

El Colegio Charter School



**Annual Report
2014-2015**

October 1, 2015

**4137 Bloomington Ave.
Minneapolis, MN 55407
612-728-5728**

www.el-colegio.org

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School Overview

El Colegio Charter School

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El Colegio

4137 Bloomington Ave.

Minneapolis, MN 55407

El Colegio celebrated its 15-year anniversary in the 2014-2015 school year. El Colegio Charter School is a small public charter high school in Minneapolis that has been serving students in English and Spanish since 2000.

El Colegio Charter School is a public, tuition-free high school with an affiliated after-school program located in the vibrant and ethnically diverse Bancroft neighborhood of south Minneapolis. Rooted in the Latino experience, El Colegio builds upon the talents of bilingual, bicultural students and their families to provide the academic preparation, leadership skills, and community connections necessary to become lifelong leaders and change agents.

We do this by way of our two critical components. First, we offer a high school experience that builds on the cultural and linguistic strengths of our students by developing a rigorous academic curriculum, including a soon-to-be-launched dual enrollment option with Minneapolis Community and Technical College. Second, we support our students, along with their families and other youth in the community, through a wide-ranging after-school enrichment program that provides academic support, leadership opportunities, and community connections.

AUTHORIZER

El Colegio is authorized by Augsburg College, who has been our sponsor since El Colegio's inception in 2000. El Colegio and Augsburg entered into a new contract effective July 1, 2015 with Augsburg. This is a five-year contract.

El Colegio and Augsburg continued to have a strong relationship that stressed a strong review of El Colegio which included quarterly visits, attendance at board meetings at least annually, interviews with students, staff and parents, review of academic and non-academic data and review of financial data.

While the school is disappointed that Augsburg will no longer be authorizing charter schools, we anticipate identifying a new authorizer soon and are in the process of applying for a new authorizer.

Mission:

Rooted in the Latino experience, El Colegio builds upon the talents of bilingual, bicultural students and their families to provide the academic rigor, leadership skills, college and career preparation, and community connections necessary to become lifelong leaders and change agents.

Vision:

Minneapolis will be transformed by the knowledge, skills, and leadership of Latino students and their families.

The primary statutory purpose of El Colegio is to improve all pupil learning and all student achievement. The school will report its implementation of this primary purpose annually in its Annual Report. To improve all pupil learning and all student achievement El Colegio students are assessed for learning and growth through multiple Academic measures; and career and college readiness tools. Students have their formal testing through the state of Minnesota and also are tested three times yearly on the NWEA assessment. An additional statutory purpose is to increase learning opportunities for pupils. We specialize in offering unique programming centered around the context of our communities - honoring, recognizing, and utilizing their histories, their cultures, and their languages.

Core Values

El Colegio is distinct from traditional schools in its embrace of four values that permeate all aspects of its work with youth: identity, community, intellect, justice.

Identity: We support our youth and their families in recognizing and embracing their own unique histories, cultures, and languages.

Community: We recognize that we all live in the context of our communities; we must therefore invest in our community as a whole in order to most effectively support our youth.

Intellect: Book learning and intelligence alone may help youth achieve short-term academic goals, but success in life and community change requires critical thinking and a deeper level of consciousness.

Justice: We pursue our work not solely for the individual benefit of the youth and families we serve, but because we believe their role is critical in securing equity and opportunity for all members of society.

Core Competencies

Central to our mission and key to our educational approach are three Learning Goals that guide programming and teaching at El Colegio.

- **Effective Bilingual Communication**

Strong reading, writing and speaking instruction in Spanish and English prepares students to be active participants in their lives, and proactive critical thinkers in the global community - *“Para que sus voces sean escuchadas”* (so they have a strong voice).

- **Culture and Creative Expression**

The teaching and learning of art and Latino culture prepare students to think critically, express themselves clearly, and see current and historical events from multiple perspectives. They will have self-esteem to create and express their own identity, not only through artistic expression, but also through sharing ideas and solving problems.

- **Resourcefulness and Leadership**

Active engagement in their school and community prepares students to find information, resources, and people to help them reach their goals. They understand issues and effectively work with others to contribute to positive change in their communities anywhere in the world.

