

El Colegio Charter School



**Annual Report
2012-13**

October 1, 2013

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

www.el-colegio.org

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School Overview

El Colegio Charter School
Norma C. Garcés
Executive Director
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E-mail: info@el-colegio.org
Mailing Address:
El Colegio
4137 Bloomington Ave.
Minneapolis, MN 55407

El Colegio celebrated its 13-year anniversary in the 2012-2013 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 engages students in challenging, profound learning experiences that integrate research-based teaching strategies with Latino culture and traditions. We provide a supportive and personalized environment so that students are known well and are individually supported to meet the challenges of high school and beyond. El Colegio students develop the skills and personal qualities needed to be successful in college and employment, to be comfortable and excel in a bilingual/bicultural environment, and to be leaders in their communities and the world.

AUTHORIZER

Authorizer	Contact Information	Sponsor / Authorizer Liaison	Contract Termination Date
Augsburg College	brownc@augsborg.edu 612-330-1545	Chris Brown	June 30, 2015

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, 2013 with Augsburg. This is a two-year contract.

El Colegio and Augsburg continue to have a strong relationship that stresses a strong review of El Colegio which includes 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. Furthermore, El Colegio and Augsburg continue to expand its partnership in which college students do volunteer hours or other pre-service education hours at El Colegio and El Colegio students learn more about the college experience through site visits or other opportunities.

Chris Brown maintains his role as the Charter School Liaison at Augsburg College, and he is very committed to expanding the relationship between the schools. With the changes in the role of authorizer as required by MDE, Augsburg is expanding its role and oversight of El Colegio. Augsburg now has a formal Charter School Advisory Committee as well as a more comprehensive rubric and overall evaluation plan for working with and assessing the success of the schools it authorizes. We are confident that this expanded role will benefit El Colegio and increase the success of our school.

Mission

To graduate creative, culturally grounded students who excel in bilingual and bicultural environments and are prepared for college, employment and community leadership.

Vision

To be recognized as a rigorous, state of the art Latino-focused high school. We will be the school of choice for students and parents seeking to build bilingual literacy and prepare for college in an individualized and artistic setting. We will also be the partner of choice for institutions seeking to build a body of knowledge and talent in bilingual literacy.

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.

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

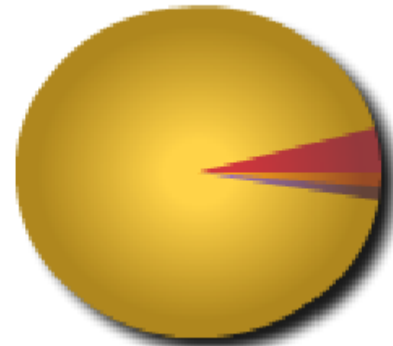
and other activities. In addition, students go into the community to improve their learning through community service, internships, and the creation of public art.

1. Student Enrollment, Attendance, and Attrition

2013 Student Population

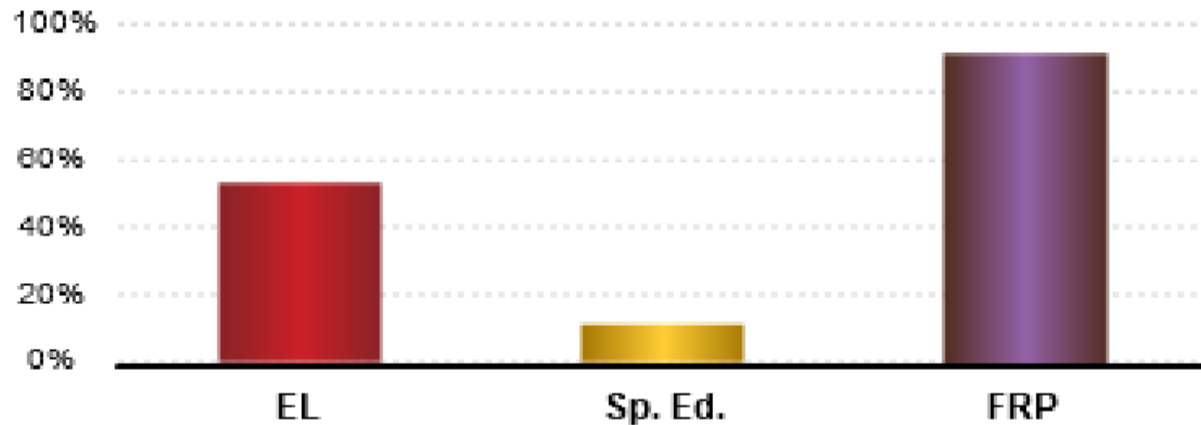
EL COLEGIO CHARTER SCHOOL

Ethnicity	Count	Percent
Am Indian	3	4.3%
Asian	0	0.0%
Hispanic	65	92.9%
Black	1	1.4%
White	1	1.4%
Total	70	100%



