

Duluth Public Schools Academy dba
Duluth Edison Charter Schools

Strategic Plan

2019-2024

Five-Year Plan

Approved by DPSA Board August 20, 2019

Duluth Edison Charter Schools is dedicated to the achievement of academic and personal excellence for every student.



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1.1 Purpose

DECS Strategic Plan outlines the mission, vision, values, strategic directions, and goals of our charter school. The Strategic Plan is an active document which guides decision-making at the administrative and board level. The Strategic Plan drives the direction of resources, programs, and initiatives affecting the school. The Strategic Plan is derived from analysis of student, school, and district performance data, a review of previous strategic plans, state and federal legislation, recommendations from our authorizer (Innovative Quality Schools) and recommendation from district stakeholders.

DECS Mission:

DECS is dedicated to the achievement of academic and personal excellence for every student.

DECS Principles to fulfill Mission

1. Expect a commitment of excellence from students, family, and staff.
2. Appreciate each student's diverse character, culture and interests through an active approach to curriculum, programs, and projects.
3. Provide a safe and accepting learning environment.
4. Sustain a culture of teaching and living the core values.
5. Uphold the professional innovation, creativity, and collegiality of exceptional staff.
6. Require sound and responsible business and operational management practice.



1.2 School Background

Duluth Edison Charter School, located in Duluth, Minnesota on the western shores of Lake Superior. Over 275 employees serve a K-8 enrollment of approximately 1,300 students. Currently, the district is focusing work on implementation of standards based assessments, guided reading, and math discourse. We rely on research, best practice, and applicability to our setting, as we continue this effort.

Raleigh Academy serves about 300 students in grades K-5th. Raleigh is located in western Duluth and is located in the heart of the Western Duluth community. North Star Academy serves 1,000 students in grades K-8th. North Star is a large school and has created an atmosphere of “three schools within one.” The Primary Academy serves students in grades K-2nd, the Elementary Academy serves students in grades 3rd – 5th, and the Junior Academy serves students in grades 6th-8th.

The Duluth Edison Charter School offers specialized and extracurricular programs designed to meet diverse student needs including special education, English Language Learners (ELL), interventions K through 8th grades, outdoor education, STEAM activities, play based learning, athletics, activities, clubs, and others.



1.3 Process

The Duluth Edison Charter School Strategic Plan proposal was initially drafted by Tammy Rackliffe (Primary Academy Director) as part of her program for principal licensure with support from the current district school improvement plan, and board Strategic Plan. Bonnie Jorgenson (Head of Schools) and Jenn Fuchs (Junior Academy Principal) also contributed. Ms. Jorgenson further refined the plan for discussion at the December 2018 DPSA Board Retreat. The School Board Strategic Plan was originally written in November of 2011, has been updated periodically and is now incorporated into this plan.

The entire strategic plan is reviewed quarterly by the Instructional Leadership team and during School Board Retreats. The plan is updated monthly through Instructional Leadership notes and School Board reports for public accountability. Goal managers are required to demonstrate measurable improvement of programs over time.

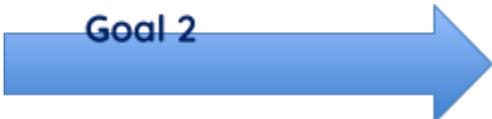


1.4 Strategic Plan Goal Overview



Goal 1

Increase student achievement in relation to Minnesota Comprehensive Assessments (MCA) proficiency rates, MCA proficiency within comparison groups, MCA Growth, Measures of Annual Proficiency (MAP) achievement, DIBELS achievement, student attendance, and student, parent, & teacher satisfaction.



Goal 2

Ensure curriculum, instruction, and assessment focus on rigor, student engagement, and continuous improvement.



Goal 3

Develop and sustain a respectful, inclusive, and safe learning environment for students, staff, and parents.



Goal 4

Provide equity and excellence in education through creating a culture of inclusiveness for all. This includes eliminating achievement gaps among all student subgroups.