Educational Approach

El Colegio engages students in challenging, profound learning experiences that integrate research-based teaching strategies with Latino culture and traditions. All staff, students, and families in the El Colegio community will appreciate the value of proficiency in two languages, high academic expectations, and cross-cultural understanding. We base our educational approach on the following core values:

Dual Language Literacy

Academic success for students is the key purpose for our school. Dual language (Spanish/English) education is critical for students’ academic success and personal growth, so first and second language instruction in both English and Spanish is a foundation of our program.

Co-Teaching

A practice that El Colegio applies to the everyday learning is co-teaching. Our ESL instructor co-teaches with the biology, and the ELA instructor. The Special Education Instructor co-teaches with the Algebra Instructor. The ELA instructor works with the Reading Instructor determine units in an effort to ensure cross-curricular teaching.

Partnership with MCTC

El Colegio has an agreement with Minneapolis Community and Technical College (MCTC) to develop a College in Schools program. This dual enrollment option will allow El Colegio students to receive college credit for courses taken in high school and will allow some students to attain a full associate’s degree along with their high school diplomas. Research shows that students who enter college a) without the need for remediation and b) with some college coursework already completed are significantly more likely to complete their course of study. With only 53 percent of two-year and four-year college enrollees completing their degrees within three and six years respectively 10 (but often nonetheless carrying debt loads from student loans), this is an important boost.

9th Graders Graduation Trajectory

We work hard to ensure that all 9th graders are on track for on-time high school graduation. 9th grade is a critical year that sets the stage for overall high school success and future career expectations. It sets the trajectory for the type of coursework that can be taken throughout the rest of one's high school career. El Colegio strives to ensure that each entering 9th grade student ends that year with the coursework and academic record necessary to be able to begin the College in Schools work during the junior year.

Arts Education

Art education is essential to the development of a creative, fully developed mind. Therefore, the teaching of art and the integration of art across the curriculum is an important component of our program. Art is a tool, not only for increasing students' expressive and creative skills, but also to deepen learning in other areas of study.

Cultural Context

Cultural traditions are part of every education. At El Colegio students explore culture and its impact on learning and life by engaging in community cultural practices, exploring their own cultures, learning about other cultures, and investigating and participating in the ongoing creation of culture in our society and world.

Research-based teaching methodology

We use successful teaching and learning models and research proven methodologies as a basis for our work. Where research is lacking we will add to the body of research on effective practices for teaching and learning. We believe that collecting and analyzing data is essential to informing and improving teaching practices.

Individualized attention

All students can succeed when they are treated as individuals and are allowed to bring their unique and innate gifts to the learning process. The small setting of El Colegio allows staff to interact with students in very individualized ways. Our advisory system and student to staff ratio of 8 to 1 create a structure that ensures that each student has a least one adult in the school with whom they connect. Advisors not only help students set goals and develop a plan for graduation, but also they work with students and parents to track that progress.

Family and Community Values

El Colegio is located in a center for Latino culture, arts and education. In keeping with Latino values, the atmosphere of the building is welcoming, safe, respectful and inclusive. Students and families from all cultures are respected and nurtured equally.

Values around family and community also come to life in our school. We actively encourage family and community to be partners in our students' learning, as well as to participate in cultural and arts activities

in our building. Students and families of different cultures experience and learn from each other through school curriculum, cultural celebrations, parent meetings and other activities. In addition, students go into the community to improve their learning through community service, internships, and the creation of public art.

Q Comp

Our Q Comp focus this past year was GLAD (Guided Language Acquisition Design) is an instructional model with clear, practical strategies promoting effective interactions between students and students and teachers and students that develop metacognitive use of high-level language and literacy. During the staff development, teachers are provided with the instructional strategies, together with the theory and research that support the model, and the curriculum model that brings these all together in the context of district and state frameworks and guidelines. This includes 21st Century Skills, Common Core State Standards, integrated with NGSS & state Social Studies Standards. The second part is a demonstration session in the classroom where the model is demonstrated with students using an integrated CCSS based unit.

