chromebook with internet access. In addition to this, Garmin fitness trackers were made available to students to help with fitness and health projects.
5. JGESA provided students with monthly themed seminar projects throughout the 2016-2017 school year.
6. JGESA was able to provide students with two 3D printers and a virtual reality system as additional tools and resources for projects.
7. The JGESA PIE (Partners in Education) group continued to provide fundraising opportunities for the school. Some of these opportunities included: Bunkers of Course, 5K Walk, Run, Hike, JGESA clothing orders, and support/help at various JGESA student/family events.
8. JGESA students had the opportunity to participate in a “Get Out and Vote” poster contest through the Monticello VFW Auxiliary. Winners were announced at the school’s Veteran’s Day program where several guests from the Monticello VFW were welcomed.
9. Students participated in two presentation days and two presentation nights. Each of these occurred at the end of each block so that students could present and exhibit all their hard work.

10. The whole JGESA school was able to participate in two days of ropes course teambuilding through Camp Courage.
11. JGESA was able to provide students with many new educational learning resources and tools throughout the school year. Some of these resources/tools included: science equipment, outdoor gear, and various electronics.
12. The JGESA library continued to be improved and advanced by students, staff and parent volunteers.
13. JGESA was able to offer the entire school with an opportunity to attend a play at the Ordway Theater in St. Paul. Another whole school field trip brought students to the Festival of Nations.
14. Students were presented with the opportunity to learn all about the steps and process of creating a short video by Duane of WOW Training and Media when he came to campus to shoot the new JGESA video.
15. Monthly seminars provided students with many opportunities. Some of these opportunities included: Phenology Friday, JGESA Science Fair, JGESA World Culture Fair, Citizen Scientists, Fall Festival, service learning projects, Camp Courage projects, and Roots and Shoots projects.
16. Small group field trips were offered to students with applicable projects. Some field trip locations included: Three Rivers Park District, Powder Ridge, Science Museum of MN, Crow-Hassen Park Reserve, Maria State Park, Minnesota History Center, and Wolf Ridge, Saint Cloud Library.
17. JGESA students and staff were able to collaborate with other Project Based Learning schools to gain new ideas, share successes and gather resources.
18. Staff of JGESA provided/put on various parent learning opportunities for JGESA parents/guardians.
19. Unity Day occurred during the 2016-2017 school year for all JGESA students and staff.
20. A group of JGESA students with a love for horses had the opportunity to work with a parent throughout the majority of the year through a horse seminar. This seminar brought students to Pegasus Training Center, Frost Farm, Riverbend Stable, and Center Pointe Training Center.
21. The JGESA staff and students welcomed multiple guest speakers/presenters throughout the school year. Some of these speakers/presenters included: Deputy Amanda Erickson, Wignes family, Biologist Mark Pelham, Wright and Hennepin County surveyors, Bounce Back Program, SFC Roy Whaley Military Psychologist, Stan Tekiela, Bonnie Bzdok, Artist Kim Pietrzak, Bre from Minnesota Native Landscapes, Dan Cross of Mortenson Construction, Wright County Deputy Dean of the Major Crimes Unit, and Pollinator Conservation Specialist Sarah Foltz.
22. Various student groups/events continued from the first year and were also created for year two of the school. A few of these groups/clubs included: bowling, yearbook, animal care, animal tracking, kickboxing, yoga, meditation, volleyball, soccer, photography, anti-bullying, reading club, healthy living and cooking, ice fishing, student council, E-lympics, 2nd Annual JGESA Box Car Derby, sound studio, and the 1st Annual JGESA Variety Show.
23. A few JGESA students were interviewed and recognized for their impressive projects and hard work for the local newspaper.

24. The JGESA community worked together to create multiple team and community building opportunities such as: whole school potlucks, community circles, team building activities, project sharing, school wide celebrations, etc.
25. A group of JGESA Juniors and Seniors worked together to fundraise and plan a summer wilderness trip through Lake Trails Canoe Base.
26. JGESA had multiple fundraising opportunities. Box Tops, Give to the Max Day, Read-A-Thon, clothing orders are examples of some of these. All helped lead to the purchasing of a JGESA van for the upcoming school year.
27. With the help of staff, a group of JGESA students ran a week-long kindness challenge.
28. JGESA and True Friends had a “Team-Up to Clean-Up” day on Arbor Day. In addition to this, JGESA worked closely with camp throughout the school year to provide students with a variety of seminars and projects to help bring about collaboration.
29. Trip planning for a National Field Trip began for a small group of students to experience Seahorse Key Marine Laboratory in Florida.
30. JGESA hosted activity night, graduation and the end-of-year celebration for students and families for the second year.

Parent Feedback:

At JGESA we encourage parent communication. Parents provided feedback through numerous mediums throughout the year. Parent teacher conferences were held 3 times during the school year and one prior to the beginning of the school year. Satisfaction surveys were given in the Fall and Spring. A parent/teacher organization was formed and parents regularly attended school board meetings.

I feel my son has progressed a significant amount this year. I am impressed with the changes that have been made to better support the students in their learning objectives. Could not be happier with JGESA!

Overall parent satisfaction in our second year was very positive. Some strong points, as noted by parents included: Staff lead projects/learning opportunities, increasingly effective communication, staff creating a welcoming and safe environment for students, positive relationship building, small school environment and a positive climate and culture.

Many parents commented that their child loves coming to school. Areas noted for growth and improvement during the year included: improving communication (this was improved by year’s end using weekly student and family updates and newsletters), increased support for student projects (this was addressed by creating a monthly thematic curriculum plan); math instruction (addressed by adding a math specialist), and a need to increase understanding of program model/curriculum

informational nights, open houses, tours, providing weekly newsletter). Parents were asked to rank selected statements about the school on a scale from 1-5, with one being Strongly Disagree and 5 being Strongly Agree. Highlights from the survey include: (addressed by providing learning opportunities for parents and students.)

Statement	Avg. Response Score
My student feels safe at this school.	88% Agree or Strongly Agree
My student enjoys going to this school.	83% Agree or Strongly Agree
The overall school culture and climate are positive.	80% Agree or Strongly Agree
The school fosters and promotes a positive learning environment.	77.5% Agree or Strongly Agree
I would recommend JGESA to other families.	75% Agree or Strongly Agree

Parent Involvement

JGESA looks for community support in all areas, one of the areas we get a tremendous amount of support is parent involvement.

