



MARINE VILLAGE SCHOOL

World's Best Workforce/Comprehensive Achievement and Civic Readiness Strategic Plan

2024-2025



Contents

Introduction	3
Our School Year	4
Student Attendance	5
School Enrollment	7
Academic Progress/Performance/Student Achievement.....	6
Professional Development Plan.....	8
World’s Best Workforce Goals.....	9
School Governance and Management	10
Contact Information	11
Appendix A: Parent/Guardian Survey.....	12

Marine Village School

The purpose of this plan is to inform the stakeholders of Marine Village School of the educational successes and ongoing opportunities for strategic improvement within our school. We take very seriously the two broad responsibilities of providing a rigorous, high-quality education for our students and doing so with a high regard for fiscal accountability. Our stakeholders are our students, their families, our staff, and our local community.

The following mission statement was developed collaboratively with community members, local educators, parents, and other stakeholders for our students who first attended classes in the fall of 2022.

School Mission Statement:

Marine Village School will provide a nurturing and inclusive learning environment that fosters academic success in a traditional yet dynamic setting. Students will be provided with passionate teachers as well as the tools necessary to promote a love of learning, respect for our environment, a sense of wonder, and responsibility for our community.

Purpose:

Academics

We have high expectations for all students and use the comprehensive and content-rich CORE Knowledge curriculum with a focus on communication and leadership. Students will learn in incredible facilities appropriate for learning in the classroom as well as in outdoor classrooms.

Ecology

Learners will participate in meaningful scientific research. From measuring salt runoff from the nearby highway into the pristine St. Croix River, to observing changes in the school forest, students benefit from our unique location and community partnerships within the St. Croix Valley.

Community

Community engagement is vital to a meaningful educational experience. We will connect our students with St. Croix Valley artists, businesses and local residents to provide service-learning opportunities and forge relationships that will last a lifetime.

Service

Our commitment to service includes providing service opportunities for students that will benefit the area streams, lakes and rivers such as the planting of trees to enhance the community's standing as a Green City USA. Students may also be involved in building rain gardens within the city with local agencies in partnership with the city or in public theatrical performances or supporting our neighbors in need to promote local citizenship. The possibilities for service projects for MVS students are limitless.

Marine Village School will continue to strive to:

- Operate a school that is fiscally sound and responsibly led.

- Create a school climate that nurtures holistic student learning.
- Strengthen our programs and services to maximize student success.
 - o Unlock student potential with limited class sizes (no more than 25) and one teacher per grade,
 - o A proven academic model for student success,
 - o Incredible learning facilities for indoor and/or outdoor learning,
 - o Full size gymnasium for a daily physical education program,
 - o Updated security systems, HVAC, building wide Wi-Fi, digital classrooms,
 - o Ice rink, playground, greenspace, ballfield and school forest classroom,
 - o Before / after school care programming,
 - o Hands-on learning projects facilitated through mentorships by local artisans, SPARK
 - o Mechanical exploration ranging from Legos to robots,
 - o Design Lab/Multiuse space,
 - o Environmental education programming that includes the school forest and nearby state parks,
 - o Secure central entrance for arrival and departure,
 - o Residential setting in welcoming, involved neighborhood,
 - o Location in historic village brings Minnesota history to life,
 - o A community that meets students at the door,
 - o “Small is Mighty” at Marine Village School!

Our School Year

General Information:

Our school serves students in grades K-5 during this third year of existence with the goal of adding 6th grade in the fall of 2025. While attracting and retaining students is our number one operational priority, we are encouraged by the fact that so many families come to MVS because they value small class sizes, personalized support and a holistic learning environment.

Our Identity:

The prevailing discussion about the future of the school over the years has been set in a framework of identifying school identity, history, and values. Why are we here? Whom do we serve? How do we define our identity? What kind of school do we want to be? We realize that we are an unusual school in the sense that students have come here from neighboring school districts in order to realize a number of student needs, including student inclusion, an empathetic environment, small class sizes, and learning opportunities that are not available in other districts.

Therefore, what we have come to know is that we do fulfill a very special mission in how students are included in the culture of the school: one that encourages patience, inclusivity, and the belief that their fellow students all have their own unique gifts to offer in the educational experience.

Our Curriculum and Schedule:

Marine Village School provides students with a rigorous academic experience enriched by local community programming, Spanish language instruction and a variety of outdoor learning experiences. Committed teachers and staff, volunteers and community partners collaborate to incorporate the arts and outdoor learning within the curriculum to bolster academic success, promote whole-child learning, character development and emotional well-being.

