

Rosa Parks Charter High School 2016-2017 Annual Report

Project Based/ Student Driven



School Mission:

"ROC Charter High School guides adolescents in developing the academic, work and life skills necessary to transition to higher education, employment, and citizenship".

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Report

The design of this report is based upon the required components outlined by the Minnesota Department of Education for annual reports and those detailed in our agreement with our Authorizer, Minnesota Guild. A number of other components have been added with the intention of providing the most comprehensive assessment of the school.

Purpose of Report

The purpose of this report is to meet the charter School reporting requirements as set by the Minnesota Department of Education and the Minnesota Guild according to MN statute 2011, 124D.10, subd. 1. This report will provide the Minnesota Guild with data and information regarding various aspects of the school's operations pursuant to and in compliance with the contract requirements.

School Profile/History

Rosa Parks Charter High School is located in Rochester, MN. It was founded in 1995 (then known as Rochester Off Campus-ROC) as a contracted alternative school in partnership with Rochester Public Schools (ISD 535) and the Southeastern Minnesota Private Industry Council. In August of 1999, ROC was awarded Charter School status by the State of Minnesota. In February, 2017, ROC's name was officially changed to Rosa Parks Charter High School ISD 4056 and currently operates as such.

Rosa Parks Charter High School is a 9-12 High School and has an enrollment of 90 students. There are 13 staff members; 6 teachers, 2.8 paraprofessional, the Academic Dean (teacher), social worker, an office coordinator and the Administrator.

Rosa Parks maintains a mission to serve those students who have yet to experience success in an educational setting. Many of the students have been expelled or excluded from their previous districts, have previously dropped out, have been habitually truant, or have been incarcerated or in residential treatment for mental health and/or chemical dependency issues. For a variety of reasons, these students have gaps in their educational journey and have at some point become disenfranchised. Much of the success of Rosa Parks can be attributed to the strong family culture. Students are held accountable in a safe and nurturing environment that addresses issues outside of school as well as academic concerns.

ROC CODE

I respect others.

I am a leader.

I make us better.

I respect learning.

I give help when needed.

I ask for help when needed.

I contribute.

Mobility: At Rosa Parks, most students come as a “last resort” opportunity. They have yet to experience success in a school setting. Many have come after incarceration, chemical dependency treatment, mental health treatment or have dropped out, been expelled, referred by county social/court services or have been referred by peers. This is the niche we have chosen to fill in our community.

Mobility, movement or leaving our program is most often due to older students transferring to GED programs, Adult Diploma programs, students leaving for/returning to treatment, or students choosing to address the other issues in their lives such as pregnancy or homelessness. Nearly all of the students leaving our program to address mental health, dependency or other life issues return to Rosa Parks after addressing the challenge. Therefore, students arrive at Rosa Parks with scattered credits and are behind in credits anywhere from .5 to two or three years.

Governance and Management

A Board of Directors/School Board manages Rosa Parks Charter High School. The responsibilities of the ROC School Board of Directors were designed and adopted to meet the requirements set forth by the Department of Education. The School Board Election was held on 11/19/15. Board members include:

Name	Board Position/Affiliation	Contact Information	Employed
Kathy Flippin	Community	rkflippin@yahoo.com	Mayo Clinic
Johnny Mangourus	Community	Johnny@chefmango.com	Owner-Johnny Mangos
Steve Bieniek	Community	Bieniek5@charter.net	Construction C
Chrissy Richardson	Community	crichardson@rocchs.org	Olmsted County Youth Behavioral Health
Blair Larson	Teacher	Blarson@rocchs.org	Rosa Parks
Amy Mullen	Teacher	amullen@rocchs.org	Rosa Parks
Shawna Milliken *	Parent		

*Resigned for personal reasons

Board training was offered through MACS on April 16th, 2016. All board members attended.

Administration

Responsibility for day to day operations, fiscal oversight, federal and state compliance is delegated to the School Administrator, Jay Martini. Mr. Martini is the school founder and has over 30 years of experience with high risk, at-risk adolescents in community based clinical and school settings. Beginning in the fall of 2016, Rosa Parks became a teacher-powered school in that the day to day responsibilities were shared between the administrator and school staff.

The 16-17 school year, was the second year of a three year leadership transition plan. Jay Martini, the school leader and founder will be retiring June of 2018. A committee made up of school board and staff members, began researching charter school leadership models and planning for this transition. After talking with the authorizer, visiting teacher-powered schools, and attending the National Teacher Powered Conference, the committee recommended moving forward with the teacher-powered model. The staff at Rosa Parks is actively working on plans for distributed leadership, policies and training. Six Rosa Parks licensed staff attended the National Teacher Powered Conference in January of 2017. With the help of the school board and Mr. Martini, staff are adopting tasks and leadership roles to begin full implementation of the teacher-powered model.