Since the school conception we have had high involvement from parents. We are thankful to have strong parent support for students at home, but JGESA parents go above and beyond by volunteering time to help students, teach seminars, chaperone field trips, supervise dances and extra activities. Our PIE group (Partners in Education) has a very dedicated group of consistent members that have created and run fundraising opportunities such as, selling T-shirts, running a fundraising dinner/auction and starting the first annual JGESA 5k walk/run. We look forward to having more parents get involved and hope to increase our parent participation through volunteering and field trip chaperoning.

Program Challenges

1. JGESA continues to face the difficulty associated with leasing a space that is also used during the weekends and summer by other groups. During the school year the school staff have had to consistently move equipment between buildings when the school site has been rented by outside groups on the weekends.

2. Another additional challenge associated with leasing multiple use space has been the accessibility of resources.
3. Another challenge is meeting the wide ranging emotional and behavioral needs of students. Given our rural location accesses mental health and other support services is difficult.
4. The final challenge to the school this year has been the learning curve associated with a new system of learning.

Future Plans

2017-2018

JGESA's first two years have been successful in using the Project-Based Learning model with our 6th-12th grade students. In our second year our retention rate has increased by 10% in addition we will increase our overall enrollment by 10 students. As most of those students have progressed through our program they have increased their independent research capabilities and some have developed their knowledge and leadership capabilities to be able to lead seminars of students with similar interests. In the coming year we will continue to foster college readiness through an integrated writing program that embeds credit for writing into the student driven projects and provides guided independent instruction on how to do this.

As we added a team/community building component to our overall curriculum this year we noticed a need to use a full school meeting platform to help students become aware of the greater community and their roles in it. This will help bring staff and students together for discussion since at our location we are all in three separate buildings and our office /library in another. We can introduce the student created student council or discuss topics of schoolwide programs of importance such as recycling at such meetings. We would like to shed greater light on areas of interest like participation in MAAP Stars, Jane Goodall Institute's Roots and Shoots program, as well as numerous speakers throughout the year.

In addition to a counseling service that we have added to our offerings this last year for students, we are seeking information and making plans to enlist the services of a social worker on a part time basis. Our staff have been trained in Restorative Justice and we have been using this discipline model and continue to enhance our skills through advanced trainings. These initiatives will continue to support our students' social emotional health in addition to them being in the outdoor environment completing projects that support the community (Camp Courage) and our school.

As we strive to increase our ability to become better at teaching we are seeking an application to use an accountability measure called Q Comp that will help us create short term goals for student achievement based on data as both individual teachers and as a collective. This model can be used this year as we prepare our enrollment

and await our acceptances to the program. We will consider aspects of the Hope Survey and our NWEA scores in considering our school wide goals for this year. Our school uses a teacher led model of governance which is a strong component of our innovation and which is strengthened through time and ongoing refinement. The strength of our committees and the understanding of roles within the TPP has helped to form a group of dedicated staff that will all be returning. We are planning to continue to refine policy in all aspects as we see needs of our students evolve. The governing board is now a teacher majority comprised of past and present teachers. This helps to achieve continuity between the board and the staff with an infusion of community support.

The building committee is moving forward to secure our space for an additional three years via a three year conditional use permit to supplement the former agreement. This will get us to the five year point which will allow us to begin long term planning for space in the future. Currently, we reside at Camp Courage where we plan to continue the mutually beneficial relationship.

2017-2018 Academic Goals

Our staff is developing a tiered rubric system that will help give students an idea of what proficiency looks like at our school. As students enter they are used to exposure to subjects at a fast pace that gives them a broad overview of the subjects. The curriculum difference exposes the students to in depth research on topics. In addition to meeting reading and math goals we set for student growth this will apply to all aspects of a student's maturity over their tenure here. They will be given more freedom to advance independently based on their trajectory on the rubric. As long term trips are planned to other states and within Minnesota the students will need to be meeting criteria which assures their success on such a venture. This will support a tangible method for assessment of student growth and create understanding of what is expected of students.

As a method of enhancement to our curriculum offering we have purchased a van for the upcoming year. It is a new vehicle meeting all the requirements to be used for 9 students and one staff per outing. This will enable off campus learning in alternative places daily. Often our students are encouraged to learn more about other project based schools. One example of this was a trip to see how other students built a sound studio. This makes such a trip possible and the exchange of ideas that results. To instill ownership and leadership of the campus we are initiating a student project to catalog equipment of all kinds and a check in/out system to develop respect for property used across all disciplines. A student might need sporting goods at noon, art materials at 1:30, and use of the virtual reality technology at 2:30. The various equipment will need to be respected and accounted for as the student goes through the day. The students who choose to be a part of this will take responsibility for developing the methods for the system and the maintenance of it.

In using our project process model we have learned that there is a learning curve that affects all learners differently depending on the age or ability of the student.

For this purpose, we have begun to create a new differentiated project proposal process that we can use as a teaching tool as well as an executive functioning tool to support a broad range of student abilities and needs.

The staff is continuing to develop a project bank to offer students as a resource to get ideas for projects. This reference can be accessed by a student to find options for projects when he or she is not able to think of an idea independently.

Two off campus learning opportunities that are being planned include student involvement in MAAP Stars and with Minnesota History Day.

Finances

The JGESA school board have reviewed the budget throughout the year. The 2016-2017 budget was based on a student total of 99. The projected revenue based on this total amounts to \$1,737,867. The projected expenses amounts to \$1,621,434. The projected fund balance for 2016-2017 amounts to \$230,000. The fiscal year 2016-2017 budget is attached to this document.

Operational Performance

Authorizer Information-

JGESA will be entering its second year of operation using the authorizing services of Innovative Quality Schools. The authorizing liaison is:

Milo Cutter-Innovative Quality Schools (IQS)

P.O. Box 40219

St. Paul, MN 55104

651-234-0900

Review of Services and Contracts

JGESA has its primary contract of authorizing with Innovative Quality Schools, one building lease with True Friends, a contract for services with Edvisions Cooperative, a special education contract with Indigo Education, a speech therapy contract with Family and Speech Services. Copies of these contracts are attached to this document.