Goal 5

Ensure strong fiscal management, facility planning, and effective governance that addresses short and long term goals of the School.



Goal 6

Provide quality business services to optimize school operations through staffing, enrollment, transportation, legal compliance, policies, insurance, management and organizational systems.

1.5 Goals & Objectives

Goals are outcomes which define what the organization is hoping to accomplish. Objectives define the framework in which the district intends to accomplish the goals and objectives.

The following list identifies the goals and objectives. The remaining pages in this section describe in detail the goals, objectives and tasks.



Goal 1



Increase student achievement in relation to MCA proficiency rates, MCA proficiency within comparison groups, MCA Growth, MAP achievement, DIBELS achievement, student attendance, and student, parent, & teacher satisfaction.

Improvement of student learning is at the core of everything we do in our Schools. To accomplish this goal, we provide a curriculum aligned to Minnesota State Standards. Students are assessed based on these standards and focus on achievement of standards through reteaching, strategic focused instruction and reassessing

Action Steps:

- ✓ Development and implementation of plan for full standards based assessments and reporting to improve student learning. Full implementation of standards based report cards in 2021-22. Five year plan developed to that end.
- ✓ Utilizing parent, student, community, and staff surveys to identify areas of concern and measure improvement of student learning, communication, and climate.
- ✓ Ongoing data analysis as district, building, grade levels and individual classrooms to shape instructional focus and practices
- ✓ Researching and utilizing “Best Practices” to improve instruction within the classroom.
- ✓ Individual, classroom, and school wide data analysis completed through bi-monthly data meetings with teachers.
- ✓ Implementation of District World’s Best Workforce plan as required by statute to include growth of at least three percent will occur in 50 percent or more of the School’s reportable subgroups in the MCAS
- ✓ Implementation of School Improvement Plan as required by our Authorizer, IQS.
- ✓ Differentiated professional development for teachers to meet the individual needs of teachers and continue to foster growth.
- ✓ Implementation of Multi-Tiered Systems of Support (MTSS) teams to ensure interventions (academic and behavior) and differentiated instruction within the school environment.
- ✓ Create Student Achievement goals each year based on previous years student achievement data.

MEASURABLE OUTCOMES

Student Performance Area IQS Report Card



Retention of students on an annual basis
Meeting of enrollment goals

GOAL MANAGER:

Bonnie Jorgenson, Head of Schools

SUPPORTING OBJECTIVE MANAGERS:

Tammy Rackliffe, K-5 Principal
Dr. Jen Fuchs, Junior Academy Principal
Steve Ondrus, Raleigh Academy Director
Rachel Komarek, Special Education Coordinator



Goal 2

Ensure curriculum, instruction, and assessment are designed to focus on rigor, student engagement, and continuous improvement.

Key district and state assessment data disaggregated and provided to building leaders to inform school efforts which focus on rigor, engagement, and continuous improvement. Ongoing professional development for administrators and other teacher leaders to ensure best practices are utilized at the School

Action Steps

- ✓ Continued working through standards based implementation five year plan. Enhance role of curriculum coordinators in this work. See Appendix A for further explanation of the five year plan.
- ✓ Encourage administration and offer support of strategies and programming to address the needs of our community for birth to grade three initiatives.
- ✓ Be open as DPSA Board and administration to opportunities to enhance our current programming to fill our full charter as a PreK through grade 12 school.
- ✓ Through observations, instruction and student engagement specific teacher curriculum, instruction, and assessment needs are identified with interventions and accommodations implemented as needed.
- ✓ Differentiated professional development to meet the needs of the teachers.
- ✓ Utilization of K-5 literacy coach, mentors for new teachers, and other means to ensure support to teachers in their first years in the classroom
- ✓ Continued focus on students taking ownership of their learning through self-assessment and goal setting.
- ✓ Assessment of current specialist offerings, in particular in light of Snowflake property purchase, and administrative recommendations to the Board for



specialist offerings in future years.

