

DPSA School Improvement Plan FY'19

Section 2.2(e) of the IQS contract with its charter schools requires the annual development of a School Improvement Plan (SIP). This plan is to be based upon the results specified in the school's Annual Report as well as any areas of deficiency and/or area of special focus that is found the school ScoreCard. The School Improvement Plan (SIP) will identify the action steps to be taken by the School in its efforts to continuously improve its performance. Please complete the School Improvement Plan provided below.

School Name: Duluth Public Schools Academy dba Duluth Edison Charter Schools

Person Responsible for Completing the Plan: Bonnie Jorgenson, Head of School

School Year of Plan Implementation: 2018-19

Date: September 17, 2018

Part I: FY'18 ScoreCard Performance

Area 1: School Mission/Vision and Program Model

List the area(s) in the ScoreCard where the school ranking was either 'Intervention Benchmark and/or Progressing Benchmark. Identify the action plan(s) you intend to take in the coming year to move your school toward reaching your 'target' benchmark. (Note: If there are no areas on the ScoreCard rated below 3, align the action plan with measures you intend to focus on- if any in the coming year.)

Measurement	Level of Proficiency	Action Plan
NA		

Area 2: School Governance

List the area(s) in the ScoreCard where the school ranking was either 'Intervention Benchmark and/or Progressing Benchmark. Identify the action plan(s) you intend to take in the coming year to move your school toward reaching your 'target' benchmark. (Note: If there are no areas on the ScoreCard rated below 3, align the action plan with measures you intend to focus on- if any in the coming year.)

Measurement	Level of Proficiency	Action Plan

NA		

Area 3: School/Student Performance

List the area(s) in the ScoreCard where the school ranking was either 'Intervention Benchmark and/or Progressing Benchmark. Identify the action plan(s) you intend to take in the coming year to move your school toward reaching your 'target' benchmark. (Note: If there are no areas on the ScoreCard rated below 3, align the action plan with measures you intend to focus on- if any in the coming year.)

Measurement	Level of Proficiency	Action Plan
The school has failed to reduce the overall student performance gaps when comparing its sub-groups,	progressing	targeted work by administrators and teams will include ongoing data analysis related to sub group needs for math and reading, interventions for students who show this need delivered via our MTSS model, enhanced work on differentiation of instruction for all sub groups focused on ensuring standards based instruction and assessment,

Area 4: School Finance

List the area(s) in the ScoreCard where the school ranking was either 'Intervention Benchmark and/or Progressing Benchmark. Identify the action plan(s) you intend to take in the coming year to move your school toward reaching your 'target' benchmark. (Note: If there are no areas on the ScoreCard rated below 3, align the action plan with measures you intend to focus on- if any in the coming year.)

Measurement	Level of Proficiency	Action Plan
NA		

Area 5: School Operations

List the area(s) in the ScoreCard where the school ranking was either 'Intervention Benchmark and/or Progressing Benchmark. Identify the action plan(s) you intend to take in the coming year to move your school toward reaching your 'target' benchmark. (Note: If there are no areas on the ScoreCard rated below 3, align the action plan with measures you intend to focus on- if any in the coming year.)

Measurement	Level of Proficiency	Action Plan
5 (b) Staff Assignments	Progressing benchmark	Administrators will work to fill as many positions as possible with individuals fully licensed for the position and work with MDE to ensure appropriate legal license for all, We will also review our postings of teacher positions to ensure we are posting in as many venues as possible to attempt to locate appropriately licensed candidates

Part II: FY'18 New ScoreCard Performance Measures

IQS recognizes that service and performance expectations change over the course of the contract. To that end, other measurements may be added to the ScoreCard annually. List below any new measurements and benchmarks that you want to be added to the ScoreCard for the upcoming year.

Area 1: Program Mission

Measure	Target Benchmark	Action Plan
School has a process underway that involves school leadership and staff in professional development and planning to ensure development of standards-based instruction and assessment.		In 2018-19 teacher professional development and work days will focus in this area. Instructional lead team will do a book study in this area.

Area 2: Governance

Measure	Target Benchmark	Action Plan

Area 3: School/Student Performance

Measure	Target Benchmark	Action Plan
The percentage of DPSA special education students who meet or exceed their MAP RIT target in math will grow from 58.5 percent in 2017-18 to 60.5 percent in 2018-19.		All math teachers will participate in standards based work related to math. Our special education math specialist will work with new and developing sped math teachers providing coaching and lesson planning assistance. Special education students with particular math needs will receive intervention services in addition to their core instruction.
The percentage of DPSA special education students who meet or exceed their MAP RIT target in reading will grow from 73.2 percent in 2017-18 to 74.2 percent in 2018-19.		All language arts teachers will participate in standards based work related to reading. Our special education reading specialist will work with new and developing sped reading teachers providing coaching and lesson planning assistance. Special education students with particular reading needs will receive intervention services in addition to their core instruction.
READING MCA GOALS: The percentage of North Star		All language arts teachers will participate in standards

<p>student in grades three through eight who earn achievement levels of proficient or exceeds the standards on all MCA assessments in reading will go from 61.6 percent proficient or exceeds to 63 percent.</p> <p>The percentage of Raleigh students in grades three through five who earn achievement levels of proficient or exceeds the standard on all MCA assessments in reading will go from 61.1 percent proficient or exceeds to 62 percent.</p> <p>The percentage of DPSA students in grades three through eight who earn achievement levels of proficient or exceeds the standard on all MCA assessments in reading will go from 61.4 percent proficient or exceeds to 63 percent.</p>		<p>based work related to reading. Our K-5 literacy specialist and JA language arts coordinator will work with new and developing reading teachers providing coaching and lesson planning assistance. Students whose MAP scores show them below grade level will receive intervention services in addition to their core instruction. Academy Directors/Principals will do data meetings with their academy teachers on at least a quarterly basis.</p>
<p>MATH MCA GOALS: The percentage of of North Star students in grades three through eight who earn achievement levels of proficient or exceeds the standards on all MCA assessments in math will go from 58.9 percent proficient or exceeds to 60 percent.</p>		<p>. All math teachers will participate in standards based work related to reading. Our math curriculum coordinators will work with new and developing math teachers providing coaching and lesson planning assistance. Students whose MAP scores show them below grade level will receive intervention</p>

<p>The percentage of Raleigh students in grades three through five who earn achievement levels of proficient or exceeds the standard on all MCA assessments in math will go from 63.1 percent proficient or exceeds to 64 percent.</p> <p>The percentage of DPSA students in grades three through eight who earn achievement levels of proficient or exceeds the standard on all MCA assessments in math will go from 59.5 percent proficient or exceeds to 61 percent.</p>		<p>services in addition to their core instruction. Academy Directors/Principals will do data meetings with their academy teachers on at least a quarterly basis.</p>
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Area 4: Finance

Measure	Target Benchmark	Action Plan

Area 5: School Operations

Measure	Target Benchmark	Action Plan