Conclusion

With the successful conclusion of the 2016-2017 school year at Jane Goodall Environmental Sciences Academy was composed of many noteworthy accomplishments for students, staff, and our community. Our accomplishments continue to build upon our strong project-based foundation, leaving no student left

unknown and colorfully painting the JGESA mission on all of our endeavors. JGESA staff, students and families continue to persevere and work diligently to develop, define, build, and create a school that is truly like no other. Staff work tirelessly to ensure the practicality within an innovative education and to build strong and curious lifelong learners that will encounter the world as environmentally aware stewards.

The school has sought out guidance and knowledge in the areas of Project-based Learning, Restorative Practices and Mental Health by collaborating with other Project-based Learning schools, Minnesota Department of Education Restorative Practices Specialists, and the Minnesota Association for Children's Mental Health. As a staff we attended trainings, conferences, and hosted staff development days in order to better ourselves as educators and to serve our students to the best of our abilities. Our students who enter the world and join the workforce are JGESA's living testaments to the success of our institution and the effectiveness of Project-based Learning.

Jane Goodall Environmental Sciences Academy will continue to improve our innovative approach to education and ensure success for all our students in all walks of life. As we reflect upon our last two years and look forward to the 2017-2018 school year, JGESA will continue to establish itself in the community. Our students and staff have created contacts and maintained relationships with institutions and individuals that have contributed to the learning environment at JGESA. These invaluable contacts and relationships will continue to build our reputation as a school and create a network of people that will help expand our future.

Worlds Best Workforce

Executive Summary

Minnesota Schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade-level literacy by third grade; graduate from high school and attain career and college readiness.

In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between student's living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education services.

This comprehensive strategic plan is intended to serve as a foundational document to align educational initiatives to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

Therefore, in accordance with Minnesota Statutes 2013, section 120B.11, Jane Goodall Environmental Sciences Academy is pleased to submit this report to the commissioner of the Minnesota Department of Education (MDE), summarizing Independent School District #4229's comprehensive, long-term strategic plan, along with progress toward improving teaching and learning as well as the best practices that were implemented.

JGESA Summary

Jane Goodall Environmental Sciences Academy (JGESA), a school like no other is located on over 300 acres of lakeshore, wooded areas and fields on the Camp Courage campus in rural Wright County. In a small school, with the total enrollment of on average 98 students from over 15 of communities across central Minnesota and 17 full-time staff (10 licensed) provides a staff to student ratio of 1:6, ultimately leaving no student left unknown.

The success of the students and staff at JGESA is rooted in the formation of deep, meaningful relationships within the learning community while personalized learning plans and student-driven, project-based learning help ensure that the interests, curiosities and passions shape the education experience of each individual student. JGESA strives to meet each student where they are at academically and to encourage growth each year with the ultimate goal of providing graduates with the skills and knowledge needed to have success in post-secondary education/training and career.

JGESA students often begin developing their academic skill in earnest when they have a sense of hope in their future – for that is when they see the purpose in working on skills that they find challenging. JGESA recognizes that this process of developing hope can be a long-term project for students and we cannot always wait for student to develop a full sense of hope before we address issues in their academic skills. JGESA conducted the Hope Survey in October 2016, April 2017, and again in October 2018 begin gathering data on students' hope for the future.

While we have had a successful opening in 2015, JGESA needs to continue to evaluate current curriculum and create/utilize tools to assist our students who do not yet have the skills in math or reading at grade appropriate levels, so we can work towards building those skills while students are on their way to developing a deeper sense of hope. Also helping student develop a deeper understanding of project-based learning systems in an effort to help the transition form other academic environments and find success in our model.

Jane Goodall Environmental Sciences Academy will continue to improve our innovative approach to education and ensure success for all our students in all walks of life. As we reflect upon our last two years and look forward to the 2017-2018 school year, JGESA will continue to establish itself in the community. Our students and staff have created contacts and maintained relationships with institutions and individuals that have contributed to the learning environment at JGESA. These invaluable contacts and relationships will continue to build our reputation as a school and create a network of people that will help expand our future.

Part I: Overview of Local World’s Best Workforce District Plan Requirements

The district public strategic plan referred to as” the World’s Best Workforce District Plan” includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.11:

Performance Measures

Measures to determine school district/school site progress in striving to create the world’s best workforce; specifically, progress towards:

- Closing the identified achievement gap(s) in the district
- All students ready for kindergarten
- All students in 3rd grade achieving grade level literacy
- All students attaining career and college readiness before graduating from high school
- All students graduating from high school

Measures to assess progress must include at least:

- Student performance on National Association of Education Progress;
- The size of the academic achievement gap by student subgroup;
- Student performance on the Minnesota comprehensive assessments’

- High school graduation rates; and
- Career and college readiness under section 120B.30, subdivision 1.

District Plan Components and Activities

Clearly defined district/school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2); Specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce; Description of a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, and teacher evaluations; Specific information on strategies for improving instruction, curriculum, and student achievement; Description of education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and an annual budget for sustaining implementation of the district plan.

District Reporting Requirements

The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.

The school board shall hold an annual public meeting to:

- Review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction.
- Review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

The school board must transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.

Each school district shall periodically survey affected constituencies about their connections to and level of satisfaction with the school. The district shall include the results of these surveys in the summary report.

Committees and Roles (District Advisory Committee and School Site Teams)

Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affective state and local academic standards.

- The District Advisory Committee, to the extent possible, shall reflect the diversity of the district/schools, and shall include teachers, parents, support staff, students, and other community residents.
- Whenever possible, parents and other community residents shall comprise of at least two-thirds of the Advisory Committee members.
- The District Advisory Committee shall provide recommendations tot the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.22, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments and program evaluations.

The district may establish school site teams as subcommittees of the District Advisory Committee.

A school may establish a school site team to develop and implement strategies and evidence-based practices to improve instruction, curriculum, and student achievement at the school site.

- The school site team may advise the board and the District Advisory Committee about developing the annual budget and revising the school site improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and local academic standards and instruction.

Part II: Jane Goodall Environmental Sciences Academy School District Plan: District Plan Components and Activities

District Goals and Benchmarks for Instruction and Student Achievement

Per our contract with Innovative Quality Schools, The Jane Goodall Environmental Science Academy education staff continuously work together to create reasonable,

yet challenging goals to be met on a yearly basis, otherwise known as SMART Goals. The majority of these goals are based on targeted growth for both MCA and NWEA MAP student test results. Other components include finance, governance, and operations.