- ✓ Implementation of board approved Teacher Evaluation process.
- ✓ Track by MDE subgroups eligibility for and progress in behavior, math and reading interventions. Where interventions are ineffective we will look to discover why and find workable interventions to replace those that are ineffective.

MEASURABLE OUTCOMES:

- Standards Based Implementation Plan Steps met each year
- Teacher Observation and Evaluation Report via Q Comp Annual Report

GOAL MANAGER:

Bonnie Jorgenson, Head of Schools

SUPPORTING OBJECTIVE MANAGERS:

Tammy Rackliffe, K-5 Principal
Dr. Jen Fuchs, Junior Academy Principal
Steve Ondrus, Raleigh Academy Director



Develop and sustain a respectful, inclusive, and safe learning environment for students, staff, and parents.

To learn, children must feel supported and safe. A healthy, safe, and supportive learning environment enables students, staff, and parents to learn in powerful ways. This environment promotes innovation, creativity, inquiry, and risk taking. Positive Behavioral Interventions and Supports (PBIS) is a framework designed to help school select and organize evidence based behavioral interventions into an integrated continuum which enhances academic and social behavior outcomes for all. DECS personnel were trained in and initially implemented SW-PBIS through a project of the Minnesota Department of Education during the 2012-13 school year. We continue to participate in the Sustainability Phase of the project.

Action Steps

- ✓ Monthly Tier One Meetings by Academy to focus on culture and climate
- ✓ Tier One Teams (Academy PBIS teams) are responsible for the coordination of programming, action-planning, monitoring fidelity of framework implementation, staff development, and annual evaluation of each Academy.



Academy teams are coached by a member of the PBIS Leadership team: team members include teachers, Dean of Students, school counselors, special education representatives, and student support personnel.

- ✓ Completed information gathering from the Tiered Fidelity Inventory regarding implementation of PBIS and creation of Academy Action Plans.
- ✓ Ongoing implementation of restorative practices through intentional training of key stakeholders including administrators, counselors, deans, and teachers with a focus on classroom community building circles, restorative language and conferencing.
- ✓ Facilitate a schoolwide process to create a Code of Character, Conduct and Support for DPSA. This work is based on training sponsored by the Minnesota Department of Education Supportive Discipline Community of Practice workshops.
- ✓ Ongoing professional development related to cultural competency via our partnership with Family Freedom Center.
- ✓ Ensure crisis plan is updated annually, that all school staff and students are trained in procedures, that needed equipment is provided, and training is ongoing throughout the year.
- ✓ Quarterly conference options for students and parents with staff. Ongoing communication.
- ✓ Yearly student, parent, and staff satisfaction surveys given, analyzed and identification of next steps.

MEASURABLE OUTCOMES:

- Crisis Plan documents with updates available
- Conference Participation Levels
- Creation of Plan for Social/Emotional/Behavioral Learning by end of 2019-20 School Year
- Community Building circles implemented in at least 50 percent of K-5 classrooms

GOAL MANAGER:

Heather Rappana, Student Support Services Manager

SUPPORTING OBJECTIVE MANAGERS:

Bonnie Jorgenson, Head of Schools
Tammy Rackliffe, K-5 Principal and Tier One Team
Dr. Jen Fuchs, Junior Academy Principal and Tier One Team
Steve Ondrus, Raleigh Academy Director
Marc Wickstrom,, North Star 6-8 Dean of Students
Ryan Dickinson, North Star K-5 Dean of Students.



Goal 4



Provide equity and excellence in education through creating a culture of inclusiveness for all. This includes eliminating achievement gaps among all students.

DECS supports sustaining healthy identities among stakeholders, the establishment of connected learning communities, and respect of cultural diversity through working with cultural competency training, diversity & inclusion, and race awareness.

