

Southside Family Charter School

Board 2018/2019 Strategic Plan to Support Teaching and Learning

(Scheduled to be board approved early in the 2018/2019 school year)

Minnesota state statute states that a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. It shall include:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement

Southside Family Charter School 2019 Schoolwide Goals:

1. Reading Growth

All students enrolled October 1 in grades 3-8 at Southside Family Charter School will maintain an average state-determined minimum growth score of -0.5 on all reading state accountability tests (MCA, MOD, MTAS).

2. Mathematics Growth

All students enrolled October 1 in grades 3-8 at Southside Family Charter School will maintain an average state-determined minimum growth score of -0.5 on all math state accountability tests (MCA, MOD, MTAS).

3. Science Proficiency

The percentage of students meeting or exceeding proficiency standards on the MCA Science will increase from 59.1% in 2018 to 61.1% in 2019.

4. Reading Well by Third Grade

In the interest of having a greater impact on third graders' reading proficiency, new options for assessments of reading proficiency for grades K-2 that are better predictors of MCA Reading scores will be explored in 2018-19, with the goal of implementing such measures in 2019-20.

5. Achievement Gap Reduction (Reading)

To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or

exceeding proficiency standards on the MCA Reading will decrease by 25% of the current gap from 2018 to 2019. This means our gap will go from 52.4% in 2018 to 39.3% in 2019.

6. Achievement Gap Reduction (Math)

To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Math will decrease by 25% of the current gap from 2017 to 2018. This means our gap will go from 45.2% in 2018 to 33.9% in 2019.

(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, 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;

The Curriculum, Instruction, and Student Achievement (CISA) committee will review the following data for all students grades k-8 to assess the school's current needs and opportunities for growth:

- Proficiency and growth z-scores on the MCA Reading, Mathematics, and Science. These results were analyzed by grade, race, gender, special education status, and eligibility for free or reduced-price lunch. Results and any achievement gaps between groups, were compared to the previous year.
- Parent participation in family involvement opportunities, including parent-teacher conferences

Committee members will compile and reviewed data, and hold a meetings to discuss data trends (without identifying individual student data). This meeting will include staff and parents.

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

Each year Southside Family Charter School will develop a comprehensive plan. The current comprehensive plan includes:

1) Schoolwide Reform Strategies

Instructional and other efforts being implemented to improve teaching and learning for all students throughout the school include:

- 1) Learning Teams, grouped by grade and subject level, meet bi-monthly to work on instruction practices and review curriculum.
- 2) The Response to Intervention (RTI) team identifies students needing additional academic support strategies, and develops individualized approaches in collaboration with families and school staff.
- 3) The CISA Committee facilitates the coordination of academic accountability processes, involving all stakeholders throughout, and makes recommendations for revisions to goals and strategies to the school board.
- 4) The board Equity Committee met regularly throughout the year to, in part, address the school's achievement gap. This committee's work has led to significant professional development for the instructional staff.

2) Timely and Effective Assistance

The RTI team identifies students who may benefit from individualized support in reading, math, and/or writing by using the following sources of information:

- 1) Standardized test data
- 2) Formative and summative assessment in the classroom
- 3) Feedback from teachers
- 4) Consultations with parents and students

Intervention services provided to students who are struggling or at risk for falling behind include a combination of push-in and pull-out approaches, depending on the nature and extent of student needs. RTI staff integrate tools such as the Sonday System and the Sheltered Instruction Operation Protocol (SIOP). The goal is to supplement rather than replace the general education classroom, and to minimize disruption to the regular school day as much as possible.

3) Instruction by Highly Qualified Teachers

All core* subject teachers and interventionists in a school operating a Schoolwide Program must meet the standards for being highly qualified. The following teachers currently hold special permissions approved by the Minnesota Board of Teaching for the 2018-19 school year:

- 1) Stephanie Windfeldt: licensed in reading and 5-12 Communication Arts/Literature; variance for elementary education

- 2) Larry Hunter: licensed in middle and high school science; variance for elementary education
- 3) Esly Giron-Vargas: Community Expert license for Spanish
- 4) David Stroud: Community Expert license for middle school math

*Core academic subjects are defined as English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.

4) Professional Development

All school staff engage in professional development activities throughout the year which correspond to the schoolwide goals and initiatives, and support staff members' individually set professional growth goals. To support development of the school's social justice curriculum across all disciplines, all school staff are encouraged to participate in travel studies opportunities throughout the year. In addition, during the 2017-2018 school year, staff participated in professional development activities related to improving academic achievement of individual students as well as the overall instruction program, including the following trainings:

- 1) Trauma-Informed Instruction
- 2) Summer Race Institute at the Science Museum of MN
- 3) Crisis Prevention Institute

5) Parent Involvement

The school employs several strategies to involve parents in their child(ren)'s academic progress, and in the planning, review, and subsequent implementation of the Schoolwide Program, including:

- 1) Each year, the Title I Program is presented to parents at the Annual Member Meeting in September, including a review of the previous year's academic goals and results, and information about how parents can be involved in the development and review of the Title I Program.
- 2) Teachers strive for 100% parent participation (in person or by phone) at all three parent-teacher conferences during the school year.
- 3) Satisfaction surveys sent out to parents in the spring include specific questions pertaining to the effectiveness of the school's parent involvement initiatives, and this information is used in the annual review of the Parent Involvement Plan.

6) Annual Evaluation

The comprehensive plan was reviewed and revised by the CISA Committee in August 2018, and the final version will be approved by the

Board of Directors in October 2018 as part of the Annual Accountability and World's Best Workforce Report.

(4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

Staff learning teams will continue to meet bi-monthly to evaluate curriculum and pedagogical practices at the school to improve instruction, curriculum and student achievement.

The Curriculum Instruction and Student Achievement committee (a board committee) will continue to meet in order to provide leadership in this area.

A staff member will be re-trained on SIOP in order to better support EL students at Southside Family Charter School.

(5) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

This is non-applicable to Southside as the size of our school means that there is only one teacher per grade level.

(6) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.

During 2018/2019 the School Leader will be responsible for facilitating discussions among the Cooperative Leadership Team, RTI team, and full staff that generate initiatives to address highly effective educational practices and a collaborative professional culture in the following ways:

1) In discussing the shortfall in third grade reading proficiency this year, it became clear that the school is struggling to find interventions beyond that have the most impact, specifically for students in grades K-2. Staff will explore new options in the 2018/2019 school year.

2) The academic intervention process has had some instability in the past due to changing staffing assignments and inconsistent use of some of the forms and tracking tools. In the coming year, there will be one dedicated staff person doing all academic interventions. In addition, work will be done this year to develop and improve written documentation of processes, including processes for setting concrete goals, collecting data, and tracking student progress.

3) Staff learning teams will continue to meet bi-monthly to evaluate curriculum and pedagogical practices at the school and to reinforce our collaborative professional culture.

4) Our collaborative professional culture is also supported by our professional development plans. This year professional development will include internal trainings and resource-sharing by staff who attended race equity training in the summer, as well as continuing instruction in restorative justice practices and strategies, with the goal of more fully realizing our school mission by increasing equity in student support and instruction.