

LEGACY OF  
*Dr. Josie R. Johnson*  
MONTESSORI



**Legacy of Dr. Josie R. Johnson Montessori #4189-07  
SCHOOL YEAR 2020-2021  
WORLD'S BEST WORKFORCE & ANNUAL REPORT**



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**We want to acknowledge the brilliance, integrity, and spirit of excellence that Dr. “Momma” Yvette House embodied. We cannot let the tragedy of her death and the pandemic of 2020 overshadow her impact on the children, families, and staff of JJ Legacy. She will forever be remembered in our hearts and we commit to ensuring her Legacy is not forgotten.**







# 1. School Information

## **Contact Information**

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## **Grades Served**

16 months - 6th grade

## **Year Opened**

2004 (Preschool)

2008 (Elementary)

## **Year Re-Established**

2020 (Legacy of Dr. Josie R. Johnson Montessori)

## **Mission and Vision**

*Mission: Legacy of Dr. Josie R. Johnson Montessori provides an excellent and equitable Montessori education in North Minneapolis to an intentionally diverse community of students.*

*Vision: Our students will develop the character strengths, social and emotional skills, creativity, passion for learning, and college-preparatory academic capabilities that will enable them to lead lives of joy and purpose.*

## **Authorizer Information**

Legacy of Dr. Josie R. Johnson Montessori (formerly Bright Water Montessori) began a partnership with Osprey Wilds for 3 years beginning with the 2020-2021 School Year. The authorizing mission of Osprey Wilds 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.

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## 2. Implementation of Primary and Additional Statutory Purposes

The primary purpose of Legacy of Dr. Josie R. Johnson Montessori (hereinafter referred to as “JJ Legacy”) as outlined in MN Statute §124E.01 is to provide an educational program for its students in order to improve all pupil learning and all student achievement, and increase learning opportunities for all pupils; as well as to measure learning outcomes and create different and innovative forms of measuring outcomes.

JJ Legacy works to fulfill its purpose by providing an intentionally diverse public charter school in North Minneapolis dedicated to providing its students with an authentic, equitable combination of Montessori education and general studies. We believe in the power of an authentic culturally rich learning environment to ignite curiosity and student-led learning, to pursue equity, and to build a community of support and love. We align our work with Minnesota state academic standards while focusing on the development of the whole child and our collective community. As a Montessori-influenced school, and a school authorized by the Osprey Wilds, we put an added emphasis on environmental education and taking care of our planet.

## 3. Student Enrollment & Demographics

### STUDENT ENROLLMENT

JJ Legacy expanded marketing and recruitment to increase enrollment across grades. The enrollment team passed out fliers to the school’s neighboring communities, worked to establish relationships with community partners, north side neighborhood associations, local businesses, and families. We also incentivized word-of-mouth referrals from staff and families. We offered a Target gift card as an enrollment incentive to families and staff who referred a student & enrollment was successfully completed. There has been a lot of community interest in the new administration and enrollment for the 2020-2021 school year. Enrollment has decreased with COVID serving as the main factor. We continue to use various forms of outreach, including radio and social media as well as word of mouth.

Number of Students Enrolled	2019-20	2020-21 (est.)
Preschool or PreK	29	10
Kindergarten	19	14
1st Grade	22	17
2nd Grade	20	14
3rd Grade	17	17



4th Grade	20	12
5th Grade	9	17
6th Grade	20	8
<b>Total</b>	<b>156</b>	<b>109</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>120</b>	<b>N/A too early for the data</b>

## STUDENT DEMOGRAPHICS

We intend that JJ Legacy be a place of true diversity, and we are approaching that goal. In 2019-20, 77% of our elementary students identified as people of color including 63% of our students who identified as African American, 2% who identified as multiracial, 2% who identified as Latinx, 1% who identify as Asian American, and 1% who identify as Native American / Alaska Native. Also, 76% of our students qualified for free or reduced-price lunch.

Our students come to us from across Minneapolis and beyond. Our diversity is a true asset to our community. It provides us with a wealth of perspectives and experiences and helps us learn to navigate across lines of difference and build a community with shared values that honor everyone.

<b>Demographic Trends</b>	<b>2019-20</b>	<b>2020-21 (est.)</b>
Total Enrollment	123	99
Male	67	56
Female	56	43
Special Education	29	22
English Learners	8	7
Free/Reduced Priced Lunch	82	58
Black, not of Hispanic Origin	74	63
Hispanic/Latino	10	7
Asian/Pacific Islander	0	0
American Indian/Alaskan Native	1	0
White, not of Hispanic Origin	26	16



## 4. Student Attendance, Attrition & Mobility

### STUDENT ATTENDANCE

	2018-19	2019-20
<b>Overall Student Attendance Rate</b>	95%	96%

### STUDENT ATTRITION

JJ Legacy students have consistently had strong attendance of over 95%. School staff works diligently to ensure students and families know and understand the importance of regular attendance at school. Our student-focused philosophy means that when there are barriers to students coming to school (such as transportation, moving homes, homelessness, and others), we quickly identify the barriers and put supports in place to help our students get here.

There are many factors that we find can lead a family to leave JJ Legacy. These factors include moving and housing insecurity, administration changes, staff turnover, transferring to be in a school with siblings (we have many families - when one sibling moves schools, all siblings from toddler to 6th grade follow), and transferring to a neighborhood school, among others. Because our school goes from grades toddler-6th grade, but many middle schools start at 6th grade, we see a disproportionate share of students leave after 5th grade so that they can start at a new middle school with other 6th graders (since they know they don't have the option of going to 7th and 8th grade here).

<b>Percentage of students* who continued enrollment in the school from Spring 2019 to October 1, 2020.</b>	<b>80%</b>
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*\*This does not include 6th-grade graduating students*

### STUDENT MOBILITY

	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2017-18</b>	176	16	40	56	31%
<b>2018-19</b>	148	12	23	35	23%
<b>2019-20</b>	127	19	6	25	19%



## 5. Educational Approach & Curriculum

The foundation of JJ Legacy's program is and will always encompass the child-centered philosophy and practices of Montessori-influenced pedagogy. We believe that this approach has the power to propel students to success regardless of race, background, or economic status.

As of now, not all Lead Guides at JJ Legacy are certified Montessori Guides, but the learning environment has remained inquiry-based and lessons are modeled through Montessori methods. We still follow the child and we observe their learning and interests. Montessori Lead Guides have not been applying at JJ Legacy, so we have hired staff that are highly trained and purposed for children and extension of our focus will be on growing our own and investing in the growth of the talented staff we currently have.

Classrooms have remained multi-age and organized around the Montessori stages of development. The three-year cycle ensures that lead guides get to know children and their families well. Our school includes these environments:

- Toddler Community (16 months - 3 years old)
- Children's House (30 months - Kindergarten)
- Elementary 1 (1st - 3rd grades)
- Elementary 2 (4th - 6th grades)

Children stay in the same classroom for three years, allowing guides to get to know students' unique learning styles and foster them to become strong, confident leaders. Students are in class every day from 9:00-4:00 from the beginning of September through the beginning of June with winter and spring breaks.

Our work with the children centers on the child's desire to become an independent learner and a contributing member of their classroom community. Our program emphasizes language development, mathematical thinking, peaceful problem solving, and physical, social, and intellectual independence. We provide a rich curriculum and hands-on materials in the areas of language, mathematics, geometry, geography, biology, zoology, history, art, and music. Children have ample opportunity to develop their social connections and problem-solving skills as they work in collaborative groups.

We guide each child's desire to "help me to do it by myself." We provide many practical life and art activities, from baking, sewing, and painting to scrubbing tables and caring for plants. We provide a wealth of language activities that inspire children to be passionate about storytelling, learning the sounds of the alphabet, writing, and reading. To help build children's mathematical thinking and problem-solving skills, we encourage children to work with manipulatives that teach them to count and to understand quantity. Our overall approach is to serve the whole child and to help children fully develop socially, emotionally, physically, and intellectually.

Each day children complete a work plan for the day of the work they plan to accomplish. They



have uninterrupted blocks of time in the morning and afternoon to engage in hands-on activities in four main areas: practical life (everyday activities like flower arranging and food preparation), sensorial (hands-on exploration with the five senses), language (spoken and written language), and math using manipulatives like blocks and beads. During work time, children choose where they work and with whom they work (as long as they are being respectful and productive). Small groups of children are also invited to lessons with the Lead Guide during these blocks.

In addition to the core Montessori-influenced experience, we provide supplemental support to ensure we are meeting rigorous state academic standards and helping all students achieve. This includes using data to inform and adapt our instructional practice. We began to use the highly-regarded Fountas & Pinnell Reading Benchmark Assessment to evaluate students' progress in reading fluency, accuracy, and comprehension. What we discovered is that there were gaps in the materials and in the training of staff.

We chose through recommendation and research to move to EasyCBM for the 2020-2021 school year. According to EasyCBM's website, "The easy CBM system was developed by educational researchers at the University of Oregon in close collaboration with school district partners across the United States. It is designed to give Lead Guides insight into which of their students may need additional instructional support as well as to provide a means by which they can measure the effectiveness of their teaching. System reports provide information that supports evidence-based decision making, and the Interventions interface streamlines the process of keeping track of students' instructional program, a feature that is particularly helpful for student study team meetings and parent conferences. The full District system includes a variety of curriculum based measures in the content areas of early literacy in both English and Spanish as well as oral reading fluency, vocabulary, and reading comprehension." We use that data to group students with similar instructional needs into Guided Reading groups, in which students practice reading a text on their level in a small group setting.

Our special education team prioritizes meeting the needs of our students in a way that avoids stigmatization and allows for the maximum possible amount of time in the general education setting. Our special education director works with our special education lead guides and assistant guides to ensure all students with IEPs are receiving the services they need. All of our students spend all or most of their day in the general education classroom. They receive push-in support from special education Lead Guides, classroom support from paraprofessionals, pull-out support from special education Lead Guides, and have the opportunity to access a staffed resource room as needed.

Much of the work of the elementary child is collaborative. The child learns in partnership with others through small group lessons and projects. At different times, each child is both a teacher and a learner. Because each child spends three years in the same classroom environment, the students have the freedom to explore subject areas as they become interested in them. The Lead Guides, through the use of daily observation notes, track each student's use of the materials and selection of subject matter. The Lead Guide uses the child's interests to guide him or her to an exploration of all subject areas. The subjects that are covered in the Montessori-influenced classroom include mathematics, geometry, language, and geography, and science.



JJ Legacy is not a test-driven school. Students do not receive grades and students do not take tests as a part of their regular classwork. Instead, if a student does not perform well on a task (and would get a 70% in a traditional setting), the Lead Guide will reteach the concept so that the child does have understanding. However, as a Minneapolis charter school, JJ Legacy students are required to take the MCAs. For many, these tests have become vital indicators of educational success and achievement. Nevertheless, we understand that testing is a popular assessment tool. We use NWEA MAP testing both to explore its utility as an additional assessment tool and to give our students, who are not accustomed to test-taking, some experience with the online standardized test format.

During the 2019-2020 school year, the school was challenged with the lack of technology and infrastructure to complete the Fall round of testing. Once we had the technology and technology coordination needed for testing, we began testing and then COVID-19 caused a delay in face to face instruction and we transitioned to Distance Learning. We were unable to continue testing as we did not have adequate technology and NWEA was not prepared for the influx of online testing requests.

We were able to obtain T-Mobile tablets for each child and were able to ensure some connection stability for some families through hot spots as well in order to deliver instruction to our students. We will continue using the tablets in the 2020-2021 school year. We will also create a mobile testing lab, that will allow us to have the technology to test students, even if we are still in our Distance Learning plan.