Authorizer Information

Rosa Parks Charter High School is authorized by Minnesota Guild of Public Charter Schools. ROC works directly with Dr. Brad Blue.

In addition to its role on the Finance Committee, the Guild fulfills its fiduciary responsibility by participating in our annual audit with the accounting firm of Clifton LarsonAllen LLP and reviewing the school's financial statements monthly. Our Authorizer provides programmatic oversight through summaries to the College Administrative Cabinet, Department summaries, curriculum reviews and instructional support.

Authorizer contact information:

Dr. Brad Blue
Minnesota Guild
bradblue@gmail.com

STAFF

All of Rosa Parks staff meet the requirements for Highly Qualified. Many have multiple degrees and fulfill multiple duties.

Faculty	Assignment	File Folder	Years with RP
Jay Martini	Administrator BA Social Work		25
Robin Hoefs	Reading Specialist/Advisor BA elementary/reading cert	#339715	17
Blair Larson	Science/Advisor BA	#378113	18
Chris Stenzel	Social Science/Phys. Ed./Advisor BA	# 333789	18
Laurie Windish	Academic Dean/Special Ed coor/advisor MA special education/licensed sped director	#371284	17
Rachael Bridall	Paraprofessional BA Math Education/Alumni	#489763	2
Libbey Heilskov	Paraprofessional ParaPro /Alumni Assoc degree		3
Amy Mullen	Language Arts/ Advisor BA	488153	2
Scott Eckelkamp	Math teacher/Advisor BA	#429114	2
Scott Ollhoff	Social Studies/Advisor BA education MA Music	#372719	2
Sophrona Fuller	Special Ed Para Human Service degree		2
Dawntay Fullilove	Paraprofesisonal/Alumni		1
Tracy Olson	Social Worker BA	25744	16

Enrollment

Rosa Parks Charter High School has an enrollment of 90 students. Any student applying after enrollment is full, is placed on a waiting list. As stated in our Charter application, Rosa Parks has instituted a lottery system to expedite the selection process. The lottery system utilizes the Graduation Incentive Program criteria (section 124D.68, subdivision 2a) as selection criteria for the applicants on the waiting list. The Graduation Incentive criteria are:

- 2 years below performance on a local achievement test
- At least 1 year behind in grade or credits toward graduation
- Pregnant or a parent
- Chemically dependent
- A victim of Physical or sexual abuse
- Experienced mental health problems
- Homeless in the past 6 months
- Have been expelled or excluded by home district

Rosa Parks served students from 12 school districts during SY 2016-2017. Rosa Parks's enrollment figures are impacted by area district's need to retain students due to financial concerns, the district in which we reside (ISD 535) implementing a day alternative school and our practice of referring students to inpatient chemical and/or mental health treatment.

Finance

During the 16-17 school year, Rosa Parks CHS contracted with Designs for Learning for financial management assistance.

The school's total revenues were \$1,325,077 for the year ended June 30th, 2017. State formula aid and federal programs accounted for nearly all of the total revenue for the year.

Fiscal year ending June 30th

Revenues	2016	2017
<u>Program Revenues</u>		
Charges for services	6,139	3460
Operating Grants and Contributions	482,988	464470
<u>General Revenues</u>		
Unrestricted State Aid	931,589	851,000
Investment earnings	208	716
Other	3,072	5431
Total Revenue	1,423,996	1,325,077

Expenditures

Administration	166,968	213,062
District Support Services	75,085	75,085
Regular Instruction	380,402	529,030
Special Ed Instruction	273,177	377,257
Instructional Support Services	51,718	53,570
Pupil Support Services	8,871	41,695
Sites and Buildings	259,570	256,061
Fiscal and Other Fixed Cost Programs	6,287	6,633
Food Service	<u>24,428</u>	<u>18,541</u>
Total Expenditures	<u>1,246,506</u>	<u>1,567,693</u>

The total cost of all programs and services was \$1,567,693. Total expenses exceeded revenues decreasing net position (242,616) from prior year.

Academic Program

Rosa Parks Charter High School embraces a Liberal Arts curriculum designed to impart general knowledge, critical thinking and cultural literacy. Through a commitment to the basic disciplines of Biology/Chemistry, Social Studies, Literature, History, Mathematics and the Arts, Rosa Parks CHS prepares students for college, the workplace and citizenship. Each student is assigned an advisor when they enroll at Rosa Parks and that advisor works with them through graduation. This relationship is the foundation of Rosa Parks advisory program.