Key GLAD strategies included:

Zero Signal (or something similar)

10-2 rule (for every 10 minutes the educator speaks, students should speak for 2 min)

I-Hook rationale, why)

II-Input (Modeling/Guided Oral Practice)

III-Guided Oral Practice (teacher)

IV-Reading and Writing (Students)

V-+1 (Enrichment opportunities for all)

VI-Closure (Ask students for feedback)

Extended Time

In terms of providing the time needed for this preparation, discussions have started as to moving the school calendar to an extended year model. There is also a commitment to mandatory summer programming, such as including MCTC's Jump Start program which is a college readiness program that includes MCTC faculty and El Colegio faculty.

Intentional Recruiting Practices

Starting this year, El Colegio will be intentional in recruiting a 9th grade class that will commit to the additional time and rigor that will be required to prepare students for the "middle college" program that will start in 11th grade. El Colegio has started to partner with middle schools to ensure that coursework in middle schools will prepare students for the rigor of the "middle college" program.

Increased Family Engagement

It is critical that El Colegio invest families in the transformative power of this program. There will be courses offered for all families monthly that will aid families in identifying practices that will enable their child to be college ready.

Professional Learning for Faculty

El Colegio will offer more intentional professional development in fast tracking student skill levels in their content area. Faculty will also be encouraged to pursue master's degrees in their content areas to prepare for the credentialing requirements for teaching courses in the "middle college" program.

Academic Targets

In order to participate in the "middle college" coursework, students will need to meet particular academic targets in the 9th and 10th grade year, as established by the MOU. Students who do not need to meet these targets will not be able to participate in the "middle college" courses. However, El Colegio will ensure that ample opportunities for remediation and skill development exist so that all students enrolled will meet the target. There is no plan for exclusion at this point.

2. Student Enrollment

Number of Students Enrolled	2013-14	2014-15	2015-2016 (est.)
9th Grade	23	25	30
10th Grade	20	27	30
11th Grade	7	19	30
12th Grade	10	16	30
Total	80	87	120
Total ADM (Average Daily Membership) for year	73.42	87.18	97

2. Attendance and Attrition

School Year	2012-13	2013-14	2014-15
Overall Student Attendance Rate	81%	85%	84%

Percentage of students who are continuously enrolled between October 1 of 2013-14 school year and October 1 of 2014-15 school year.	66%
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Percentage of students who continue enrollment in the school from Spring 2014 to October 1, 2014.	59%
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STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2011-12	56	68	47	54	101	148%
2012-13	63	72	31	43	74	102%
2013-14	68	78	45	50	95	121%
2014-15	91	96	60	70	130	135%

* Total mid-year transfers divided by Number of students on Oct. 1.

Using our school tracking system Schoolmaster we look at how many students were enrolled for the 1st day of school and how many were enrolled by October 1st. When looking at the Mid-year transfers we looked at October 1st enrollment and looked at the last day of school enrollment. Schoolmaster ADM report has all add and drop for that specific date, which gives us the transfers.

Percentage of students who were enrolled for 95% or more of the 2014-15 school year.	<u>26%</u>
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Using our school tracking system Schoolmaster we look at how many students were enrolled for at least 170 days out of the 179 school days in the 2014-2015 school year.

STUDENT DEMOGRAPHICS

3. Demographics

Demographic Trends	2014-2015	2015-2016 (predictions)
Total Enrollment	96	100
Male		54
Female		47
Special Education	13.5%	20%
LEP	35.4%	47%
African American	0	0
Latino	97.9%	98%
Asian/PI	0	0
American Indian	2.1%	2%
White	0	0
F/R Lunch	94.8%	98%

2. Governance and Management

The board of directors of El Colegio continues to develop and operate with participation by El Colegio teachers, parents and community members.