ALL STUDENTS READY FOR KINDERGAREN	Not Applicable – JGESA serves grades 6-12
ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE-LEVEL LITERACY	Not Applicable – JGESA serves grades 6-12
CLOSE THE ACHIEVEMENT GAP(S) AMONG ALL GROUPS	<p>By spring 2017, students enrolled by October 1st will perform at or above state proficiency in reading, math, writing and sciences, measured by the Minnesota Comprehensive Assessments (MCA) data.</p> <p>By spring 2017, students continuously enrolled at JGESA will perform at or above the national median on the Northwest Education Association’s Measures of Academic Progress (NWEA MAP) assessment, as measured by NWEA MAP data.</p> <p>By spring 2018, students enrolled at JGESA continuously for 3-years or more are meeting or exceeding growth when compared to MCA comparison group(s), as measured by the Minnesota Comprehensive Assessments (MCA) data.</p>
ALL STUDENTS CAREER-AND COLLEGE-READY BY GRADUATION	Using MCIS, 100% of JGESA’s 9 th grade students enrolled by October 1 st , will participate in college and career exploration activities and further develop their Personalized Learning Plans.

	<p>By or on the annual school-designated commencement date, 100% of JGESA graduates will have post-secondary plans and/or post-secondary admission.</p> <p>Using the HOPE Survey, JGESA will maintain a mean of hope of at least 50.0.</p>
ALL STUDENTS GRADUATE	<p>By or on the annual school-designated commencement date, 90% of JGESA 12th grade students will graduate.</p>

Progress Toward Closing the Achievement Gap(s) in the District

Jane Goodall Environmental Sciences Academy will review all relevant learning data at the end of the year to identify any gaps in student achievement. Data driven interventions for the following school year will be discussed and may include, but not limited to one-to-one instruction, use of community experts and volunteers to provide opportunities for mentorship or support, small group seminars, supplements to existing curriculum in math and reading and/or hiring additional staff. Within grades 9 through 12, JGESA and IQS determined that attention should be focused on reading and mathematics as specific areas to close the achievement gap.

With this past school year being the second year of testing for JGESA the data collected is going to be used for a base-line for the upcoming years. It is hard to directly relate different test scores to specific events, but as the years go on, it will be clearer with areas we are succeeding in and which areas need more focus. Those students that were unable to pass the multitude of state tests have been noted. With all students being at this district we are learning from the testing data where we need to allocate and prioritize funding and assistance. We have already prioritized funding to assist failing students in the area of Mathematics.

MCA scores were in the low range for reading and mathematics. JGESA staff is addressing the lower scores by prioritizing funding to assist students. Along with this staff will assist each individual students in areas in need of improvement. JGESA tested the students in the spring and the fall using the NWEA testing. We hope the utilization of a longitudinal measure will increase our effectiveness in meeting individual needs.

Curriculum planning time was set aside for the summer of 2016 to specifically address the creation of staff lead projects and the addition of required learning targets to these projects. This thematic curriculum complemented existing student lead, interest driven projects to help ensure each student's successful completion of graduation requirements. Curriculum planning was set aside for the summer of 2017 to further address projects and staff-based supports for targeting mathematics.

Based on 2015-2016 data, planning for the 2016-2017 school year included the development of reading plans with input from both students and staff members. These plans are based on NWEA scores and offer students the opportunity to complete 40 minutes of Silent Sustained Reading (SSR) every day with books of their choice falling within their Lexile range, ability level and interest.

For the 2016-17 academic year, Jane Goodall Environmental Sciences Academy employed a full-time Mathematics Specialist, who worked with students individually and in small groups in specific mathematics area(s). Students meet between 2-3 times per week for 45-60 minutes.

Jane Goodall Environmental Sciences Academy will develop a Continuous Improvement Plan that incorporates goals and actions to increase student success in reading and math. These goals may be similar to the goals developed for our Authorizer.

Progress Toward Ensuring Kindergarten Readiness

Jane Goodall Environmental Sciences Academy serves students in grades 6-12 and therefore does not offer pre-kindergarten programming.

Progress Toward “Reading Well by 3rd Grade”

Jane Goodall Environmental Sciences Academy serves students in grades 6-12 and therefore does not offer a third grade literacy programming.

Progress Toward All Students Career and College Readiness Before Graduating from High School

Jane Goodall Environmental Sciences Academy students continually explore aptitudes and interests through the development of individual projects in a variety of academic areas.

These projects can be linked to career interests of the student; and through the use of Minnesota Career Information System (MCIS), students will explore and plan post-secondary career options. JGESA supports students in developing and completing grade level capstone projects (100 hour projects for sophomores, 200 hour projects for juniors, and 300 hour projects for seniors) that may explore career and college options, engage with community experts in their chosen field, and write research papers.

Jane Goodall Environmental Sciences Academy will utilize college and career representative visits to the high school and provide opportunities for students to attend college fairs and explore career options through job shadowing and internships when appropriate. All eligible students at JGESA are encouraged to participate in the Post-Secondary Education Options (PSEO).

Progress Toward All Students Graduating from High School

Jane Goodall Environmental Sciences Academy ensures that students who graduate will have completed post-secondary exploration and planning This may include admission to college, a training program or establishing a plan for the next steps needed for a student to enter the workforce. Each JGESA student has a Personalized Learning Plan that will be based on hers/her skills and needs by the time of graduation.

Identified Needs Based on Data

Jane Goodall Environmental Sciences Academy will annually review NWEA MAP assessments, MCAs, Khan Academy Progress Reports (mathematics curriculum), and Personalized Learning Plans with the purpose of providing, if necessary, growth opportunities in the areas of mathematics and reading.

1. Need to increase MCA proficiency within the areas of: mathematics, reading, writing, and science.
2. Need to increase College and Career Readiness by graduation.
3. Need to increase annual graduation rate.

Assessing/Evaluating Student Progress Toward Meeting State and Local Standards

Assessment and Evaluation of Students

As mandated by the State of Minnesota, students at Jane Goodall Environmental Sciences Academy participate in MCA testing, as well as NWEA MAP testing in the fall and spring.

