

LAURA JEFFREY ACADEMY

2019-2020 ANNUAL REPORT & WORLD'S BEST WORKFORCE REPORT



Practicing Mutual Responsibility and Individual Accountability

Searching for Truths

Building Empathy

Developing Generosity of Spirit

Becoming Competent

Acknowledging Paradox and Dilemma

Recognizing Strength in Vulnerability



PUBLIC CHARTER SCHOOL DISTRICT # 4164

1550 Summit Avenue

Saint Paul, MN 55105

651-414-6000

laurajeffreyacademy.org

Contents

SCHOOL INFORMATION	3
IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES	7
STUDENT ENROLLMENT & DEMOGRAPHICS	7
EDUCATIONAL APPROACH & CURRICULUM	11
INNOVATIVE PRACTICES & IMPLEMENTATION	16
ACADEMIC PERFORMANCE: GOALS & BENCHMARKS	28
EDUCATIONAL EFFECTIVENESS: ASSESSMENT & EVALUATION	34
Teacher Equity Data	36
STUDENT & PARENT SATISFACTION	36
ENVIRONMENTAL EDUCATION	37
GOVERNANCE & MANAGEMENT	41
STAFFING	48
OPERATIONAL PERFORMANCE	52
FINANCES	54
FUTURE PLANS	56
DISTANCE LEARNING	57
APPENDIX A: DISTANCE LEARNING PLAN, SPRING 2020	59

SCHOOL INFORMATION

YEAR OPENED: 2008

GRADES SERVED: 5 – 8

OUR PROMISE – *To provide an environment in which students are free – to explore their potential, discover their brilliance, and develop their intellect.*

OUR MISSION – *Empowering STEM scholars to be creators, thinkers, and problem solvers with an inclusive, girl-focused education.*

OUR MOTTO – *Asking questions, making choices.*

Laura Jeffrey Academy (LJA) is named after Laura Jeffrey, a long-time Minnesota resident whose life exemplified the love of learning and service to community, the goals of our school. Ms. Jeffrey came of age when there were few career choices available to women and African-Americans. Despite the limitations imposed on her, Ms. Jeffrey was an honors graduate of Macalester College and the only African-American in her class. After she earned a master's degree in library science in night school, she became one of the first African-American librarians in the St. Paul library system, and eventually rose to branch librarian. Ms. Jeffrey built a life that exemplified personal strength, intelligence and a passion for her beliefs.

LJA is a Twin Cities tuition free charter school offering a unique STEM-focused, girl-focused educational experience, grades five through eight. Students learn through rigorous study, by asking questions, solving problems, and participating in the community. LJA's interdisciplinary learning and teaching model provides students with the experiences and skills that result in academic and personal success - students who are critical thinkers and leaders.

Our School Framework is based on a holistic approach to education, addressing teaching and learning, resiliency, school climate, and organizational effectiveness. We provide a stimulating learning environment with clear expectations and opportunities to celebrate student learning. LJA's curriculum development and assessment process ensure that personal, school, state and federal standards are achieved.

LJA is run using an educator-led model. The leadership team is responsible for the executive functioning of the school in a way that is best aligned with the mission and vision for Laura Jeffrey Academy. As part of the educator-led model, all LJA staff serve on one of three committees: Curriculum and Instruction, School Culture, or Family and Community Relations. The curriculum & instruction committee oversees and supports the development and leading of weekly ongoing



professional development, our teacher mentorship program, and peer review. The school culture committee focuses on the advisory curriculum, monthly themes and lessons related to LJA principles or celebrations, and onboarding students within LJA's culture. The family & community relations committee develop and maintain lines of communication with families, and strengthen our presence in the community.

LJA incorporates interdisciplinary learning in Science, Technology, Engineering, Math (STEM), and Language Arts and Social Studies (LASS). The STEM focus is arts and wellness-infused with courses offered in Visual Arts, Music, Physical Education, and Health. Academic success is supported through an inclusive special education program, social workers, behavioral staff, educational assistants, educational specialists, and math and literacy specialists.

Starting Middle School in 5th Grade

Laura Jeffrey Academy's founders created our school by taking into account what works best for kids, rather than simply replicating the traditional model.

When students begin at LJA in their fifth grade year, they enter developmentally as children, and when they graduate after the 8th grade, they leave as teenagers. The early adolescent, "tween" years, ages 10 to 14, are a time of major changes. These changes require all children to learn new ways of relating to peers and adults, and adapt to a continuously changing self. Bodies and brains are developing at a rapid pace and peer relationships generally become highly influential. At times, academic focus can be overshadowed as students become focused on who they are and how they fit in the world.

In traditional co-ed school settings, early adolescents (particularly young girls) can lose interest in academics, particularly in math, science, technology and physical activity. Research shows that this loss of interest begins right around the age of nine or ten, and this is what compelled the school's founders to begin our middle school in 5th grade. Starting in fifth grade ensures time for staff to get to know each individual scholar and their family before the rate of developmental change and challenge increases in sixth grade. Learning about every student's unique interests, strengths, hopes, and dreams beginning in fifth grade creates an enhanced opportunity to develop authentic relationships and assess each individual student's needs and interests as they move through their middle school years. In fifth grade, a child is developing a sense of belonging to a larger community and opportunities for contributing at Laura Jeffrey Academy begin as students create their social contract together. Teacher Emily Barnes comments, "Each year I see students come from all around the city, from a wide variety of prior learning experiences, to create a new and outstanding fifth grade class. Students quickly form friendships, and I hear them say over and over again that they've found their people here. Students and parents tell me that they see a new sense of confidence in their child, as well as a new or increased love of learning. 'My child is actually excited to go to school now!' is a common report from parents of fifth graders over the years. This positivity and energy is carried into our classrooms and enhances the learning experience for the entire class."

Sixth grade is a challenging year for most students, as they begin to mature physically and gain an emerging sense of sexuality, at the same time the role of friends becomes increasingly more important as they figure out their interests and their own sense of agency and power as an adolescent. Even the most resilient child may struggle with this time in their educational experience. Though this can be a challenging time for both caregivers and students -starting 5th grade with a supportive learning environment can help your child move through this critical phase of development, where they can explore their potential, develop their intellect, and discover their brilliance.

We look back at our years of quantitative and qualitative data and conclude that students who begin LJA in 5th grade and graduate in 8th grade make significant gains in academic, social, and emotional development. When comparing students who have been with LJA since 5th grade and graduate in 8th grade to others in local urban districts, LJA students outperform in math, reading, and science. Teachers who teach LJA alum, as well as LJA alum caregivers, and alumnae themselves share stories describing LJA graduates as articulate, thoughtful and critical thinkers, conscientious citizens, and eager participants in their own learning and growth.

OUR PRINCIPLES - our guides for habits of mind as we develop in and out of the classroom.

Practicing Mutual Responsibility and Individual Accountability

- o *We work together to solve problems and are accountable for our own choices, our impact on the community, and the environment as a whole.*
- o *We know we are all responsible for solving problems as a team.*
- o *We each do our part to solve problems and create a strong community.*
- o *We follow through with our responsibilities.*

Searching for Truths

- o *We build communities of inquiry capable of supporting free and open conversation on the most important issues.*
- o *We always look for new important things to think about.*
- o *We ask questions to gain understanding and we encourage others to do the same. .*

Building Empathy

- o *We try to be aware of situations and experiences of others so we can act in ways that are sensitive to the way they see the world.*
- o *We understand that people experience life differently.*
- o *We try to learn more about the ways other people experience things.*

Developing Generosity of Spirit

- o *We assume each of us tries to do what we believe is right and just.*
- o *We recognize it is difficult to have consistency between what we value and how we practice those values.*
- o *We try to help each other build the skills to practice our values.*

Becoming Competent

- o *We help each other become increasingly able to bring about the results we each desire.*
- o *We believe effort creates competence and competence helps build confidence.*
- o *We help each other to be better.*
- o *We know everyone can improve.*

Acknowledging Paradox and Dilemma

- o *We make progress at LJA by opening our minds to complexity while continuing to take action in response to paradox or dilemma.*
- o *Difficult or challenging ideas do not frustrate us. We know life (especially important things) can be complex.*
- o *We are persistent: we don't give up when things are hard and/or complicated.*

Recognizing Strength in Vulnerability

- o *We value help from others to see our shortcomings and potential as we continue to evolve and grow.*
- o *We remember everyone is a work in progress and improves all the time.*
- o *We try to be honest with ourselves and others about the help we need.*
- o *We know asking for help is a sign of strength.*

OUR AUTHORIZER

Laura Jeffrey Academy was originally sponsored by Osprey Wilds (then Audubon Center of the North Woods) in 2007 and we have been partnering with them ever since. Many Laura Jeffrey Academy students, board members, and staff have participated in environmental activities over the years at Osprey Wilds. FY20 was the first year of a 3 year contract.

The authorizing mission of the Osprey Wilds Charter School Division is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Learning Center

Charter School Division

1730 New Brighton Blvd, Suite #104, PMB 196
Minneapolis, MN 55413
612-331-4181

www.auduboncharterschools.org



School administration posts this report on the official website (www.laurajeffreyacademy.org) and distributes this report and incorporates information to LJA's authorizer, school employees, parents and legal guardians of students, and stakeholders. This annual report serves to satisfy Minnesota Statute 124E.16, subd. 2: Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11. A charter school must post the annual report on the school's official Website. A charter school must also distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

The primary purpose of Laura Jeffrey Academy is to improve pupil learning and student achievement. In the following pages of this annual report, we will outline in detail how we implement, measure, and report these processes and outcomes.

This report will report on the additional statutory purpose of Laura Jeffrey Academy: to increase learning opportunities for all pupils; and to encourage the use of different and innovative teaching methods. This report will outline methods used to achieve these additional purposes, including afterschool programming, J-term, participation in environmental activities, and partnerships that enhance student engagement and opportunities.

This report will provide examples of the actions taken by Laura Jeffrey Academy that show how LJA improves all student learning and student achievement including increasing learning opportunities for all students through small classroom settings, help for students with specialized learning needs, and systematic structure of academic curriculum. Teachers at LJA use innovative curriculum and instruction methods to deliver relevant and standards-based instruction. Small class sizes, individualized interventions, and inquiry-based learning are but a few of the ways we support student success. The report will show in more detail ways we are striving for the best education for students, what our data shows, and our plans for future success.

STUDENT ENROLLMENT & DEMOGRAPHICS

Chartered in 2008 as the first and only Minnesota school with a girl-focused curriculum – and one of few public schools with a curricular gender focus in the United States, Laura Jeffrey Academy is an innovative, urban charter school in St. Paul, Minnesota, offering a unique education



experience for grades 5-8. Learning from the best parochial and private schools, we chartered to expand opportunities for ALL students and provide access to families who would not otherwise be able to afford the available private options. We are committed to serving a diverse group of families from different socio-economic, racial, and ethnic backgrounds.

Student Enrollment

In the 2019-20 school year, Laura Jeffrey Academy enrolled a total of 82 students (on October 1st). As we have seen in the past few years, the 5th grade enrollment is lower than our capacity. We will continue to offer 5th grade, as research shows that girls decrease their academic motivation in science, math, and technology around the age of 10 and our mission calls us to help reduce the gender gap in STEM-related fields. In grades 6-8, we have settled into an enrollment level allowing us to focus on creating well-supported, strong classroom experiences with low student to teacher ratios for instruction.

	2018-19	2019-20	2020-21 (current #s)
<i>5th Grade</i>	15	9	11
<i>6th Grade</i>	27	24	13
<i>7th Grade</i>	29	28	27
<i>8th Grade</i>	24	21	22
<i>Total</i>	95	82	73

Despite decreased enrollment, we are able to maintain the same number of teachers and staff. Our staffing structure is designed to remain stable while other factors may shift. This is largely due to our special education inclusion model that allows teachers who have unscheduled class periods to be in their peers' classrooms assisting in academic support and behavioral management. Students benefit from smaller class sizes, more individualized attention, and the opportunity to develop relationships with staff in varied settings.

Student Demographics

Our goal is to maintain a diverse community serving a population consisting of approximately 50% free and reduced meal recipients, and 50% of students who identify as being from an ethnic/racial

background other than white. This is intentional to create a learning environment where we can hear multiple perspectives and learn from one another's experiences and viewpoints.

	<i>2018-2019</i>	<i>2019-20</i>	<i>2020-21 (est)</i>
<i>Total Enrollment</i>	95	82	73
<i>Male</i>	1	4	4
<i>Female</i>	94	78	69
<i>Special Education</i>	16	16	10
<i>LEP</i>	0	0	0
<i>African American</i>	37	32	22
<i>Latino</i>	8	8	8
<i>Asian/PI</i>	6	7	9
<i>American Indian</i>	5	5	0
<i>White</i>	40	33	36
<i>F/R Lunch</i>	48	34	23

**2020-21 Special Education numbers do not include incoming students who have not yet been assessed.*

STUDENT ATTENDANCE, ATTRITION & MOBILITY

Student Attendance

At Laura Jeffrey Academy, multiple staff members specifically work to address concerns around student attendance, including our Dean of Students, Social Worker, and Americorps Promise Fellow. These staff members review attendance issues and determine the level of action that is necessary. This can be a conversation with a student, a review of our process, or meeting with the family to talk about how to resolve the issue. Our staff members make efforts to ensure that all students and families have an understanding about state laws regarding school attendance and how those laws shape our attendance policy at LJA. Staff members also meet with specific students and families to guide them to the necessary resources to get their students to school regularly and on time.