Our learning program is rooted in four cornerstones: Academics, Ecology, Community, and Service. We utilize the Core Knowledge curriculum that is aligned to the [Minnesota Academic Standards](#). These standards outline specific content and skills taught in English language arts, mathematics, science, social studies, physical education, and the arts. In addition, our community partnerships allow us to provide specialized instruction through the mentorship and the engagement of St. Croix Valley artisans, historians, and naturalists.

Extra- curricular activities at MVS:

Students in grades K through 5 participate in two theatrical productions during the school year that bring out the thespian in all the students. The productions are performed multiple times for each time and it is not unusual to attract nearly 150 attendees to each performance. Future productions are planned to enrich the artistic experience for students and community alike.

MVS staff also provide after school clubs and activities that give students multiple experiences with art and craft projects, STEM activities, environmental projects, science fair club, run club, basketball and soccer.

**Academic Program/Student Performance
Attendance Data**

Student Attrition

Student attrition is the number of students who leave an educational program before the end of the school year which is generally known to be an indicator of school climate and culture. Marine Village School is proud of the low attrition rate of students from one year to the next, indicating that once students begin their school year MVS, they are prone to stay at the school for the entire school year. The chart below shows the attrition numbers for the 2023-24 school year.

Student Attrition			
2023-2024			
	Enrolled Oct. 1	Enrolled Mid-Year	Enrolled June 30
K	21	21	15
1st	21	21	21
2nd	17	18	21
3rd	11	11	19
4th	11	11	11
5th	14	14	11

School Enrollment

The demographics of our student population closely reflects that of our student attendance area. Student demographics for each school year can also be viewed at the Minnesota Report Card (located on the Minnesota Department of Education website).

The chart below shows the enrollment comparison between the 2023-24 school year and the enrollment at the beginning of the 2024-25 school year.

School Enrollment		
Grade	2023-2024	2024-2025
Grade K	21	12
Grade 1	21	19
Grade 2	17	20
Grade 3	11	18
Grade 4	11	10
Grade 5	14	11
Total	95	90

Academic Program/Performance Student Achievement

Minnesota Comprehensive Assessments (MCAs): Marine Village Charter School

During the 2024-25 school year, students at MVS in grades 3 and 4 will be taking the Minnesota Comprehensive Assessments (MCAs) in math and reading. In addition to math and reading, 5th grade will also take the state science assessment. The resulting MCA assessment data for each of these grades will be available on the Minnesota Report Card in the fall of 2025. To comply with federal laws, changes have been made in the Minnesota Report Card (located on the Minnesota Department of Education website) to protect the identity of individual students. State assessment data reported for a student category with fewer students than the cell size for the test, will no longer be available in the assessment reports on the Minnesota Report Card. For the 2024-2025 school year, Marine Village School may not receive data for each testing grade level due to the small class sizes. Parents / guardians, however, will receive their child's individual performance report. State assessment results will be sent to the parents / guardians of each student that takes an assessment. Additional information on the Minnesota state assessments and past student data can be found at:

<https://rc.education.mn.gov/#mySchool>

The 2023-24 MCA results for MVS students can also be found in the World's Best Workforce Summary Report posted on the school's website.

Moving forward, parents can rest assured that students are receiving a well-rounded education that includes instruction aligned to the Minnesota Academic Standards in reading, math, and science. In order to continually monitor the academic progress of students, our teaching staff regularly utilizes additional locally developed assessments. The results of these local assessments help to inform teachers, supported by trained paraprofessionals, on appropriate daily instruction to meet individual student needs.

Addressing Student Academic Needs

1) Increase learning opportunities.

As a result of both state and local assessment data, Marine Village School will address the academic needs of its learners using strategies of a Multi-tiered System of Support (MTSS). This system features multiple tiers of instructional and other types of supports, including whole classroom instruction, small group instruction as well as individualized support. This form of methodology presents students with the best opportunity for ongoing academic success.

2) Use of innovative teaching curriculum and methods

MVS teachers follow the Core Knowledge Language Arts (CKLA). This curriculum is rigorous, prevents redundancy and learning gaps, and spirals through the grades to enrich the topics covered in earlier grades. During the 2024-2025 school year, we will continue using the CKLA program in grades kindergarten through grade 5. Core Knowledge Language Arts is based on decades of cognitive reading research revealing that reading is a two-lock box—a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key features oral language, vocabulary, and background knowledge sufficient to understand what is decoded.

Likewise, teachers use IReady Math curriculum that offers a rigorous curriculum aligned to Minnesota state mathematics standards and provides a tiered curriculum that offers practice and remediation to meet the needs of all learners.

To address the need for a rigorous science experience, the school added a science specialist this year who provides a robust science curriculum aligned to the state science standards. Each student receives science instruction several times a week. During classes, students will engage in hands-on labs, demonstrations, direct instruction, and outdoor learning experiences in the school forest and on field trips to local state parks and other environmental education facilities.