2013 EL - Sp. Ed. - FRP Population

EL COLEGIO CHARTER SCHOOL



The reported total enrollment or ADM from the MDE website for 2012-13 was 66.13. The 2012-2013 ADM is lower than 2011-2012.

There have been two significant trends. In 2011-2012 the attendance rate increased to 79%. As of this writing on October 1, 2013, the current attendance rate is 85.4 %. This increase is attributed to the fact that students that are not has stepped up its enforcement of regular attendance policies and raised expectations of attendance through communications and support to parents. Secondly, the Latino population has been increasing over the past three years going from 79% in 2011-2012, and currently as of this writing on October 1, 2013, the Latino population is estimated to be at 92.9%. This is being attributed to the fact that the school has been more aggressively marketing the school as more culturally-relevant for our students with more academic rigor.

We continue to have a high percentage of students qualifying for free and reduced lunch and our special education population remains stable. Furthermore, our LEP population also remains relatively high at or above 40%.

In 2011-2012, 126 students were enrolled with 69 dropping. We enrolled 109 students and dropped 49 pupils during the 2012-2013 year. However, as of this writing on October 1, 2013, we have 78 students enrolled. The school will follow this trend and is hopeful that the continued efforts to make expectations clearer for incoming students and parents, that the attrition rate will decrease.

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. The 2011-2012 Board of Directors has started to move from a “founder’s board” to a “working board.”

In this past year, the board continued developing a strategic plan and increased recruitment efforts.

Current Board Membership as of October 1, 2013.

Name	Date Elected or appointed	Positions: Officer of board	Primary Affiliation	Contact Information	Date Term Ends
Jennifer Godinez	12/12	Member	Community	jgodinez@mmep.org	12/14
Ana Vasquez*	12/11	Member	Teacher	ana@el-colegio.org	12/13
Dan Ittner	12/11	Member	Teacher	dan@el-colegio.org	12/13
Kristy Snyder	12/12	Member	Community	kristine.snyder@minneapolis.edu	12/14
George Sand	12/12	Treasurer	Community	sandgeo@gmail.com	12/14
Ann Zukoski	12/12	Member	Community	azukoski@rainbowresearch.org	12/14
Nereida Flores	12/12	Member	Parent	nereida.flores@hcmmed.org	12/14

The school management structure changed in 2012-13. Norma C. Garcés served her second full term as Executive Director. In addition, the school appointed Peter Christensen as the new Academic Director in March 2013. Mr. Christensen is a well-respected and admired educator whose long career includes experience in teaching, administration and mentoring. Mr. Christensen served as a mentor and coach for MPS administrative staff. He began his career as an English teacher in St. Paul Public Schools (SPPS) from 1970-75 before becoming a middle school and high school assistant principal from 1975-1996. He served as principal of Battle Creek Middle School in St. Paul from 1996-2007. From 2007-09, Mr. Christensen was the executive director of high school education for SPPS and in 2009 he served as the director of scholar support services for the Wallin Foundation. In 2010, he held interim principal positions at Highland Park Senior High School and Capitol Hill Gifted and Talented Magnet School in St. Paul.

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.

Licensed Teaching Staff

There were several changes from the 2012-13 teaching staff to 2013-2014.

*The column "13-14 Status" shows which staff were retained (R) and not retained (NR).

One issue that needs to be addressed is the number of teachers that require a variance. The Executive Director will communicate with staff the necessity of acquiring full licenses to teach the areas that teachers are expected to teach.