We have developed a relationship with Ramsey County staff, our legal truancy authority for most of our students, to work together both about our process and for specific students.

We work hard as a community to ensure that our school is a safe and engaging environment where students look forward to learning and building friendships. Our distance learning attendance was somewhat lower than our overall attendance rate, at 93.88% during that time period.

	2016-17	2017-18	2018-19	2019-20
Overall Attendance Rate	93.7%	92.4%	94.1%	95.1%

Student Attrition

With the goal of orienting new families to our school culture, Laura Jeffrey Academy provides a series of new family events that create relationships with both the students and their families.

LJA works diligently to build relationships with families and students. At the beginning of each year, advisory teachers make home visits to get to know the student and family, answer any questions, ease concerns, and talk about expectations for the upcoming year. This is maintained throughout the year through quarterly check-ins with families around academics as well as any social/emotional needs of each individual.

Some of the key factors we see around attrition are:

- Students looking at high school options. Placement into a school at the end of their middle grades years ensures placement for high school grades.
- We offer sports on a competitive, but recreational level. We welcome all students to participate and do not have travelling or higher level teams.
- Expectations of the family are not aligned with the vision or mission of the school.
- Family lives outside of St. Paul and regularly transporting their own student to and from school becomes too challenging after a while (or in certain winter weather conditions).
- In rare cases, LJA may not be a good fit for certain students with significant special education needs because of our small size.

Percentage of students who maintained enrollment from Spring 2019 to October 2019 (omits graduating 8th graders)	80%
--	-----

Student Mobility

Transfers can be attributed to a few key factors: families moving, transportation issues, dissatisfaction either at another school or within LJA. We are glad to see that for the first time in a few years, transfers in were greater than transfers out.

	# students on October 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index (%)*
2017-18	98	11	13	24	24%
2018-19	95	5	12	17	17%
2019-20	82	12	7**	19	23%

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

**This number includes two students who were dropped at the very end of the school year after 15 days consecutive absence during distance learning.

	2017-18	2018-19	2019-20
Percentage of students who were enrolled for 95% or more of the school year.	76%	72%	78%

EDUCATIONAL APPROACH & CURRICULUM

Laura Jeffrey Academy is the first and only STEM (science, technology, engineering, and math) middle school in Minnesota with a comprehensive girl-focused liberal arts curriculum.

In June 2020, LJA graduated its tenth class of 8th graders. Alumni are confident in their experiences in high school, involved in extracurricular activities, and enrolled in challenging honors and AP courses.

Curriculum and Instruction: Subordinating Teaching to Learning

Teachers create quarterly units of instruction using the Understanding by Design (UbD) format. Units include learning targets which are based in the Minnesota State Standards. Units explicitly articulate the processes, skills, concepts, and knowledge that students must understand for proficiency.

Learning Targets: outline skills and dispositions that help develop career and college ready students and all learning targets are based on MN State standards or Common Core standards for English/Language Arts. Students work towards mastery of learning targets rather than an overall class grade. This allows students, teachers, and families to gauge learning based on specific skills and/or concepts. Work towards mastery is reported to scholars and families with the following system: Beginning (1), Developing (2), Secure (3), and Exemplary (4).

Student Ownership: students know their year long and quarter learning targets and are graded based on their mastery of each learning target. Embedded in Units are formative and summative assessments.

Critical Literacy: Learning to critique texts and deconstruct raced, classed, and gendered cultural expectations leads to increased competence, and thus, confidence in learning. Students identify multiple viewpoints when confronted with issues and identify different perspectives for the factors that impact those perspectives.

Relevant and Rigorous Classroom Time: In LJA's inquiry-based learning environments, scholars solve complex problems that have no obvious answer by making inferences, supporting arguments with evidence, conducting research, interpreting results, and analyzing conflicting explanations. Papers must be well reasoned, well organized, and well documented from credible sources. Teachers encourage discussion, dialogue, and critical thinking as defined by the MN State standards.

Peer conferences: Teachers use information from one-to-one conferences to pair students for learning from each other during peer conferences.

Real-world learning: Students engage in many relevant world topics through both their core subject areas and their elective courses. Specifically our LASS curriculum focuses on the rights of a girl, globally and the transformation of women's rights overall. The STEM and Math curriculum focuses on how students can use evidence and facts to impact decisions and choices in their everyday lives. How they can use their knowledge to create a better tomorrow. A concrete example is through the exploration of creating our own home. Scholars use their understanding of surface area, cost, calculating Rf-Values with the application of the 13 principles of sustainable design, to address ways they could be creators of sustainable living. Scholars worked to install rain gutters and rain barrels to support LJA's courtyard.

Teaching and Learning

Social Constructivism and Experiential Education with Equity in Mind

Laura Jeffrey Academy was started to create access to a learning environment for students who wouldn't otherwise have such an opportunity. Therefore, the teachers of LJA tackle important topics while pushing all students further in their learning. LJA is constructed with social, experiential learning, with equity in the forefront. Because of this; learning is a collaborative, social, and cultural experience. Teaching and learning at LJA is evaluated in a variety of ways. The educators of LJA use data from state and FastBridge testing, along with rubrics, classroom performance, and teacher evaluation process. Teachers are evaluated at LJA using the model provided by the state of Minnesota. Because we are a Q-comp school, teachers are evaluated on performance rubrics three times each year. Teachers work with their Curriculum and Instruction Peer Coaches to create performance goals to support individual practice. Teachers at LJA also receive professional development in the areas of classroom management (needs based approach to student discipline), the creation of effective UbD units, utilization of Assessment for Learning standards-based grading, and team teaching.

Standards-based, Interdisciplinary, Multi-Age Learning

Laura Jeffrey Academy applies the principles of interdisciplinary learning where students explore a question from several different perspectives. This enables students to develop a broader and more complex understanding of the subject. Classes are structured as multi-age with 7th & 8th grade combined groups and 5th & 6th grade combined groups in all subjects except Math. Multi-age classrooms allow for peer mentoring, individual differences to arise and be celebrated, with student leadership nurtured. LJA's two year curriculum cycle is structured with state standards that are combined with the grade levels to allow for scholars to meet all academic standards, without repeating content.

Pedagogy, Assessment and Curriculum

Laura Jeffrey Academy is committed to assess learning and develop an increasingly precise planning, assessment and instructional process. Teaching is subordinated to learning at LJA, where teachers use formative assessment including student self-assessment, rubrics, teacher made assessment and careful observation. Teachers write curricula using the UbD, planning methodology to explicitly articulate standard based learning targets and assessments. Students "own" their learning at LJA and work toward mastery of concepts, knowledge, and skills.

Learning targets are made explicit to students and learning is carefully scaffolded for student understanding. Students showcase their learning at the end of each quarter through a performance, project, or portfolio piece. As students work toward mastery they have the opportunity to revise their work for improved grades and increased understanding.

Remediation and Acceleration Practices or Programming

Laura Jeffrey Academy continues to use an ADSIS (Alternative Delivery of Specialized Instructional Services) grant for the 2019-20 school year to improve our evidence-based interventions in reading, math, and social-emotional learning. Students were assigned interventions based on teacher observations/feedback, Fastbridge and MCA Data. These interventions occurred as pull-out interventions or during after school tutoring. Data was reviewed regularly and students were shifted into other interventions or accelerations as needed.

Specific interventions for math included: Math Corps, Do the Math Now and small group instruction. We've found our math needs to be the greatest. The daily schedule change meant that there were no longer interventions provided during a dedicated midday time. LJA has added a math intervention specialist position for FY21 in order to address this need.

LASS classes give a variety of assessments guiding teachers to work individually with students to develop skills and competencies. Assessments include Words their Way, Dibbels, Easy CBM, DAZE, MAZE, HELPS progress monitoring, and Qualitative Reading Inventory (QRI). Our literacy specialist also works with students one-on-one, providing a variety of interventions based on the outcomes of these assessments.

Our social emotional interventions were implemented by the Americorps Promise Fellow, which met with 23 students at least 30 min a week, providing interventions that included but were not limited to WOOP goal-setting and Check-in/Check out. Our Social Worker also implemented interventions with students who had particularly individualized needs.

Teachers and staff were trained in the interventions and implementation as well as making data driven decisions. An ADSIS team met monthly to analyze student data, develop processes and support teacher learning. A reading and math team met bi-monthly to develop reading/math interventions, progress-monitoring systems and to analyze the data. Staff met weekly in student focus meetings to discuss Tier 1 supports. Additionally, a child study team met weekly to review student support as referred by the school teacher/support staff.

Special Education: Inclusion

The special education program is an inclusion model, with limited pull out support for the related services of Speech/Language, Developmental Adaptive Physical Education, Vision, Orientation/Mobility, and Occupational Therapy. Special education students receive the general education curriculum with modifications/accommodations as indicated in each student's IEP. Special education staff works with special education students in the classroom individually or in small groups along with general education students to provide support as indicated in the student's IEP.

All special education students are also supported with paraprofessionals or with educational specialists in all classrooms, including elective classes. Educational Specialists (ES) are licensed teachers who are performing traditional paraprofessional roles in the classroom. This practice supports full time teacher contracts in situations where teachers had open blocks in their schedule. Upon review of this practice, teacher learning of special education needs was enhanced as well as student learning and relationships built between students and teachers.

In an attempt to support paraprofessional development, all paraprofessional staff was invited to all in-service learning. In addition, para support staff was also required to attend weekly training with the Special Education Coordinator to address the needs of scholars and classroom learning.

English Learner (EL)

We did not have EL students, so we did not have an EL program. Students who may need EL services are screened in the LJA enrollment paperwork. Teachers also observe and make recommendations for support as needed. If there was an identified student need, the student would be screened using the traditional home/family interview and would be given the ACCESS assessment tool. Individual student support plans would then be developed to support learning English.

Staffing to Match our Mission

We intentionally aim to hire a diverse staff with race, class, and gender/gender identity backgrounds that are representative of our school demographics as well as the world around us.

Our staffing pattern reflects what is needed to accommodate the special education inclusion model - with push-in special education teachers and additional paraprofessional staff. During the 2019-20 school year, we maintained a level of having two special education teachers and a full-time special education coordinator who also did some teaching. In addition, we had a school social worker to support special education students IEP goals around socio-emotional/behavioral needs and facilitate 504 plans. We had a total of six paraprofessionals, and several of our general education teachers worked 1 or more periods per day as ES (teacher Educational Specialists) who supported special education students based on IEP needs.

School Calendar and Daily Schedule

Laura Jeffrey Academy underwent a significant change in our school calendar and daily schedule in 2019-20. We shifted from a calendar that began in mid-August and ran through the end of June to a traditional calendar that begins after Labor Day and ends at the beginning of June. This change was made in order to be able to utilize the St. Paul District's busing. As a result, our daily schedule also changed, shifting the start time forward and shortening the day forty minutes. As a result, LJA was no longer able to offer midday programming in previous years, and these options had to occur during

after school programming. We were still able to keep our core classes relatively untouched, reducing class lengths from 75 to 72 minutes.

Each student's schedule consists of the following classes: STEM, LASS (Language Arts and Social Studies), Math, Wellness (Health and Physical Education), Art (for half the year), and Music (for half of the year). Seventy-three minute learning blocks increase time for inquiry-based instruction, experiential lab work, and increases opportunities for students to showcase, perform and reflect on their learning. All students begin their day in a 23 minute advisory class.



INNOVATIVE PRACTICES & IMPLEMENTATION

LASS (Language Arts, Social Studies)

Language Arts and Social Studies (LASS) are co-taught, interdisciplinary, 72 minute blocks with grades 5/6 together, and grades 7/8 together. Language Arts and Social Studies teachers write curricula that integrate language arts and social studies content and standards to increase relevancy and exploring meaning across subjects. Co-teaching in 7th and 8th grade enables teachers to meet frequently with students in individualized reading and writing conferences and plan for differentiated instruction. Curriculum has a two-year cycle, enabling students to engage with rigorous content in heterogeneous groups. An emphasis is placed on cooperative learning, listening and speaking skills, and becoming critically literate.

Math

Math is the only course at LJA that is not a mixed grade level. It is a co-taught course for 72 minutes and focuses on making connections and solving real world problems. LJA is committed to preparing students to be leaders and citizens who are empowered with the language and processes of mathematics. We seek to inspire students to question the world through a critical lens, one which is always seeking to find solutions to problems that are efficient, elegant, and powerful. To this end, when we teach mathematics, we:

1. Learn cooperatively. We learn best when we problem-solve together and where everyone's talents are recognized. We work together not only to achieve the best possible outcome, but also to encourage our brains to be flexible in seeing a problem from multiple perspectives.
2. Reflect on our process through discussion and writing. We don't simply solve problems in order to get the right answer. We problem-solve so that we can learn new strategies and approaches. It is only through deep reflection that we can apply a strategy from one area to the next.
3. Honor mistakes as a tool for reflection and growth. Mistakes are proof that you are trying. Without making mistakes, we cannot differentiate between successful and unsuccessful lines of thinking.
4. Construct knowledge through investigation. We best understand that which we come to believe through experience. When we investigate and come to our own conclusions, we gain deeper understanding and are empowered to adapt our worldview to incorporate this new understanding.
5. Approach mathematics as a tool that opens doors to a myriad of life choices. Not every student will grow up to be a mathematician, but we hope that every student has the opportunity to apply the mindsets learned in mathematics to their particular goals.