Through nature-based learning, outdoor field days feature immersive investigations and projects at state parks and along the St. Croix Riverway. Marine Village School students will be engaged in dynamic learning experiences that spark curiosity, integrate academics, ecology, and service learning within the local community, and nurtures an ethical care for the environment.

3) Measure learning outcomes using innovative measurement tools

Over the past two years, MVS implemented several local assessments including I-Ready testing in reading and mathematics. I-Ready testing gives the teachers useful data related to student progress and areas for improvement. I-ready testing is administered three times per year so staff can see learning trends for each student. Thus far, it has been a very beneficial program for teachers as they utilize the data to adjust classroom instruction and for setting individual student goal-setting.

In addition to this tool, MVS teachers added the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) during the 2023-24 school year. This tool is a series of short tests that evaluate a student's literacy skills. DIBELS is utilized in grades K-5 to help teachers identify students who may need extra help with reading. The tool is used with all students twice a year to measure their growth.

Combined, these diagnostic tools provide MVS staff with the opportunity to build profiles of each student’s overall academic growth over multiple years and to develop individualized supports and interventions as needed.

4) Create new professional opportunities for teachers

Teachers play a key role in establishing goals, planning professional development, and evaluating professional practices. The principal informally observes each teacher on a daily basis as well as formally evaluates each teacher three times a year with a summative conference at the end of the school year. These professional growth opportunities are enhanced by regular team meetings where staff are involved in discussions about cross-grade level curricular sequencing aligned with aligned best-practice instructional strategies. Professional development activities for staff are centered around a professional growth plan that reinforces math and reading skills in day-to-day whole class instruction and informs small groups and one-to-one intervention for students. (See below)

In addition to the professional development activities noted above, all instructional staff are engaged in a two-year series (LETRS) of professional learning activities focusing on best practices in literacy. This training meets the requirements of the READ Act. The Minnesota Reading to Ensure Academic Development (READ) Act, which was passed by the legislature and signed into law May 24, 2023. This series of training comprises a professional course of study to help educators master the content and principles of effective reading, language, and literacy instruction. With its flexible blend of online and in-person coursework that includes video modeling and interactive activities, print resources, and virtual support, this research-based course supports educators in their crucial role of changing reading outcomes that set students on a lifelong path to success.

An additional professional growth opportunity for the 2024-25 school year deals with embedding Social and Emotional Learning (SEL) strategies into teaching and learning within the school to meet the social emotional needs of students. This effort consists of four professional learning sessions followed up by coaching and planning sessions to equip the staff with the knowledge skills, mindsets, and practical tools to embed SEL into daily practice. The expected outcomes are to strengthen the school’s mission to instill a love of learning, respect for each other, a sense of wonder and responsibility to our community.

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Teacher Professional Development Plan

Teacher Professional Development Plan Goal: To become a more effective educator in the school, teachers will engage in a robust Professional Development program. The fundamental purpose of professional development is to improve student learning. Providing teachers and other school staff with individual and professional growth and development opportunities prepares them to provide high quality educational experiences for students and ultimately helps achieve the fundamental purpose of improving student learning.

Plan: Each teacher at MVS will develop a personal professional growth plan complete with measurable professional growth goals and a corresponding action plan to achieve the goals. Learning within the professional learning system occurs in a variety of ways through both group and one-on-one opportunities such as training, coaching, mentoring, modeling, and observing.

Accountability: Each teacher will engage in at least three formal observations as a component of their personal professional growth plan. Each observation will include a pre-conference to establish instructional goals for the observation, the actual observation with observer documentation and a post-conference to reflect on the instruction that took place and to review the goals of their personal growth plan. At the end of each school year,

teachers will meet individually with the school’s Director/Principal in a summative conference to review their personal professional growth plan goals and develop strategies to improve upon practice in the future.

Schedule of Professional Growth Opportunities: Training and professional development opportunities will be offered throughout the school year during regularly scheduled professional development days as well as informally in a job-embedded professional learning community. In order to design professional learning communities that will result in quality student instruction, teacher teams need to:

- Create a collaborative culture,
- Maintain a focus on learning,
- Develop a results-oriented approach.

In conclusion, MVS teachers, support staff and administration are all dedicated to the belief system that the fundamental purpose of professional growth is to improve student learning for all learners.

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World’s Best Workforce Goals 2024-2025

All Students Ready for Kindergarten:

- 100% of Marine Village School new kindergarten students will be considered “kindergarten-ready” by January 10, 2025 as assessed and evaluated by teacher documentation and local standardized assessments

Closing Achievement Gap(s):

- Marine Village School will continue to monitor possible achievement gaps between student groups during the 2024-25 school year and develop goals to address any identified learning gaps.