Member Name	Board Position	Affiliation	Date Elected	Board Training	Term End Date	Email Address
Jennifer Godinez	Board Chair	Community	12/12	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown	12/14	jgodinez@mneep.org
Thomas Ramirez	Member	Teacher	3/14	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown Audit Trainer: Eichten 4/21/15	12/15	tramirez@el-colegio.org
Roberto De la Riva	Member	Teacher	12/14	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown Audit Trainer: Eichten 4/21/15	12/16	rdelariva@el-colegio.org
Kristy Snyder	Member	Community	12/12	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown	12/15	kristine.snyder@minneapolis.edu
MaryFran Warner	Treasurer	Community	12/13	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown	12/15	maryfranw@comcast.net
Ann Zukoski	Vice-Chair	Community	12/12	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown Audit Trainer: Eichten 4/21/15	12/15	azukoski@rainbowresearch.org

Michael Dueñas	Treasurer	Community	12/12	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown	12/15	mduenes@nhcc.edu
Alejandro Maya	Member	Community	12/14	Finance 1/20/15 Trainer: Wylie Governance Training 2/17/15 Trainer: Brown Audit Trainer: Eichten 4/21/15	12/16	Alejandro.maya@minneapolis.edu

Management

Norma C. Garcés served her fifth full term as Executive Director. Her responsibilities include:

- Implement the Vision and Mission of the School
- Public Relations
- Recruitment
- Funding and Development
- Board Relations
- Strategic Direction School
- Operations
- School Finance
- Staffing

The School Board conducts an annual review of the Executive Director.

Teacher Evaluation

At El Colegio, we believe that it is everyone’s job to learn. We further believe that all teachers and students benefit when systems are in place that encourage teachers to: do annual goal setting; reflect about teaching practice; engage in peer observations and feedback; have continual conversations about teaching and learning; participate in a comprehensive, site-based, teacher directed professional development; and have access to regular, written, formal administrative review that is consistent with and supportive of increased learning for all.

Our system of teacher evaluation is aligned to state requirements, and facilitates:

- good communication among colleagues;
- effective feedback on teaching;
- clearer understanding of roles and responsibilities

3. Staffing

El Colegio focuses on hiring and retaining quality teachers. Our program and student population creates the need for educators with unique skills and abilities. We stress having teachers who are bilingual in Spanish and English, who are skilled in a number of academic areas, who are effective at working with urban learners, and who are continually striving to grow professionally.

El Colegio contracts with EdVisions Cooperative for instructional services at the school. EdVisions provides payroll, benefits, human resources services and professional development All El Colegio staff members are members of EdVisions Cooperative.

2013-2014

Licensed Teaching Staff			
Name	File #	License / Assignment	Comments
Joseph Larsen	442012	ESL	Variance to teach in multidisciplinary areas.
Chad Davidson	394504	Physics	Variance to teach in multidisciplinary areas.
Megan Nagel	433913	English/ Language Arts	Comprehensive language arts & Literature
Thomas Ramirez	474700	Title 1	Secondary Reading
Daniel Ittner	450625	Special Education SLD	Learning Disabilities
Zachary Bunnell	435266	Social Studies	Social Studies K-12
Ana Vazquez	438477	Life Sciences	Variance to teach in multidisciplinary areas.
Estela Lerma	350559	Art and Spanish	Spanish and Visual Arts

Non-teaching Licensed Staff

Deborah Malaga	432198	School Counselor	
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Non-Licensed staff

Name	Assignment	Comments
Norma C. Garcés	Executive Director	1.0 FTE
Landon Nelson	Dean of Students	1.0 FTE
Mayra Barrera	Office Manager	1.0 FTE

Nancy Ariza	Special Education Assistant	1.0 FTE
Yolanda Martinez	After School Program coordinator	1.0 FTE
Yuliana Alvarez	Receptionist	.6
Mitch Roldan	Parent & Community Coordinator	1.0 FTE
Emma Paskewitz	Para Professional	1.0 after school program
Clara Young	Youth Worker	.5 FTE after school program
Yolanda Nava	<i>Food Services</i>	.5

2014-2015

Licensed Teaching Staff			
Name	File #	License / Assignment	Comments
Heather Rawson	448930	ESL	English as a second Language
Chad Davidson	394504	Physics	Variance to teach in multidisciplinary areas.
Megan Nagel	433913	English/ Language Arts	Comprehensive language arts & Literature
Thomas Ramirez	474700	Title 1	Secondary Reading
Tamara Ramirez	395014	Spanish	Spanish K-12
Sarah Shaeffer	484262	Special Education SLD	Academic and Behavioral strategist
Roberto de la Riva	996963	Social Studies	History, Political Science and Integrated Social Studies
Peter Glaser	438477	Life Sciences	Variance to teach in multidisciplinary areas.