STEM (Science, Technology, Engineering and Math)

Fifth and sixth grade students enroll in a science class that is infused with introductory engineering content to increase motivation and engagement. STEM courses are 72 minutes and focused on making connections and solving problems. Every classroom is equipped with advanced technology - each having a Smart Board to aid instructional effectiveness.

Seventh and eighth grade STEM prepares our students for rigorous choices in high school. In STEM, they are provided with a foundation of competency and confidence to excel in college and in fields where women are traditionally underrepresented. Additionally, STEM classes focus on scientific literacy and student understanding of how to analyze and interpret information they receive about the world.

Guiding STEM Principles

- Nurturing curiosity and wonderment
- Developing the critical thinking skills of identifying, analyzing and using evidence to inform knowledge
- Becoming resilient problem solvers and innovative thinkers
- Applying STEM thinking in and out of the classroom

Principles in Practice

Though Laura Jeffrey Academy students have 72 minutes of STEM class every day, the STEM principles are infused throughout our school. As these principles make clear, we believe being a STEM-focused school is more than strong science content and lots of technology (though we believe that is and can be part of it too). When these principles are put into practice, students develop a mindset, skills, and habits that give them the tools for success in STEM fields and beyond, while having experiences that allow them to see how it all can apply to life outside of LJA.

Nurturing curiosity and wonderment

Laura Jeffrey Academy is an environment where inquiry and curiosity are encouraged. We hope to foster these mindsets, with the hope that each scholar who comes through our doors will :

- Pay attention to immediate, local, and global environments
- Constantly ask questions about their world
- Seek out new experiences and ideas different than one's own.
- Make connections between topics
- Find connections between topics and their own life
- Love to learn new things
- Enjoy complexity and unanswered questions.

Developing the critical thinking skills of identifying, analyzing and using evidence to inform knowledge

Laura Jeffrey Academy challenges students to think critically as they analyze the world around them. Scholars immersed in LJA's curriculum should continually be developing the following skills in all their classes:

- Gathering evidence/data from multiple sources & perspectives
- Distinguishing between relevant and irrelevant evidence/data
- Evaluating evidence/data for reliability, credibility and validity
- Accurately interpreting evidence and explain possible implications
- Analyzing evidence for patterns, differences, similarities and trends.
- Making valid inferences based on the evidence and reason.
- Identifying potential assumptions and/or bias in sources.
- Identifying potential assumptions and/or bias in own collection of evidence
- Synthesizing information to meet intended purpose

Becoming resilient problem solvers and innovative thinkers

Laura Jeffrey Academy scholars apply their knowledge to solve problems and answer questions about their world. As they do, they will be developing important habits of scholarship:

- Defining purpose and target audience
- Taking responsible risks
- Evaluating multiple solutions and ideas to select best approach/product

- Revising based on feedback from peers, mentors and trials
- Learning from failure
- Looking for new questions or new information that may inform problem solving
- Resiliency in group work
- Taking Responsibility toward group success (mutual responsibility) and for individual contributions (individual accountability)

Applying STEM thinking in and out of the classroom

In order to explore their potential, build competence and confidence, and enjoy the success of tackling complex problems, we want LJA scholars to have a variety of hands-on experiences throughout their time here.

- Clubs: Students have the opportunity to pursue various interests.
Examples: Technovation MN, Debate, Dungeons & Dragons, Yearbook
- J-term & Other Partnerships: Hands-on classes and experiences with a range of partnerships and service learning opportunities.
Examples: Knitting & Design, Creative Coding, Young Chefs, Outdoor Winter Survival, LJA Beautification, Project Scientist, She Rock She Rock
- Field Trips: LJA commits to getting students out into the community and the natural world.
Examples: Eagle Bluff Overnight, 3M, Buck Hill and Northrup Auditorium, Science Museum Overnight (cancelled because of Covid)
- Experts & guest speakers: LJA works find individuals who can show how the curriculum is relevant to the “real world”
Examples: Fab Fems, University of MN Teaching candidates, Ramsey Conservation District, College of Saint Catherine's PA Nursing Students, Emily Program, Family Tree, Women's Advocates, MN Teen Challenge, MN Teen Health, Cliffs Mining Environmental Manager, Learn 2 Build Field Trip
- Curricular Enhancements:
Examples: History Day with MN Historical Society, Makerspace with the Science Museum of MN, Adopt-A-Drain with the City of Saint Paul, Capital Regional Watershed, Ximedica, Bell Museum /Geodome



Girl-Focused

Deconstruction of race, class, and gender in all classes provides students with rigorous topics for discussion and develops critical literacy. Focus on student voice and power throughout curriculum choices supports equity for all students while building 21st century skills of innovation and problem solving. The girl-focused curriculum assures students access to histories and viewpoints that are often left out or ignored in traditional curricula. We believe that our pedagogy, curriculum, and teaching practices are beneficial to any child, regardless of gender identity. At Laura Jeffrey Academy, girl-focused means to ensure all students (no matter who they are) are challenged to think critically, learn a feminist perspective (which calls for equality for all persons), seek out injustice, working for a solution, and will hear stories and see examples of role models who are or have worked to dismantle gender stereotypes and glass ceilings. We welcome any student regardless of gender or gender expression. While doing this, we cannot deny the fact that we also want to reduce the gender gap in STEM-related fields. We work to increase students' competence and confidence in math and science. A focus on the whole child is expected from all staff and supported by a school social worker and our advisory curriculum. Comprehensive sexuality education in grades 5 – 8 is designed to give students sufficient information to make healthy choices that impact their long term success.

“Asking Questions, Making Choices”, LJA’s motto, supports an environment where students are encouraged to research, think about, and ask questions to make informed and well thought out choices for their futures.

"As I look back over my years at LJA, I realized that I have something that other girls have not had the chance to receive. I know what it means to be a girl in the world. I know my place as a strong woman and I don't let anyone tell me different.

I really wish I could tell every girl at my school about what it means to be a girl and how they can be engineers and doctors and scientists or anything else they set their heart to.... They haven't found their strong LJA scholar, and that makes me think about what I could do to help."

Annalee M., LJA Grad

Critical Literacy

One of the key pieces of our instructional framework is critical literacy. Through critical literacy, we live out our motto of Asking Questions, Making Choices.

Critical literacy is an approach that encourages the reader to actively analyze and deconstruct the texts they encounter in and out of the classroom. In this approach, literacy is about more than the ability to decode or "sound out" the words on the page, or the ability to summarize the main points of a story or article. Critically literate students see any text, whether it is a novel, picture book, textbook, song on the radio, or advertisement, as something that was created by a person or people with their own particular perspective in society, and are able to analyze those texts and reflect on their layers of meaning. Paolo Friere, the educator, philosopher, and author of *Pedagogy of the Oppressed*, said that critical literacy was a vehicle for students and their teachers to learn to "read the world."

"LJA is an incredibly unique school, but I didn't realize just how special until I started my first year as a high school student."

At LJA, you will see classrooms in which:

- o teachers guide students in encounters with multiple viewpoints rather than presenting one voice as definitive or authoritative.

- o students and teachers ask and discuss questions such as: Who created this text? What is this text about and how do we know? Who is allowed to speak, and what are their perspectives on the world? Who benefits from the text? Who or what has been left out from this text?
- o when textbooks are used in the classroom, they are not presented as the ultimate authority on a topic, but rather as another text to be analyzed and deconstructed with a critical lens. Texts are not considered to be universal or unbiased.
- o students see themselves in the curriculum. In language arts, students see characters with whom they can identify in the stories and books they read; in science and math, students explore how these disciplines relate to their experiences and communities, and in social studies, students learn about the “people’s history,” not just the history from the point of view of the powerful.
- o teachers regularly consider questions together such as: How are members of the learning community participating in the cycle of making meaning? How does knowledge work in both democratic and undemocratic ways (to liberate or dominate)? To what extent does the study in question have value beyond the classroom and how will students take this learning and own it beyond the walls of LJA?
- o the learning community is engaged in work that aims to learn about and act on social inequalities and injustice.

Critical literacy enriches our inquiry-based learning environment, in which challenging problems are posed and challenging questions are asked on a daily basis in every classroom. This kind of higher order thinking is interdisciplinary in nature, experiential, and the kind of highly rigorous work that helps students prepare for their future education in high school and college. Critical literacy prepares students to become engaged, critical, and justice-oriented participants in our democratic society, and

empowers the marginalized and oppressed by building critical consciousness, including the ability to name, act on, and transform injustice in our communities.



J-Term

Laura Jeffrey Academy is committed to making middle school the most valuable time of a child’s education, as it can be deeply transformative and set the stage for future success. J-term is a two and a half week period in January where classes are modified to enhance experience and inquiry in interdisciplinary classes. Originally designed to address the post-winter-break restless energy of students, it has become an energizing and highly rigorous platform to deepen connections with the more traditional content and standards.

Experiential education particularly engages students in STEM fields, equipping them with the tools and knowledge to allow experimentation, collaboration, play, and creativity to thrive. 2. 5 hour long block classes allow for special topics to be covered in depth and special opportunities like field trips to be more feasible. J-term class offerings in the 2019-2020 school year included Knitting & Design, Creative Coding, Young Chefs, Outdoor Winter Survival, and LJA Beautification.



Collaborations and Non-Profit Partnerships

Laura Jeffrey Academy continues to draw interest from post-secondary educational volunteers and tutors. Our tutors help address the needs of working towards reducing the achievement gap in math and reading and encourage our students' interest in STEM activities. Twice a week, college tutors arrive during midday to work directly with students identified as needing additional academic instruction. The college tutors come from: St. Catherine's University, Macalester College, the University of Minnesota, University of St. Thomas, North Central University, and Hamline University.

Many of these college tutors are studying to become elementary education teachers. LJA tutors serve as positive role models and provide opportunities for LJA students to learn about higher education through the eyes of young adults currently working towards a college degree.

LJA partnered with MN Alliance for Youth, Technovation MN / Girls Who Code, AmeriCorps, Macalester College, Girls on The Run, She Rock She Rock, Project Scientist, Eagle Bluff, Learn2Build, the Science Museum of Minnesota, Great River Greening, and the Bell Museum, to provide a variety of educational experiences from field trips, clubs and curricular enhancements to optional summer programming.

Augsburg College Urban Debate League has supported LJA's Debate teams for the past 6 years. Through their mentorship they have provided the resources to support a competitive academic debate team.

LJA has partnered with the Fighting Child Hunger (formerly Sheridan Story) for several years to provide free meal support to our families in need.

Several LJA students and staff attended Q-Quest put on by the Minnesota School Outreach Coalition.

LJA partnered with the Science Museum of MN's Making Space Project. As one of five schools chosen within the state, LJA was and is providing a space for scholars to explore through hands-on, real-work application.

LJA also began a partnership with 3M in 2018-19. began the visioning process with students about our Maker Space and LJA students visited 3M and met with scientists.

Hamline University, and several groups of international leaders working in the area of women's rights, sponsored by the US State Department, tour LJA annually to learn about our innovative practices and create ways to approach interdisciplinary learning.

Organizational Development

Laura Jeffrey Academy's framework is based on extensive theory and research. Philosophical underpinnings of each theory align to create an approach to learning that accelerates student learning, promotes critical literacy and analysis of content, while focusing on closing the opportunity gap. This is a tall order and over the past seven years we have been testing our practices that work best for our demographics. Every day staff and teachers implement theory to practice engaging in action research and discussion to improve their practices and thus student outcomes.

We continue to build on innovations we have implemented and hone best practices that have helped us close achievement gaps and accelerate all learners at LJA. In meeting the needs of our scholars, LJA started exploring the idea of transitioning into an educator-led school. With the support of an Ignition grant through Teacher Powered Schools, a design team was created to begin the research, evaluation and development of becoming an educator-led school. The design team began its work with a thorough assessment of LJAs strengths, weaknesses and opportunities. From there, we identified which areas of autonomy educators would take on and build capacity in. Three educator-led committees were developed for the 2018-19, including Curriculum and Instruction, Family and Community Relations, and School Culture. In 2019-20, we added monthly meetings between Leadership and the Committee Chairs to increase communication and opportunities for staff leadership, and we will continue to hone our structure to best meet the needs of staff and students. It is clear that an educator-led school aligns well with the mission and foundational philosophies of Laura Jeffrey and also provides students with a model of shared leadership and collaboration.

Extra Curricular and Events

Extra Curricular:

TechnovationMN, is a worldwide App building and entrepreneurial competition, offered to Laura Jeffrey Academy scholars as an after school experience. In our sixth year of participation, LJA scholars started to develop and design two apps to investors on ways to combat climate change and help their communities for the global competition. Due to Covid-19, the apps were unfinished, but the ideas are still there to continue this next Technovation season: things scholars and their communities can do to reduce waste and ways to be more eco friendly in everyday life.