Lead Guides met regularly with the school principal to review lesson plans and align to state standards and benchmarks. In 2019-20 Lead Guides met regularly with administration and other Lead Guides through professional learning communities (PLCs). PLC's will continue in the 2020-2021 School Year.

The experiences central to a Montessori-influenced education are not the only means by which we evaluate the diversity we prioritize at JJ Legacy; we intend that JJ Legacy be a place of true diversity, and we are approaching that goal. From 2019-20 data, 79% of our elementary students identified as people of color including 60% of our students who identified as African American, 10% who identified as multiracial, 8% who identified as Latinx, 1% who identify as Native American / Alaska Native. Also, 73% of our students qualified for free or reduced-price lunch.

However, not only do demographics fall far short of telling our story, it means nothing if the educational experiences the children are receiving are sub-par and without high expectations. Our focus as a school community is to leverage Montessori-influenced pedagogy to combat educational inequity. Our shared belief at JJ Legacy is that our responsibility is to make Montessori fit our children, not to force our children to fit into Montessori.

The following are the cornerstone of the Montessori Approach and align with the standards for college and career-ready children:

1. Demonstrated Independence; demonstrated through Montessori's activities in self-choice, open exploration, and self-correcting concrete materials.
2. Build strong content knowledge across a wide range of subject matter; demonstrated through daily choice of activities in practical life, sensorimotor, mathematics, language,



science, culture, art, and music as well as through social interactions in a group setting.

3. Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills; demonstrated in Montessori's conflict resolution, peer mediation, cultural awareness and sensitivity, and early research.
4. Value evidence; demonstrated through the support of each child's sensitive periods and innate curiosity of the world.
5. Use technology and digital media strategically and capably as demonstrated through early access to research tools and encouraged problem-solving strategies.
6. Come to understand other perspectives and cultures; as demonstrated through early conflict resolution, cultural identification, and experiences as well as access to a wide range of cultural materials and books.

We also partner with organizations in various capacities. The partnerships include but are not limited to:

- Serving the Whole Child - A project that combines Montessori Education with community support and enrichment programs for families. We have a strong partnership and plan to continue to be in a relationship with St. Kates through this model. We believe our partnership is strong because of parent participation and feedback. Serving the Whole Child aimed to provide parent enrichment, social connectedness, and access to community resources through parent events. A review of parent feedback suggests contributions were made in these areas. Events provided knowledge and skills to parents, many of whom plan to use the information at home with their families. Parents expressed value in sharing common experiences, fostering within the family, with other school's families and staff. Lastly, community resources were provided to families throughout the events, in addition to the tools received and techniques learned at the events.
- WE WIN Institute - A nonprofit, community-based organization dedicated to the mission of creating academic and social success for all children. WE WIN provides a safe and nurturing environment for young people and works to increase parental involvement in the lives of their children and in their child's schools. WE WIN provides weekly classes for JJ Legacy students in the areas of African-American History and Culture. WE WIN also supports JJ Legacy through community outreach opportunities, community collaborations and connections. For example, in the 2020-2021SY, JJ Legacy will engage in a new partnership with the Arboretum, due to the community connection by WE WIN.
- Breck - High school student volunteers come from Breck to engage in reading to our preschool children weekly. We took a break in March 2020, due to the pandemic and we will resume post-COVID.
- Think Small- Reading services through a librarian in Children's House, and has provided free Professional Development Teacher materials.



- Think Small Text Program- supports parents through text programs each week families receive fun facts and tips on how to support their child's learning to help get them ready for kindergarten.
- Aruba Agency- Provides free mental health support to families and staff, They also will supply in-home services.
- Montessori Training Center- Provided support to Montessori staff through mentoring and social work services.

## 6. Innovative Practices & Implementation

JJ Legacy's central design and mission are innovative and unique in our region. The Montessori approach has been recognized for years for its ability to inspire in students a true love of learning and the independence to pursue that learning effectively through an inherently student-centered approach. But historically in this country, authentic Montessori environments have been accessible mostly to predominantly White, affluent communities. We believe in the power of an Montessori-influenced environment to ignite curiosity and student-led learning, to pursue equity, and to build a community of support and love.

To pursue our mission of providing an equitable Montessori-influenced education to all of our students, we fortify time-tested Montessori methods with complementary best practices from schools succeeding with marginalized students. We have a longer school day, with students in school from 9:00-4:00 every day.

The primary goal of JJ Legacy—to combat educational inequity—is ambitious because institutional racism and structural barriers nationwide sit at the heart of the challenge of reversing academic inequities between students of color and their white peers. Research shows that the most impactful factor in these inequities is race, not economics. Race, when paired with socio-economic disparities, has the potential to damage families and communities, as well as destroy our children's souls and motivation to live in their purpose. While the school saw strong academic gains for many students, there remained unacceptably disparate levels of achievement for some subgroups, particularly low-income students and students of color

In Montessori-influenced, one of the challenges are the clear racial barriers in both educational pedagogy and the institutional barriers that hold complete communities from flourishing in that model, without the training of Communities of Color. Montessori training is a three-year intensive study, in which all aspiring lead guides create their curriculum. Because we lead, live, and create through our experiences, if the racial and cultural experiences are limited to observations, then the ability to translate curriculum to meet ALL needs, both racially and culturally are cut short.

Without a critical perspective on all curriculum and pedagogical approaches to children that embrace the vast difference in experiences that race and culture provides, we will continue to educate short-sighted; with the souls of our most vulnerable and ostracized groups of students, our students of color, in harm's way both in their families, by repeating harmful patterns, in their communities, by not being empowered and in society in general.



We received the 2019 Readers' Choice Award for Best Montessori School by Sun Newspaper readers in Brooklyn Center and we also received the 2020 "Promising Practices Award" from the Synergy & Leadership Exchange for creating spaces and opportunities for students to express themselves artistically and as leaders in our school. And yet, we have much more work to do. We still see unacceptable racialized disparities in our results, and not all of our students hit proficiency targets every year.

We are moving forward in this area during the 2020-2021 SY with an intense focus on literacy, including curriculum design and instructional practices. JJ Legacy started a drumline for scholars in the 2019-2020 SY, to provide an outlet for art and music and to build social skills and teaching teamwork to scholars ranging from the 1st grade and up. The drumline is an extension of the group of drummers that received an award for drumming the school in and being creative, setting the tone for the day.

We believe with the school's renewed focus, we have the necessary formula to not only engage in the vision and mission powerfully but to make a difference in ALL student's lives. At the beginning of the pandemic, JJ Legacy started a Gofundme page to raise enough money to buy each scholar 10 books and the campaign was successful. JJ Legacy sent home culturally relevant texts to scholars to emphasize reading in the summer, understanding that our scholars needed to keep the minds sharp and ready for the fall, and we understood the circumstances related to covid and schools closing, so it's been very difficult, but we also knew scholars needed to continue to make growth and that we needed to respond to their needs.

## 7. Academic Performance: Goals & Benchmarks

### Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment

Below are the contractual goals agreed upon between JJ Legacy and its authorizer, Osprey Wilds. These academic goals include Mission related (Montessori focused outcomes), reading proficiency and growth, math proficiency and growth, science proficiency, and attendance.

The Academic Performance Evaluation is conducted to determine progress on overall student achievement at the school as evidenced by the school's attainment of the contractual goals in the charter contract and the school's performance according to the state's accountability system – the Multiple Measurement system. This evaluation is conducted annually and is designed to provide an update on the school's performance on contractual measures to date and an analysis of the school's current Multiple Measurement Rating.

#### World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten. **Authorizer Indicator 8**
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy. **Authorizer Indicator 3**
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed. **Authorizer Indicator 3-7**



- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school. **Authorizer Indicator 3-7**
- **Graduate from High School [GRAD]:** All students graduate from high school. **N/A**

Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.

#### **Indicator 1: Mission Related Outcomes**

**Goal:** Over the period of the contract, students at Legacy of Dr. Josie R. Johnson Montessori (JJ Legacy) will demonstrate improved skills in areas aligned to Montessori education as measured by a Montessori-based skills assessment.

**Measure 1.1** – Using the Developmental Environmental Rating Scale (DERS), 75% of classrooms will improve their total score overall five domains from Fall to Spring to meet their performance target (determined by their proficiency level assessed by the Fall assessment.) Classrooms with a proficiency level of "Low Functioning" will improve their score by 20%. Classrooms with a proficiency level of "Developing" will improve their score by 15%. Classrooms with a proficiency level of "High Functioning" will increase their score by 10%. Classrooms with a proficiency level of "Optimal" will increase their score by 5%.

#### **Key Measures & Results for this Goal:**

Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.

#### **Indicator 2: English Language Learners**

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

#### **Indicator 3: Reading Growth**

**Goal:** Students at JJ Legacy will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

**Measure 3.1 [CCR]** – 1 Point: For FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

**Measure 3.2 [CCR]** – 1 Point: For FY19, the percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

**Measure 3.3 [CCR]** – 6 Points: For FY19, the aggregate percentage of students in grades 3-6 who meet or exceed expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment will be at least 50%



**Measure 3.3.1 [CCR]** – 2 Points: For FY19, the aggregate of students in grades 1-2 who meet or exceed expected growth targets established by NWEA for winter to spring administration of the NWEA MAP assessment percentage will be at least 50%.

**Measure 3.4 [CCR]** – 2 Points: For FY19, the percentage of students grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments are no higher than 38.0%.

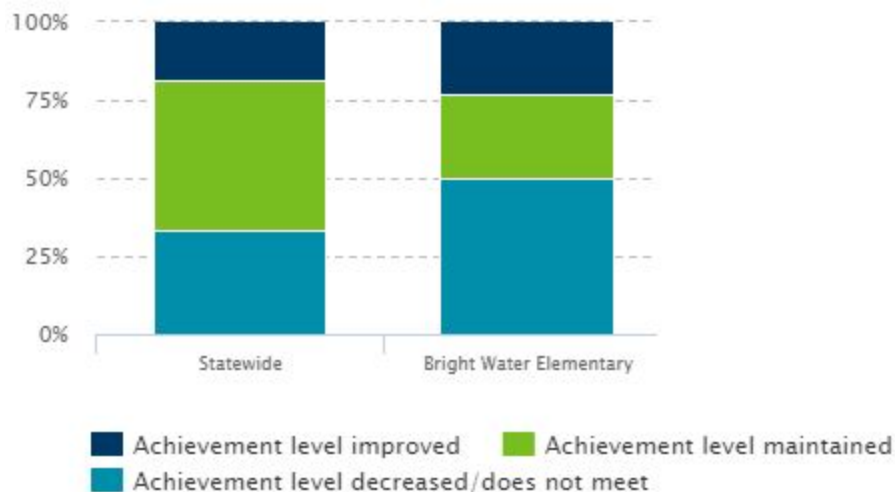
**Measure 3.5 [CCR, AGC]** – 1 Point: For FY19, the percentage of students in the Black (not of Hispanic Origin) subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 48.0%.

**Measure 3.6 [CCR, AGC]** – 1 Point: For FY19, the percentage of students in the Free/Reduced Price Lunch subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 55.0%.

**Measure 3.7** - 4 Points: For FY19, the aggregate of students in grades 1-6 who meet or exceed expected growth targets established by Fountas & Pinnell for fall to spring administration of the Fountas & Pinnell Benchmark Assessment System assessment the percentage will be at least 70%.

**Key Measures & Results for this Goal:** Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.





	Statewide	Bright Water Elementary
Achievement level improved	18.9%	23.1%
Achievement level maintained	48.1%	26.9%
Achievement level decreased or stayed "does not meet standards"	33.1%	50.0%
Total count of students	316,670	52

Source: MDE Minnesota Report Card for JJ Legacy Elementary

#### Indicator 4: Math Growth

**Goal:** Over the period of the contract, students at JJ Legacy will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

**Measure 4.1 [CCR] – 1 Point:** For FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

**Measure 4.2 [CCR] – 1 Point:** For FY19, the percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

**Measure 4.3 [CCR] – 6 Points:** For FY19, the aggregate percentage of students in grades 3-6 who meet or exceed expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment will be at least 50%.