Non-teaching Licensed Staff

Deborah Malaga	432198	School Counselor	
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Non-Licensed staff

Name	Assignment	Comments
Norma C. Garcés	Executive Director	1.0 FTE

Landon Nelson	Dean of Students	1.0 FTE
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Nancy Ariza	Special Education Assistant	1.0 FTE
Yolanda Martinez	After School Program coordinator	1.0 FTE
Yuliana Alvarez	Receptionist	.6
Mitch Roldan	Parent & Community Coordinator	1.0 FTE
Emma Paskewitz	Para Professional	1.0 after school program
Clara Young	Youth Worker	.5 FTE after school program
Yolanda Nava	<i>Food Services</i>	.5

4. Finances

SCHOOL FINANCES

Executive Director: Norma C. Garcés

Phone number: 612-728-5728

E-mail: garces@el-colegio.org

CliftonLarsonAllen LLP provides accounting services for School.

Information presented below is derived from preliminary audit figures.

FY15 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	1,338,914	42,492	26,122
Total Expenditures	1,354,497	65,265	35,036
Net Income	(15,583)	(22,773)	(8,914)
Total Fund Balance	13,866	0	0

Expenses

The two largest expenses for El Colegio are payroll and their building lease, which made up 57% and 15% of their total expenses, respectively. Their Fund 04 deficit was offset by a beginning fund balance in that fund, which was due to a 21st Century grant that expired in July 2014. The Fund 02 deficit is eliminated by a transfer from the general fund.

Revenues from various grant such as Youthprise, Minneapolis Foundation and Cargill were offset by expenses, but totaled \$126,000 of their revenue for the fiscal year.

Net Income and Fund Balance

Like most charter schools, the majority of El Colegio’s FY15 deficit stems from their food service program. Overall, the deficit decreases their ending fund balance to \$13,866, which is 1% of total expenditures. The school board’s policy is to bring their fund balance back to 5% of expenditures, at a minimum, for fiscal year 2016, and the original and revised budgets will reflect that policy.

5. Academic Performance

Following is El Colegio’s performance on the current contractual goals with Augsburg, our authorizer. The school had mixed results. Often the school has few students taking state tests in a given year. Plus, students come to us late in their career. We are now beginning to look at our students longitudinally over the course of several years. We plan to roll up the data in order to have larger sets of data to work with and evaluate. So while the proficiency rates were very disappointing, we were overall satisfied that the students that were with us two years have shown impressive growth on the NWEA assessment in both reading and math.

Academic Goal 1: 30% of El Colegio 10 th graders, continuously enrolled from October 1, 2013, will meet or exceed proficiency as measured by the MCA Reading Test.	
FY 2015 Percentage Reading <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met	2014: 14.5% (2 students out of 16) were proficient at the MCA Reading test. 2015: 0% (0 student out of 16) were proficient at the MCA Reading test.
Academic Goal 2: 30% of El Colegio 11 th graders, continuously enrolled from October 1, 2013, will meet or exceed proficiency as measured by the MCA Math Test.	
FY 2015 Percentage Math <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met	2014: 4.3% (1 out of 23 students) were proficient at the MCA Math test. 2015: 0% (0 out of 12 students) were proficient at the MCA Math test. While the school did not meet the first two goals for 2015 in Reading and Math Proficiency, only 6 of the tested students were continuously enrolled at

	<p>El Colegio for two years. The average grade level equivalency for these students in the fall of 2014 were 4th grade in math and 3rd grade in reading. All were below grade level. The likelihood of them reaching proficiency was slim. However, on average, these students made more than one year's growth. That said, we intend to continue to examine ways we can help our students reach proficiency in math and reading.</p>
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Academic Goal 3: 70% of El Colegio 9th grade students continuously enrolled from October 1, will be on grade level as measured by the NWEA MAP Reading and Math test by the spring administration or demonstrated three years academic growth from the fall NWEA administration.