Action Steps

- ✓ Staff professional development including racial awareness workshops and other areas related to building cultural competency via our ongoing partnership with Family Freedom Center.
- ✓ Working with consultants to create and implement a plan related to understanding poverty and race, cultural competency and the impacts on school systems, and a plan to discover and address inequities found.
- ✓ Review recruitment process and plan for further outreach to a diverse group of candidates.
- ✓ In student achievement, clear analysis of sub group needs, research on culturally sensitive teaching, and other best practices
- ✓ Prioritization of cultural liaison positions in School budget
- ✓ Staff book studies on equity
- ✓ All administrative staff will set an equity goal as part of their professional development plan.
- ✓ Movement towards restorative justice practices

MEASURABLE OUTCOMES:

-- Update/ongoing plan for work related to this goal presented at a fall 2019 board meeting

GOAL MANAGER:

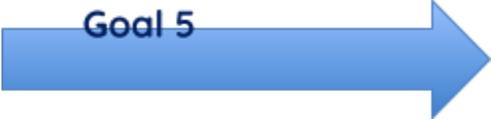
Bonnie Jorgenson, Head of Schools

SUPPORTING OBJECTIVE MANAGERS:

Tammy Rackliffe, K-5 Principal
Dr. Jen Fuchs, Junior Academy Principal



Steve Ondrus, Raleigh Academy Director
Rachel Komarek, Special Education Coordinator
Heather Rappana, Student Support Services Manager



Goal 5

Ensure strong fiscal management, facility planning, and effective governance that addresses short and long term goals of the School.

Develop and sustain effective and efficient use of all resources for improved fiscal responsibility including budget, finance management, fund balance, financial reports, financial audits, and payroll. The School will maintain 60 or more days of cash on hand. Periodic capital improvements to district facilities must be made to ensure educational program needs are met, and the space (s) are safe, compliant, and structural sound.

Action Steps

- ✓ Provide a financial and operational process that strengthens student learning.
- ✓ Provide annual audited financial statement to stakeholders including Board and MDE.
- ✓ Comply with all required reports for bond holders.
- ✓ Annually review district internal controls for federal grants and implement new guidelines to maintain federal compliance.
- ✓ Ensure compliance with state and federal statutes and reporting
- ✓ DPSA Board Development Committee to plan for ongoing Board development including mentor program
- ✓ The Board annually does a Board self-assessment and respond to needs that arise from the discussion of this assessment as part of this plan.
- ✓ Maintain financial integrity of district's operations and assets
- ✓ Maintain positive financial standings
- ✓ Monitor and implement a five year financial plan.
- ✓ Explore and develop long range fundraising options for the School
- ✓ Ongoing development and review of a five year facilities plan
- ✓ Follow Up on recommendations from Outdoor Education and Science Task Force
- ✓ Development of an indoor air quality plan.

- ✓ Compliance with Minnesota facilities requirements.

MEASURABLE OUTCOMES:

- Finance and Operations Sections, IQS Report Card
- Indoor Air Quality Plan presented to Board at June 2019 Meeting
- Refined plan for Outdoor Education and Science work to Board by April

2020

GOAL MANAGER:

Bonnie Jorgenson, Head of Schools
Tim Golden, Director of Business Services
Hilary Hodgman, Board Chair

SUPPORTING OBJECTIVE MANAGERS:

Steve Lindberg, Facilities Manager
Rachel Eastman, Senior Accountant



Provide quality business services to optimize school operations through staffing, enrollment, compliance, policies, insurance, management and organizational systems.

DECS is committed to operating in a manner that provides for supportive and respectful support towards employees, students, and the community. The department maintains the highest ethical standards in providing a system that ensures equal opportunities for employment and excellence in staff recruitment, selection, retention, and recognition.

Action Steps

- ✓ Continue to conduct reviews of the School Board's policies and eliminate, add or revise policies as appropriate by the Head of Schools in collaboration with the Board Development Committee
- ✓ Annual review of employee benefits programs and implementation of needed changes
- ✓ Recruit, select and retain highly qualified staff to increase student learning and report turnover/retention data.
- ✓ Provide ongoing training for administrators and building staff in the areas of teacher quality, HR concerns, customer service, and other legal requirements
- ✓ Work with marketing consultant to develop 19-20 enrollment marketing



campaign with a focus on social media outreach.