Licensed Teaching Staff

201-2013 Licensed Teaching Staff				
Name	File #	License / Assignment	13-14 Status*	Comments
Joseph Larsen	442012	ESL	R	Variance to teach in multidisciplinary areas.
Chad Davidson	394504	Physics	R	Variance to teach in multidisciplinary areas.
Melissa Gunelson	437874	Elementary Education	NR	Variance to teach in multidisciplinary areas.
Daniel Ittner	450625	Special Education SLD	R	Variance EBD, DCD,
Silvia Ibañez	440629	Art	NR	.70 FTE
Ana Vazquez	438477	Life Sciences	R	Licensed in Science. Variance to teach in Language Arts.
Kleber Ortiz	463947	Social Studies	NR	Licensed in Social

				Studies. Variance for Language Arts. Will request variance to teach in multidisciplinary areas.
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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		English/ Language Arts	
Thomas Ramirez		Title 1	
Daniel Ittner	450625	Special Education SLD	
Zachary Bunnell		Social Studies	
Ana Vazquez	438477	Life Sciences	Variance to teach in multidisciplinary areas.
Estela Lerma		Art and Spanish	

2012-2013 Non-teaching Licensed Staff

Deborah Malaga		School Counselor	
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2012-2013 Non-Licensed Staff

Name	Assignment	13-14 Status	Comments
Norma C. Garcés	Executive Director	R	1.0 FTE
Guillermina Garza	Office Manger	NR	.75 FTE
Deborah Zepeda	Office Manager	NR	.8 FTE (starting Oct 2011) left in January
Edras Umaña	Receptionist – After School Program	NR	1.0 FTE after school
Landon Nelson	Dean of Students	R	1.0 FTE
Jermaine Ybarra	Special Education Assistant	R	1.0 FTE

Reed Aubin	Special Education Assistant / Spanish Educator / After School Program Youth Worker	NR	1.0 FTE
Yolanda Martinez	After School Program Coordinator	R	1.0 FTE
Jonathan Ceballos	Receptionist	R	.6 FTE
Alejandra de Dominguez	Receptionist	NR	.4 FTE
Mitch Roldan	Parent and Community Coordinator	R	1.0 FTE Day program and 21st Century Program
Arturo Lopez	Volunteer Coordinator	NR	.5 after school Program
Iran Mejia	Youth Worker	NR	.5 after school program
Emma Paskewitz	Youth Worker	R	1.0 after school program
Irinia Barrera	Youth Worker	R	1.0 after school program
Alejandra Cruz	Receptionist	R	1.0 FTE
Magdalena Moreno	Food Services	R	.5

2013-2014 Non-Licensed Staff

Name	Assignment	Comments
Norma C. Garcés	Executive Director	1.0 FTE
Landon Nelson	Dean of Students	1.0 FTE
Rudy Aguilar	Office Manager	1.0 FTE
Jermaine Ybarra	Special Education Assistant	1.0 FTE
Yolanda Martinez	After School Program coordinator	1.0 FTE
Jonathan Ceballos	Receptionist	.6
Mitch Roldan	Parent & Community Coordinator	1.0 FTE
Emma Paskewitz	Youth Worker	1.0 after school program
Irinia Barrera	Youth Worker	1.0 FTE after school program
Alejandra Cruz	Receptionist	1.0 FTE
Magdalena Moreno	Food Services	.5

2013-2014 Non-teaching Licensed Staff

Deborah Malaga	School Counselor
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4. Finances

SCHOOL FINANCES

Executive Director: Norma C. Garcés

Phone number: 612-728-5728

E-mail: garces@el-colegio.org

School Business Solutions provides accounting services for El Colegio.

For complete financials for 2011-12 and/or an organizational budget for 2012-13, contact Norma C. Garcés.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Augsburg College no later than December 31, 2012

Revenues

El Colegio has strived to have diverse funding sources. While the majority of our funding comes from state and federal sources, we have also been successful in receiving private and public grant funds as well as individual donations. Total budgeted revenues for 2012-13 in the General Fund were \$1,025,357. Approximately 84% of revenue came from state sources and 9% came from federal sources. Other revenue makes up 7% of the rest of our overall general fund total.

Grants received in 2012-13 brought in important revenue during this period. Ongoing grants included the 21st Century Community Learning grant for after school programming. This is a five-year grant. 2012-13 was the fourth year of the grant, and the award amount was \$342,000.