**Measure 4.3.1 [CCR] – 2 Points:** For FY19, the aggregate percentage of students in



grades 1-2 who meet or exceed expected growth targets established by NWEA for winter to spring administration of the NWEA MAP assessment will be at least 50%.

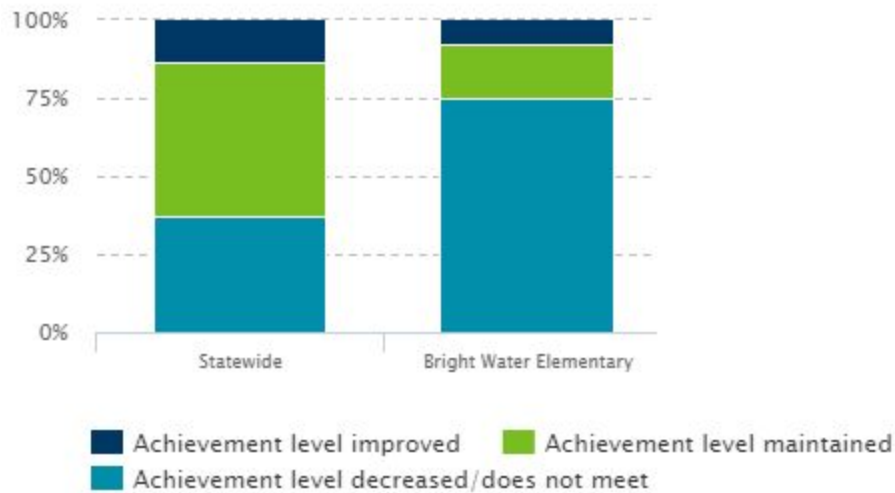
**Measure 4.4 [CCR]** – 2 Points: For FY19, the percentage of students grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments are no higher than 60.0%.

**Measure 4.5 [CCR, ACR]** – 1 Point: For FY19, the percentage of students in the Black (not of Hispanic Origin) subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 48.0%.

**Measure 4.6 [CCR, ACR]** – 1 Point: For FY19, the percentage of students in the Free/Reduced Price Lunch subgroup grades 4-6 whose achievement level decreased or stayed “does not meet standards” on statewide assessments is no higher than 55.0%.

**Key Measures & Results for this Goal:** Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.





	Statewide	Bright Water Elementary
Achievement level improved	13.3%	7.7%
Achievement level maintained	49.4%	17.3%
Achievement level decreased or stayed "does not meet standards"	37.2%	75.0%
Total count of students	316,037	52

Source: MDE Minnesota Report Card for JJ Legacy Elementary

### Indicator 5: Reading Proficiency

**Goal:** Over the period of the contract, students at JJ Legacy will demonstrate proficiency in reading as measured by state accountability tests.

**Measure 5.1 [CCR] – 4 Points:** For FY19, the school's aggregate proficiency index score for students in grades 3-6 will be at least 60.0

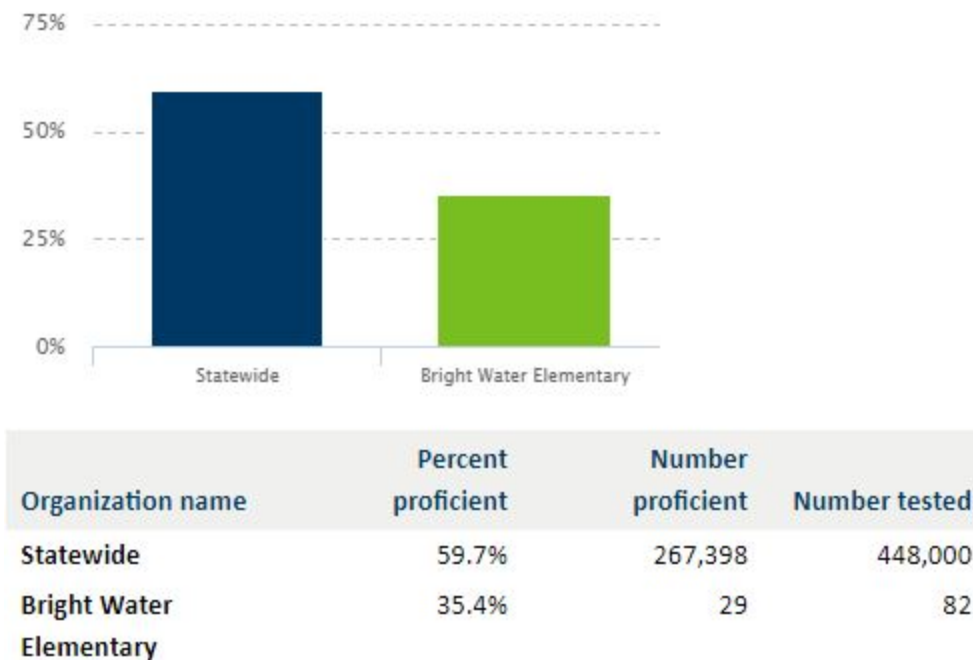
**Measure 5.2 [AGC] – 2 Points:** For FY19, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup grades (3-6) will be at least 40.0.

**Measure 5.3 [AGC] – 2 Points:** For FY19, the school's aggregate proficiency index score for students in the Black (not of Hispanic Origin) subgroup grades (3-6) will be at least 40.0.



**Measure 5.4 [AGC]** – 1 Point: For FY19, the school’s aggregate proficiency index score for students in the Special Education subgroup grades (3-6) will be at least 35.0.

**Key Measures & Results for this Goal:** Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.



*Source: MDE Minnesota Report Card for JJ Legacy Elementary*

#### Indicator 6: Math Proficiency

**Goal:** Over the period of the contract, students at JJ Legacy will demonstrate proficiency in math as measured by state accountability tests.

**Measure 6.1 [CCR]** – 4 Points: For FY19, the school’s aggregate proficiency index score for students in grades 3-6 will be at least 45.0

**Measure 6.2 [AGC]** – 2 Points: For FY19, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup grades (3-6) will be at least 35.0.

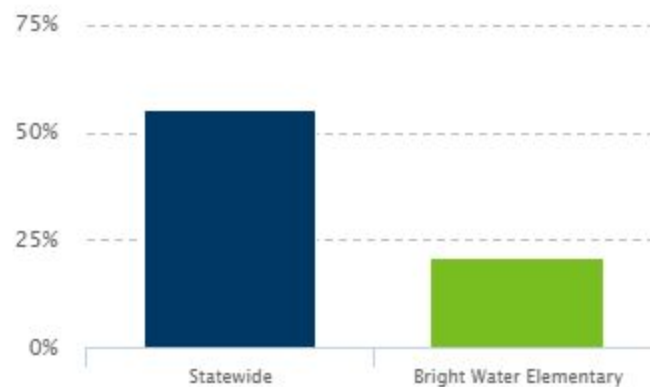
**Measure 6.3 [AGC]** – 2 Points: For FY19, the school’s aggregate proficiency index score for students in the Black (not of Hispanic Origin) subgroup grades (3-6) will be at least 30.0.



**Measure 6.4 [AGC] – 1 Point:** For FY19, the school’s aggregate proficiency index score for students in the Special Education subgroup grades (3-6) will be at least 30.0.

**Measure 6.5 – 2 Points:** During the 2018-2019 School year, JJ Legacy will utilize an internally created math assessment for 1st and 2nd-grade students based on the Minnesota State Standards for math and adapted in the presentation for students in a Montessori Environment. The percentage of 1st and 2nd-grade students achieving proficiency on this assessment by Spring 2018 will be no less than 40%.

**Key Measures & Results for this Goal:** Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.



Organization name	Percent proficient	Number proficient	Number tested
Statewide	55.5%	244,676	440,933
Bright Water Elementary	20.7%	17	82

Source: MDE Minnesota Report Card for JJ Legacy Elementary

#### Indicator 7: Science Proficiency (and Growth)

**Goal:** Over the period of the contract, students at JJ Legacy will demonstrate proficiency in science as measured by state accountability tests.

**Measure 7.1 [CCR] – 2 Points:** For FY19, the school’s proficiency index score for students in grade 5 will be at least 65.0

**Measure 7.2 [CCR] – 1 Point:** For FY19, the school’s proficiency index score for students in the Black (not of Hispanic Origin) subgroup grade 5 will be at least 40.0

**Key Measures & Results for this Goal:** Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19 interruption we will carry our



goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.

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

**Goal:** Over the period of the contract, kindergarten students at JJ Legacy will demonstrate proficiency in letter sounds as measured by the EasyCBM Letter Sounds Fluency assessment.

**Measure 8.1 [R4K]** – 1 Point: For FY19, the percentage of kindergarten students who achieve proficiency in letter sounds as measured by the spring administration of the EasyCBM Letter Sounds Fluency assessment will be at least 80%. (FY15 baseline – 65%)

**Measure 8.2 [R4K]** – 1 Point: During the 2018-2019 school year, all Children's House students will be assessed two or more times using the Teaching Strategies GOLD Child Assessment Portfolio. No less than 70% of students who will enroll in Kindergarten in Fall 2019 will meet 60% of Kindergarten Readiness benchmarks as determined by this assessment.

**Measure 8.3** – 1 Point: During the 2018-2019 school year, students who move from the Toddler Community into Children's House will meet no less than 80% of proficiency standards as assessed using the Montessori Toddler Community assessment.

**Key Measures & Results for this Goal:** Since we do not have MCA, complete MAP data, or complete DERS data, due to the COVID 19, interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.

**Indicator 9: Post Secondary Readiness**

The school does not have a contractual goal in this indicator area as it does not serve high school students.

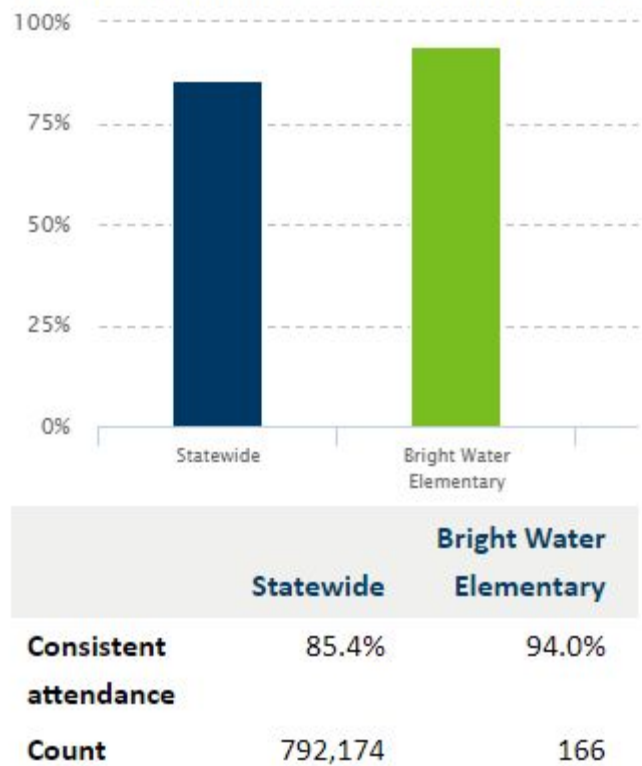
**Indicator 10: Attendance**

The school does not have a contractual goal in this indicator for FY20. JJ Legacy reported 96% attendance, which is markedly higher than the state average.



### The number of students attending school regularly

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.