Due to our shift in schedules, we no longer offered midday clubs, but did have two after school clubs: Debate, which participated in the Urban Debate League, and a Dungeon & Dragons club. LJA is hoping to offer more club opportunities during the upcoming year.

Two LJA basketball teams, two soccer teams, and one volleyball team played in the St. Paul Parks and Rec league or the LIST (League of Independent School Teams). LJA as had two Girls on the Run teams: a GoTR team (5th grade) and a Heart & Sole team (6th-8th grade) that participated in the fall and season of Girls on The Run



Events:

Chili Cook-off: LJA had its 8th annual Chili Cook off in October of 2019. This is always one of our most attended community building events. Families bring in chili to share and enter the dishes in various categories.

High School Fair: LJA's annual high school fair was held on December 5th. The school hosts representatives from many area high schools and provides an opportunity for 7th and 8th grade students and their families to learn about their options for after LJA.

All spring events were canceled due to the COVID-19 pandemic.

Challenges

FY20 was LJA's first full year as an educator-led school. We are striving to improve pathways and systems for all voices to be heard. In FY 20 we were able to adjust our schedule so that committee meetings were able to happen weekly, and this greatly enhanced their productivity. Additionally we added monthly meetings between the Leadership Team and the Committee Chairs, in order to increase communication and opportunities for staff leadership. We will continue to hone these processes and structures in order to balance the need for all voices to be heard with the importance of efficient use of time.

LJA is always working on supporting teachers and staff in all the various ways we are asking them to be creative and innovative. Finding appropriate and useful staff development to best fit the individual growth areas for each staff member, making time to plan curriculum collaboratively by creating authentic connections, and allowing time to effectively process on our reflections and data to create real time changes are some of the most evident challenges we worked to address in the 2019-20 school year. These challenges were only exacerbated by the shift to distance learning, and we had to learn new ways of teaching and learning and new ways of providing coaching and professional development for our staff.

The shift in our daily schedule meant a loss of midday classes where students received interventions and participated in clubs. The shift in our yearly calendar meant the loss of our intersession breaks which provided optional experiential programming. We were able to maintain some clubs during after school hours, interventions were still provided and we were able to leverage our partnerships in new ways to offer hands-on experiences to our scholars. However, given the challenges of timing and scheduling, we weren't able to maintain these offerings at our previous levels. As we adjust to rhythms of our new schedules and brainstorm new ways to use partnerships--and make new partners--we hope to continually increase these our ability to offer our students a variety of opportunities beyond the classroom.

The murder of George Floyd and the subsequent national uprising has reignited our dedication to providing an equitable and inclusive school community. Laura Jeffrey Academy was founded on the principles and theories of anti-racist educators, and we will continue our learning and understanding of anti-racist pedagogy and education. Over the summer, staff committed to personal learning and reflection as well as analyzing existing school policies for bias during the 2020-21 school year. Confronting the ways LJA can address inequities both within our school and our community is a vital challenge. One particular area where LJA would like to grow is to tap into the resources of our

community in order to connect our scholars with more adult mentors that reflect the diversity of our scholars.



Highlights of the Strategic Plan

After completing its previous strategic plan, LJA's board identified four areas for the new Strategic Plan beginning in 2019-20. These four areas were:

- Stabilize budget
- Increase enrollment
- Leverage academic success / marketing
- Increase staff support / retention.

When tasked with these areas in the strategic plan, LJA's leadership team focused its main efforts on increasing enrollment, as they believed this would have a positive impact on the other goal areas, and was the most critical to the school's long term success. The leadership team and the board will be spending time in 2020-21 analyzing the many factors that affect our enrollment and developing an action plan to address these factors.

Despite the focus on enrollment. Two important successes should be mentioned about the other goal areas:

- Stabilize Budget: For the first time in several years, LJA ended with a positive net income. Due mostly to changes in our transportation and lease budgets, LJA was able to save a significant amount on expenses compared to previous years. As a result, and with additional support from

a Federal PPP loan, we were able to increase the fund balance significantly, to \$328,290, a 20.7% fund balance, up from a 2.2% fund balance in FY19.

- Increase staff support / retention.: 81% of our licensed staff from the beginning of FY20 will be returning for FY21, and 100% of our licensed staff from the *end* of FY20 returned for FY21.

ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

Progress on OWELC Contractual Academic Goals & World's Best Workforce Alignment

World's Best Workforce (WBWF) Goal Areas:

- o Ready for Kindergarten [R4K]: All students are ready for kindergarten.
- o Reading Well by 3rd Grade [RG3]: All students in third grade achieve grade-level literacy.
- o Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.
- o Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.
- o Graduate from High School [GRAD]: All students graduate from high school.

Indicator 1: Mission Related Outcomes

Goal: 1.1 From FY20 to FY21, the average rating for Laura Jeffrey Academy teachers on a 5-question mission-related subset on the MDE Student Perception of Student Engagement Survey will be 3.75 out of a 5 point scale.

1.2 From FY20 to FY21, 75% of students will receive a "Secure" (3 points out of 4) or higher on Scientific Thinking Rubric.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness [CCR]

Key Measures & Results for this Goal:

Both these measures were intended to be collected during the spring of 2020, but LJA did not collect this due to the challenges of distance learning.

Indicator 2: English Language Learners

***Goal:* 2.1 From FY20 to FY22, the aggregate percentage of English Learners meeting target on the ACCESS test grades 5-8 will be equal to or greater than that of the state percentage of English Learners meeting target.**

Goal: 2.2

From FY20 to FY22, the average progress toward target for English Learners grades 5-8 on the ACCESS test will be equal to or greater than the state average progress toward target.

Key Measures & Results for this Goal:

This was not measured during FY20, as LJA had no EL students, but is available should LJA have EL students in the future.

Indicator 3: Reading Growth

Goal:

3.1 From FY19 to FY21, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

3.2 From FY19 to FY21, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%.

3.3 For FY19-FY21, the average growth percentile from fall start score of students in grades 5-8 enrolled in LJA for both the fall and spring FAST aReading will be greater than 50%.

3.4 For FY19-FY21, greater than 50% of students in grades 5-8 enrolled in LJA for both the fall and spring FAST aReading will have a growth percentile from fall start score of greater than 50%.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness [CCR]

Key Measures & Results for this Goal:

This goal was not measured in FY20 due to the cancellation of state accountability tests due to the Covid-19 pandemic. LJA also did not administer spring Fastbridge testing due to the Covid-19 pandemic.

Indicator 4: Math Growth

Goal

4.1 From FY19 to FY21, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

4.2 From FY19 to FY21, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%.

4.3 For FY19-FY21, the average growth percentile from fall start score of students in grades 5-8 enrolled in LJA for both the fall and spring FAST aReading will be greater than 50%.

4.4 For FY19-FY21, greater than 50% of students in grades 5-8 enrolled in LJA for both the fall and spring FAST aReading will have a growth percentile from fall start score of greater than 50%.

WBWF Goal Areas Addressed by this Goal: Career and College Ready [CCR]

Key Measures & Results for this Goal:

Key Measures & Results for this Goal:

This goal was not measured in FY20 due to the cancellation of state accountability tests due to the Covid-19 pandemic. LJA also did not administer spring Fastbridge testing due to the Covid-19 pandemic.

Indicator 5: Reading Proficiency

5.1 -From FY19 to FY21, the school's aggregate proficiency index score for students in grades 5-8 will increase by at least 3.0 points from the baseline proficiency index score (FY15-FY18 baseline –69.0) OR will be greater than that of the state for the same grades (5-8).

5.2 From FY19 to FY21, the school's aggregate proficiency index score for students in grades 5-8 will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same grades (5-8).

5.3 From FY19 to FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (5-8).

5.4 From FY19 to FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same subgroup and the same grades (5-8).

5.5 From FY19 to FY21, the school’s aggregate proficiency index score for American Indian and students of color¹ will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same subgroup and the same grades (5-8).

5.6 From FY19 to FY21, the school’s aggregate proficiency index score for American Indian and students of color¹ will increase by at least 10.0 points from the baseline proficiency index score (FY18 baseline –60.0) OR will be equal to or greater than white students at the school for the same grades (5-8).

WBWF Goal Areas Addressed by this Goal: Career and College Ready [CCR]

Key Measures & Results for this Goal:

This goal was not measured in FY20 due to the cancellation of state accountability tests due to the Covid-19 pandemic.

Indicator 6: Math Proficiency

Goals:

6.1 From FY19 to FY21, the school’s aggregate proficiency index score for students in grades 5-8 will increase by at least 8 points from the baseline proficiency index score (FY15-FY18 baseline – 53.5) OR will be greater than that of the state for the same grades (5-8).

¹For data purposes, the proficiency of American Indian and students of color will be calculated by subtracting the results of white students from the results of all students. In other words, American Indian and students of color will be defined as “non-white” students.

6.2 From FY19 to FY21, the school’s aggregate proficiency index score for students in grades 5-8 will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same grades (5-8).

6.3 From FY19 to FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (5-8).

6.4 From FY19 to FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same subgroup and the same grades (5-8).

6.5 From FY19 to FY21, the school’s aggregate proficiency index score for American Indian and students of color¹ will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same subgroup and the same grades (5-8).

6.6 From FY19 to FY21, the school’s aggregate proficiency index score for American Indian and students of color¹ will increase by at least 10.0 points from the baseline proficiency index score (FY15-FY18 baseline –44.6) OR will be equal to or greater than white students at the school for the same grades (5-8).

.

WBWF Goal Areas Addressed by this Goal: Career and College Ready [CCR]

Key Measures & Results for this Goal:

This goal was not measured in FY20 due to the cancellation of state accountability tests due to the Covid-19 pandemic. LJA also did not administer spring Fastbridge testing due to the Covid-19 pandemic.

Indicator 7: Science Proficiency (and Growth)
--

Goals: 2016

7.1 From FY19 to FY21, the school’s aggregate proficiency index score for students in grades 5 and 8 will increase by at least 8 points from the baseline proficiency index score (FY15-FY18 baseline -- 57.3) OR will be greater than that of the state for the same grades (5 and 8).

- 7.2 From FY19 to FY21, the school's aggregate proficiency index score for students in grades 5 and 8 will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same grades (5 and 8).
- 7.3 From FY19 to FY21, the school's aggregate proficiency index score for American Indian and students of color¹ will be greater than that of the resident district (ISD 625 – Saint Paul School District) for the same subgroup and the same grades (5-8).
- 7.4 From FY19 to FY21, the aggregate proficiency rate of students continuously enrolled for three or more years will be greater than the state for students for the same grade (8).
- 7.5 From FY19 to FY21, the school's aggregate proficiency index score for American Indian and students of color¹ will increase by at least 10.0 points from the baseline proficiency index score (FY15-FY18 baseline –42.0) OR will be equal to or greater than white students at the school for the same grades (5-8).

WBWF Goal Areas Addressed by this Goal: Career and College Ready [CCR]

Key Measures & Results for this Goal:

This goal was not measured in FY20 due to the cancellation of state accountability tests due to the Covid-19 pandemic. LJA also did not administer spring Fastbridge testing due to the Covid-19 pandemic.

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: N/A

Indicator 9: Post Secondary Readiness
--

Goal: N/A

Indicator 10: Attendance

Goal: From FY19 to FY21 the average of the school's annual consistent attendance rates will be equal to or greater than the state.

WBWF Goal Areas Addressed by this Goal: Career and College Ready [CCR]

Key Measures & Results for this Goal:

LJA's consistent attendance average in FY20 was 86.46, bringing our average up to 81.37 for FY19 & FY20 combined. The state average was 85.35 in FY19 but has not been released for FY20.

Indicator A: Federal and State Accountability
--

According to the Minnesota North Star Accountability Report in 2018, Laura Jeffrey Academy has not been identified for extra support. This means that all subgroups are performing above necessary levels to qualify for extra support. No schools were newly identified for support in 2019. All 2018 identifications remain in effect until 2021.

EDUCATIONAL EFFECTIVENESS: ASSESSMENT & EVALUATION

Laura Jeffrey Academy Staff constantly evaluate student progress towards academic standards through PLCs that teachers participate in weekly. In PLCs, teachers evaluate the four guiding questions to ensure rigorous curriculum, instruction, and assessment. The four questions are:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

Through these guiding questions and collaborative work, teachers and staff are continually pushing ourselves through a growth mind-set to ensure students are learning and progressing.

Additionally, students who are not meeting learning expectations, after various classroom strategies are implemented, are referred to CST (Child Study Team) for further investigation and intervention. The CST at LJA meets weekly to explore student concerns and evaluate interventions. In the 2019-2020 school year, teachers met weekly in grade-level teams to evaluate student success and progress.

Assessments

Fastbridge tests are usually administered three times a year in math (aMath), and reading (aReading), but in FY20 the spring administrations were cancelled due to the Covid-19 pandemic. Results were shared with the students; students monitor and record their performance and set goals for the next cycle; and, results and goals were shared with caregivers and guardians.

MCA (Minnesota Comprehensive Assessments) are usually taken once per year, but were cancelled statewide due to the Covid-19 pandemic.