El Colegio saw a decrease in student enrollment from 2011-2012, we still maintain a strong overall financial position. Average Daily Membership (ADM) for 69.43 in 2010-11 to 66.1 for 2011-12. We have created a position to maintain or increase the enrollment level for 2012-13, and we understand the need for growth for our long-term sustainability.

Expenses

Overall budgeted expenses for 2012-13 in the General Fund were \$1,135,055. Approximately 68% of El Colegio's expenses are related to staff salaries, bills, and building lease. An ongoing challenge for El Colegio is to be competitive with teacher salaries. Our staff continues to be young, we have a growing percentage of teachers with 5 or more years teaching experience,

and salaries must grow to keep the best teachers in our school. Also, administrative salaries must become competitive with those of other public schools. We deal with this reality by working towards managing other expenses effectively, creating annual fund balances and developing a specific, fair and workable system for salaries and raises, which we have done. Q Comp Program has helped increase salaries of teachers who demonstrate improvement in their professional skills.

During FY2013 El Colegio's annual lease required approximately \$117,580 from the general fund to supplement those monies created by lease aid.

Student enrollment was somewhat less than originally budgeted: 78 actual to 85 revised budget.

Fund Balance

As of June 30, 2013, El Colegio has a preliminary fund balance of 100,406 compared to \$202,437 (including General and Food Service Funds) in June 30, 2012. This fund balance represents approximately 26% of annual General Fund and Food Service Fund expenditures, meeting our target of 20%. The school will continue to work to maintain a healthy fund balance, as this is an important indicator of the financial well-being of our school.

5. Curriculum and Instruction; and Student Achievement

Information about district and learning site progress in realizing previously adopted improvement plans.

El Colegio is a 13-year-old charter school in South Minneapolis that has been and continues to serve mostly ELL and Latino high school students. 98% of the students qualify for free and reduced lunches and the academic achievement has led the school to not making AYP for several years. The school has new leadership in the last year and has gotten off the AYP list and had 52% of students taking the Grad Writing test pass last year.

In the past, some school improvement efforts have been fragmented, the main emphasis this year is to ensure that our goals in our Title One, our School Improvement Plan, and our Q Comp plan are completely aligned so that staff can stay focused on meeting student achievement goals.

Results of local assessment data, and any additional test data.

○ **Written objectives of testing program**

The objectives of the El Colegio testing program are:

- To identify student strengths and weaknesses and target interventions.
- To measure student achievement of academic standards.
- To measure individual student growth.

○ **Names of tests and grade levels tested**

The Minnesota Comprehensive Assessments (MCA) is a mandatory statewide assessment of reading and mathematics performance in grade 10, and mathematics in grade 11. The MCA-III is used to measure students' progress toward mastery of Minnesota's academic standards and was first administered in spring 2006. Performance on the MCA-III is reported in scaled scores and achievement levels (does not meet expectations, partially meets expectations, meets expectations, exceeds expectations). Those students who achieve 'meets expectations' and 'exceeds expectations' are identified as having proficiency with Minnesota's academic standards by the Minnesota Department of Education.

NWEA Measures of Academic Performance (MAP). During the 2011-2012 school year, El Colegio used the Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) as one component of monitoring student progress toward school accountability goals. The MAP is a computer-adaptive assessment that is aligned with state educational objectives and can be used to assess student understanding in reading, mathematics, and language use among students in grades kindergarten through 10 although El Colegio administers it to all students.

El Colegio administered the MAP in early fall 2011 and late spring 2012.