Source: MDE Minnesota Report Card for JJ Legacy Elementary

## Federal and State Accountability

### World's Best Workforce Goals Updates::

- 3<sup>rd</sup> grade reading scores
- Achievement gap data
- Teacher equity data

### 3<sup>rd</sup> Grade Reading Scores

Since we do not have MCA, complete MAP data, or complete DERS data, due to turnover in staff, necessary technology updates, and the COVID 19 interruption we will carry our goals over one more year and update our goals next year. Other goals are not feasibly measured because of distance learning. We will use the NWEA benchmark data to drive instruction, in lieu of incomplete data.

How are we prioritizing support for our students so they are reading well by 3rd grade?



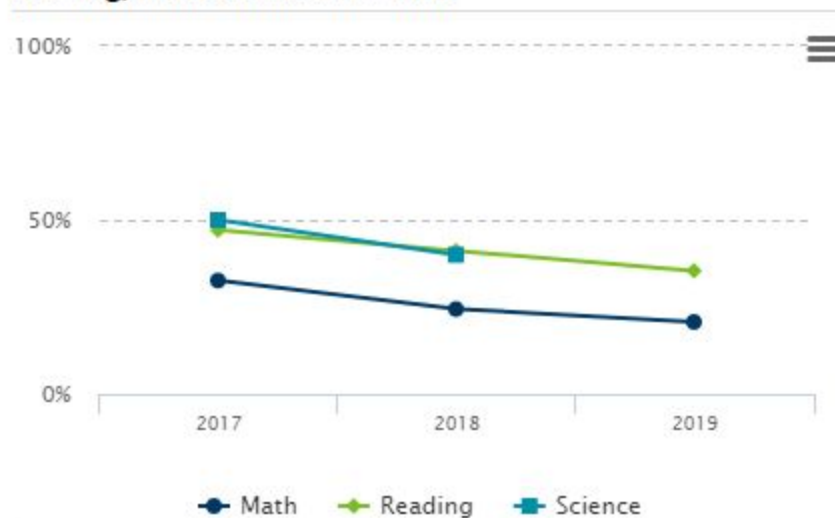
1. Children's House classrooms received tutoring support from a Speech-Language Pathologist.
2. Providing 2 classroom assistants in each classroom to provide more 1:1 and small group attention.
3. Using Teaching GOLD Strategies curriculum in Children's House
4. Modifying classroom curriculum and instruction as necessary
5. Encouraging parent involvement in each child's progress

In the 2019-2020SY the AmeriCorps Reading Corps tutors.

### Achievement Gap Data

Data has shown a gradual decline in MN test scores over time. We believe that contributing factors include high staff turnover, lack of established procedures and policies, lack of consistent curriculum across classrooms, and decreasing sample size of students taking the test. The school is prioritizing academic achievement in the 2020-2021 school year, including a concentrated focus on literacy.

**The number of students meeting standards in math, reading, and science over time**



Subject	2017	2018	2019
Math	32.6% (28)	24.4% (22)	20.7% (17)
Reading	47.1% (40)	41.1% (37)	35.4% (29)
Science	50.0% (10)	40.0% (12)	CTSTR (CTSTR)

Source: MDE Minnesota Report Card for JJ Legacy Elementary

Year	Mean MCA Growth Z-Score:	Mean MCA Growth Z-Score:
------	--------------------------	--------------------------



	Math	Reading
<b>2017</b>	-0.74	-0.02
<b>2018</b>	-0.84	-0.27
<b>2019</b>	-0.5	-0.27

In general, students who have a growth z-score of less than -0.5 have Low Growth (L); students who have a growth z-score between -0.5 and +0.5 have Medium Growth (M); students who have a growth z-score of greater than +0.5 have High Growth (H).

Group	Math Progress Percentage	Reading Progress Percentage
All Students	25%	50%
Black or African American students	13%	43%
Students receiving special education services	<i>JJ Legacy did not have a large enough testing sample size</i>	
Students eligible for free/reduced-price meals	20%	34%

### Teacher Equity Data

At JJ Legacy, we believe that all students deserve exceptional Guides. We strive to employ educators who reflect the diversity of the population we serve. All of our Guides hold a valid teaching license in the State of Minnesota. Many staff have had Montessori training and/or certification - a minimum of 1-2 years of additional coursework beyond what is required for standard teacher licensure.

We officially began our Grow Your Own program to encourage unlicensed professionals to go back to school to work toward a degree and/or teacher licensure. We currently have 3 Assistant Guides that are in school completing their course work as a path to licensure. We currently have 75% of our staff identity as BIPOC.

Our priority is to hire highly qualified candidates for all positions, as well as those who will be a good fit for our school culture, students, families, and the broader community. This is accomplished through the multi-stage interview process, reference check, and background check for every staff person.

Our staff engages in monthly professional development, regardless of position. It is important that all staff understand their role within the school for the success of students.



Percentage of experienced Guides with more than three years of teacher experience	90%
Percentage of licensed educators teachings in the area(s) in which they are licensed	100%
Percentage of staff with advanced degrees	39%

### ESSA Identification

Under ESSA, Minnesota identifies schools to receive comprehensive support or additional targeted support. JJ Legacy has been identified as a school for Targeted Support for the 2018-2019 school year by the Minnesota Department of Education's Northstar Accountability System: (<https://education.mn.gov/MDE/dse/account/>). Schools identified for targeted support receive most of their support from their local school district. They are also able to participate in specialized professional development and networking opportunities provided by the Regional Centers of Excellence.

JJ Legacy was identified based on its low outcomes in math achievement rate (percentage of students meeting or exceeding standards), reading achievement rate (percentage of students meeting or exceeding standards), the average number of math progress points generated by students based on changes in their achievement levels, and the average a number of reading progress points generated by students based on changes in their achievement levels.

## 8. Educational Effectiveness: Assessment & Evaluation

The staff at JJ Legacy work hard to provide an authentic, equitable Montessori-influenced education that ensures students meet rigorous state standards in all academic areas. JJ Legacy uses a number of methods to evaluate the progress of students and the overall effectiveness of the academic program at the school.

At JJ Legacy, the Montessori-influenced philosophy guides the teacher's decisions on assessment. Classroom Guides collect the primary data collection through observations. Teachers write observations and reflect on these observations to inform practice. Additionally, Guides sample work to assess and evaluate student understanding and growth. The students use inquiry-based approaches to deepen their knowledge and curiosity about the world.

The following are the cornerstone of the Montessori Approach and align with the standards for college and career-ready children:

- Demonstrated Independence; demonstrated through Montessori's activities in self-choice, open exploration, and self-correcting concrete materials.
- Build strong content knowledge across a wide range of subject matter; demonstrated through daily choice of activities in practical life, sensorimotor, mathematics, language,



science, culture, art, and music as well as through social interactions in a group setting.

- Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills; demonstrated in Montessori's conflict resolution, peer mediation, cultural awareness and sensitivity, and early research.
- Value evidence; demonstrated through the support of each child's sensitive periods and innate curiosity of the world.
- Use technology and digital media strategically and capably as demonstrated through early access to research tools and encouraged problem-solving strategies.
- Come to understand other perspectives and cultures; as demonstrated through early conflict resolution, cultural identification, and experiences as well as access to a wide range of cultural materials and books.

Teachers use formative and summative assessments to support the learning progress of their students. Teachers are expected to post their learning targets each day and create measurable benchmarks that reflect the three grades of state standards in their classrooms.

One of the most important tasks of a Montessori Guide is to observe children at work. Since most Montessori work must be physically spread out, it is easy for Guides to observe a student's work without interfering or breaking their concentration. When children are observed using a material incorrectly, Guides can intervene by repeating the lessons related to that material. Because Montessori Guides rarely give lessons to the entire class at once, they are free to move about the room spending time with individual children or small groups of students. Watching a student work with the materials gives the Guide's an opportunity to observe how well students are grasping lessons and concepts. In a Montessori classroom, feedback is immediate.

Teachers need not wait to see how students perform on a test to determine their level of comprehension; rather, Guides inspire children to work with materials and observe their level of mastery. We used the Teaching Strategies Gold Assessment, which is a state KEP (Kindergarten Entry Profile), based on ECIPS - Early Childhood Indicators of progress. This tool provides meaningful data to Guides and admin regarding students' learning and in addition:

1. Identifies what Kindergarteners know and are able to do at the beginning of the school
2. Seamlessly aligned with ECIPS
3. The tools represent a Whole Child View of Development and Education.
4. This tool provides real-time formative data that can be used to individualize instruction.
5. Relies on authentic assessment

The plan for the 2019-2020 School Year in the Winter and Spring, staff were going to be assessed with the Developmental Educational Rating Scale (DERS) assessment tool developed by the Center for Montessori in the Public Sector. Child indicators on the DERS demonstrate the overall functioning of the child within the classroom environment. We have used DERS in all classrooms. This is a tool used by trained staff and completed in teams to ensure alignment in observation and interpretation amongst the Admin team. The research shows and reflects what outcomes matter for children. We look at supporting executive functions, linguistic and cultural fluency, and social-emotional development. DERS also measures the environmental and behavioral qualities proven to support those specific



outcomes of order in the environment; engagement with a purpose, social graces, and joy are a few of the indicators.

Because we did not have enough DERS trained staff, and because of COVID (we considered bringing in DERS trained people from AMI to do an observation in the Spring), we decided to look at other options and come back to that form of evaluation in 2020-2021. We are continuing the partnership with the training center to support us with DERS and the School Principal will complete training for the 2020-2021 SY. We will also be selecting one additional teaching staff to complete the training as well. The Director of Preschool has been trained and will support the observations across grades. We are assessing how DERS will be impacted because of Distance Learning and Hybrid Models in 2020-2021 SY.

Again, we will hold onto the same goals from the years prior for all areas impacted by COVID and in addition JJ Legacy has worked with the RCE team to develop an evaluation tool that is designed to account for Guides that teach using common teaching methods as well as lead guides that teach using Montessori method, so that both methods are being rated with fidelity and there is equity in the process.

In the 2020-2021 SY, as we continue to develop our curriculum, JJ Legacy will also build walkthrough forms to do observations and to allow for more immediate feedback to Lead Guides. Those walk-throughs will be connected to all three domains outlined in the evaluation process already created.

We also use Developmental Assessment Data:

1. NIH - Picture Vocabulary Test
2. MN Executive Function Scale (MEFS)
3. Early Childhood Screening
4. EasyCBM
5. EngageNY

If a Guide determines through observations and assessments that a student is not making growth academically and socially, the student will be referred to the Student Success Team.

Students in grades 3-6 take the MCA-III assessments each year as well as the NWEA MAP Assessments yearly. The data from the MAP assessment allows the school to identify strengths and gaps in specific content mastery, to evaluate collective and individual student growth over time, to tailor lessons to specific learners, and to evaluate the extent to which inequitable academic outcomes exist across subgroups including race and economic status.

JJ Legacy staff are dedicated to providing a high-quality Montessori-influenced education to every student every day. We have many ways we measure educational effectiveness including the following:

- Monthly professional development and team collaboration time
- Potential monetary support for staff to attend external workshops. Conferences, or seminars.
- Staying updated on school law, academic standards, and aligning the Montessori sequence of curriculum to those standards.
- Integration of educational technology, when appropriate.



- Annual performance evaluation of all staff members.
- Weekly student observations by the lead classroom Guide.
- Expecting high standards of conduct for all students and employees as stated in the Student/Parent Handbook and Employee Handbook

## 9. Student & Parent Satisfaction

Feedback from students and families is very important at JJ Legacy. There are multiple opportunities throughout the year for students to give feedback and suggestions during class meetings, online surveys, and focus groups. Parent feedback is gained through quarterly conferences, family events, and surveys.

