

MTCS Strategic Plan 2020-2021



Goal	Strategies	Objectives	PUC/QSR	Q Comp and (Title 1) ESSA	MDHR Plan	WBWF	Actions	Responsible	Time line
Board Development & Organization: MTCS will increase productivity and align resources to strengthen and support student success	Board Development and Governance	MTCS utilizes a leadership structure that supports board development, communication, and active relationship with legislature, authorizer and other charter schools							
		Establish Governing Board Committees and train membership to be effective in the governing process (executive, academic, finance and personnel)	Create a plan/schedule for board training in governance and evaluation Board conducts a self-evaluation						
		Governing Board will develop and regularly review comprehensive and effective policies for MTCS							

		Establish a clear and regularly used communication process							
	Administrative structure provides a clear and transparent process for leadership in the district	Utilize a shared leadership model to ensure quality decisions in planning and implementation	Ongoing professional development with leadership: Banaadir Elementary (k-4), Banaadir Academy (5-12), PEASE, MTS Elementary (k-6) and MTS Secondary all continue to work with RCE.						
		Continue to update district publications, organizational systems and processes (e.g. Management Manual, behavior policies, professional development, registration process, hiring, crisis planning) to reflect current needs and systems		Q Comp Reports Title 1 reports/Documents Authorizer Requests or posting on Epicenter					
		Continue to implement a clear and regularly used		Management Document					

		communication process							
	Establish Culturally Proficient School Systems	Continue Cultural Training for Administration and school leadership teams for implementation into site specific programs			Cultural Proficiency Training in CPSS providing administrators and school leadership teams with resources to tie into existing building work and other district initiatives				
	Enrollment and Marketing: Explore identity and potential new brand development	Strategically work to establish a positive and effective brand to expand recruitment and retention efforts							
	Enrollment and Marketing cont.	Improve quality of content and strategic use of marketing/communications (Base decisions on organization's strategic goals and evidence collected)							
		Develop procedures, templates and staff development for							

		branding guidelines to increase the number of brand advocates							
		Address targeted components of customer experience (space presentation, staff/community relations, consistency, culture, inclusion/ equity, expectations, etc.) Collect evidence of brand awareness							
		Follow rebranding steps if evidence continues to point to the need							
	Facilities and Finance: Financial management of MTCS is Transparent, thorough and follow state and federal mandated rules and processes	Budget development is transparent and monitored monthly Use regular updates and clarification of enrollment to guide a responsible budget Grants and fundraisers utilized to fill in and support the academic and financial needs of all programs in the district.	Consistently implement a balanced budget over the contract term.						

	Facilities and Finance, cont.	Annually review leases, space needs, facility improvements and human resource allocation.	Banaadir South, as of FY21 MTS Elementary, updated as of FY20						
		Establish a Fund Balance goal of 8-15%.	Generates and adheres to an annual fund balance goal.						
		Develop a salary schedule that is competitive and affordable Monitor and make salary market adjustments as needed							
		Develop a process for, and annually conduct a review of, an addendum (working draft) to our expense budget when additional revenue from enrollments warrants.							
		Develop a Wage Administration sheet of guidelines for employees not covered in regular							

		main contracts (administration, teachers, paras, clerical, coaches, etc.). Examples of employees included in the wage Administration sheet are – food service, substitute teachers and paras, curriculum writing, etc.							
Student Achievement and Student Support	Deliver quality education, eliminate the opportunity gap, improves the graduation rate, and provide equitable education with proficiency and growth targets to scale up student success	Collaboratively develop a focused professional development plan to target equity; staff beliefs, knowledge and skills; school climate and behavior; and curriculum and instruction				Hold a Kindergarten Boot Camp in the first part of August to prepare students for the start of school for all three elementaries.			
		Use multiple data sources, social/emotional learning exemplars, academic standards and best practice interventions to focus and align curriculum development	Curriculum is evaluated and adjusted based on student performance. Curriculum is rigorous and allows opportunities for advanced/accelerated learning through	RCE plans and data for Sites identified by MDE that will have support from the centers of excellence. Q Comp Goals: MTS Elementary: The percentage of all students enrolled in grades 3-6 at MTS Elementary for at least half a		Reading: The percentage of MTCS students in the ethnic subgroups including Black, Hispanic, American Indian, Asian, White, and Two or More Races who			

Use Pillsbury United Communities Performance Framework to guide work.

The state ESSA Plan will guide the goals as they are set in a document called the "Long Term Goals for Academic Achievement."

the Moodle platform.

school year who are proficient on the Mathematics tests (MCA and MTAS) will increase from 15.1% in 2019 to 24.1% in 2021.

Banaadir Academy (5-12)

The percentage of students with valid fall and spring scores in grades 5-12 at Banaadir Academy, who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP mathematics assessment will increase from 60.0% in spring 2018 to 68.0% in spring 2020.

Banaadir Elementary (K-4)

The percentage of all students enrolled in grades K-4 at Banaadir Elementary by October 1st who met their reading RIT growth goal on the NWEA MAP test will increase from 56% in spring of 2019 to 62% in spring of 2021.