Mid-day interventions and tutoring courses are created to align with the data, and instructional units designed by staff incorporate the needs identified by data.

In addition, classroom formative and summative assessments document student learning.

Grading is standards based. Grading software, JMC, enables parents to access grades online and teachers comment on student dispositional skill development as well as academic performance.

Educational Effectiveness: Assessment & Evaluation

At Laura Jeffrey Academy, we believe that students learn best when given opportunities to ask questions, explore diverse viewpoints, and work together to create knowledge. To this end, teachers work collaboratively to create rigorous curriculum units each quarter that meet Minnesota state standards in each of the respective content areas. Curriculum plans and instructional units are reviewed to ensure inquiry methods and robust questioning for student learning. Each quarter curriculum units are peer reviewed, reviewed by the curriculum teacher leaders, and then shared with LJA's students, families, and community members.

Laura Jeffrey Academy teachers also included student data from FastBridge tests to get a clear picture of each student's performance level and growth throughout the school year. Students took the Fastbridge test in Math and Reading three times a year. The data was used to better inform instruction, create intentional classroom groupings, and identify scholars who need more intensive support through LJA's tutoring and intervention program. The data did not only identify scholars performing below grade level but those above grade level to ensure differentiated instruction to support learning for students at all levels. Teachers monitor progress weekly for each student in all classes and reach out to parents to create learning plans when students are falling behind in meeting classroom learning targets.

LJA's teacher-leader team continued to support teachers by addressing and implementing best practices to increase effective instruction, useful assessments and increase rigor within curriculum design. The team consisted of three Educational Leads; UbD coach, assessment coach, and data analysis coach. The team participated in teacher observations, walk-throughs, and curriculum supports. Through the collection of classroom data and teacher reflections, the Educational Team and each educator set personal growth goals. As LJA participates in the state model for teacher evaluation and growth, all teachers at LJA receive three formal observations, two formal evaluation cycles, and several walk-throughs each school year. Teachers create growth goals and plans for student success through the observation process.

In FY20, the LJA board developed a new review process to accommodate the shift to a teacher-led model. The board surveyed families and staff, and used a rubric measuring outcomes around all of the leadership team's roles and responsibilities, in order to provide a comprehensive performance review, shared with leadership in January.

Teacher Equity Data

The school is committed to equitable access to effective and diverse teachers. We are a charter school with its own district so there can be no disparity among schools, the only challenge is the continual one of recruiting and retaining high quality teachers that match the diversity of our students. In 2019-20, 83% of classroom teachers had more than three years of experience; 83% had a tier 3 or 4 license in the area they were teaching and 92% had a Tier 1, 2, 3 or 4 license; and 75% had an advanced degree.

STUDENT & PARENT SATISFACTION

Student Engagement and Supports

- o Home visits to every family at the beginning of the year helps to build relationships between the family and Advisory teacher, determine student interests and goals, and develop a family/school relationship.
- o Schoolwide Social Contract: Each year students work together to create LJA's yearly social contract. Scholars turn the contractual agreements into personal goals they set for themselves to be their best self and meet the social contract agreements. Students then hang their individual goals in LJA's hallways to remind themselves of the agreements they made.



The 2019-20 social contract:

Treat everyone with love and respect.

Everyone is different, and that is okay.

Be responsible for your own actions.

Use your voice to advocate for yourself and others.

Family & Caregiver Involvement: creating a community and climate of learning

LJA gave out a parent survey in the Fall of 2019. We used this survey to find out the interests, needs, and concerns of our families. We had a return rate of 23% of families who responded.

- 90% of respondents feel they have enough information to support their student's academic success at home.
- When asked their overall level of satisfaction with academics at LJA, 58% of respondents said high, and 42% said medium (none said low).
- 95% of respondents said the LJA uniform policy works well for them.
- 95% of respondents said that their student has received the support needed at school.

LJA usually gives out a student survey during the spring of every year. Unfortunately, due to adjustments related to distance learning, this survey was not administered. LJA plans to survey students again in the spring of FY21 regardless of our learning model.

Quotes taken from LJA's 2019-2020 Family Survey:

"I always tell parents about the loving atmosphere, low student/teacher ratio and the strong emphasis on social-emotional learning."

"I love the creativity and care put into lessons and the individualized approach."

"The teachers seem to really care about the scholars academically and for their happiness and well being."

"LJA can be transformative for tween girls. More than 1 teacher at Central HS remarked that the students from LJA are well prepared for advanced classes and are top notch students!"

"I find it supportive and inclusive. [My student] has shared a lot with us about her peers with unique needs being able to find support at LJA."

"My daughter LOVED the field trip to 3M. She enjoyed meeting female scientists. It is a great experience."

ENVIRONMENTAL EDUCATION

The mission of *Laura Jeffrey Academy's* authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment.

This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Laura Jeffrey Academy believes that environmental education is a key component in supporting our scholars to be well rounded individuals. Through explorations in our natural world, scholars are meeting and superseding school-wide goals. Scholars are exploring the needs of their community, gathering information from others, and creating change based on what they find. Environmental education through the exploration of our natural world is used as a vehicle to address a variety of issues. These issues range from daily choices on energy use, to evaluating our choices which increases our scholar's outcomes, both academically and socially. Laura Jeffrey Academy strives to give scholars a plethora of opportunities to embody the work they learn about by extending it outside of our school walls. Through experiences scholars are able to see the change they desire for their world. Through the use of their voice and personal experiences, scholars gain the confidence and sense of power to create for their environment and future world.

As LJA scholars embark in environmental learning both in and out of the classroom throughout the year, it starts daily in advisory. All scholars are encouraged to spend time outdoors daily (morning walks, recess, reading outdoors, playing nature sounds when journaling and reading). Advisories work with the staff to plan outdoor field trips and community events, which focus on providing an opportunity for connection with our surroundings and each other.

Scholars in 5/6 LASS used social media and persuasive messages within social media to evaluate and deliver a message of their own choosing that relates to the environment and human life

Scholars in 7/8 LASS studied a country of interest, specifically exploring the relationship between the environment and human life, within their country of interest which culminated in a Global Studies research project which identified an environmental issue in a specific country and analyzed the cause and effect relationship between humans and the natural environment.

Throughout the STEM courses: Scholars in the 5/6 STEM class explored MN Natural Systems, specific to inputs, outputs, and variables that may impact the system as a whole to better understand our local ecological community. Scholars in the 7/8th grade STEM classes explored their personal impact on larger MN ecosystems. The intention was for all scholars to design mini-sessions to showcase at LJA's Earth Day event showing off ways others can also support to improve our ecosystem. Due to COVID-19 and the cancellation of our Earth Day Event, scholars had the opportunity to showcase their learning with one another in small breakout Zoom rooms.

During the Spring, STEM scholars focused their Spring Learning on Phenomena. Scholars were encouraged to engage in weekly nature journaling. They used their journaling to notice phenomena about their environment and dive deeper into the reasoning and drive their end of year learning.

LJA scholars visited Eagle's Bluff in the Fall of 2019 where they had the opportunity to learn about the natural habitats, the animals and wildlife present in different biomes, as well opportunities for archery and rock climbing!



Chili Cook-Off - LJA provided an evening community event for 150 parents and guardians related to hosting a zero-waste event. For families who want to donate a chili for the cook-off, scholars provide mini-lessons for families to promote a zero-waste dish. Promotion of composting, and reducing waste from our kitchens is available for families looking to make behavior changes within their own homes.

LJA believes that it is also important to teach students how to enjoy the outdoors in all types of weather. As part of our J-Term classes, students can choose an "Outdoor Winter Survival" course. Students in this class explored how to make quinzhees for shelter in the snow, start fires, cook food, and snowshoe. The whole school also participates in a tubing field trip. This began as an effort to get students to be willing to be outside in the cold Minnesota winter.

Challenges

Challenges in implementing our environmental education program include monetary resources. We are working to find funds for proper recycling bins to support scholars in dispensing waste in appropriate ways. Encourage students to clean up after ourselves and leave spaces cleaner than we found them; responsibility for trash, tending to others waste if noticed, and finding appropriate waste bins is a yearly focus, but last year it was extra hard to support scholars with behavior change in this specific area. We have applied for grants to help secure appropriate bins, but as we wait for finances, teachers are being creative in classroom spaces to support scholars.

A second area we would like to grow is in regard to the reduction of food waste. We are finding it challenging to follow state guidelines that require students to take certain foods even if they don't want it resulting in food waste.

Lastly, we've had more students join the school in 7th & 8th grade, thus not spending 5th or 6th grade with us. We've found these students were often a little louder about distaste with the outdoors, and we haven't had as much time to foster a love of nature with these students.

GOVERNANCE & MANAGEMENT

Board of Directors

The Laura Jeffrey Academy (LJA) Board and staff are well-versed in board governance. All LJA Board members have received training on board governance via MDE standards. Our Board continues to expand their passion for LJA's work by attending events, meeting parents and teachers, and becoming more involved in school activities.

2019-20 Board Roster

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone Number	Email Address
Anna Veit-Carter	Chair (through Dec 2019)	Community Member	Nov 2016	Jan 2017	Dec 2019	612-222-0605	anna.veitcarter@gmail.com
Sarah Carter	Chair (beginning March 2020)	Community Member	June 2019	June 2019	June 2022	612-702-3783	skcarter96@gmail.com
Anna Robinson	Ex-Officio	Leadership Team Member				347-757-0390	annar@laurajeffreyacademy.org
Gaye Fisher	Member (through Sept 2019)	Teacher	June 2019	Jan 2019	Jan 2022	512-689-6579	gayef@laurajeffreyacademy.org
Danielle Jones-Glaser	Member	Community Member	March 2016	June 2016	June 2019 extended to June 2020	773-230-1534	Danielle_jones2002@yahoo.com
Jason Fritts	Member	Community Member	April 2016	June 2016	June 2019 extended to June 2020	612-253-6692	jfritts@eidebailly.com
Sonia Feder-Lewis	Member	Community Member	June 2019	June 2019	June 2022	612-916-9462	sfederlewis@gmail.com
Morgan Williams	Member	Teacher	June 2019	June 2019	June 2022	218-969-4253	morganm@laurajeffreyacademy.org

Mimi Mohamud	Member	Community Member	June 2018	August 2018	June 2021	942-994-4637	mimi.mohamud@yahoo.com
Bryant Noice	Chair (Jan 2020 - Feb 2020)	Parent	June 2018	August 2018	June 2021	612-532-9403	bnoice@gmail.com
Angi Faiks	Member	Community Member	June 2018	August 2018	June 2021	651-696-6208	angifaiks@gmail.com
Fahima Aziz	Member	Community Member	June 2018	August 2018	June 2021	651-428-7710	fahimaaz@gmail.com
Brenna Barrett	Interim Member	Parent	June 2020	Feb 2020	June 2023		barrett_brenna@yahoo.com
Amanda Moon	Interim Member	Parent	June 2020	Feb 2020	June 2023	615-545-0824	amandamichellemoon@gmail.com

Together, the Board and school leaders have tremendous leadership capacity, stemming from their demonstrated commitment to Laura Jeffrey Academy's mission and vision and from their experience in board governance, fiscal management, education, curriculum and instruction, and school and nonprofit management.

Board Training and Development

Laura Jeffrey Academy - Initial Board Training -- Board's Role and Responsibilities		
Board Member Name	Date	Presenter or Trainer
Jason Fritts	Aug 2016	St Thomas
Anna Robinson	Dec 2016	St Thomas
Danielle Jones-Glaser	Aug 2016	St Thomas
Mimi Mohamud	Sep 2018	MN Assoc of Charter Schools (MACS)
Bryant Noice	Apr 2019	MACS
Angi Faiks	Nov 2018	MACS
Fahima Aziz	Aug 2019	MN School Boards Association
Anna Veit-Carter	Apr 2017	St. Thomas
Sonia Feder-Lewis	Sept 2019	MACS
Morgan Williams	June 2020	MACS
Sarah Carter	Nov 2019	MACS

Laura Jeffrey Academy - Initial Board Training -- Employment Policies & Practices		
Board Member Name	Date	Presenter or Trainer
Jason Fritts	Aug 2016	St Thomas
Anna Robinson	Dec 2016	St Thomas
Danielle Jones-Glaser	Aug 2016	St Thomas
Mimi Mohamud	Sep 2018	MN Assoc of Charter Schools (MACS)
Bryant Noice	Apr 2019	MACS
Angi Faiks	Sep 2018	MACS
Fahima Aziz	Aug 2019	MN School Boards Association
Anna Veit-Carter	Apr 2018	St. Thomas
Sonia Feder-Lewis	Sept 2019	MACS
Morgan Williams	April 2020	MACS
Sarah Carter	Oct 2019	MACS

Laura Jeffrey Academy - Initial Board Training -- Financial Management		
Board Member Name	Date	Presenter or Trainer
Jason Fritts	Jun 2016	Robert Procaccini, Dieci Finance
Anna Robinson	Dec 2016	St Thomas
Danielle Jones-Glaser	Sep 2016	Robert Procaccini, Dieci Finance
Mimi Mohamud	Sep 2018	Robert Procaccini, Dieci Finance
Bryant Noice	Sep 2018	Robert Procaccini, Dieci Finance
Angi Faiks	Sep 2018	Robert Procaccini, Dieci Finance
Fahima Aziz	Sep 2018	Robert Procaccini, Dieci Finance
Anna Veit-Carter	Sep 2018	Robert Procaccini, Dieci Finance
Sonia Feder-Lewis	Sept 2019	Robert Procaccini, Dieci Finance
Morgan Williams	Nov 2019	MACS
Sarah Carter	Sept 2019	Robert Procaccini, Dieci Finance

Ongoing Board Training 2019-2020

Board Member	Training #1 Financial Management Robert Procacini September 2019
Anna Veit-Carter	x
Jason Fritts	x
Anna Robinson	x
Danielle Jones-Glaser	x
Mimi Mohamud	x
Bryant Noice	x
Angi Faiks	x
Fahima Aziz	
Sonia Feder-Lewis	x
Sarah Carter	x
Morgan Williams	x

Educator-Led Staff Structure

WHAT IS EDUCATOR-LED?