Because JJ Legacy has a unique open-door policy for all families and community members, we receive constant feedback from families. We attempt to over-communicate to families and use a variety of methods, such as emails, Facebook posts, robocalls, and meetings with families where we take in their concerns and challenges, in addition to the things they love about the school.

In the Spring, the parent survey results were collected and found that overall, parent satisfaction was high and results demonstrate the school's commitment to serving our families. For the 2020-2021 school year, we will have higher incentives for survey completion and prioritize multiple modes of input for families.

This past year, our preschool program received a grant from the organization Serving the Whole Child, as well as collaboration with parent representatives, to provide 3 parent nights with dinner, childcare, and other incentives for families like giveaways, self-care stations, etc. The sessions included time with the administration to provide feedback and ideas.

Additional parent and family engagement opportunities included:

- Early Childhood Screening - JJ Legacy hosted two early childhood screening resource nights in the Spring with 100% participation.
- Back to School Night - We helped new and existing families with registration, transportation, and lunch applications. We had many raffles for families.
- Preschool Resource Fair - Community organizations were invited to partner with JJ Legacy at our Back to School family night.
- Ice Cream Social Community Night- over 300 ice cream bars, popsicles, ice cream sandwiches were distributed to students and their families.
- Grand Friends Day - We had a presentation by students in Children's House and a few randomly selected students from E1 and E2 classes. We provided light snacks and beverages for families and guests. This event is always noted as a favorite from families.
- Pancake Breakfast - The school had a surplus of volunteers and donations for food, supplies, gifts for the raffle baskets, and hands-on participation. We also had a live jazz band performing for our families.
- Quarterly Family Engagement meetings - Meeting topics were a combination of selected family suggestions and topics we felt families would benefit from based on information they shared with us.



- Thanksgiving Meals - JJ Legacy connected families with community organizations who were giving away free Thanksgiving dinners and turkeys for families.
- Provided free community resources for food, clothing, and shelter.
- Community-Wide Kwanzaa Celebration

For the 2020-2021 school year, JJ Legacy will continue two important opportunities for family and student voice:

1. Student Council. With a focus on social justice and as a way to empower voices, we will work to continue the opportunity for students to have a real impact and voice in their learning environment. The student council will work on initiatives that they feel are important to their education. In the 2020-2021 each grade level elected 2 representatives through a voting process. Each candidate had an opportunity to have a headshot, a statement and an opportunity to present their positions. This year, they will have a goal to pick two representatives from their team to inform the staff and the school board of their initiatives and ask for support. The administration and the school board will hear their feedback, consider it in making decisions that impact the school, and will report back to the Student Council. We will assess how to best support the student voice through the different modes of learning due to the pandemic.
2. Parent-Teacher Association. The intention of the parent group is to support the school operating as an advisory board, supporting enrollment efforts, and organizing fundraising activities. The administration and the school board can hear their feedback, and consider it in making decisions that impact the school, and will report back to the Parent-Teacher Association. The strength of the PTA lies in the energy and attention given by JJ Legacy families and lead guides. One of the PTA engagement goals is to provide an accessible support system between the school, community resources and families. The PTA brainstormed and tried new things. We introduced a variety of new and familiar events that involved both the parents and the students. In honor of National American Parent Involvement Day (NAAPID) the PTA welcomed and invited parents to the school to join their child/ren for lunch and other festivities. They hosted trivia games, entered families in drawings for a gift card and giveaways. One of our new events was Family Fun Night once a month. The PTA wanted to make sure that there were planned events that engaged the parents as well as the students. This event allowed families to build relationships with other families, community members and the school community. It also allowed parents to gain life long skills. We realize that family and community engagement can lead to greater student academic achievement, increased family involvement and a strong community. We will continue to work on building the relationship between the parents and the school. One area that we will research for 2020-2021 SY is the formation of a training program, or access to training and G.E.D. support.

## 10. Environmental Education

### [JJ Legacy Environmental Literacy Plan 20'-21'.docx](#)

The mission of JJ Legacy's authorizer, Osprey Wilds, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds 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.

Students engage in care for the environment and community by boosting student knowledge across subject areas and connecting students to communities and community activities through a variety of experiences. JJ Legacy's method to measure students' environmental literacy level is done both through coursework and experiences outside the classroom. These experiences are held to rigorous standards, designed to promote and assess environmental literacy.

JJ Legacy's goals of environmental education are to foster and support learning that positively transforms how we think, make decisions, and lead our lives. We believe that our future depends on our collective ability to apply an integrated approach to teaching and helping students understand the interdependent elements of sustainable environmental systems from ecological, economic, and community perspectives.

Our school has intentionally created outdoor play areas that are focused on nature-based play. We have made composting and recycling part of our school culture for all ages of students, and even our youngest learners know what items belong in compost and recycling. Our students take pride in caring for the physical environment in their classrooms and throughout the school by maintaining classroom jobs where they are in charge of a section of the classroom or a specific task, like feeding or caring for the classroom pets, sweeping/dusting, or emptying the classroom compost into the hallway bin.

Our schedule is built to allow students to spend ample time outside each day for recess, and additional time at the discretion of the lead guide. The exposure that our students have to nature and environmental education lead JJ Legacy students to feel a strong connection to and responsibility for the world around them and for environmental sustainability.

Students will work toward environmental literacy through a variety of experiences, including classes, field trips, service learning, and other delivery methods. JJ Legacy Guides have the freedom to design this interdisciplinary course to suit their students' needs, based on environmental literacy learning objectives and testing standards. Student's depth of knowledge will be assessed through an existing assessment.

#### Children's House Highlights:

- In the Toddler Community, 100% of students planted seeds and observed the germinating. The planted seeds were stored on the windowsill in the classroom where students helped to water them with a spray bottle. A few students were particularly interested in the planting activity, taking extra care in doing it and wanting to repeat the activity even after it was completed.



- Children's House students had presentations on Non-living and Living things. Examples of these presentations are listed below.
  - Parts of a Fish
  - Parts of a Leaf
  - The life cycle of a Butterfly
  - The life cycle of a Frog
  - External parts of a Turtle

In the 2020-2021 school year, we look forward to expanding our partnerships with the following agencies: Midwest Food Connection, The UMN Arboretum, The Loppet Foundation, Carl W. Kroening Interpretive Center, Appetite for Change, North Market, Jerry Gamble Boys, and Girls Club, Brooklyn Bridge Alliance for Youth, and Lilly Springs Farm.

With the addition of Americorp VISTA this year, we have the opportunity to deepen our engagement with Environmental Literacy with the focus being primarily on our ELP. In the 2020-2021 SY, classroom and school wide engagement will significantly increase with the addition of this full-time position. We have already started to see the benefit of having a human resource, through classroom weekly lessons and the partnerships that are already developing.

## 11. Governance & Management

**Includes Annual Board Training & Administrator Professional Development Report(s)**

### BOARD OF DIRECTORS

The JJ Legacy Board of Directors is responsible for the governance and oversight of the school, leaving specific management and leadership to the paid administration and staff of the school. The board is responsible for addressing matters including setting the school's general policies; approving and monitoring the annual budget and financial procedures; fundraising; hiring and evaluating the Head of School and Principal; approving personnel policies and monitoring their implementation by the Head of School and Principal; assuring that the charter school fulfills its charter contract; and strategic planning.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Shana Moses	Board Chair	Parent	April 24, 2018	June 26, 2018	2021	shanamoses2@gmail.com
Kenna Cottman	Teacher Rep	Licensed Teacher	April 24, 2018	June 26, 2018	2021	kenna@jjlegacy.org
Renae Dressel	Governance Chair	Parent	April 24, 2018	June 26, 2018	2021	renaedressel@gmail.com
Matthieu Culp	Treasurer	Parent	April 24, 2018	June 26, 2018	2021	matthieujc@gmail.com



Emerald Woodberry	Secretary	Community Member	April 24, 2018	June 26, 2018	2021	emerald.woodberry@target.com
Brooks Cavin	Member at Large	Community Member	April 25, 2017	July 25, 2017	2022 <b>Resigned 10.23.20</b>	brkscvn4@gmail.com
Sherri Green	Member at Large	Community Member	May 4, 2019	July 1, 2019	2022	sherrigg@gmail.com
Christopher Aaron Deanes	Member at Large	Parent	May 4, 2019	July 1, 2019	2022	christopherdeanes@gmail.com
Tonica Abdur-Salaam	Ex-officio	Head of School	N/A	June 26, 2018	N/A	tas@jjlegacy.org
Jamal Abdur-Salaam	Ex-officio	Principal	N/A		N/A	jas@jjlegacy.org

### Board Training and Development

The JJ Legacy Board of Directors is committed to the ongoing training of its members and works to fulfill its required as well as necessary training obligations. All board members are required to begin the initial training within six months and complete it within one year of being seated as a member of the board. Additional board development is provided throughout the year.

### Initial Training

The following table depicts when each board member took the initial training required by statute

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Emerald Woodberry	7/1/2018	12/18/2018 Charter Source	12/18/2018 Charter Source	12/18/2018 CharterSource
Renae Dressel	7/1/2018	12/18/2018 Charter Source	12/18/2018 Charter Source	12/18/2018 Charter Source
Matthieu Culp	7/1/2018	11/13/2018 Charter Source	11/13/2018 Charter Source	11/13/2018 Charter Source
Shana Moses	7/1/2018	12/28/2018 Charter Source	12/28/2018 Charter Source	12/28/2018 Charter Source
Kenna Cottman	7/1/18	11/14/2018 Charter Source	12/18/2018 Charter Source	12/18/2018 Charter Source



Brooks Cavin	7/23/2015	St. Thomas Training Program, Feb. 2016 Various Instructors	St. Thomas Training Program, Feb. 2016 Various Instructors	St. Thomas Training Program, Feb. 2016 Various Instructors
Sherri Green	7/1/2019	1/28/2020 Charter Source	1/28/2020 Charter Source	1/28/2020 Charter Source
Christopher Aaron Deanes	7/1/2019	1/28/2020 Charter Source	1/28/2020 Charter Source	1/28/2020 Charter Source

### Annual Training

The JJ Legacy Board of Directors is committed to the ongoing training of its members and works to fulfill its required as well as necessary training obligations.

Annual Training – 2019-2020			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Brooks Cavin	1/28/2020	Board Basics Series	CharterSource
	5/26/2020	Guidance on Postponing Charter School Board Member Elections	Sounding Board- ACNW
Emerald Woodberry	11/16/2019	ACNW Leaders Retreat	ACNW
	01/28/2020	Board Basics Series	CharterSource
	5/26/2020	Guidance on Postponing Charter School Board Member Elections	Sounding Board- ACNW
	6/28/2020	Take Minutes	MN Charter Board Training and Development Grant Project
Rena Dressel	11/16/2019	ACNW Leaders Retreat	ACNW
	1/22/2020	Board Recruitment and Nominations Process	Charter Source
	1/28/2020	Board Basics Series	Charter Source
			Charter Source



	4/17/2020 5/26/2020	Assuring a Strong Director & Board Chair Succession Plan Guidance on Postponing Charter School Board Member Elections	Sounding Board- ACNW
Kenna Cottman	1/28/2020 5/26/2020 6/18/2020	Board Basics Series Guidance on Postponing Charter School Board Member Elections Create a Board Development Plan	CharterSource Sounding Board- ACNW MN Charter Board Training and Development Grant Project
Matthieu Culp	11/16/2019 1/28/2020 5/26/2020	ACNW Leaders Retreat Board Basics Series Guidance on Postponing Charter School Board Member Elections	ACNW Charter Source Sounding Board- ACNW
Christopher Aaron Deanes	1/28/2020 5/26/2020	Board Basics Series Guidance on Postponing Charter School Board Elections	Charter Source Sounding Board- ACNW
Sherri Green	1/28/2020 5/26/2020	Board Basics Series Guidance on Postponing Charter School Board Elections	Charter Source Sounding Board- ACNW
Shana Moses	1/28/2020 5/26/2020	Board Basics Series Guidance on Postponing Charter School Board Elections	Charter Source Sounding Board- ACNW

## MANAGEMENT

JJ Legacy's board and leadership team believe in distributed leadership to best meet the needs of students, families, and staff. The leadership team is led by the Head of School and The School Principal/Superintendent Intern as co-leaders. The administrative team also includes 2 Associate Directors (one Family, one pre-school), and a Clerk. The leadership meets weekly at a minimum, and each member is responsible for overseeing specific areas within the school, as



detailed in the organizational chart below. All leadership team meetings, notes, and tasks are kept in a running document for the year.