In January of 2016, Rosa Parks began implementation of a new academic program using project based learning. Part of the day utilizes teacher-lead seminars and the rest of the day incorporates student-led projects. Projects can be of almost any topic or length. Each project ends with a product although there are many opportunities to turn other regular activities into projects as well (service learning, community participation, PE etc). Students and staff at Rosa Parks use a program called Project Foundry to track academic progress with parent access to progress.

Rosa Park's staff participate in meetings each Monday morning to focus on student progress and program planning. Each homeroom advisor brings their students to the table, for discussions about academic progress and share barriers that student may be facing. These meetings are also a time for data review, announcements and team building activities.

This year, Rosa Parks implemented 1:1 Chromebooks for students.

Academic Goals and Indicators

State Testing

Goal: During the 2016--2017 school year, using the MAP alignment to state testing guidelines, 80% of all continuously enrolled students, predicted to pass the MCA III in grade 10 (according to the "Study of Alignment of the NWEA RIT Scale with the Minnesota Assessment System" by John Cronin), will meet or exceed standards in reading as measured by the MCA-III for reading.

Goal: During the 2016-2017 school year, using the MAP alignment to state testing guidelines (according to the "Study of Alignment of the NWEA RIT Scale with the Minnesota Assessment System" by John Cronin), 80% of all continuously enrolled students, predicted to pass the MCA III in grade 11, will meet or exceed standards in math as measured by the MCA-III Math.

Results:

According to the "Study of Alignment of the NWEA RIT Scale with the Minnesota Assessment System" by John Cronin, a student with a RIT score >251 would be expected to meet the state standard on the MCA 11th grade math test.

We had three juniors predicted to pass the MCA math test and had one meet proficiency, one partially meet proficiency and one not meet proficiency.

According to the "Study of Alignment of the NWEA RIT Scale with the Minnesota Assessment System" by John Cronin, a student with a RIT score > 223 would be expected to meet the state standard on the MCA 10th grade reading test. In the fall of 2016, we had four students meet this cutoff for 10th grade.

Of the four students who were predicted to pass the MCA reading test, based on fall testing and were enrolled and 10th graders at the time of the test. One exceeded, two met proficiency and one did not meet proficiency..

District Testing Improvement Goals

Goal: During the 2014-2015 school year, 70% of students who are enrolled during at least two testing sessions (fall-spring or winter-spring), will show individual growth on their NWEA MAP scores for math.

Goal: During the 2014-2015 school year, 70% of students who are enrolled during at least two testing sessions (fall-spring or winter-spring), will show individual growth on their NWEA MAP scores for reading.

Percent of students who improved MAP scores and that were enrolled in Rosa Parks 85 %+ year.

	Reading	Math
2016-2017	63%	72%

While we were able to identify many individual successes, the school as a whole did not meet the goals we set for reading. The team has implemented a daily school wide reading time and is reviewing research-based reading intervention programs.

"If it wasn't for ROC, my student would have never finished school."~ROC parent

Innovative Practices

NROS (Natural Resources and Outdoor Science) - This class has been offered to Rosa Parks students in a variety of ways for many years. Students are able to participate in both classroom and hands on activities related to outdoor science. The class has expanded its creation of a native prairie for the sisters of St. Francis at Assisi Heights Convent. The success of this project has fostered a number of other projects regarding prairie restoration for the Convent. Students prepare for and participate in prescribed burning, bluebird monitoring, flatwater and river canoeing, wilderness skills, collecting and processing wild foods, plant identification terrestrial and aquatic macroinvertebrate surveys. This year the class took a five day trip to the Boundary Waters Canoe Area.



Advisory- All Rosa Parks students and staff participate in an Advisory. Although Advisory takes place each morning and afternoon, it is not just a class period, it is a partnership between students and staff to create a customized educational program for each student. Student concerns, comfort, fit, grades, attendance and progress are all addressed during our Advisory. The Advisor and student are responsible for creating individual learning plans, assessing progress toward graduation, scheduling classes and monitoring school work. A vital component to these advisories is the opportunity for the students and staff to connect on non-classroom related issues. Students share barriers that may hinder success in the classroom.

Transition Coordinator- RCTC provides Rosa Parks with a transition coordinator for a half day each week. This person works with students to complete PSEO/college applications, FAFSA, scholarships etc. The transition coordinator will support students with their post-secondary plans

whether attending RCTC or another program. The transition coordinator has been a huge asset for students, helping to relieve students of anxiety that accompanies this transition.

Recovery Group- Rosa Parks continues to provide an opportunity during the day for students recovering from drug addiction, alcoholism, physical or sexual abuse, eating disorders or mental illness, to gather and support one another in their recovery.