Project Based Learning recognizes that tests represent only a small portion of what a child truly knows. Therefore, Advisors rely largely on student work, presentation/exhibition of independent projects and in-class observations to assess student needs.

JGESA staff continued to improve their tracking system for state approved standards using Project Foundry over the course of the 2016-2017 school year. Project Foundry, the program that assists students and staff in Project Based Learning, was updated to better meet the needs for understandable transcripts and progress reports in 2017 and continues to be modified to link state approved standards with student projects.

JGESA has also implemented additional local learning targets for students which will allow them to meet and supplement current state standards. These are in each students' Project Foundry account and are easily accessible for students, staff and parents/guardians.

Alignment to State Standards

Jane Goodall Environmental Sciences Academy recognizes that our educational approach may not transparently reflect Minnesota State Standards. To address this issue, the licensed staff meet regularly throughout each year to align the Project Based Learning curriculum/materials to the state standards. Licensed staff is responsible for staying updated on any state standard changes and relaying these

updates to all relevant staff members so continued curriculum alignment can take place.

Remediation and Acceleration Practices

If a student is flagged for needing additional support beyond what is offered in the general education setting, their name is brought to the monthly Child Study Team Meeting. The purpose of this team is to brainstorm interventions for students whom teachers have concerns about. These interventions are done for a minimum of 6-8 weeks. Once complete, the team receives an update on student progress. If progress is made, the teacher is encouraged to continue with the successful interventions being used. If progress is low or absent, the team discusses if additional interventions should be used or if the student should be referred for a comprehensive special education evaluation.

JGESA also employs an on-site Mathematics Specialist to work with students who have been flagged by teachers as needing additional help with mathematics, but do not qualify for special education services.

In the event that grade acceleration would be appropriate for a student, the Team Professional Practice (TPP) committee would meet and outline the steps that would be taken.

Special Education

JGESA is fortunate to have excellent staff in the Special Education Department. The Special Education population at Jane Goodall Environmental Sciences Academy represents roughly 48% of the student body. All students with Individualized Education Plans (IEP) have their needs met as they would in any other traditional school. Students with IEPs are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. JGESA utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

JGESA has four full-time Special Education Advisors/Case Managers and nine full-time Paraprofessionals employed for the 2016-17 academic year. However, due to the size and scope of our program, specialized services such as speech, occupational therapy, physical therapy, etc. are contracted externally.

English Learner Program

Every student enrolling at JGESA receives an Enrollment Data Form prior to his/her first day of school. On this form, the parent(s) of the incoming student must identify the primary language spoken in the home environment. Should any other language other than English be indicated, JGESA would call a meeting to discuss any potential language-learner needs the child may have with the family, including the need for a translator should it be necessary. If a parent indicates that the primary language spoken at home is English, but school staff believe there are language-learner needs, a meeting would be called to discuss concerns and procure that may need to be put in place to support the student.

Review and Evaluation of Instruction, Curriculum, and Teaching Professionals

The School Process to Review and Evaluate the Effectiveness of Instruction and Curriculum

Beyond formal assessments, the staff at JGESA are very diligent about creating, progressing, and reporting on the growth of the whole child – cognitive, social/emotional, and physical. While we do not use a standard grading system as most school use, we do complete progress reports multiple times a year and complete bi-weekly student updates. We also meet on an ongoing basis regarding school-wide goals, assessment outcomes, and the strengths/weaknesses of the curriculum and instruction that we provide.

The general process to review and evaluate instructional and curriculum effectiveness at Jane Goodall Environmental Sciences Academy is as follows:

1. Meeting is called
2. An academic area or skill is isolated for review
3. If feedback is positive, we continue usage of instruct and/or curriculum
4. If feedback is poor:
 1. Discussion of why it is ineffective
 2. Gaps are identified

3. Cross-curriculum collaboration for alternative options
 4. Curriculum committee chair(s) are charged with researching selected alternatives
 5. Findings are reported at the Team Professional Practice Meeting(s)
 6. Discussion follows to either begin the new instruction/curriculum or if further research is needed
5. Follow-up and review of new instruction/curriculum is continuous and takes place at least once post implementation.

Strategies for Improving Instruction, Curriculum, and Student Achievement

Over the course of the 2016-2017 school year, JGESA has continued to grow and implement innovative practices. Advisors, staff, students and parents/guardians alike have had to unlearn the traditional model of school and enter into a world where students direct their learning through projects based on their interests. Students also have opportunities for daily physical education and outdoor activity time, daily Silent Sustained Reading and weekly writing prompts. These are used by JGESA to inspire creativity and meet Minnesota State Standards.

Students

Middle and High School Students

- Jane Goodall Environmental Sciences Academy offers direct, individual support in many ways; first through our project-based model, all work is tailored specifically to students' interests, abilities, goals and passions and second through our advisory model where students work directly with their advisor for the duration of their time, fostering a real and supportive relationship.
- At Jane Goodall Environmental Sciences Academy, students engage in active learning and through independent and guided projects students explore their own interests and engage Minnesota State Standards in ways that suite their learning styles.
- Student-Directed and Project-Based Learning at JGESA, students are empowered to take ownership in their learning and provide input as to the ways in which they prefer to learn and design projects to meet graduation requirements.
 - Students design projects based on their interests and curiosities and work to complete them with support from advisors, support staff and community experts. Project presentation nights were held 6 times and the families and public were invited to see student exhibits and attend presentations. Upon completion, students demonstrate and defend their learning during project evaluations with advisors.
- JGESA provides monthly thematic projects through Advisor led Seminars to support students' in learning the project model, obtaining Minnesota State Standards, and build social skills.

- Community members come to Jane Goodall Environmental Sciences Academy to provide expertise on specific topics and students are encouraged to attend these seminars to broaden their exposure to various career options.
- Personalized Learning Plans are developed for all Jane Goodall Environmental Sciences Academy students and is based on students' present levels of academic performance, address students' needs, and short-term/long-term goals.
 - Literacy is addressed within individual PLPs and students' areas of need (vocabulary, comprehension, analysis, etc.) are identified. Lexile Levels are also addressed within this section.
 - Per JGESA students' Reading Plans, Silent Sustained Reading (SSR) is a daily practice. Students also have the opportunity to take part in Literacy Circles and Book Groups with peers.
- School-wide, weekly writing activities are offered at Jane Goodall Environmental Sciences Academy to increase the opportunities for students engage in intentional writing practice, practice a variety of writing styles and work through the writing process.
- Advisors along with the Mathematics Specialist review math data each semester to determine meeting each individual student's current mathematic need(s) and update each students' PLP to reflect the present level of academic need(s).
- Jane Goodall Environmental Sciences Academy employs an Academic Assistance Policy that identifies individual students and recognizes a specific area of need then establishes a plan to help the student develop necessary skills to obtain success in the area of need.