The core responsibilities and professional development goals for the leaders who provided supervision and leadership during the 2019-2020 school year are also listed below. The goals for Leadership for the 2020-2021 School year are focused on best practices and sustainability of the entire school program during a global pandemic. The academic rigor and organizational sustainability will remain at the core of the goals for the administrative team. Each member of the leadership team will continue to monitor and work on specific growth goals, in an effort to calibrate our work and track progress.

### **Tonica Abdur Salaam, Head of School**

Essential duties:

- Be the visible champion inside and outside of JJ Legacy for the school's vision, mission, values, strategy, priorities, and goals; align the organization's words and actions with these intentions and commitments
- Supervise, evaluate and support the Associate Director of Academics, Associate Director of Early Education, the Associate Director of Family and Community Engagement, the Human Resources Generalist, the Associate Director of Operations, Receptionist, and other support staff.
- Ensure compliance with all Federal, State, and Local laws and mandates, including those pertaining to Special Education and students with IEPs or 504 plans.
- Be responsible to and report to the Board of Directors of Legacy of Dr. Josie R. Johnson Montessori.
- Be responsible for the institution's consistent achievement of its mission and financial objectives.
- Ensure the flow of funds permits the institution to make steady progress towards the achievement of its mission and that those funds are allocated properly to reflect present needs and future potential.
- Ensure all expenditures adhere to board policy and comply with any applicable state or federal law.
- Oversee data reporting to the state and to the federal government.
- Be a champion for racial, social, economic, and gender equity at Legacy of Dr. Josie R. Johnson Montessori

Professional Development goal for 2020-2021:

- I will continue to learn about current legislation, and best practices in charter school law in order to provide quality education and be compliant with state and federal regulations by participating in professional development in-services, and/or webinars.

Professional Development activities in 2019-2020:

- Fountas and Pinnell
- Behavior management, JJ Legacy
- SEL - Anxiety, JJ Legacy
- SEL - Self Care, JJ Legacy
- Race, Culture, and Bias, JJ Legacy



- Charter School Trainings (all required), MDE
- Data training, MDE
- Supporting Children and Families – Elementary AMI Montessori Institute of North Texas

### **Jamal Abdur Salaam, Principal**

#### Essential duties:

- Align the Montessori Method with state standards.
- Collaborate with the Special Ed Director, in the implementation of the Charter school's special education services and Title services.
- Serve as the assessment coordinator and administer testing.
- Coordinate reading and math programs.
- Oversee instructional coaching and professional development using data-informed practices.
- Monitor and support English Language Learners.
- Evaluate teaching through classroom visits and regular and consistent feedback with lead guides and assistant guides.
- Generate, analyze, and report data to support continuous process improvement for the school.
- Oversees Lead Guide licensure and CEUs.

#### Professional Development goals for 2020-2021

- Enhance my skills in administering and collecting assessment data to appropriately plan interventions, to improve student learning, and to identify special needs students by attending workshops and seminars on educational strategies, assessment tools, and eligibility requirements.

#### Professional Development activities in 2019-2020:

- Fountas and Pinnell
- Behavior management, JJ Legacy
- SEL - Anxiety, JJ Legacy
- SEL - Self Care, JJ Legacy
- Race, Culture, and Bias, JJ Legacy
- Charter School Trainings (all required), MDE
- Data training, MDE

### **Fabienne Hopkins, Associate Director of Early Learning**

#### Essential duties:

- Lead a team of Preschool Lead Guides, Assistant Guides and Administrative Coordinator.
- Conduct formal performance reviews and lead regular staff meetings.
- Conduct tours for prospective families and organize all marketing and enrollment materials.
- Manage student enrollment in preschool and toddler classrooms.



- Ensure compliance with licensing requirements and all other applicable county, state and federal laws, rules, and regulations. Serve as the primary point of contact with all governmental and regulatory bodies in connection with the Preschool.
- Ensure that child and Lead Guide health documents are in order.
- Keep the school environment healthy and safe in accordance with licensing and DHS standards.
- Schedule training professional development required by state licensing.
- Assist in the classroom when necessary.
- Internal coach for Reading Corp

Professional Development goal for 2020-2021:

- Increase collaboration with community agencies to promote student success through collaborative professional development.
- Acquire CDA certification for all staff
- Attend the Montessori Assistant Training
- Acquire Accreditation for the program

Professional Development activities in 2019-2020

- Behavior Management and Growth Mindset JJ Legacy
- Fountas and Pinnell Literacy Framework and Assessment
- Race Affinity Groups
- Collaborative Teams via Professional Learning Communities
- Behavior Management
- Early Onset of Mental Illness
- Connecting with Families
- Social-Emotional Development
- Self-Care for a Sustainable Classroom
- Minnesota Executive Function Scale Assessment Training
- Special Education Laws and Practices
- Montessori Language
- Conscious Discipline
- Health & Safety in the Child Care Setting
- Early-onset of mental illness, JJ Legacy
- Trauma and Its Effects on Learning JJ Legacy
- CPR and First Aid
- Race, Culture, and Bias: Cultural Competency JJ Legacy
- Welcome Week and School Climate
- Curriculum Development, Accommodations, Modifications, and Adaptations
- Think Small
- Serving the Whole Child
- Charter School Bootcamp, MDE
- Data training, MDE
- MN Child and Adolescent Mental Health Conference (MACMH), Duluth, NTI

**Lorine Williams, Associate Director of Student and Family Engagement**

Essential duties:



- Document all route changes and specific routing needs for families.
- Manage the relationship with the bus company.
- Transportation Coordinator: Address any bus issues, behavior, family concerns, etc.
- Coordinate all transportation including, Special Education, general education, HHM(Homeless and highly mobile) and Supplemental transportation.
- Handles Transportation report.
- Collaborate with various parent organizations and parent advocacy groups to strengthen family Engagement.
- Serves as a family liaison and fosters a parent-friendly school culture, where parents are seen as educational partners who can have a positive impact on JJ Legacy's success
- Participate in neighborhood and community collaboratives and initiatives on behalf of the partnership.
- Create and direct strategies to recruit families for enrollment.
- Develop a process to improve parent connectivity and access to needed family support services.
- Develop and implement a strategy for utilizing a wide array of partnerships with community-based organizations, governmental agencies, and cultural institutions to further the work of partnership schools towards improving student outcomes.

Professional Development goal for 2020-2021:

- Investigate strategies to share responsibility with parents/caregivers to support student learning through community and family engagement training.

Professional Development activities in 2019-2020

- Behavior management, JJ Legacy
- Early-onset of mental illness, JJ Legacy
- Trauma in the Body, JJ Legacy
- CPR and First Aid
- Race, Culture, and Bias, JJ Legacy
- Serving the Whole Child
- Charter School Bootcamp, MDE
- Data training, MDE
- MN Child and Adolescent Mental Health Conference (MACMH), Duluth, NTI

### **Anita Yang, Clerk**

Essential duties:

- Manages receptionist duties
- Maintains student records and supports with enrollment
- Processes Purchase Orders
- Supports food services programs.
- Handles MARSS, CLiCs, and MIIC reporting.
- COVID Coordinator
- JMC Coordinator

Professional Development goal for 2020-2021:



- I will continue to learn about current legislation, and best practices in charter school law in order to provide quality education and be compliant with state and federal regulations by participating in professional development in-services, and/or webinars.

#### Professional Development activities in 2019-2020

- CPR and First Aid
- Race, Culture, and Bias, JJ Legacy
- Data training, MDE

## 12. Staffing

JJ Legacy seeks to provide a consistent, supportive staffing structure for each classroom. Staffing at the toddler and preschool levels is always within required legal ratios. When all staff are present, extra support is available for staff and students to create materials and supervise additional student activities. Elementary Classrooms are all staffed by one lead guide and two assistant guides that provide special education paraprofessional support, intervention services, and general classroom support. All lead guides have a valid Minnesota teaching license.

#### 2019-20 Staffing

2019-20 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2019-20 Status*	Comments
Kenna Sarge	373374	Elementary 1-6	R	
Pang Mua		Elementary 1-6	NR	Resigned mid-year
Bukola Adedeji		Birth - 3	NR	Laid off due to Covid
Asha Knight		Elementary 1-6	NR	Resigned end of year Moved out of State
Cameron Barker	507869	Elementary 1-6	R	
Olutimilehin Olusanya	1000380	Elementary 1-6	R	
Anne Schuerger	472540	Elementary 1-6	R	Temporary
Yvette House	384840	Birth - 3	NR	Passed Away from COVID-19
Arianne Slaughter	512416	Birth - 3	NR	Resigned mid-year
Craig Asche	391151	Elementary 1-6	R	



Michelle Fitzgerald	506543	EL Coordinator K-6	R	
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\* R = Returning, NR = Not Returning

### 2019-2020 Teacher Professional Development Activities:

Staff at JJ Legacy had the opportunity to engage in a variety of professional development activities during the 2019-2020 school year. One day each month was reserved as a professional development day, and students were not in school.

2019-2020 professional development activities include:

- Montessori Method of Education
- Conscious Discipline
- Behavior Management
- Race and Equity
- CPR and First Aid
- Special Education (Sped Director)
- Fountas and Pinnell Reading Benchmarking
- Social-emotional learning
- Trauma
- Bullying/De-escalation Cycle
- MN State Standards
- Professional Learning Communities (PLCs)
- Drumline Workshop

### Teacher Retention:

JJ Legacy saw a high turnover in prior years and as a turnaround school, high turnover is not only anticipated but expected in order to see change. There are multiple factors that lead to this statistic, including change of career, performance, relocation, new administration, etc. Regardless of the reason, even if it is what is best for children, any staffing transition is difficult for children and staff. We have experienced a deep dedication from staff to ensure the vision of Legacy is seen to fruition in the 2019-2020 SY and moving into the 2020-2021 SY. We are seeing consistency in staffing and that is an area of growth that we were able to improve upon from 2019SY to 2020SY. We believe this is because the foundation of the school is being built effectively, creating the culture we want to see, which is student-centered and focused on touching the spirit of not only the children but the adults as well.