<p>FY 2015 Percentage <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>	<p>2013-14: From fall to spring, 9th grade students had a .6% increase in scores as measured by the NWEA. 2013-14: From fall to spring, 9th grade students had a 3% increase in scores as measured by the NWEA.</p> <p>The school does not have data on this goal as it was meant to track continuously enrolled students from 9th grade to 12th grade. Since we get students in 9th grade that are well below grade level in reading and math, our goal is to get them caught up during their career at El Colegio so they can be college ready. Unfortunately, this goal was written as if 70% of these students would reach grade level proficiency from September to April of one year, which was not realistic. However, we do have data on the percent of 9th grade students that made expected growth targets determined by NWEA and on the average growth made by these students. 61% of these students met the target in reading.. On average, students grew by more than one year. In math, 51% met the target and on average, students grew by more than 1.5 years.</p>
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Non-Academic Goal 1: Increase continuous family engagement to 75% as measured by attendance at teacher/family conferences held three times a year and in El Colegio administered surveys to families.

<p>FY 2015 Percentage <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>	<p>78% of El Colegio's parents had attended at least two parent teacher conferences. In 2015 we had parent meetings that were grade specific. At these meetings we had 80% attendance for the 9th, 10th and 11th graders and 100% attendance with the Senior class.</p>
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Non-Academic Goal 2: Increase enrollment to 80 students by October 1.

<p>FY 2015 <input checked="" type="checkbox"/> Goal Met</p>	<p>In 2014 we had 79 students enrolled.</p>
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<input type="checkbox"/> Goal Not Met	<p>In 2015 we had 96 students enrolled.</p> <p>The school nearly met the goal in 2014 and easily surpassed the goal in 2015. The school's enrollment as steadily growth the past two years.</p>
<p>Non-Academic Goal 3: Increase attendance from 81% (2012-2013) to 86% (2013-2014).</p>	
<p>FY 2015 Percentage</p> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met	<p>Attendance in 2014: 85%</p> <p>Attendance in 2015: 84%</p> <p>The school has increased attendance rate from previous years and will continue to work to reach and surpass this goal in the coming years. We are hoping the efforts at improving parent communication and buy in will help increase these rates.</p>

6. Operational performance

The administrative team, led by the Executive Director and the Business Manager and supported by the Receptionist, focused on ensuring a high level performance for food and nutrition, student transportation, state reporting, finance, and facilities.

El Colegio's School Nutrition Program contracts Lancer Dining Services for breakfast and lunch. We hired Magdalena part time to serve lunch service. In addition, we continued to implement our Wellness Policy to improve practices related to student and staff wellness.

El Colegio continued to use Metro Transit for student transportation to and from school. We provide students with Student Passes.

El Colegio contracts with Clifton, Larson, Allen for month-to-month accounting needs as well as audit preparation.

The school's Executive Director takes the lead on facilities management in collaboration with the Dean of Students.

7. Innovative Practices and Implementation; and Future Plans

By May 2017, El Colegio will be graduating all enrolled students – each one ready for success in college or career. This means that all students are prepared in four vital areas:

- Academic: Graduating students have the academic preparation required to complete postsecondary level coursework without the need for remediation.
- Personal and social: Graduating students have the beliefs, attitudes, behaviors, and skills to succeed in postsecondary education and the workplace
- College and career knowledge: Graduating students have the knowledge, skills, and support to plan for and attain a postsecondary credential and pursue a career
- Intercultural: Graduating students have the ability to learn, work and communicate in a multi-cultural world.

The research on college and career readiness underscores the importance of rigorous classroom instruction and enriching wrap-around services and extended learning time that provides additional academic support, leadership opportunities, and college/career exposure. Research further emphasizes the importance of making schools welcoming to parents and families, and supporting the student within the context of his or her entire community. El Colegio does this through its two programs:

- El Colegio High School – a free public charter school that provides a rigorous academic curriculum within a Latino-centric cultural environment.
- Juventud Conectada youth program – a free after-school program that supports Latino youth in achieving their individual potential through academic support, community development, and leadership opportunities. Participation is not limited to El Colegio High School enrolled students.