School Staff

Licensed and Support Staff

- JGESA applies for an innovative program waiver with the Minnesota Department of Education. Advisors at JGESA apply a generalist approach to supporting student learning. This allows the staff to operate a quality advisor/advisee model with addition student support coming from other staff, peers, parents and community members.
 - Advisors at JGESA are considered generalists first and specialists second. This allows advisors who have expertise in many areas work with students both in and outside of their content area of licensure.
 - Licensed staff in all content areas are on staff and oversee the quality and integrity of projects. Additional support is offered from other staff members, parent volunteers and the greater community.
- Staff focuses on building meaningful relationships based on trust, honesty and mutual respect, which is a foundational component at JGESA.
 - Daily advisories as well as unusually low staff to student ratios (1:10 and lower) ensure that no child goes unknown at JGESA.
 - Small group activities, 1:1 instruction, Restorative Practices and conflict resolution are just a few of the tools used to build relationships and increase student engagement.

- Student-directed, project-based learning opportunities are the hallmark of the curriculum at JGESA. Staff have created monthly thematic projects and host thematic Seminars to support student project skill development and provide learning opportunities to meet Minnesota State Standards.
- JGESA holds weekly TPP Meetings that review and discuss curriculum and instruction, along with other topics.
 - Staff-led committees provide focused assistance to all staff at JGESA based on areas of expertise (committees include: Operations, Staff Development, Assessment, Personnel, Curriculum, Special Education, Communications, and Finance).
- Jane Goodall Environmental Sciences Academy offers ongoing professional development. Extensive Staff development was designed around educating staff on topics including, but not limited to: Mental Health Conferences and on-site Mental Health Training, Conversation Days with EdVision's Schools, and the 33rd annual Minnesota Association of Alternative Programs (MAAP) conference.
 - Using Project Foundry, a proven and effective project-based management tool for both staff and students; therefore, staff receive training on effective ways to utilize Project Foundry.
- Daily and weekly notifications are provided to JGESA Advisors of student progress via Khan Academy reporting systems.

District

As our own district with no administration, many of the supports to staff are also campus-wide supports.

- Jane Goodall Environmental Sciences Academy is a school of choice in our second year and we have found that many students have entered JGESA behind in reading and mathematics skills. As a result of use of small group instruction seminars, peer-to-peer tutoring and continued use of NWEA MAP testing data to inform further interventions and programs.
- JGESA uses a 360 Degree Evaluation Model, which garners feedback from multiple areas of the school community. Advisors get feedback from their advisees, parents/guardians, and colleagues. This approach helps the Personnel Committee support staff in determining continuing needs as well as deciding whether or not continued employment for a staff member makes sense.
- JGESA is currently working on becoming a Q-Comp School to further professional growth.
- The JGESA School Board holds public meetings to review and revise student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction; to review district success in achieving previous student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

Effectiveness in Practices

As mentioned previously, the staff of JGESA are dedicated to providing a high-quality education to each individual student every day. We are always looking at ways to improve our instruction while staying authentic to the Project Based Learning Model. There are a number of ways we measure the educational effectiveness on an ongoing basis.

- Weekly team meetings to review curriculum and instruction
- Ongoing research by Advisors on potential new types of curriculum to implement
- Provision of a minimum of 20 continuing education hours for all staff annually
- Potential monetary support for staff to attend external workshops/conferences/seminars
- Staying updated on school law and academic standards
- Annual performance evaluations of all staff members
- Expecting high standards of conduct for all students and employees as stated in the JGESA Student/Parent Handbook and Employee Handbook
- Integration of educational technology, when appropriate

Parent, Student, and Other Constituencies Satisfaction Survey

Parents provided feedback through numerous mediums throughout the year. Satisfaction surveys were given in the Fall and Spring. Overall parent satisfaction for the inaugural year was very positive. Some strong points, as noted by parents included:

- Increasingly effective communication
- Staff creating a welcoming and safe environment for students
- Positive relationship building
- Small school environment and a positive climate and culture
- Many parents commented that their child loves coming to school

Areas noted for growth and improvement during the year included:

- Increased support for student projects
- A need to increase understanding of program model/curriculum

After the deadline for submission passes, all data is compiled, including all comments, which remain exactly as written by the submitter. The results are placed in chart format and distributed to the JGESA School Board for review. The results are then provided to the public via the Annual Report.

Part II: Jane Goodall Environmental Sciences Academy School District Plan: Committees and Roles

District Advisory Committee (DAC)

Establishment and Member Composition

JGESA shall establish a District Advisory Committee that reflects the diversity of the district/schools, and shall include teachers, parents, support staff, students, and other community residents. Its primary purpose is to ensure active community participation in all phases of planning and improving the instruction and curriculum affective state and local academic standards.

Whenever possible, parents and other community residents shall comprise of at least two-thirds of the Advisory Committee members.

Recommendation Process to the School Board Regarding Academic Standards, Student Achievement Goals and Measures, District Assessments and Program Evaluations

One or more members representing the entirety of the District Advisory Committee will attend a minimum of one school board meeting per school year to provide a report. The expectation is any recommendations made to the school board regarding standards, achievement, goals/measures, assessments and evaluations be made transparently and must be understood by all members of the DAC and school board. The school board may choose to approve or deny any recommendations made by the DAC.

Establishment of Subcommittees of the District Advisory Committee

Due to the size and scope of Jane Goodall Environmental Sciences Academy and its programs, subcommittees are not deemed necessary.

District Reporting Requirements

Publishing and Communication of the WBWF District Plan

Upon school board approval, Jane Goodall Environmental Sciences Academy's Local World's Best Workforce District Plan will be posted on the district's official website and contain all required elements consistent with statute in a manner that is accessible and relevant.