Laura Jeffrey Academy uses an educator-led model of leadership. Instead of one principal or director, the school is run by a leadership team of 4-7 individuals with equal power. The leadership team includes active teachers as well as administrative staff members. In addition, all full-time staff members serve on committees that support the coordination of many aspects of the school. These committees are the Curriculum & Instruction Committee, the Family & Community Relations Committee, and the School Culture Committee. This structure ensures that all staff members have a voice in the school community and that the people most affected by any big decisions and those working closest with the students are also the people contributing to the decision-making process.

Teacher-led schools are gaining popularity across the country as a way to bring the power of school decision-making to those most affected by the decisions--the teachers. Laura Jeffrey Academy follows

in these footsteps but uses the more inclusive term of educator-led. All staff members are part of educating the students and running the school, not just those with teaching licenses.

Listed on the Teacher-Powered Inventory of Schools, LJA is one of over 150 teacher-powered schools across that nation that give autonomy to teachers to run schools. To find out more about this national movement, visit www.teacherpowered.org.

WHY EDUCATOR-LED?

The staff at LJA have a need to be active participants in the decision-making processes of running the school. When their voices are heard, they are more invested in their curricula, their students, and the success of the school. For a school the size of LJA, it is critically important to have staff who are invested. Because all staff are members of committees that plan events and school-wide initiatives, everyone is aware of needs and steps up to accomplish tasks.

In a traditional school leadership model, top-down administrators get paid high salaries to make decisions about the school. In an educator-led model, any salary benefits for taking on the leadership role stay with the people who are working with students daily. This model is more cost-effective because it prevents excessive spending on administrative overhead. Because LJA has active teachers on the leadership team that makes budgetary decisions, this keeps the focus of the budget on the needs of teachers and students, which creates a better alignment between the school's finances and its values.

One of the greatest advantages of the educator-led model at LJA is the addition of the staff committees. Being part of a committee helps every full-time staff member feel invested in the LJA community and connect with peers in ways that help the school move forward. Committees provide a clear and equitable avenue for staff voice in decision-making and have brought forth many positive changes, such as teacher-led PLCs, increased awareness of school-wide events and curriculum, and investment in enrollment and recruitment goals.

An educator-led system gives everyone more equal footing than a traditional model. Because of this, the staff at LJA, including the leadership team members themselves, have the freedom to take risks, even if they sometimes fail. They know that they are not expected to be perfect, and that the rest of the staff will support them in reflecting on mistakes and making changes for the future. This is how our culture of innovation is sustained - through many attempts at new ideas and the growth that stems from those outcomes.

Management

The 2019-2020 school year was the first full school year with no executive director. The leadership team began the school year with 5 members, two of whom are active teachers (and one additional member who is a licensed teacher not currently in the classroom). Our Operations Coordinator, Cassandra Quam, announced mid-year that she would be leaving LJA at the end of the school year, so

the team enacted a process to bring two more members onto the leadership team. For the 4th quarter of the school year, 2 more active teachers were added to the leadership team and had one quarter of the school year overlap with the member who would be leaving. This allowed for continuity and preparation for the following year.

List of Administrators/Qualifications

Laura Jeffrey Academy's Leadership Team

Consisted of five staff members:

Anna Robinson - Licensed 7-12 Social Studies Teacher

Jacob Bonde - Coordinator of Data & Reporting (Licensed Language Arts Teacher)

Lizzie Forshee - Licensed 5-12 Science Teacher

Terrence Thigpen - Dean of Students

Cassandra Quam - Operations Coordinator

with the addition of two more staff members for the 4th quarter of the year:

Jennifer Ryg - Licensed 7-12 English/Language Arts Teacher

Annie Lien - Licensed K-6 Elementary Teacher

Major Responsibilities:

Leadership and Strategy

- Responsible for leading LJA in a manner that supports and guides the organization's mission;
- Create a welcoming climate and culture in LJA for all students, including students from diverse racial and ethnic backgrounds and LGBTQ students;
- Work with staff to ensure that the LJA mission is carried out through educational programs and community outreach;
- Maintains high standards and expectations for student conduct and enforces discipline and/or utilizes restorative practices as necessary;
- Responsible for communicating with the Board of Directors and providing all information necessary for the Board to make informed decisions;
- Work with the Board to implement strategic plan for LJA to ensure growth and longevity, including reorganization of LJA's administrative and support roles and workflows;

Operations Management/Supervision

- Supervise day-to-day operations of the school;
- Responsible for securing and maintaining contractual relationships with vendors, including payroll, transportation, food service, and facilities;
- Manage LJA's hiring process; ensure process leads to the hiring and retention of a diverse and quality staff;
- Develop employment policies and procedures;
- Supervise administrative staff, including the Education Director;
- Responsible for preparation of annual performance audit;
- Ensure compliance with reporting and other statutory obligations;

Fiscal Management

- Develop annual fiscal budget for Board approval;
- Prepare monthly financial statements that accurately reflect the financial condition of LJA for Board review;
- Make budgetary recommendations to and work with Board of Directors to set economic objectives;
- Develop additional resources to ensure the financial health of the organization;
- Provide financial reports to governmental agencies as mandated by law;
- Arrange for annual audit with an outside independent auditor as required by statute;

Communications and Marketing

- Draft communications to scholars and families on school-wide issues;
- Serve as main point of contact for concerns and questions from scholars' families, and is responsive to parents and community;
- Oversees recruitment and enrollment;
- Responsible for promoting and marketing the school in the community to increase enrollment;
- Responsible for promoting LJA by being active and visible in the community and by developing partnerships with other professional, civic, and private organizations;

Administrative Professional Development Plan for Leadership Team & Implementation

Using feedback from the LJA board's performance review, the leadership team created a professional development plan related to school administration with two main areas of focus. The first area of focus was educational leadership and school culture, this goal was set primarily to address two main areas of need identified in the board review as well as strategic planning related to staff & student retention. The second area of focus was special education knowledge, as meeting the complex needs of our students and using an inclusive model while maintaining compliance has been a challenge that leadership is determined to meet. In March, much of our initial professional development planning was changed and the leadership team pivoted to learning as much as it could to make distance learning as successful as possible. The full list of professional development in these areas is listed below.

Educational Leadership & School Culture

- Community Building by Alexis Goffee & Hanaa Arafat, 8/26/19
- Restorative Practices by Terrence Thigpen, 8/27/19
- Instructional Feedback Observation by MDE: Division of Charter Schools, American Institutes for research & Osprey Wilds, 1/16/20
- Site Visit Instructional Feedback Observation follow up, Ann Mitchell (MDE), 2/28/20

Supporting Students and Families / Special Education

- Teaching Students to be Responsible with Love & Logic Principles by Dana Flanders-Turman, January 8, 2020 and January 24th 2020
- SpEd Review for Distance Learning by Osprey Wilds, 3/20/20
- Promising Practices for Connecting with Students and Families, Greg Keith, MDE School Support, 4/27/20
- Needs of students with special needs during distance learning, Robyn Wildley, Eric Kloos and other MDE Special Education staff, 4/29/20
- Special Education Law & Leadership: A Movement Toward Equity in Education for All Learners, Ratwik, Rosza & Maloney, PA, 6/8/10

Distance Learning

- Coronavirus Webinar, MDH & MDE, 3/4/20
- Promising practices for acquiring and effectively using technology, Jeff Plaman, Online Learning MDE, 4/28/20
- MN Distance Learning Summit, St. Cloud State, University of MN, MDE, 5/1/20 & 5/4/20
- Coaching & Feedback in the Distance Learning Environment, MDE, 5/22/20
- Restoring Connection During Distance Learning, MDE, 5/12/20, 5/19/20 5/26/20
- CARES, GEER & ESSER Webinar, MDE, 6/8/30

Administrative General

- JMC Regional Conference 8/6/19
- Blood Borne Pathogens & Medical Distribution by Carly Smitkowski on 8/27/19
- ED-FI Technical Webinars 4/21/20, 4/29/20, 5/27/20, 6/24/20

STAFFING

Laura Jeffrey Academy's plan for staffing is to be a #1 employer in Minnesota that includes a competitive salary and benefits package, and a collaborative and engaging workplace. Our goal is to maintain highly qualified, passionate leaders who are aligned with our mission and contribute to the growth of all students.

LJA provided ongoing professional development in academic, discipline, and social/emotional areas. Additionally, our professional development is supplemented by all-staff and smaller group meetings to delve more deeply into each topic, allowing the voices of our community and staff to deepen our understandings of multiple perspectives.

Our inclusive model of Special Education provides a number of educational support in all classrooms. This model fits with our overall mission and vision for ensuring that all students have access to a rich and rigorous curriculum. You will find multiple adults in classrooms, understanding the needs of each individual student and supporting both academically and behaviorally.

2019-20 Licensed Teaching Staff

Name	File #	License /Assignment	2020-21 Status*
<i>Pamela Schieffer</i>	<i>460513</i>	<i>Special Education (EBD/ABS)</i>	<i>R</i>
<i>Eileen Lindstrom</i>	<i>483404</i>	<i>Mathematics</i>	<i>R</i>
<i>Emily Barnes</i>	<i>420766</i>	<i>Literacy Specialist</i>	<i>R</i>
<i>Melinda Peterson</i>	<i>461183</i>	<i>Special Education Coordinator</i>	<i>R</i>
<i>Jacob Bonde</i>	<i>447966</i>	<i>Language Arts/Coordinator of Data & Reporting</i>	<i>R</i>
<i>Katherine Kirschmann</i>	<i>514607</i>	<i>General Music</i>	<i>R</i>
<i>Debra Fisher</i>	<i>329759</i>	<i>Art</i>	<i>R</i>
<i>Gaye Fisher</i>	<i>485689</i>	<i>General Music</i>	<i>NR</i>
<i>Elizabeth Forshee</i>	<i>440010</i>	<i>Science</i>	<i>R</i>
<i>Annie Lien</i>	<i>462995</i>	<i>Elementary Ed/LASS & Math</i>	<i>R</i>
<i>Morgan Williams</i>	<i>489767</i>	<i>Science</i>	<i>R</i>
<i>Alec Rutten</i>	<i>508864</i>	<i>Mathematics</i>	<i>R</i>
<i>Anna Robinson</i>	<i>403851</i>	<i>Social Studies</i>	<i>R</i>
<i>Jennifer Ryg</i>	<i>439410</i>	<i>Communication Arts/ Literature</i>	<i>R</i>
<i>Alexandra Schulz</i>	<i>469980</i>	<i>Special Education</i>	<i>NR</i>
<i>Dana Flanders-Turman</i>	<i>356365</i>	<i>Special Education/Long-Term Substitute</i>	<i>NR</i>
<i>Elizabeth Baker</i>	<i>510183</i>	<i>Elementary Ed/Long-Term Substitute</i>	<i>NR</i>
<i>Anna Marie Rutz</i>	<i>1002052</i>	<i>Special Education</i>	<i>R</i>

* R = Return, NR = Not Return, C = Changed Roles

2019-20 Teacher and Educational Assistant Professional Development Activities

Laura Jeffrey Academy staff received training in the following areas during our initial professional development days - which was also addressed as the year unfolded: behavioral intervention training, Understanding by Design, Learning Targets, sensory needs of students in relationship to the physical spaces of classrooms, staff/teacher growth professional goals, equity training, LJA's framework/principle, and restorative measures, due process, compliance, and student support systems, and time/effort. An important part of professional development for teachers is their weekly Professional Learning Community meetings in which teachers address problems of practice, including but not limited to developing quality assessments and measures of student outcomes. PLCs also have a year-long focus on high leverage instructional strategies, in 2019-20, those strategies were vocabulary instruction and note-taking strategies.

Special Education teachers and LASS teachers were training in specific reading interventions such as HELPS, DIBELS, and REWARDS.

Special Education teachers and Educational Support staff were trained by LJA Special Education Director specific to their own areas of growth, identified by EParaLink.