To increase the rigor and cultivate a culture of high achievement, El Colegio has identified 4 strategies that are its greatest leverage points for changing student trajectories:

- For all students, attendance is crucial for staying on track. El Colegio faculty and staff will closely monitor attendance rates and will regularly communicate with families about any absences.
- Develop and implement an effective faculty professional development program. Teachers at El Colegio are not currently provided with sufficient professional development, and the goals set in this plan may well increase the demands placed on teachers. El Colegio has begun development of a professional development program that will provide teachers the full support they need and deserve in order to meet our ambitious goals.
- Support families in being full partners in their children’s education. Families generally have far more time with a student than a teacher ever will. And they are invested in a very deep way. Although many families have multiple jobs and significant commitments, most greatly desire to help their children succeed and simply need help determining how best to do that. El Colegio will ensure that the overall school environment is welcoming to families and will develop methods for more intentionally involving parents and other caregivers in student learning.

El Colegio’s after-school program provides crucial extended learning time that reinforces the academic lessons of the day and provides important leadership opportunities. The program serves students that attend public and private schools from Minneapolis and other surrounding cities. It was founded around the following three goals:

- Improve graduation rates.
- Prevent gang involvement.
- Fight discrimination.

These are important components of the organization’s overall goal of graduating all students college and career ready. To that end, the following three strategies are being pursued:

- Provide academic support that is closely tied to current coursework and homework. Directors of after school academic support programs frequently complain that their lack of access to teachers’ lesson plans and course syllabi negatively impacts their ability to assist students with day-to-day assignments. Juventud Conectada’s location within the same building as the school, together with the school’s small size, makes it easier for this information to be shared and thus for after school academic support to be more meaningful and effective.
- Support program participants in their growth as social justice leaders. El Colegio cultivates leaders who will make the world a more just and equitable place. By providing leadership opportunities within the afterschool program, El Colegio creates a safe space for students to test and develop their style, and to develop the important social and emotional skills necessary to persevere through life’s many challenges – both personal and professional.
- Foster student pride in and knowledge of many cultural traditions. Significant bodies of research highlight the importance of students seeing their own cultural traditions and native languages reflected in teaching pedagogy and in educational environments. El Colegio fully embraces this practice and embeds cultural learning into all aspects of in- school and after-school learning time.

In addition, we have just developed a partnership with Minneapolis Public Schools to offer credit recovery for their students.

8. Professional Development Plan of Director

PROFESSIONAL DEVELOPMENT PLAN FOR EXECUTIVE DIRECTOR

Major Responsibilities:

- Implement the Vision and Mission of the School
- Public Relations
- Recruitment
- Funding and Development
- Board Relations
- Strategic Direction School
- Operations
- School Finance

- Staffing

Professional Development Plan – 2015-2016

Goal: To increase the rigor and cultivate a culture of high achievement, Norma C Garces will increase her capacity through professional develop activities to implement the 4 strategies identified in the school’s strategic plan that are its greatest leverage points for changing student trajectories:

Key Strategy	Desired Outcome	Professional Development Plan
Solidify partnership with Minneapolis Community and Technical College (MCTC)	To allow El Colegio students to receive college credit for courses taken in high school and allow some students to attain a full associate’s degree along with their high school diplomas.	Attend College Board Conference Focused on Latino Community – how to access PSEO and build relationships with partner schools. Attend the Urban Leadership Academy to learn about various equity and Native American issues related to college readiness. Attend the National Council of La Raza to learn national opportunities for parent engagement and support.
Ensure all 9th graders are on track for on-time high school graduation.	All 9th graders understand the coursework and academic record necessary to be able to begin the College in Schools work during their junior year.	Planning to learn more about curriculum and instruction resources related to cultural competency and college readiness.
Develop and implement an effective faculty professional development program.	To provide sufficient professional development that increase the demands placed on teachers.	Planning to learn more about how to support staff that deal with students at such wide performance levels. This would include learning how to support the teachers in focusing on the needs of the

		<p>student. Planning to get more training on data driven instructional practices and using data for improving teacher capacity in serving students.</p> <p>Planning to learn more about Youth Participatory Action Research which will support teachers in better understanding the abilities of students.</p>
<p>Support families in being full partners in their children’s education.</p>	<p>Make sure that El Colegio is welcoming to families and develops methods for more intentionally involving parents and other caregivers in student learning.</p>	<p>Attend the National Council of La Raza to learn national opportunities for parent engagement and support.</p>