



ST. PAUL CITY SCHOOL

Five-Year Strategic Plan 2022-2028

Mission

At St. Paul City School, our greatest asset is our community. We cultivate a team of committed, equity-minded educators who partner with families to empower every student to dream big and accomplish their goals.

Vision

Every student prepared to fulfill a meaningful, values-driven life.

Values

Honor - Empathy - Perseverance - Honesty - Exploration

Staff Dispositions

Mindset – How we think about students.

- SPCS staff think about children and families through a trauma-informed lens.
 - Children do well when they have the tools and support they need.
 - We do not blame, judge, or shame children and families. We seek to understand and support.
 - We do not embrace traditional power dynamics based on behaviorist principles. We reject power in exchange for relationships.
 - We believe in every child by ensuring everyone feels safe, welcomed, and loved.
 - We believe every child deserves a calm place to learn and be themselves. We value calm, predictable routines and proactive problem solving.
 - My teacher thought I was smarter than I was, so I was.
- SPCS staff think about children and families through an anti-racist, inclusive lens.
 - We believe every child belongs at SPCS.
 - We acknowledge that school has historically functioned as an instrument of racism. We are in the business of upending school as a racist construct and building systems in service to antiracist principles and practices.

- We do not treat every child and family the same. We recognize the uniqueness of each child and differentiate our actions accordingly.
- SPCS staff solve problems through a restorative lens.
 - We believe students and families deserve a voice in problem solving.
 - We believe that when people come together, any problem can be solved.
 - We believe in *solving problems with, not doing to*.
 - We believe accountability is relational and co-developed.

Culture – How we think about each other.

- SPCS staff believe that building a positive staff culture is everyone’s responsibility.
- SPCS staff commit to building positive staff culture by being:
 - **Honest** - When we do this work for a common purpose, we can and must be honest with one another. We call each other up to living our shared values when the moment requires it.
 - **Intentional** – We actively check in on each other and take care of each other.
 - **Supportive** – We have our colleagues’ back when they need us and our colleagues’ have our backs when we need them.
 - **Collaborative** – Everything is better together. We plan together. We problem solve together. We learn together. We struggle together. We celebrate together.
 - **Joyful** – We embrace a shared belief that school should be FUN! We actively think about how to make our colleagues’ day better and they do the same for us.

Ownership/Efficacy – How we think about ourselves.

- SPCS staff believe that the solutions to any problem lay inside us. We are creative and relentless. We embrace:
 - **Antiracism** - We are purpose-driven and deeply reflective. We seek to understand and root out implicit bias inside of us in order to constantly refine our practice towards being fully rooted in equity.
 - **Internal Locus of Control** - When problems arise, we do not blame others. We first look to ourselves for solutions.
 - **Solutions orientation** - We acknowledge the problem but we do not obsess over it. Instead, we spend our energy on solutions.
 - **Learners Spirit** - We all make mistakes and none of us know everything. We embrace feedback without defensiveness and love to learn.
 - **Ethic of Team** - If we aren’t able to solve a problem, we reach out to others for support.

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Reference Documents

[July 1, 2020 - June 30, 2025 IQS Contract](#)

[2019 - 2020 IQS Score Card](#)

[2020 - 2021 IQS Score Card](#)

1. Mission & Vision

Goals
1.1 - Program model is consistent with that described in charter applications including amendments.
1.2 - School program is aligned with the primary purpose of Charter Schools and at least four other provisions cited in law.
1.3 - The school curriculum aligns with its mission and primary program purpose in reading and math.
1.4 - All state standards, school board standards, and authorizer requirements are embedded into the curriculum of the school.
1.5 - Staff development is on-going, aligned with strategic plan, and ensures program fidelity
1.6 - Initial implementation of community based schools model

2. Governance

Goals
2.1 - The board organization complies with the requirements in the charter school law.
2.2 - Criminal background checks have been conducted on each board member in accordance to Section 4.1 of the contract with IQS.
2.3 - No board members have any conflict of interest as defined in law and statements are filed annually.
2.4 - The Board complies with all provisions of the Minnesota Open Meeting Law
2.5 - The Board By-Laws are consistent with charter school law and outline the process/procedures for changing the board's governance structure.
2.6 - The Board has reviewed and adopted all policies related to school operations as required by Minnesota Statute.
2.7 - The board has in place a strategic plan that includes its vision, and goals developed to reach its mission.
2.8 - Board meetings are conducted in an orderly process following an agenda,

appropriate posting in compliance with MN statute.