All teachers participated in developing Distance Learning classroom plans during school closure from during the spring of 2020

2019-20 Licensed Non-Teaching Staff

<i>Name</i>	<i>File #</i>	<i>License /Assignment</i>	<i>2020-21 Status*</i>
<i>Elizabeth Crubaugh</i>	<i>503862</i>	<i>School Social Worker</i>	<i>R</i>

** R = Return, NR = Not Return, C = Changed Roles*

2019-20 Non-Licensed Staff

<i>Name</i>	<i>Assignment</i>	<i>2020-21 Status*</i>
<i>Emma Welter</i>	<i>Wellness Teacher</i>	<i>C</i>
<i>Mariah Peterson</i>	<i>Special Education Educational Assistant</i>	<i>NR</i>
<i>Tare-Sheika Hosea</i>	<i>Food Service Long-Term Substitute</i>	<i>NR</i>
<i>Jeannie Amado</i>	<i>Special Education Education Assistant</i>	<i>NR</i>
<i>Cassandra Quam</i>	<i>Operations Coordinator</i>	<i>NR</i>
<i>Jennifer Steines-Hosea</i>	<i>Food Service</i>	<i>NR</i>
<i>Steven McCormick</i>	<i>Special Education Educational Assistant</i>	<i>NR</i>

<i>Terrence Thigpen</i>	<i>Dean of Students</i>	<i>R</i>
<i>Kyra Zimmerman</i>	<i>Special Education Educational Assistant</i>	<i>R</i>
<i>Taylor Heitman</i>	<i>Special Education Educational Assistant</i>	<i>R</i>
<i>Angela Golden</i>	<i>Special Education Educational Assistant</i>	<i>R</i>
<i>Maureen Michels</i>	<i>After School Care</i>	<i>NR</i>
<i>Jacob Hardy</i>	<i>Food Service</i>	<i>NR</i>

** R = Return, NR = Not Return, C = Changed Roles*

Teacher Retention:

We have a large cohort of experienced teachers who are dedicated to the LJA mission. One of our reasons for transitioning to an educator-led model was to improve retention of these hard-working, talented teachers by providing opportunities for their voice to be heard and for them to use their leadership skills. During our first full year of the educator-led model, we believe that shift has indeed made a difference. We had our highest retention number in many years, and *all* teachers who were with us at the *end* of the 2019-20 school year have returned for 2020-21.

<i>Percentage of Licensed Teachers returning for the 2020-2021 school year</i>	<i>81%*</i>
---	--------------------

The licensed teachers who are not returning left midyear, **All licensed teachers who were on staff at the end of the school year have returned for the 2020-21 school year.*

Special Education:

We have the following related service providers:

- o Lakisha Witter, Special Education Director, contracted through HOPE International
- o Melissa Londono-OT, contracted with On the Move Therapy Services
- o JuliAnne Hanson, School Psychologist, private practice
- o Kelly Barbes-Speech/Language, who is contract through By Word of Mouth
- o Carly Smitkowski, school nurse, who is contract through Hennepin County Medical

The providers set their own schedule around the designated IEP needs. They have a space in the building to do their service and students rotate in to them.

OPERATIONAL PERFORMANCE

Laura Jeffrey Academy continues to comply with all applicable laws, rules, regulations and provisions of the Audubon Center of the Northwoods charter contract, including, but not limited to the following:

Transportation

Laura Jeffrey Academy provides school busing to students within the St. Paul boundaries, as long as they live more than 1 mile from the school. This was the first school year that LJA partnered with SPPS for transportation. Our students shared buses with Ramsey Middle School students.

Additionally, public transportation tokens are provided to those who express a financial need for assistance.

Health and Safety

Laura Jeffrey Academy tracks and monitors health histories, concerns and incidents. A contracted school nurse is responsible for reporting health records of each student. Incident record histories are created and filed with each occurrence within our student data system. Safety drill procedures are practiced throughout the year in regard to fire, bus, lockdowns, and severe weather. Students that need to take medicine during the school day are asked to provide a doctor's note and have the medicine in the original pharmacy container. Medicine is stored in a locked cabinet in the school office and administered as directed by office staff. Each time a medicine is administered the name of the medication, the time, and the dose given is logged by the administering staff member. A vision and hearing screening are offered to grades 5 and 6 once per year in the fall of the school year. Some students require daily/weekly support for medical plans and these are carried out by the health assistants in the office and supervised by the contracted school nurse.

Food Service

Staff is trained on food safety and follows guidelines as set forth by the City of St. Paul Food Inspector and MDE. Breakfast and lunch are provided and available to all students.

Hiring Practices

All teachers must have a current license in the State of Minnesota within the subject matter they are hired to teach. The process of hiring begins by publicly posting the job description in multiple places including, but not limited to, LJA's website, EdPost, St. Catherine's Katie Click, Indeed, and MACS. Once a sufficient number of applicants have submitted the required resume, references and cover letter, the Leadership Team creates a team to interview the applicants.

When possible, teachers are required to also create and present mock lesson plans. A similar process is followed with non-teacher staff in regard to gaining applicants. These applicants

interview with a team relevant to the respective position. Background checks are done on all new staff, board members, and volunteers who work with students.

DUE PROCESS - student discipline data

Expulsion: 0

Out of School Suspension: 0

During the 2018-19 school year, there were 0 total OSS instances:

0 one-day OSS incidents, 0 two-day incidents, and 0 three-day OSS incidents.

This accounted for a total of 0 students receiving OSS during the year.

The overall out of school instances went down from 4 OSS incidents and 4 students receiving OSS in the 2018-2019 school year. This year we had a lack of available staff members who could supervise ISS students, so the increase in OSS incidents may be due to situations where students had to be removed from class for the safety of the community and had to stay home, because we did not have anyone available to supervise them in ISS at school.

In School Suspension: 0

During the 2018-19 school year, there were 0 instances of ISS for 0 students. This is down from 2 instances of ISS with 2 different students during the 2018-19 school year.

The total number of suspensions (including in and out of school) has decreased from 6 in the 2018-2019 school year to 0 in the 2019 -2020 school year, indicating success in our Restorative Practices approach, which has helped us be proactive rather than reactive in regards to behavior, and focused our efforts to resolve discipline issues without resorting to punitive measures when possible.

LJA continued to refresh returning teachers and training new staff - in house - in developmental designs and discussing the overall needs of scholars. LJA's training addressed our overall framework to teach and support student socio/emotional/behavioral skill development while also treating scholars as individuals and creating plans with families to best support each child. LJA additionally started implementing Restorative Practices to address scholar behaviors. We provided ongoing staff support to ensure fidelity to this framework throughout the school year.

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

- o relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
 - * State reporting and applications, including but not limited to: MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
 - * TRA/PERA;
 - * School website is compliant with statutory and authorizer expectations;

- * Insurance coverage;
- o the school facilities, grounds and transportation, including but not limited to:
 - * Fire inspections and related records;
 - * Viable certificate of occupancy or other required building use authorization;
 - * Physical space provides a safe, positive learning environment for students;
 - * Appropriate and safe student transportation practices;
 - * health and safety, including but not limited to:
 - Nursing services and dispensing of pharmaceuticals;
 - Food service;
 - Emergency management plan;
- o admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- o due process and privacy rights of students, including but not limited to:
 - * Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
 - * Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
 - * Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
 - * Transfer of student records;
- o employment including transparent hiring, evaluation and dismissal policies and practices;
- o required background checks for all school employees

FINANCES

Questions regarding school finances for 2019-2020 and/or an organizational budget for 2020-21 contact the Leadership Team, 651-414-6000, leadershipteam@laurajeffreyacademy.org

Financials were provided by Dieci School Finance.

Contact: Robert Procaccini, President and Financial

Manager Phone: 651-251-6983

Email: robert@diecifs.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

<i>2019-2020 Finances</i>	<i>Fund 1</i>	<i>Fund 2</i>	<i>Fund 4</i>
<i>Total Revenues</i>		\$29,321.89	\$0.00

	\$1,914,381.05		
<i>Total Expenditures</i>	\$1,586,090.18	\$29,321.89	\$1,864.68
<i>Total Board Assigned Expenditures</i>	\$0.00	\$0.00	\$0.00
<i>Net Income</i>	\$328,290.87	\$0.00	\$(1,864.68)
<i>Total Fund Balance</i>	\$362,405.87	\$0.00	\$0.00

Overview

In FY20, because of the decision to have SPPS provide our transportation, and a negotiated lease on our building, LJA saved a significant amount on expenses compared to previous years. As a result, we were able to restore our Fund Balance to an appropriate level after several straight years of decreases.

Revenues

The school's main sources of income are from state aids relating to ADM, special education funding, federal grants, as well as local grants and donations from the community. The school also applied for and received a Federal PPP loan to help with salaries and lease during the Covid-19 pandemic.

Expenses

The main expenditures the school incurs are related to staffing/benefits, facility rental, and expenses to serve their special education population. The school is a STEM school and tries to spend as much money on related expenditures as the budget allows.

Net Income and Fund Balance

In FY21, the school is projected to have a positive net income of \$2,422. The school's estimated FY21 unrestricted fund balance is \$130,949 which is estimated to be 8.1%. LJA also has a PPP loan of \$209,600 which is currently part of the restricted fund balance. Because of this uncertainty about loan forgiveness, budget projections for FY22 & FY23 related to the fund balance are difficult to project, though LJA plans to add to the fund balance each year regardless of the PPP loan forgiveness.

World's Best Workforce Annual Budget

The school continues to improve their STEM program by working with partners within the community and maintaining a strong curriculum. The school's budget continues to include expenditures to meet student needs with a focus on academics.

Future Plans

Enrollment & Marketing

As part of the strategic plan, the board & leadership team have been working together to devise strategies for increasing enrollment. In order to meet budget numbers, we need to stabilize and begin to incrementally increase our enrollment. This project will require a careful identification and analysis of the factors affecting decreased enrollment. In FY21 LJA will decide

- The overall goal for the enrollment initiative
 - Resources to dedicate towards enrollment
 - Ways to increase family engagement
- What form decision-making will take to move forward in plans regarding enrollment and marketing
- Capacity to increase staff growth and development in supporting these efforts
 - How to increase staff confidence and competence when connecting with families

Leadership and LJA Board team will then:

- Identifies objectives/outcomes connected to goal
- Identifies assumptions around the objectives/outcomes
- Develops indicators of success
- Creates action plan (who, what, by when)

LJA has already been discussing possible outcomes. It is particularly important that we find ways to capitalize on and more accurately articulate our strengths in our marketing.



Distance Learning Plan Description and Reflection on Implementation

This is a short summary of our distance learning work. A more thorough overview of the distance learning plan for the spring of 2020 is attached in appendix A.

We are proud of the work our staff did to rise to the challenge of distance learning. We surveyed our families at the beginning of planning and throughout distance learning in order to provide equitable access to learning, and also provide for other needs in our community. Our staff worked tirelessly to create systems that provided not just academics for our students, but also met our students physical, mental and social-emotional needs. Students met daily via video conference with advisory, attended one daily class, met with teachers and support staff during office hours to work through their academic or other needs, and had opportunities for virtual lunches and other connections throughout periods of distance learning. All the while, our staff met daily to discuss ongoing needs and maintain our connection with each other. As we look to next year, our experiences of this year fill us with confidence that we have the resilient community to meet any new challenges ahead.

Some key activities and learnings:

Virtual, synchronous, face-to-face time was key. This stood out from scholars and families as what they appreciated most about our model. We worked very hard to continually meet technological and other needs for our families so that students were able to attend this time. Though options were always available for students to do their learning asynchronously, our success with live virtual classes led us to decide to increase the amount of expected time in these classes for distance learning at the beginning of the 2020-21 school year.

Meeting the needs of special education students required lots of individualized attention, discussion, and adjustment. It was a significant challenge, but also some students were successful in surprising and exciting ways.

Social time is important. Our daily advisories were the hub of distance learning. Virtual lunches and other opportunities for student socialization were valuable. For fall 2020-21 distance learning we are hoping to find new and creative ways for students to socialize and build community.

Staff communication: In addition to maintaining regular staff meetings including committee and student focus meetings, staff held a daily 15 minute virtual huddle throughout distance learning . This helped ensure communication was clear during a time of change and uncertainty, while also helping to maintain morale by giving staff a chance to see and talk with each other daily. We are incredibly proud that all teachers who were with us at the end of the school year have returned for the fall of 2020-21

Technology: Technology was an ongoing challenge but we were able to provide devices for all students who needed one. Internet access was an obstacle for a few students, an issue we hope to address more fully in FY21 with the purchase of mobile hotspots for families.

Virtual events:

Maintain Connection with Current Families - LJA hosted weekly Monday Movie Night events where families watched short clips based in Science Concepts (Dinosaur Alive, National Parks, ect) and held short Q&A afterwards. Prospective families were also invited to attend to get to know our current families and opportunities we provide our LJA community.

Connecting with Prospective Families - LJA started offering virtual tours to prospective families which highlighted what scholars were engaging in during distance learning.

LJA offered Virtual Graduation at the end of the year.

Through the success and attendance, LJA will be using what they learned to figure out new ways to replicate virtual events for the next school year.

Community needs: We started a pandemic relief fund which we are able to use to help out families in need in our community, we also maintained a small food pantry where families in need could access food.

Mental Health and Wellbeing: LJA's School Social Worker, Dean of Students, and Promise Fellow flexed and problem solved ways to create supports for scholars and their families during Distance Learning. They created space for families to share, be heard, and find community resources to best support their individual needs. Staff and students alike were met with self and community care.