MTS Secondary:

Reading SMART Goal:

Students' proficiency on all accountability tests for students that "meet enrollment criteria" will increase by at least 4%

meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA (all accountability tests) will increase based on the following targets for each subgroup from 2018-2021.

Math: The percentage of MTCS students in the ethnic subgroups including Black, Hispanic, American Indian, Asian, White, and Two or More Races who meet the enrollment criteria under the North Star Accountability System and who earn achievement

from 23% in SY19 to at least 27% in SY20

PEASE:

The percentage of all students in grades 9-10 at P.E.A.S.E. Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 26.7% in spring 2019 to 50.0% in spring 2021.

MNVHS:

The percentage of all students enrolled in grades 6-12 at MN Virtual Schools for at least half a school year who are proficient on the Reading MCA and MTAS will increase from 39.1% in 2019 to 42.1% in 2021. (essentially a re-do of our last MCA goal, updated with 2021 MCA scores.

Connections Academy:

The percentage of students with valid fall and spring scores in grades K-11 at Minnesota Connections Academy, who meet or exceed their fall to spring individual growth projections on Renaissance Star 360 mathematics assessment will increase from 52% in fall of 2020 to 57% in spring of 2021.

levels of Exceeds or Meets the Standards on the Mathematics MCA (all accountability tests) will increase based on the following targets for each subgroup from 2018-2021.

		<p>We will ensure quality instruction by working through culturally proficient systems, multi-tiered systems of support and school-wide restorative practices</p>	<p>Student performance Goals and indicators are known by all school staff and leadership.</p>	<p>Align all goals together in Q Comp, Title, and RCE as well as Authorizer goals</p>					
	<p>Use the Equity Lens in program development and cultural competence in curriculum and development.</p>	<p>Provide ongoing and comprehensive cultural awareness and competence professional development to all employees and board members (Training to be comprehensive, ongoing and embedded in all district-wide PD and monthly in school-wide PD)</p>			<p>School Board takes lead in promoting race equity at MTCS in collaboration with the Director of Diversity and Equity.</p> <p>Train and coach Staff and Students in Restorative Practices/Justice. Staff provided tools resources to engage in culturally proficient practices</p> <p>Revised Student Discipline Policies and Procedures.</p> <p>Address Climate, Bullying, Mental</p>				

					Health Needs and Other Student Supports.				
		Curriculum development and resource selections should be holistic and reflect the students in our schools	Revisit all curriculums and resources. Curriculum Mapping Standards alignment K-12		Curriculum Development addressed through a cultural lens				
		Use academically rich opportunities, choice and student voice to increase equitable, valued and personalized learning							
	College and Career Ready: Develop a comprehensive plan that focuses our work and guides our students toward graduation and college and career readiness	Create a plan and process for monitoring student progress toward graduation. Create opportunities for students to visit post-secondary locations, work with mentors and tutors from colleges and the workplace. Strengthen relationship with military and other public entities				All students who enrolled at MTCS Schools will have individual learning plans that includes Career and College readiness, such as going through a career and college ready class, school to work or an apprenticeship	Process for monitoring progress toward graduation.		

		Identify graduation goals and set targets.							
Stakeholder Satisfaction, Engagement and Partnerships	Continue with Comprehensive Needs Assessments through surveys, data, and research so that the district continues to stay aware of stakeholder needs and satisfaction to make appropriate changes.	Establish a uniform survey for the district to include the areas needed to stay aware of stakeholder needs and satisfaction.							
Stakeholder Satisfaction, Engagement and Partnerships	Increase connections and engagement with families	Increase family voice and engagement in decision making when appropriate				Form and District Advisory Committee to discuss and get for Title 1, Q comp, Equity, etc. This committee needs at least one stakeholder from each site. The committee should have some board members, principals, teachers, parents and community members.			

						Coordinators that need to be on this committee are the title 1 coordinator, special ed director, MTSS coordinator, and the ell coordinators			
Stakeholder Satisfaction, Engagement and Partnerships	Develop structures for improvement that include external partnerships and agreements based on the needs of our students and their families	We will ensure quality instruction by working through culturally proficient systems, multi-tiered systems of support and school-wide restorative practices							
Stakeholder Satisfaction, Engagement and Partnerships		Develop strategies through community participation to increase parent/guardian attendance to academy functions and engagement in the community Inventory and adjust programmatic and community events to bring families into academies							

Stakeholder Satisfaction, Engagement and Partnerships		Implement a family support program to help parents/guardians navigate and advocate for their children							
Stakeholder Satisfaction, Engagement and Partnerships		Research and implement successful methods for engaging families in urban education settings such as ours Implement school improvement plans based on this research							
Stakeholder Satisfaction, Engagement and Partnerships	Partnerships	Expand connections with effective partners and work closely with city, county and state agencies that assist in supporting student success							
Stakeholder Satisfaction, Engagement and Partnerships		Partner (and purchase where necessary) with nonprofit, foundations and other organizations that can support student learning and student activities.							

Stakeholder Satisfaction, Engagement and Partnerships	Communications: Develop a Clear, Comprehensive, and Transparent Communication that serves to maintain strong connections for all internal and external stakeholders.	Establish and utilize internal/external communication and marketing plans to provide a clear understanding of district work							
--	--	---	--	--	--	--	--	--	--