JGESA will make accessibility accommodations for any community stakeholders. This includes, but is not limited to language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the published report.

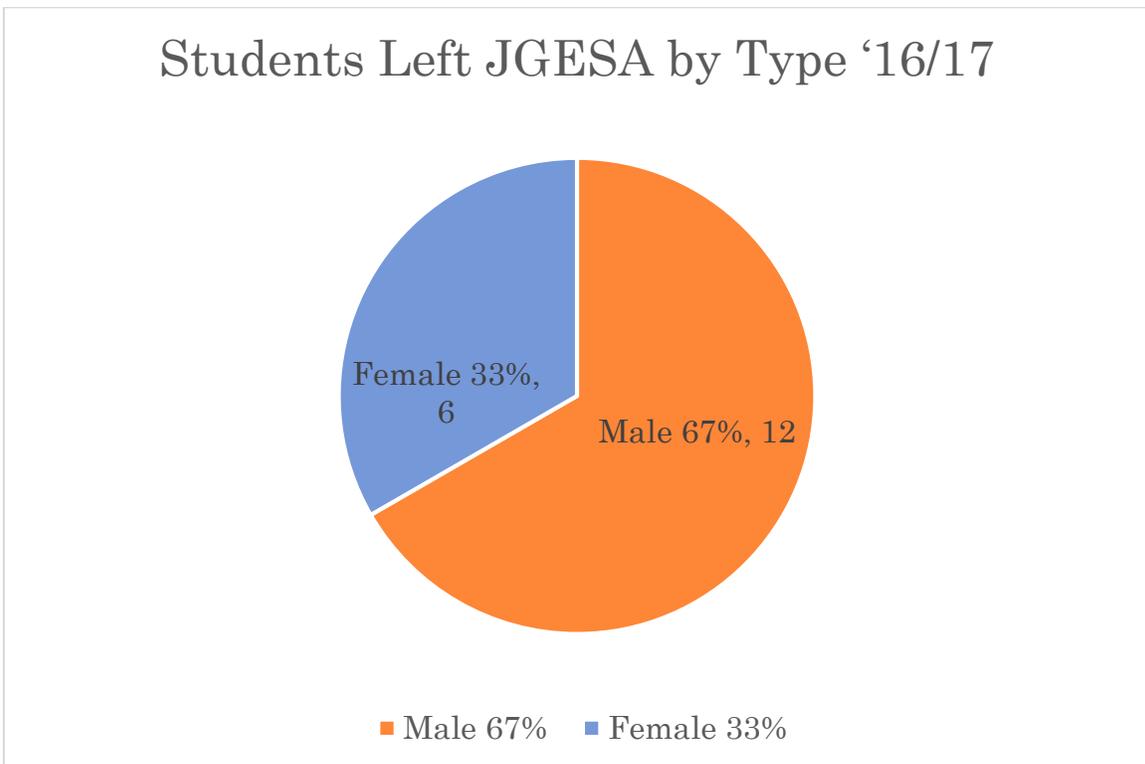
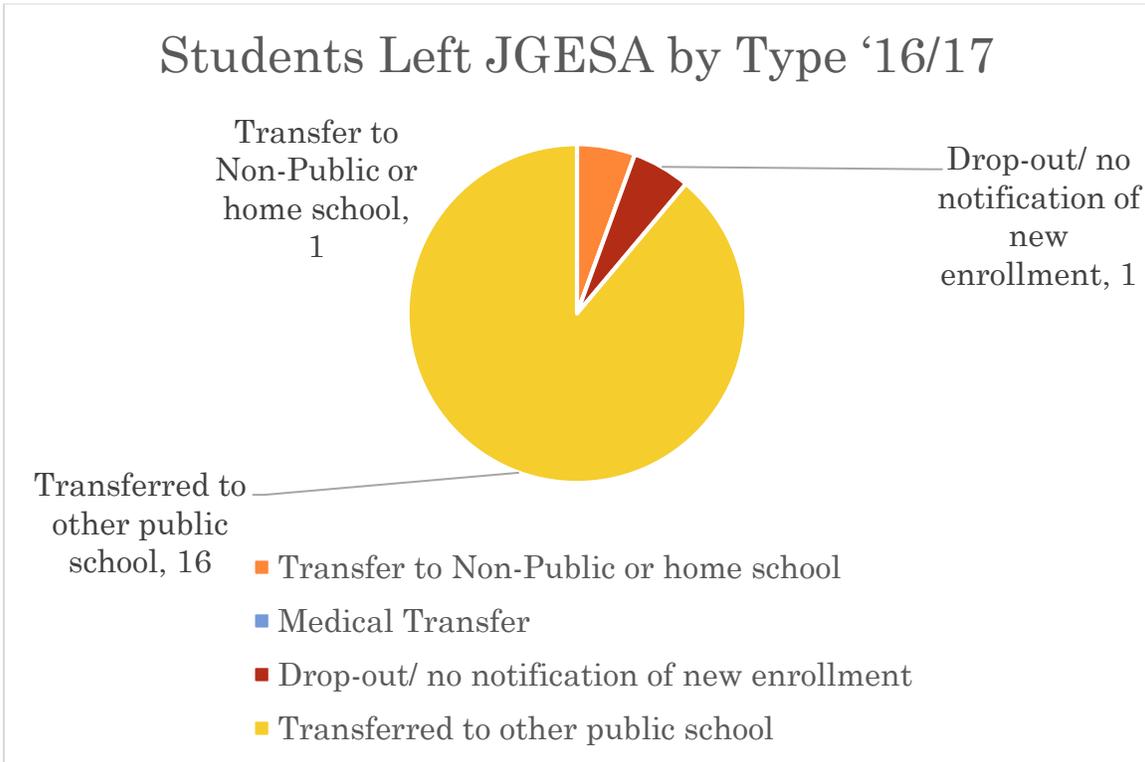
Annual Public Meetings of the School Board

The JGESA School Board will review and revise where appropriate student achievement goals, local assessment outcomes, plans, strategies, and practices for improving plans leading to the world's best workforce. In addition, the JGESA School Board will review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

Submission to the Commissioner of the Minnesota Department of Education

A summary report regarding the World's Best Workforce District Plan and its outcomes will be submitted to the Minnesota Department of Education as well as the school's authorizer, Innovative Quality Schools. This report may or may not be combined within the school's Annual Report.