Exhibition Day- Twice each year, students prepare to share their projects with parents and the community. Exhibition day is an opportunity for students to practice presentation skills and to show off the work that they have done. Both exhibition days during the 16-17 school year were well attended by our board, parents and community.

Restorative Justice-

"Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible" - Howard Zehr, 1990.

In 2002, Rosa Parks (ROC at that time) applied for a grant and became a pilot site for restorative justice in Minnesota schools. All staff and students completed circle and peace keeping training. This continues to be the method of culture building and conflict solving at Rosa Parks. RPCHS uses restorative measures on a couple different levels. First, classrooms use circles for community building and problem solving. Restorative conferences (or conversations) happen when someone feels as though they have been harmed or are having conflict with another student or staff. Circle is also used on a regular basis in groups and in staff meetings.

Community Service- Each student at Rosa Parks participates in service to the community in a variety of ways. During the 2016-2017 year, students volunteered with adopt a highway, kettle ringing, Out of the Darkness Walk, United Way elderly assistance program, and many others. They also designed and hosted a carnival for the school's neighborhood.

Gala-In October, 2016, the Rosa Park CHS staff and school board hosted a gala at Assisi Heights. Students presented projects, were servers, and shared their stories with visitors from the community. This event was an awareness event with the possibility of becoming a future fundraiser for the school.

J-term-Between first and second semester, Rosa Parks offers a theme based, multi-disciplinary, intensive two week enrichment program for students. The 2017 theme was immigration and provides students with the opportunity to earn credit outside of the traditional 4 quarters. All students participate and prepare and present a final project.

Title I

Rosa Parks applied for and received entrance into the Title I program during the 2016-2017 school year. This year's application included specific goals related to student achievement and engagement. Project Foundry and was purchased and used for student academic tracking. The ALEKS math program was used for both programming and remediation. The application also included the purchase of Chromebooks and Google management. Project supplies and summer programming was also budgeted for. Staff development was included in our grant and several teachers were able to attend the Teacher-Powered National Conference and Google education training.

"At my old school I was bullied and teased, here I am not judged because of who I am." ROC student

Community Participation

Rosa Parks partners with many businesses and agencies in the community:

Rochester Community and Technical College: RCTC provides Rosa Parks CHS with a transition coordinator, and invitations to college fairs.

Southeast Service Cooperative: Provides administrative support and professional development opportunities.

Family's First: Staff and student participate in the April Blue Ribbon Campaign and volunteer for other events.

Olmsted County Work Force Center: Provides vocational rehabilitation services for students with disabilities.

Olmsted County Public Health Office: Provides a school public health nurse.

United Way of Olmsted County: Provides service opportunities for students.

Olmsted County Community Services: Student support.

Minnesota Association of Charter Schools: School support, training and advocates for charter school policies.

Innovative Special Education Services: Special Education Director Services

Stanley-Jones and Associates: Speech and Language Services.

Lutheran Social Services, LINK Program: Provides service to homeless youth or those at-risk of being homeless and a school liaison, who meets regularly with our students.

Assisi Heights- The sisters at Assisi Heights have allowed staff and students to assist with their management of natural resources. Our students have done prescribed burns, prairie restoration, bluebird monitoring dispose of Buckthorn etc.



Special Education

Rosa Parks provides a continuum of services for special education students. RP provided services to 54 special education students throughout the year. Services were provided in the areas of EBD, LD, OHD, SLP, DHH, TBI and ASD. Rosa Park employs two full time special education teachers, three full time paraprofessionals and one part-time paraprofessional. There is also a special education coordinator on site. Rosa Parks contracts for school psychologist services, speech and language services and special education director services. The special education teachers provide direct instruction to special education students in the special education environment and in the general education classrooms. Full inclusion increased for the 16-17 school year.

Evaluation

After transforming to a project based school, teachers began working on a new plan for teacher evaluations. Borrowing from other teacher powered/project based schools in Minnesota, a committee reviewed current practiced and implemented a new peer review process. This is done a minimum of two times per year and meets the requirements set forth in statue.

The evaluation process at Rosa Parks is one of peer evaluations. Teachers are evaluated on the criteria listed in the evaluation instrument (content, instruction organization, relationships etc). After the online evaluations are completed, a member of the personnel committee meets with the staff person and a staff liaison to review and create professional development goals. These goals are review biannually.

Professional Development: Teachers at Rosa Parks CHS are offered the opportunity for content based staff development as well as instructional strategies, literacy training and technology. School wide staff development days are scheduled several times per year. These are primary used for program planning and reviewing data.

Future Plans

2017-2018

- Increase College and Career Readiness programming –implement a work experience program
- Continue improving a student-centered learning program and mindset
- Increase service learning experiences
- Final transition to Teacher-Powered
- Set school-wide goals and increase collaboration time