All Students Career- and College-Ready by Graduation:

- 95% of Marine Village School current third graders who have been enrolled at MVS for three years, will be considered proficient in reading by the end of the 2024-25 school as indicated by either the state MCA Reading Assessment and/or the I-Ready assessment utilized by teaching staff.
- Marine Village School will engage all students in at least two exploratory career-oriented experiences utilizing community partners during the 2024-2025 school year. Examples- SPARK, Library visits, Ranger Liz, Fire Fighters, Courage Kenny, Mayor of Marine on St. Croix, DNR school forest designation.

Prepare Students to be Lifelong Learners:

- 100% of Marine Village School students will demonstrate commitment to lifelong learning by having an 85% or higher attendance rate for the school year.

School Governance

The chart below reflects the MVS school board for the 2024-2025 school year. The make up of the board includes community members, parents, the acting principal and a teacher. All board members have received or are scheduled to receive their initial board training during the 2024-2025 school year.

Name	Board Position	Phone Number	E-Mail Address
Sarah Stivland	Board Chair	651-366-7788	sarahs@marinevillageschool.org
Kien Nguyen	Vice Chair	-----	kienn@marinevillageschool.org
Kelly Jeanetta	Secretary	-----	kellyj@marinevillageschool.org
Mike Lammi	Treasurer	651-307-8415	mikel@marinevillageschool.org
Kate McDearmon	Board Member	651- 329-7227	katem@marinevillageschool.org
Daryl Timmer	Board Member	612-812-5330	darylt@marinevillageschool.org
Cari McGlynn	Ex Officio Member	651-477-0380	carim@marinevillageschool.org
Michelle Johnson	Teacher	-----	michellej@marinevillageschool.org
Jennifer Cress	Board Member	651-245-6601	jenniferc@marinevillageschool.org

School Management & Administration

During the 2024-2025 academic year, the following people will serve in the following school management and administration roles:

- Cari McGlynn, Day-to-day operations of the school, working with staff, students, communication with parents and stakeholders.
- Director: TBD
- Mike Lammi, Board Treasurer
- Carla Hinz: Office manager, attendance, administrative support, MARSS and report cards.
- David Peterson (Chair of Board of MN Office of Charter Authorizers, MOCHA)

Contact Information

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Authorizer:

Minnesota Office of Charter Authorizing serves a single-purpose authorizer of public charter schools in Minnesota whose mission is to improve all pupil learning and all student achievement. As a single-purpose authorizer, MOChA does not limit the applications it solicits, considers, or approves to any single curriculum, learning program, or method.

This World's Best Workforce Strategic Plan was submitted to the Marine Village Charter School Board of Education and approved on: February 20, 2025

APPENDIX A:

2024-25 PARENT/GUARDIAN CLIMATE AND CULTURE SURVEY

This survey is designed to glean input from parents as to potential areas of focus here at MVS. Surveys will be administered at an end-of-the-school-year event. In addition, surveys will be e-mailed at the end of the school year to parents who request one. Parents can also add comments to the surveys. Survey responses will be compiled and shared with the board and stakeholders in our 2024-25 World's Best Workforce plan summary at the end of the calendar year. It is our hope that the feedback from parents will highlight opportunities for improvement at the school, particularly in the areas of school culture and climate, parent involvement, future volunteer opportunities, and future student activities. A sample of possible survey questions are listed below.

Students

1. How many children do you have attending this school?

_____ 1 _____ 2 _____ 3 _____ 4 or more

2. How likely are you to recommend MVS to a parent looking for a school for their child?

_____ Not at all likely _____ Somewhat likely _____ Extremely likely

School Culture

3. To what extent do you feel your voice is valued at MVS?

_____ Not at all _____ A little _____ To some extent _____ To a great extent

4. To what extent do you feel welcome when you enter the school?

_____ Not at all _____ A little _____ Somewhat _____ To a great extent

5. To what extent does your child feel welcome when they enter the school?

_____ Not at all _____ A little _____ Somewhat _____ To a great extent

Parent Engagement

6. How often do you volunteer at MVS?

_____ Not at all _____ Once a school year _____ Once a month _____ Weekly

7. How often do you attend scheduled school events/performance?

_____ Not at all _____ One or two a school year _____ More than two a school year

_____ Every event/ performance possible

8. How often do you read to or with your child?

_____ Never _____ Monthly _____ Weekly _____ Daily

9. How often do you supervise or help your child with homework?

_____ Never _____ Rarely _____ Occasionally _____ Weekly _____ Daily

Comments on survey questions –

Other comments -