2.9 - Board has a development plan including annual training for members.

2.10 - All parent and community members attend 85% or more of board meetings

3. Performance

Goal

3.1 - Student academic achievement levels in math and reading is given to each student within 2 weeks of entering school.

3.2 - The school has met target performance goals (as stated in their SIP) including academic achievement and test participation.

3.3 - The school has reduced overall student performance gaps when comparing subgroups for 50 - 75% of sub groups.

3.4 - Students who are continuously enrolled for 3 years are making an average annual growth of 1 year as measured by the assessment.

3.5 - The school meets the graduation rate as established by the state and ESSA.

3.6 - The percentage of students in grades 9-12 who meet or exceed individualized growth targets in math and reading based on NWEA normative data where students at grade level make one year's growth and those below grade level increase by 1.5 grade level equivalencies for fall to spring administration of the NWEA MAP assessment will be 50-59%.

3.7 - Average daily membership exceeds 85% but is less than 90%.

3.8 - Students' level of satisfaction with their school in the areas of safety, acceptance, and learning is greater than 80% but less than 90% as measured by the 4th-8th grade student survey.

3.9 - Parents' level of satisfaction with their school in the areas of safety, acceptance, and learning is greater than 80% but less than 90%.

3.10 - Teachers' level of satisfaction with the school and with their professional roles, responsibilities, and professional development is greater than 80% but less than 90%.

3.11 - The school meets 3 of the criteria required of the World's Best Workforce.

3.12 - The School will conduct, at least semi-annually, a follow-up survey of all students who either left the school to attend high school elsewhere or have graduated from the school.

3.13 - 50 - 60% of Level 3-4 EL students will increase .5 or more on ACCESS Writing

3.14 - Percentage of students proficiency in A100 between 51% and 75%

3.15 - The percentage of students who were enrolled at the school as 9th graders, remained continuously enrolled, and are accepted into a post-secondary opportunity (i.e. 4-year college, 2-year college, technical school, certificate program, military, or internship program) upon graduation will be at least 70.0%

4. Finance

Goal

4.1 - Preliminary approval of the school budget is approved prior to July 1 of each year.

4.2 - School finances are managed by either a member of the school staff so designated by the board or by a finance management company. All bills are paid within 30 days.

4.3 - The school has maintained a fund balance between 10 and 15%.

4.4 - State finance reports are filed appropriately and on time.

4.5 - The Board is provided budget information at its monthly meetings. The Board approves all payment of bills at its monthly meetings.

4.6 - The School audit is completed on time, posted online, and filed with the MDE as required. A plan is in place and approved by the Board to address any material weakness cited in the audit.

4.7 - The budget includes funds for anticipated future needs such as technology, curriculum, salary, etc.

4.8 - The patterns of expenditures are consistent with the mission, program, and goals of the school.

4.9 - All findings of the previous year's audit have been appropriately addressed and do not reappear in the current audit.

5. Operations

Goal
5.1 - All school employees' qualifications, licensure, and criminal background checks are in compliance with state, federal and authorizer requirements.
5.2 - Staff assignments align with areas of licensure.
5.3 - Procedures for student enrollment in the school are consistent with Minnesota Statute 124E.11.
5.4 - A system of transportation is in place and meets all criteria as described in Minnesota Statute 124E.15
5.5 - Resolution procedures to address key stakeholder complaints are in place and posted on the district website.
5.6 - Board policies have been established in accordance with Minnesota Statute 124E.07. All policies have been posted on the school website. The Board has established a process for the regular review of its policies.
5.7 - The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance with the provisions cited in section 4.15 of the contract between the authorizer and the school.
5.8 - State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. No violations have occurred in the past year.
5.9 - Processes and procedures are in place to ensure that the required immunizations for students are on file.
5.10 - The school is nonsectarian in all aspects of its operations consistent with Minnesota Statute 124E.06.
5.11 - The school has the capacity to manage all state reporting requirements with submittals made on a timely basis.
5.12 - The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer.
5.13 - The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13.
5.14 - The school has appropriate software to manage state reports.

5.15 - The school has internal operations that result in a well managed school including a management chart, position descriptions, professional performance evaluations, functioning committees etc.; reviewed by the board within the last 3 years.

5.16 - State reporting is completed accurately and timely based upon MDE information.