<b>Number of Lead Guides from 2019-20 not returning in 2020-21</b>	<b>2</b>
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2019-20 Non-Licensed Staff			
Name	Assignment	2019-20 Status*	Comments
Tonica Abdur Salaam	Head of School	R	
Lorine Williams	Assistant Director of Family and Community Engagement	R	
Fabienne Hopkins	Assistant Director of Early Education	R	



Jennifer Bartels	Business Operations Manager	R	
Laura Magaña	Preschool Admin Coordinator	R	
Richlieu Benson	Custodian	NR	
Melvin Williams	Custodian	NR	
Allison Juhl	Office	R	Seasonal
Phoua Yang	Pre-school Assistant	NR	COVID
Faiza Shakul	Toddler Assistant	NR	COVID
Kiara Johnson	Student Success	R	
Tracey Fluegel	Elementary Assistant Guide	R	
Sahro Salal	Toddler Guide	NR	COVID
Robert Murry	Elementary Assistant Guide	R	
Andre Glass	Elementary Assistant Guide	R	
Sharmeen Rhine	Elementary Assistant Guide	R	
Shaquille Fields	Elementary Assistant Guide	R	
Rosario Freitag	Preschool Assistant	NR	Resigned Mid-Year
Belen Cornejo-Cisneros	Preschool Assistant	R	
Mercedes Nwokeuku	Preschool Assistant	R	
Kyelaya Rostron	Preschool Assistant	NR	COVID
Anastasia Holden	Preschool Assistant	R	
Lauren Kennedy	Toddler Assistant	NR	Resigned Mid-Year
Gloria Panora	Toddler Assistant	R	Substitute
Aris Glass	Pre-school Assistant	R	Substitute
Breon Jones	Office	R	Seasonal

\* R = Returning, NR = Not Returning



JJ Legacy has multiple forms of recruitment methods to reach diverse candidates. From job boards to community events, to word of mouth, the school has found great success in finding staff who are committed to the mission and direction of the new administration. We are proud of the highly diverse staff (75%) that are employed at JJ Legacy.

#### **CURRENT YEAR - 2020-21 Staffing**

<b>2019-20 Licensed Teaching Staff</b>		
<b>Name</b>	<b>File #</b>	<b>License and Assignment (subject/grades)</b>
Cameron Barker	507869	Special Education, Special Education Teacher
Craig Asche	391151	Elementary 1-6, Curriculum Specialist and E2 Lead Guide
Kenna Sarge	373374	Elementary 1-6, E1 Lead Guide
Olutimilehin Olusanya	1000380	Elementary 1-6, E2 Lead Guide
Michelle Fitzgerald	506543	EL Coordinator K-6
Sara White	481999	Kindergarten Lead Guide
Kelsey Thingvold	480263	Elementary 1-6; E1 Lead Guide

<b>2020-21 Other Licensed (non-teaching) Staff</b>	
<b>Name</b>	<b>License and Assignment</b>
Jamal Abdur Salaam Sr	496667 - Administration, Principal
Catherine Alpizar	455934 - Social Work, School Social Worker

<b>2020-21 Non-Licensed Staff</b>	
<b>Name</b>	<b>Assignment</b>
Tonica Abdur Salaam	Head of School



Fabienne Hopkins	Assistant Director of Early Education
Lorine Williams	Assistant Director of Family and Community Engagement
Laura Magaña	Preschool Admin Coordinator
Anita Yang	Office
Toni Williams	Mental Health Practitioner, Student Support Lead
Tracey Fluegel	Elementary Assistant Guide
Andre Glass	Elementary Assistant Guide
Candace Muex	Elementary Assistant Guide
Robert Murry	Elementary Assistant Guide
Sharmeen Rhine	Elementary Assistant Guide
Destiny Roberts	Elementary Assistant Guide
Kiara Johnson	Elementary Assistant Guide
Belen Cornejo-Cisneros	Toddler Guide
Anastasia Holden	Elementary Assistant Guide
Mercedes Nwokeuku	Kindergarten Assistant Guide

## 13. Operational Performance

We accomplished our goals in operational functions for the school and were able to create sustainable workflows for our financial functions. The school operates under GAAP (Generally Accepted Accounting Principles). Their set of rules encompasses the details, complexities, legalities of business, and including corporate accounting. Through GAAP, the school implemented a separation of duties plan that has been incorporated in order to have objectivity and prudence in our accounting procedures. Operating under GAAP gives us an opportunity to streamline our procurement processes including purchasing and accounts payable, cash management, financial reporting, budgeting, and auditing.

The administration has adopted more formalized financial procedures and systematized processes within accounts payable, purchasing, reimbursements, cash and check deposits, and petty cash reconciliation. These procedures, with aligned documents and forms, have provided more transparency and proper documentation.



Human Resource functions were tested, refined, and restructured in 2019-2020. All employee physical files were audited and continue to be in compliance. The Human Resource Information System was audited and continues to be up to date with historical data. Hiring practices were formalized and streamlined and in testing the systems, they continue to be productive.

The hiring procedures are as follows:

1. The position is identified (vacant or newly created)
2. The hiring committee is identified
3. A posting is created in the HRIS system that tracks applicants through the candidate process.
4. The posting is linked to external job boards and posted on the JJ Legacy website.
5. Resumes and cover letters are reviewed by an HR representative.
6. If the position has multiple qualified candidates, the HR representative sends an email questionnaire or phone interview. Candidates that pass this step are invited to schedule an in-person interview.
7. The HR representative creates standard interview questions that are used for all candidates asked for an in-person interview. Interviews are conducted.
8. Secondary interviews are conducted, if necessary.
9. The hiring committee decides on the best candidate to fill the position.
10. The HR representative extends the offer to the candidate, and upon acceptance, the HR representative notifies all other candidates.
11. Upon acceptance, a contingent offer is made and a background check is run.

Other successful operations functions are:

- The school decluttered and received an extensive cleaning, making for a bright, clean, and welcoming atmosphere
- Partnership with The Anton Group in using a communication software, ZenDesk, which tracks workflow and keeps proper documentation of requests.
- Three-person workflow for check receiving, handling, depositing, and accounting.
- Partnership with Tuio, an online payment processing system, which creates and tracks invoices, sends automatic reminders to parents for past due payments, and reduced online payments from multiple payment providers to one single platform.
- Creating an internal workflow for tracking and communicating overdue payment and ensures accountability for parents who default on payment. Families are supported on a case-by-case basis to create payment plans that work for them in an attempt to keep from interrupting instruction/care.
- All adults must complete a background check in order to interact with students for any reason during the school day. This includes field trips, overnight trips, and volunteering on school grounds. Employment is always contingent on background check results as is being a member of the Board of Directors. Employees and board members are re-checked every other year while all volunteers are every three years.

In 2020-2021, it is a priority to audit student files and ensure they are in compliance, as well as ensure that multiple key staff have proper medication administration training. Technology, streamlining processes and automating some HR processes are additional goals.

Vendors

- Facilities: The school building is leased from Our Lady of Victory church.



- Transportation: General education students were bussed through Metropolitan Transportation Network; Special education students were transported through Loyal Transit Network which transitioned mid-year to Ride Safe Transportation.
- Food Services: The school contracted with Amazing Dining Service for food service meals and Craig's Home Delivery for milk.

## 14. Finances

For questions regarding school finances and for complete financials for 2020-2021 and/or an organizational budget for 2020-2021, contact:

Name: Tonicia Abdur Salaam  
 Position: Head of School  
 Phone: 612-302-3410  
 Email: toas@jjlegacy.org

The Anton Group provides financial services for Legacy of Dr. Josie R. Johnson Montessori School. Contact

information for the school's contracted accountant is found below.

Name: Dawn Jenkins  
 Email: djenkins@theag.org  
 Phone: 651-274-5149

The 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 no later than December 31, 2020.

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$2,794,793	\$127,647	\$271,980
Total Expenditures	\$2,831,130	\$127,647	\$283,642
Net Income	\$(36,337)	\$0	\$(11,662)
Total Fund Balance	\$71,489	\$0	\$0

### Overview

The Board, Finance Committee, Head of School, and contracted Accounting Firm (The Anton Group) work together to prepare the annual budget that is approved by the Board in June of each year. Once the annual budget is approved, the Head of School and TAG use the monthly, detailed financials to monitor current spending and receipt of revenue. A strong emphasis is also placed on monitoring enrollment and Average Daily Membership (ADM) to ensure the budgeted ADM is consistent with the actual ADM.

The General Fund (Fund 01)– The school's general fund includes the primary operations of the School in providing educational services to students from kindergarten through grade eight



including regular and special education, administration, and food services. State aids finance most of these activities.

Approximately 94% of the General Fund operational revenue is controlled by a complex set of state funding formulas resulting in the local school board having no meaningful authority to determine the level of resources.

Food Service Fund (Fund 02)– The School’s food service program operated at a deficit of \$29,204 for the fiscal year 2020. The related deficit was eliminated through a transfer from the General Fund and the fund ended with a \$-0- fund balance.

Community Service Fund (Fund 04)– The School’s community service program operated at a deficit of \$11,846 for the fiscal year 2020, ending with a fund balance of \$-0- at June 30, 2020.

### **Revenues and Expenses**

JJ Legacy’s key sources of revenue include general education aid, charter school lease aid, and special education aid.

Total revenues in the General Fund (Fund 01) on a net basis were \$141,097 (5.3%) higher than the final amended budget amount while total expenditures were \$73,810 (2.7%) higher than had been budgeted. For 2021-2022, the Board will need to take these variances into consideration in order to limit budget differences to every extent possible. Our goal is for budget variances to be limited to 1% to 2% on either side of zero once the School’s program has matured and stabilized.

Revenues for the Community Service Fund (Fund 04) come from two primary sources – tuition from the fee-based Children’s House Program and contracted service fees from the Extended Care Program. This revenue is paid to the school directly from families who have child(ren) enrolled in either or both of these programs

### **Net Surplus or Deficit and Fund Balance**

The School’s General Fund experienced a decrease in fund balance during fiscal 2019-20 of \$36,337 ending at \$71,489 as of June 30, 2020. The school is continuing to develop a long-range plan which develops and maintains a target fund balance that is at least 20% to 25% of annual expenditures. The ending fund balance at June 30, 2020, for JJ Legacy Elementary represents 2.44% of expenditures incurred for the year (previously was 3.62%) and is an important aspect in the School’s financial well-being since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.

### **World’s Best Workforce Annual Budget**

The budget for the World’s Best Workforce is embedded within the overall JJ Legacy budget. The school continues to provide intervention and individualized support for students as demonstrated by our nearly 8:1 student to staff ratio (each classroom had 1 lead guide and 2 assistant guides). This staffing model is the largest budget expenditure that



supports the school's WBWF goals. Additionally, the school has dedicated additional funds towards technology and academic interventions.

## 15. Future Plans

Looking ahead, there are many reasons to be excited about the future of JJ Legacy. JJ Legacy remains the only free elementary Montessori program in North Minneapolis, and is one of a small, but growing, movement of Montessori schools nationwide dedicated to providing a quality Montessori-influenced education to an intentionally diverse community of students. JJ Legacy has a highly engaged community of supporters, including parents, board members, and community members.

Some highlights that we as an organization are proud of and will continue to build upon in the 2020-2021 school year are:

- A continued partnership with the Regional Centers for Excellence (RCE) in Academics, Title I, Title II, and Title III programming, the Emerging Bilingual program, Special Education program, and data review.
- Hiring staff of color to further reflect our student population and to instill powerful early learning for all students about race and positions of power. We currently have 75% staff of color.
- Reading Corp - We received an award of AmeriCorps members 6 total Americorps staff who will be able to join the JJ Legacy team for the 2020-2021 school year: 3 Reading Corps, 1 Math Corps, and 1 Preschool Educator Corps.
- 2 VISTA positions, one focused on our Environmental Learning, and the other position focused on PR and Marketing.
- Investing in more curriculum to enhance, not supplant, the Montessori-influenced curriculum
- Standards-based alignment of lessons to the Montessori pedagogy, across all grades.
- Increase board membership with members that have a direct connection to the communities we serve as well as experience in fundraising, finance, and education.
- Investment in more curriculum to enhance, not supplant, the Montessori-influenced curriculum.
- More online curriculum options were needed, so we also purchased more online learning options for Distance Learning instruction.
- Guides will continue to use the Benchmark Assessment System (BAS) as a universal screener for scholars and now have more assessment tools available to support this work through EasyCBM, EngageNY, and NWEA Map.
- Staff are receiving ongoing training and coaching in the utilization of the Benchmark Assessment Systems to be used as a universal screener.
- PLC teams will analyze student progress using the Curriculum-Based Measures tool.
- The PLC teams will continue to use a PDSA cycle (Plan - Do - Study - Adjust) for analysis of lesson planning, student needs, and determining adult fidelity of instruction.
- Scholars are assessed through NWEA testing three times per year.
- Staff analyzes scholar growth and best practices during PLCs and plans according to student needs.