Appendix A – Student Demographics/Enrollment –

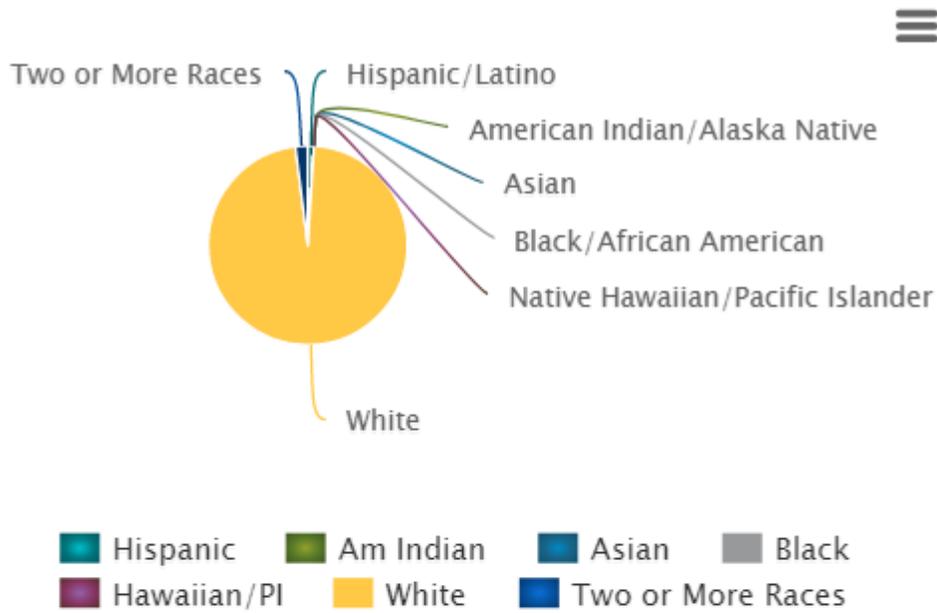


Appendix B – School Report Card

Jane Goodall Environmental Science Academy

Summary

Demographics



Ethnicity	Count	Percent
Hispanic/Latino	1	1.0%
American Indian/Alaska Native	0	0.0%
Asian	0	0.0%
Black/African American	0	0.0%
Native Hawaiian/Pacific Islander	0	0.0%
White	98	97.0%
Two or More Races	2	2.0%
All Students	101	100.0%

Graduation Rate Trends

Student counts were too small to report a graduation rate trend.

Ratio of Licensed Teachers to Students

Licensed Teacher Ratio	13
October 1 Student Count	102
Total Licensed Teacher FTE Count	8.00

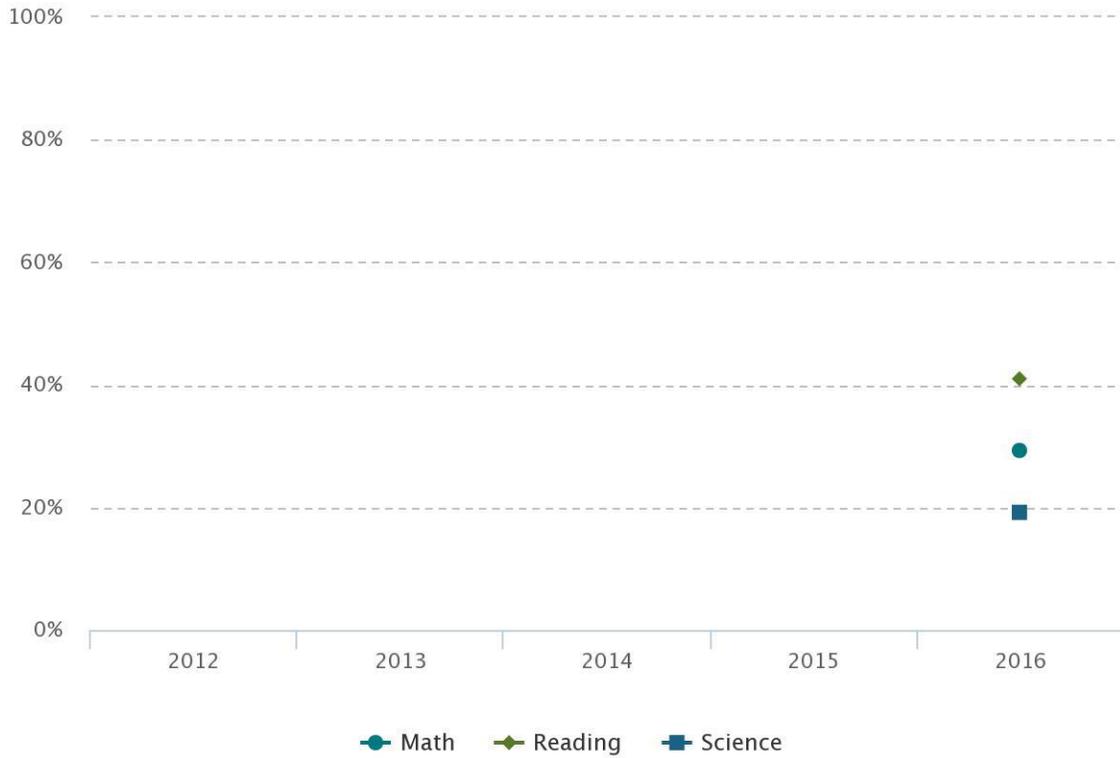
Ratio of Licensed Teachers and Support Staff to Students

Licensed Teacher and Support Staff Ratio	13
October 1 Student Count	102
Total Licensed Teacher And Support Staff FTE Count	8.00

Ratio of All Licensed Staff to Students

Total Licensed Staff Ratio	13
October 1 Student Count	102
Total Licensed Staff Count	8.00

Proficiency Trends



Reading Scores

Year	Percent	Number	
	Proficient	Proficient	Number Tested
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A
2015	N/A	N/A	N/A
2016	41.0%	25	61

Math Scores

Year	Percent	Number	
	Proficient	Proficient	Number Tested
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A
2015	N/A	N/A	N/A
2016	29.3%	17	58

Science Scores

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A
2015	N/A	N/A	N/A
2016	19.2%	5	26