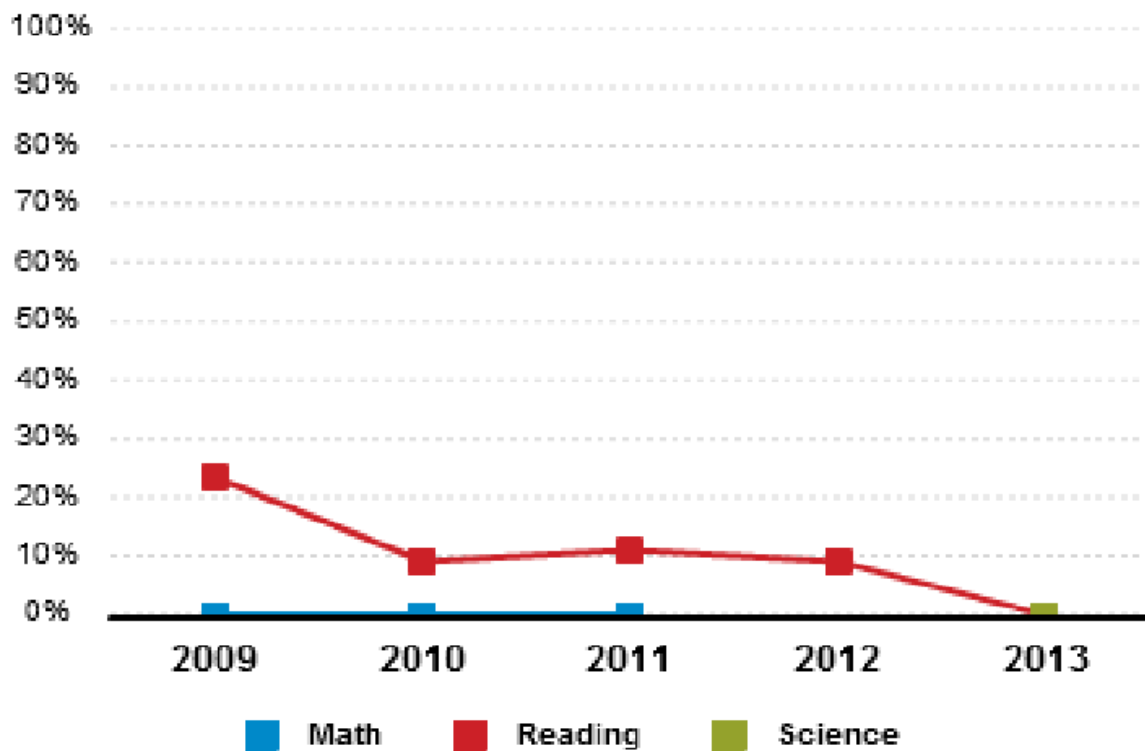
- **Use of test results**

El Colegio teachers analyze student MCA results from the previous year and NWEA MAP results to identify key concepts and skills that students need to master in order to become grade level proficient. In the reading teams, they utilized student data to analyze and to share ideas from other teachers. The overall also provide data from MAP testing from fall to spring and went through a protocol to look at assumptions, predictions, and observations and formulating individual areas for growth for your classroom.

- **Student achievement results compared to previous year)**

MCA Proficiency Trend: Percent Proficient by Year

EL COLEGIO CHARTER SCHOOL



District Advisory Committee

Members are invited to participate by the Executive Director. Membership criteria are a stated interest in helping to develop a comprehensive school improvement plan and be available for necessary meetings and document review.

Role	Name
Parent Name(s)	Nereida Flores
Teacher Name(s)/Grade	Dan Ittner
Community	Lisa Saas Zaragoza
Other Staff Name(s)	Mitch Roldan
Principal's Name	Peter Christensen
Executive Director	Norma C. Garcés
Technical Assistance Provider	N/A

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. New job descriptions were created for all key operational employees to add clarity to their roles.

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 School Business Solutions (SBS) for month-to-month accounting needs as well as audit preparation. The school has been working with SBS for over 11 years and is satisfied with the service.

The school's Executive Director takes the lead on facilities management in collaboration with the Dean of Students. In 2010-11 we made minor improvements to the space; major efforts were focused on completing "El Patio," the outdoor recreation and classroom space that was opened for use in September of 2012.

7. Innovative Practices and Implementation; and Future Plans

During our twelfth year, El Colegio continued to focus on quality instruction, academic achievement, and innovation. Main goals were on academic growth in reading and math as well as student engagement in the community. Our school is also dedicated to individual attention for each student, meeting each student where he or she is and helping to support the whole student. Our innovative practices are evident in the integration of arts across the curriculum, instruction in Spanish, interdisciplinary classes and the work of our students in the community.