Appendix A: Distance Learning Plan, Spring 2020

Distance Learning Plan

Revised 5/5/20

Distance Learning Instruction:

Laura Jeffrey Academy (LJA), a Twin Cities tuition free charter middle school, grades 5 - 8, will offer telepresence learning through Google Classroom and printed materials provided on a weekly basis. LJA will provide pickup and go times and delivery to all families to ensure scholars have access to the required materials needed to successfully receive credit in the classes. LJA has provided technology, unplugged materials, and internet access for all families who have requested materials.

Scholars will engage in live instruction between 10 - 11:30 am. All content for academics will be posted in the scholars Google Classroom - accessed through the scholars' email. Telepresence (Zoom) is how teachers will host Live Class and Office Hours. Scholars should expect anywhere between 1 hour - 3 hours of work daily (30-60 min on technology, and the rest through independent work time).

Scholars will start their day at 10am in Advisory. Advisory will run for approx 30 minutes and will be held through a Zoom meeting. Scholars also have a Google Classroom for Advisory and will be encouraged to connect with one another and complete their Daily Advisory Check-In every morning. This is how scholars will show they are present at school for the day.

Scholars will log into one class at 10:45 to receive direct instruction through telepresence. The daily direct instruction will rotate between content areas (LASS, Math, STEM, Art/Music) and last approx 30 minutes. The daily instruction may be pre-recorded or may be a live session. If scholars miss the class time or need to review the content they can find a recording in their Google Classroom found in the Stream.

For the remainder of the day, scholars are invited to join office hours to receive support in their classwork.

All teachers will be available every day between the hours of 9:30 and 3:00. To receive immediate support, scholars are encouraged to log into classroom office hours. Teachers will also be responding to emails throughout the day. Please allow 24 hours for the teacher to respond to emails outside of office hours.

Data Privacy Assurances:

LJA and its scholars will use telepresence to connect. The platforms “Google Classroom” and “Zoom” will allow only the persons with the entrance code to be able to gain access. Recorded instruction or live sessions will only be accessible to LJA staff and scholars through the use of password encoded sessions. The use of first names will be used and no additional identifying markers will be accessible via telepresence. Both platforms are FERPA compliant. More details about FERPA compliance:

- [Zoom](#)
- [Google Classroom / G Suite for Education](#)

Measurement of Student Progress:

- Students will be required to submit work weekly via google classroom and teachers will respond to each student at least once a week with feedback on work submitted.
- LJA staff, including but not limited to classroom and advisory teachers, Dean of Students and School Social Worker, will communicate directly with scholars and their families through email and phone calls inquiring what barriers may be getting in the way if scholars are not engaging or falling behind in school work.

Utilization of All School Staff:

- Paraprofessionals will be supporting students via Google Classroom and Zoom check-ins (and other check-ins as technology needs and availability warrant). This will be a mix of virtually attending class with students, paraprofessional “office hours,” and ad hoc or scheduled check-ins based on student needs (as assessed by special education teachers, general teachers, and/or students/families themselves). Paraprofessionals will further support student learning by providing voice and video recordings of class readings and participating in daily virtual advisory classrooms.
- School Food Worker will be supporting the assembly and dissemination of school bagged breakfast and lunch.
- Our Math Corps worker will be serving as a math tutor via virtual office hours and individual check-ins as well as participating in a daily virtual advisory classroom.
- Our Americorps Promise fellow will be supporting focus list students through virtual office hours and individual check-ins to provide both academic and social-emotional support as well as participating in daily virtual advisory classrooms.
- Special education contractors will provide virtual service minutes to scholars as appropriate and consult with special education teachers on student needs.
- Our School Social Worker and Dean of Students will provide Social Emotional Learning group sessions, virtual office hours, and individual check-ins. Scholars will also have the opportunity

to virtually use Restorative Practices to resolve conflict between their peers or family with adult support. Both will be participating in daily virtual advisory classes.

Attendance and Safety of Students/Staff:

- Attendance for students will be tracked through the daily completion of an online google form and/or presence in virtual advisory time. These forms will be organized by and submitted to advisory teachers. Students who do not submit the form and are not present in virtual advisory time will be marked absent for the day. However, office staff (Cassandra) will send out a daily email to staff about students marked absent and any students who belatedly checked in via google classroom, zoom, or otherwise with a classroom teacher can be changed to present.
- LJA policy is to reach out to scholars and caretakers if attendance requirements are not being met. This practice will continue throughout distance learning and telepresence. We will use multiple methods of communication (phone calls, emails, mailed letters) to ensure that attendance expectations are communicated to those not meeting requirements.
- Attendance for staff will be tracked through daily zoom “huddle” meetings. Staff not in attendance at these huddles will be required to check-in with leadership for follow up (either to use sick days, etc. and coordinate coverage or to explain absent at huddle and get important information that was disseminated at the meeting). Leadership Team will monitor staff attendance and follow HR protocol when warranted.

Mental Health & Wellbeing

- LJA’s School Social Worker and other requested staff will continue to meet with scholars on an as-needed basis and as requested by staff, caretakers, and scholars. Students’ daily advisory check-in form will include an opportunity to request a check-in. The School Social Worker and other available staff will create a Google Classroom available to all on mindfulness practices, yoga, and ways to stay healthy while utilizing distance learning.
- The school’s Family and Community Relations Committee will also be constructing a way to determine how families are coping with the changes in and equity of learning delivery. This may include virtual meetings, a FAQ’s document, and resources to encourage strategies for mental health and wellbeing.
- LJA will provide resources to staff, such as Working During a Crisis: Introductory Strategies for Coping with the Accompanying Burnout webinar, and encourage ongoing self-care practices and check ins. Opportunities to connect and maintain community will be facilitated by the School Culture Committee.

Training Plan for Staff, Students and Parents:

- Staff--Daily all staff virtual huddles during planning period and throughout distance learning. Teachers--Daily meetings during the planning period to talk about planning, expectations and troubleshooting. Once distance learning begins, teachers will continue weekly virtual meetings that will be an opportunity for training as needs arise.
- Students--Written details and instructions will be emailed prior to the implementation of the distance learning plan. Most of the first week of distance learning will be spent on teaching students the various aspects of the technological and logistical requirements of fulfilling the expectations of the distance learning plan. Information will be shared with students and their families via email with follow up phone conversations as needed.

- Parents --- Outline of expectations for scholars work load on a daily basis, access to links on how to support their scholar navigate our Google Classroom and Zoom platforms will be provided via email to families. Based on an assessment of needs, additional support will be provided for parents following the first week of instruction
- In addition to the above plans, LJA will also use its professional development day on April 10th to process what additional needs staff, students and parents have and provide support and training as determined by these needs.

Process for Review and Revision of the Plan:

- Our Family and Community Relations Committee will implement methods of determining how families are coping with the changes in and equity of learning delivery. This may include virtual meetings, surveys, a FAQ's document, and resources to encourage strategies for mental health and wellbeing.
- Through various media and venues (advisory check-ins, phone calls with families, schoolwide surveys), staff will collect timely feedback on the implementation of the learning plan. This information will be synthesized and addressed during routine staff meetings and professional development.
- Staff will use an already scheduled professional development day to reflect upon and revise the distance learning plan based on the first week of implementation. Committees (Curriculum & Instruction, Family & Community Relations, and School Culture) will focus their April meetings on additional ways to support distance learning for their respective areas of focus.

Special Education

- Scholars will continue to have access to accommodations and modifications identified in their IEP or 504 plan. Scholars with IEPs will continue to work on both their academic and behavioral goals and be provided minutes that align with their educational setting based on the standard of 60 minutes of direct instruction per day. Scholars who receive paraprofessional support with academic and/or behavior will continue to receive support through telepresence.
- LJA will connect with families based on desired preference (email or phone call) to communicate with parents and guardians regarding the child's services. Communication will include how the IEP team determined the ISSP to address the needs during LJA's flexible learning model. Parents and guardians will notify LJA that the plan has been shared and they are in agreement with the child's plan.
- LJA's special education coordinator and teachers are in communication with general education teachers on how they will be working to provide minutes to scholars and working alongside teachers in creating modifications in the curriculum to meet the needs of all learners. Collaborative planning time is embedded in weekly schedules during the distance learning period to allow for co-planning between general education and special education teachers.

English Language Learners

- At this time LJA does not have any English Language Learners.
- LJA has contracted with an interpreter for any communications that need to be translated.

Homelessness / McKinney-Vento

- LJA is in contact with families affected by homelessness and will continue to support them with their individual needs. LJA will be checking in with families on a weekly basis to see if their status has changed. LJA also offers an open door for families to reach out on a daily basis to receive support on their individual needs.
- All students will be expected to log in on a daily basis unless agreements have been reached to accommodate their situation. LJA staff will connect weekly with families experiencing homelessness ensuring they have a means to connect with the school and realistic expectations for checking in and work completion given their circumstances. Students who are not able to be present for attendance on a daily basis will have opportunities to check in via telephone call, text message, email, in-person (during food/supply delivery).

Nutrition, Child Care, Other Health Needs

- Families who have communicated (all families were contacted by advisory teachers) that they would like daily meals for their students have bagged breakfast and/or lunch delivered to them daily by the food safety certified food server. Lunches are prepared by Done Right Foods in order to follow appropriate meal patterns. Breakfasts are packed by the food server in accordance with nutritional category guidelines. These meals are logged and claimed in accordance with the SFSP program. LJA is also hosting a small-scale food shelf from which all of our families are invited to obtain supplies at no cost.
- It has been communicated to all families, through email and via phone, childcare is available to LJA students (ages 12 and under) whose parents are Tier 1 or Tier 2 emergency and healthcare workers. When needed, childcare will be provided by education assistants, and transportation available if needed.
- The Leadership Team will maintain regular contact with local public health departments and the continuum of care planning bodies on ongoing or emerging needs and connect students and families to resources as needed.

Communication Pathways With Families

- Laura Jeffrey Academy (LJA) is communicating with families through a variety of pathways . We collected this information by contacting families via phone and entering their responses in a google survey form. . Communication between LJA and families happens through email, text, and phone calls. Those communicating with families are teachers, advisors, support staff (Dean of Students and Social Worker) and office personnel.
- Each week, families receive communication in three different ways: an email blast, a blog post and a weekly schedule of classes and homework help sessions. The weekly blast outlines current and upcoming announcements, the blog post updates LJA's progress and successes, and the weekly schedule/homework sessions is to keep families connected with assignments and classwork.
- If concerns or questions arise families are encouraged to reach out to LJA through text, email or phone call. Advisors, classroom and special education teachers, Dean of Student, Social Worker and office personnel respond to families within 36 hours of

initial contact. LJA has connected through phone calls and google forms looking to survey families with the intention of seeking feedback and checking in.

- LJA keeps updated information on its website with a page dedicated to COVID-19 and distance learning related announcements and policies.
- LJA families are expected to use phone or email when communicating with the school. LJA families are expected to navigate Zoom, Google Classrooms, and email to access student content and materials.
- LJA is working to overcome barriers in communication by meeting our communities needs. Various methods of communication are utilized as we respond to community needs. LJA continues to seek best methods of communication for families and continues to use that method until we hear that the need has changed.
- LJA staff have created pathways for identifying key relationships between the school and families to keep the lines of communication open and supportive. LJA's Dean of Students and Social Worker continue to work to support scholars and families in navigating LJA's distance learning systems.

Community Input on Student and Family Needs

- At the beginning of the distance learning planning period all families were surveyed via phone about needs related to childcare, food and technology. After LJA enters the next phase of distance learning we have resurveyed our families. This survey gathered additional needs scholars and families may have, feedback about workload and the academic program. This survey included questions concerning possible additional family needs such as mental health support and community resources. Advisors and support staff will reach out to families via text, email and phone if additional needs are identified during conversations with students.
- Students check in with advisors daily via Zoom and a google form in their advisory class. This allows LJA staff to address and respond to specific students' needs each day.

Other Outreach Opportunities

- Currently, LJA does not have any partner organizations that provide additional outreach opportunities. As needs arise within our community LJA will explore ways to connect our families with resources.

Expanding Access to, and Support with, Technology:

- In both the initial and follow-up surveys completed by advisors over the phone, LJA staff members have asked families about their needs related to technology and internet access. In order to respond to that information, LJA staff have offered support via text, phone, email, and zoom for problem-solving technical issues, as well as connecting families with resources. LJA has loaned out school laptops to families

without sufficient technology. There is an ongoing fundraiser to create the opportunity for LJA to purchase additional technology for student use.

Partnering to Support Student Safety & Wellness

- In order to identify student safety and wellness concerns, LJA staff are checking in with students daily in advisory. Support staff such as the Dean of Students, school social worker, and Americorps Promise Fellow are available by appointment to check in with students over Zoom or by phone.
- LJA teachers and support staff participate in weekly student focus meetings in which they discuss students in need of additional support or problem-solving. In response, advisors, classroom teachers, and support staff carry out these interventions.
- Additionally we offer supervised lunchtime video to give students unstructured social time with their peers. Other students have weekly (or more often) check-ins with the school social worker.