### **ELA and Mathematics**

- Unit and lesson plans will be aligned to MN state standards coinciding with Montessori standards and EngageNY curriculum.
- JJ Legacy Lead Guides will embed African American standards within units and lesson plans.
- Teachers will implement small group reading and math strategies.
- Teachers will utilize the curriculum from EngageNY.
- Teachers will create a high-level depth of learning that aligns with MN state standards coinciding with Montessori-influenced standards.
- Data points will be established and used as a continuous feedback cycle to improve instruction.
- The rigor of academics will increase by the addition of an intentional curriculum aligned with standards and benchmarks, in a tool that will not require 1-5 years for implementation.
- Materials will be distributed to homes in order for students to continue their engagement in academics during DL.

The board will engage in a strategic planning process beginning in November. The board will work with a consultant to help determine the strategic direction for the next 3 years. The board will also realign JJ Legacy's mission, and vision to readily align with the important work and direction we have been on for the past year.

Aligning Montessori pedagogy with the unique needs of students of color, with our students living in a vastly different context and the environment will continue to be a programmatic commitment. As one of our leaders, Jamal Abdur-Salaam states, "We are not trying to make children of color fit into Montessori, we are trying to make Montessori fit the child." Our most powerful contribution to the children at JJ Legacy is touching their spirit and one way that happens is by offering them something that has to fit them, not something that they have to contort to become.

## **16. Distance Learning Plan Description and Reflection on Implementation**

***Did your plan effectively serve students and families and what pieces might you change moving forward?***

Distance learning was an extremely difficult way to end our 2019-2020 school year because there was very little time to prepare for it. JJ Legacy was not set up to run virtual classrooms and it took a lot of research in action to get a plan in place that would meet the needs of our scholars and properly serve our families. During the first round of distance learning in the spring we routinely surveyed our families and met with them on Zoom to get feedback on their experiences. While the reality is that our scholars would have rather been in the building, we were able to respond with such a short window in a way that although not perfect, showed our families our commitment to their children and their education.



We delivered 1300 meals a week every Monday to ensure our children had the nutrition they needed, we also included packets, materials and resources. We delivered door to door, so that families were not compromising children's needs due to transportation challenges. We worked hard to ensure that all of the areas we could possibly cover, from food resources, to housing, to financial support, were addressed when there was a need.

We created a CARE team, consisting of our Social Work Team to deepen our engagement with families. JJ Legacy started to get in rhythm with distance learning and that supported us in preparing for the fall. The shift to distance learning made it much more difficult to complete assessments and get to any testing that would tell us if our students made growth. It is important to note that many of the resources we use to collect data electronically also had to be developed to support virtual learning, so we focused on good lessons and SEL standards to meet the needs of our scholars. The feedback we received from scholars and families allowed us to be better prepared for distance learning in the fall.

The administrative team also split up the staff to ensure the staff received a card, or some type of written message that was encouraging and a reminder of the care and respect we have for the commitment that the staff at JJ Legacy make everyday on behalf of the children.

***Was the school's distance learning plan comprehensive? Were there any gaps that were identified?***

The biggest work was the reality that no one in the entire organization has ever experienced a pandemic. The leaders were not trained in online learning as a process, either in theory or practice. The number of blind spots and contradictions of care were overwhelming. What was best for one group of students, (i.e., students in the general education program versus children receiving services in the Special Education Department), may not be best for the next. What one family is demanding, does not align with the safety guidelines, What one staff needs, does not align with what other staff want. In a face to face context, many issues and disputes are resolved in face to face conversations. Being behind a screen, can impact the way in which people interact. We were not prepared for the intense and serious levels of anxiety, despair and uncertainty and depression that people under this type of duress are experiencing right now and remain committed in supporting those that need it without them feeling less than as staff members.

In distance learning, we provided 4 days of live instruction for scholars with the and the 5th day being an asynchronous day. Our asynchronous day is on Wednesday and is a day where we package more work and materials for students and also a records keeping day. JJ Legacy staff work together in PLC's and during prep times to plan instruction for their grade levels. All teams provide families with a schedule for scholars and a weekly newsletter to make sure that information gets shared and so everyone is on the same page.

Our families receive a weekly delivery of meals, school work, and any materials they will need to complete assignments for the week. Scholars also use technology (tablets and Chromebooks) provided by the school and families that have identified a need for a reliable internet connection have also been provided with hotspots.



With more time to plan over the summer, we were able to provide more support for our scholars and parents logging into virtual classrooms and accessing educational applications for learning. JJ Legacy is currently syncing all of our distance learning apps and resources into a tool called Clever to enable staff, parents, and students to use one login as an access point to all online learning.

One of the many gaps was around how to instruct through Montessori pedagogy when it is not aligned with any aspect of technology, especially online learning. This has expanded our understanding of the need to be Montessori-influenced, as we have had to change with the times. The old methods of teaching, and observing and learning do not translate through a screen. All of the aspects, from observation to materials are severely minimized in the DL module.

Our lack of technology put us behind the planning and implementation process. For example, even though we were able to obtain tablets, they were the most economical in terms of what we could afford, however, our families needed much more than tablets, hot spots, laptops with keyboards, materials as well as a small amount of technological savvy is required to navigate this new way of educating our children. We recognize a lot of people, regardless of income and background, navigate the world through their cellular phones and that cellular technology is simply not sophisticated enough to address the technology needs that our families and staff have in order to present distance learning at a mastery level. We were able to obtain tablets from T-Mobile at no cost for the hardware and a small monthly fee for the data. The tablets allowed the students to access the internet through additional cellular data provided by T-Mobile.

Staff training around technology happened with the support of staff who stepped in to provide PD and direct support to their colleagues. We will continue to make space for training and support during PD days and have given resources for online classes when needed to increase the technical capacity of staff.

We will also continue to research and test out apps and hardware that can enhance the learning and engagement of students. Some examples of that are voice- to-text, keyboards for tactile needs and headphones for some students that need that type of support.

### ***How effective was the plan and how did you measure its effectiveness?***

Scholars were able to access their learning and our staff has been flexible and adaptable in supporting families during distance learning, giving families multiple opportunities to complete work. We monitored engagement in distance learning by tracking the number of lessons and participation in online apps, like Seesaw.

Lead Guides had a scheduled weekly check-in with administration to discuss strengths, challenges, and needs during distance learning. Scholars also turned in homework weekly to be tracked and graded by Lead Guides.

We used data from attendance and active participation in online learning. All of the apps allow us to pull data per class, team or school-wide and the Leaders receive weekly reports automatically that outline all of the academics and engagement highlights of the week. These



highlights include, number of logins, number of assignments uploaded, number of lessons given, etc., We are using this data to monitor academic progress as we can see their work, we are also using it to monitor our online presence and to also assess the effectiveness of the apps with the families and school. All teams work with our school Clerk and Associate Director on any attendance or engagement concerns.

**How did your team prioritize communication, mental health, and general well-being of staff and students during distance learning?**

*Children's House supported our families through our partnership with SWC, by distributing four care package bundles. In October we sent a celebration bundle in honor of Dr. Yvette House. This included a book on grief for our kindergartners and our pre-k. We sent a bookmark in honor of Ms. Yvette who was instrumental in literacy for all ages. We provided a book authored by an African American seven-year-old entrepreneur, snacks, and we provided \$ 50.00 gift cards for parents that identified having food scarcity issues. We also did Wellness visits and calls monthly during the summer.*

<b>Content</b>	<p>What was distributed to parents? What was the content of the information? Or What support was provided?</p> <p>May:</p> <ul style="list-style-type: none"> <li>- Book to each child: Cameron Goes to School (local author)</li> <li>- Activity packets</li> <li>- Parent Self-Care Packages including hand sanitizer, face masks, candle, \$10 target gift card, journal and pen, bubbles, tote bag</li> </ul> <p>June:</p> <ul style="list-style-type: none"> <li>- Activity packet</li> <li>- Children's social story about Covid</li> <li>- Balloons and care packages for children including</li> </ul> <p>July:</p> <ul style="list-style-type: none"> <li>- Children's story about Covid</li> <li>- Book to each child: Princess Paige (local author)</li> <li>- Included lemonade to go with theme of book</li> </ul>
<b>Format of information</b>	How was the information/content delivered to families? (E.g. YouTube video, phone call, Zoom, paper packet/s sent home, etc.)
<b>Leadership</b>	<p>Who delivered/distributed/contacted/supported parents?</p> <ul style="list-style-type: none"> <li>- Ms. Fay, Laura, Nora</li> </ul>
<b>Attendance</b>	<p>40 of parents/caregivers reached /contacted/supported</p> <p>52 of children reached/contacted/supported</p>

We created the CARE team, which at the time was going to be a temporary response to ensuring our families AND staff had access to immediate support regarding mental health, financial and personal resources. We have had a tremendous response to the CARE team to the extent it received an independent phone line and we created a link on the website. Our Social Work Team works in rotation to provide support and coverage.

We provided a lot of flexibility this summer, unlike past years, where every moment was filled with PD of varying topics. We gave staff this past August, an abundance of time to sort through; technology challenges, addressing coping strategies for the stress from being



separated from the children, the anxiety connected to isolation because of the virus as well as mental health recommendations and referrals when needed.

***What protocols, policies, committees, or training, could you incorporate going forward in your preparedness plan?***

We have waited on creating a school-wide committee, pulling on staff, based on the feedback from many on how overwhelmed they are feeling as well as the overwhelming amount of information and change that seems to push the limits of reasonable adaptability. Because of this, we have brought all of the COVID “work” to the staff through staff meetings and our team and 1:1 meetings. We have shared most of the resources, notes, organizations and community partners that we are working with through this process and we would like to add to those resources as we move forward. We would like to continue to find free resources for our staff on creative ways to give online lessons, creative ways to collect data and analyze student achievement online as well as tools to help support our parents as they navigate this extreme change in education. As staff become more comfortable and we see that staff are able to carry more responsibility outside of their classroom, we will increase our pull on their knowledge and expertise.

***What did you learn about your staff, students, and community that makes you proud of the work you have done?***

JJ legacy staff are committed and purposed for children. Our team delivered meals and materials to families during a time when so much was unknown about the pandemic and the safety of our community due to social injustices and our cities burning down. JJ Legacy staff kept students at the center and were essential in their efforts to care for others beyond themselves. The teamwork we saw in the first round of distance learning was inspiring and is the key to aiding us this fall.

Scholars have been patient, engaged, and ready for distance learning and we listened to them and assured them that we are working hard to get back to school the way we know it, in person. A scholar was still able to exit our ELL program with the help of our new EL coordinator who was very new to our staff headed into distance learning. Our special education department put together a great team effort with assistant guides to make sure the scholars were still meeting their goals and getting support aligned with their IEPs.

Our social work department continued to meet with skills groups and created seesaw videos that were aligned with SEL standards for scholars to practice zones of regulation and social skills. We were able to work with T-mobile at a time when we had very limited financial resources for technology for students at home, to get a tablet in every student's hands for distance learning.

This was a total team effort and we learned a lot from this process that helped us get better prepared for technology needs in the fall. We are blessed to have an amazing staff. Each and every person on the JJ Legacy Team is committed to children and to the vision of touching their spirits. Because of that unified vision, we know that JJ Legacy is destined to continue to touch the lives of the children and families to whom we are committed.