El Colegio continues to participate in the Q Comp program, focusing on improving instruction, particularly in the area of literacy. We focus on using research-based instructional strategies to increase student achievement. Teachers at the school support the Q Comp program and realize that it is way to receive financial incentives for the work they are already doing. It provides a focus and concrete goals. The staff as a whole sees Q Comp as a valuable tool for addressing student needs and for continual improvement. Each staff member received training in Teach Like a Champion teaching strategies as the key set of strategies aimed at both achieving student achievement goals and improving teaching skills measured by the Danielson rubrics. All staff participated in four trainings sessions as well as agreeing to participating in one peer observation a week providing feedback and questions. Teachers observe each other to learn new strategies. More frequent peer observations contributed to enhance sharing of strategies and spoke to the need to increase our capacity for peer observations. Formal observations were also administered. Final observations and evaluations are still in process. The reading team meetings and overall staff meetings were utilized to share successful strategies and analyze student data for the purpose of altering instruction to meet goals.

El Colegio is continuing to implement a 21st Century Community Learning Center grant through the Minnesota Department of Education awarded in 2009. Beginning in Summer 2010, El Colegio took over all aspects of this program and renamed it Juventud Conectada (Connected Youth). This program engages youth in academic and enrichment activities including: arts and cultural projects, homework help, ACT test prep classes, math and reading support, outdoor activities and other youth development focused activities. We served an average of 30-40 students per day during the school year and 25 during the summer. El Colegio partners with Intermedia Arts, the YMCA, and Kalpulli Ketzal Coatlicue (an Aztec Dance group) to provide diverse programming to youth.

Another component of the 21st CCLC program includes parent and adult programming. This has included computer classes, English classes, arts and cultural programs, and other support for parents.

El Colegio continues to revamp the academic program to position them as a Latino focused school that offers a small setting for students striving for academic achievement. We are

continuing to strive to define best practices as defined by national organizations as the National Council of La Raza.

El Colegio's New Initiatives

Progress with Minneapolis Community and Technical College (MCTC) to design and implement a "middle college" program with El Colegio was slow and deliberate. Currently, MCTC designated a faculty member and the Director of K12 Connections to develop a memorandum of understanding (MOU) to move the partnership forward this summer. The MOU will include particular achievement targets using particular state required tests in order for students to participate in the "middle college" program at El Colegio. Both parties will work over the summer to prepare to enter into the MOU, which could be ready for signing in September 2013.

Given the population and desires of El Colegio, it was decided that further exploration is needed to determine how to align coursework so that students could earn 30 credits during the 11th and 12th grade year through concurrent enrollment at El Colegio and PSEO at MCTC. El Colegio is dedicated to providing culturally specific curriculum and wants that focus to be at the heart of all college coursework. MCTC wants students to earn a certificate (15 credits) at the high school graduation. El Colegio had asked for MCTC to develop a Chicano Studies certificate to wed MCTC's desire for a certification completion program and El Colegio's desire to ensure cultural competent curriculum. MCTC was receptive in exploring that as an option prior to the start of the "middle college" partnership. There is currently a very rough draft of how the course work could align, but this still will rest on the terms that will be outlined in the MOU and the work that MCTC faculty may do to create a Chicano Studies certificate.

To prepare for this "middle college" partnership, El Colegio will need to prepare students for the rigor of college coursework. El Colegio is exploring this from multiple vantage points.

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.

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

Goals:

- Appropriately delegate responsibilities to staff in all key areas and monitor their performance.
- Focus 50% of my time on strategic efforts (realizing vision/mission of the school, critical community relationships).
- Working with the Board of Directors to develop a strategic plan.

Actions:

1. Work within administrative team to delegate responsibilities: (less than 50% of directors time should be spent on direct program work)
 - high school academics and state reporting to academic director
 - high school to day to day operations to school dean
 - after school to 21st Century Grant Coordinator
 - student recruitment and family to Volunteer Coordinator
2. Develop skills of each administrative team member to share experience and skills at team bi-weekly meetings through action agenda items and team development.
3. Oversee, monitor and evaluate each position according to job description and annual goals.
4. Board of directors will produce a one year and three year plan.

Evaluation:

1. Measure work flow efficiency and time study to determine amount of time spent working in each program area. As delegating improves, director's time spent in program management should decrease.
2. Synergy's and programmatic goals should merge as the admin team continues to meet and develop trust. Team efficiency should increase.

3. Evaluation of key program administrators should score over 80% against their annual goals and job descriptions.
4. Board of directors will have a draft plan of the one year and three year strategic plan by February of 2014 and complete plans by May of 2014.