- ✓ Develop a succession plan for key administrative positions at the school.

MEASURABLE OUTCOMES:

- All board policies reviewed annually and documented in Board Development and Personnel Committee minutes and/or Board minutes
- Benefits Handbook updated annually and available to employees each May
- Succession Plan created and implementation begun

GOAL MANAGER:

Bonnie Jorgenson, Head of Schools

SUPPORTING OBJECTIVE MANAGERS:

Karissa Hendricks, Human Resources Generalist
Tim Golden, Director of Business Services



4.1 References

All relevant materials, organizations and individuals capable of providing further insights or detail for the requirements referenced in this document are either listed or included here.

- DECS School Improvement Plans
- DECS School Board Strategic Plan
- Curriculum Review/Adoption Cycle
- Annual District Budget Report
- District Policies and Procedures
- PBIS policies and procedures
- 2017-18 District Annual Report



Appendix A

Standards-based Assessments for K-8 Five year plan Sample Middle School Standards-based Report Card	
2017-18	Math-2 Teachers Implementing, LA-2 Teachers Developing in Assessments-1 for each grade level
2018-19	<p>JA Math-5 teachers using standards-based assessments. JA Math teachers entering standards in IC as categories for assessments. LA-5 teachers giving one standards-based assessment. All other teachers create 1 and try it for the year. Revise after administration. Review or Determine Essential Standards. Map where would you assess essential standards assessed by month. You won't have assessments developed yet and that is fine. Just think about where you want to assess them.</p> <p>Training on Each PD Day Link to October Training Link to November/January Training</p>
2019-20	<p>Teachers create one assessment per quarter based on one essential standards. Teachers can pilot using the standards-based gradebook. K-5 needs to decide as a grade level to pilot in May of 2018-19. JA Math uses the standards-based gradebook module in IC. Go through each section of the guidebook. K-5 Math and K-8 LA plan for using standards-based gradebook guided by the guidebook.</p> <ul style="list-style-type: none"> View summary of how it works in IC https://youtu.be/5ZxRPd496Vo <p>Plan which essential standards would go on report card. This is what shows in your GB.</p>
2020-21	<p>Review the previous year's assessments as you use them and then develop one more per quarter for a total of 2 per quarter. K-8 Math and K-8 LA use the standards-based gradebook. Other teachers can pilot using the standards-based gradebook. Review essential standards for GB, as standards will change.</p>
2021-22	<p>Finish assessments so there is at least one per essential standard. All use the standards-based gradebook. Review essential standards for GB, as standards will change.</p>

Appendix B

2018-19 World's Best Workforce Goals Duluth Public Schools Academy dba Duluth Edison Charter Schools

All Students Ready for School

During 2018-19 the school will conduct early childhood screenings for all students enrolled for kindergarten in the 2019-20 school year that were not previously screened in another district and use this data to plan for needed interventions and classroom placements.

All Students In Third Grade Achieving Grade Level Literacy

The percent of third grade students who score proficient or exceeds on the reading MCA will go from 56.6 percent in 2017-18 to 59.6 percent in 2018-19.

Close the Achievement Gap(s) Among All Groups

Growth of at least three percent from 2017-18 levels will occur in 50 percent of the school's reportable subgroups on the Minnesota Comprehensive Assessments.

All Students Career and College Ready by Graduation

During the 2018-19 academic year, all junior academy (grades 6-8) students will receive direct instruction on growth mindset using the Mindset Coach, which encourages a belief that students can reach their goals. This will average two lessons per month.

All Students Graduate

NA

2018-19 DPSA World's Best Workforce Advisory Committee

Tracie Clanaugh, Executive Director, First Witness Child Advocacy Center

Bonnie Jorgenson, Head of School

Beth LaVigne, College of St. Scholastica Faculty Member

Amber Lightfeather, Parent

Julie Ann Kubat, Parent

Kristin Regas, Dean of Students, Parent

Drew Steile, JA language arts teacher

