

**Strategic Plan 2022-2025**  
**MITCH Charter School**



MITCH  
Charter School

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## Land Acknowledgement

In alignment with MITCH's mission and vision of "developing students' global perspectives and critical thinking skills" to grow "literate, knowledgeable, and confident leaders serving our community, nation and world", our staff and educators are committed to raising awareness about histories that have been suppressed or erased.

*MITCH Charter School honors the Indigenous nation that originally cared for the native camas, wapato, and oak trees of the Tualatin Valley; the northernmost tribe of the Kalapuya, the Atfalati (ah-TFAL-uh-tee). In 1855, the American government pressured the Kalapuya to sign treaties giving up millions of acres of their ancestral land - the land we live and learn on today. This practice was mirrored throughout Indigenous tribal nations in what is now called North America. In honor of their struggle we celebrate their resilience and uplift the legacy of the Kalapuya and other Indigenous nations through the care and study of native plants and Indigenous foodways in our school garden and classrooms. Our school community contributes to Indigenous seed sovereignty through the repatriation and return of these Indigenous seeds to their original keepers.*

## MITCH Mission

We believe that the strength of our community lies in its diversity. We know the power of having many different voices at the table. These voices resound from the hearts and minds of our youth, who hold the keys to a just, fair and sustainable future.

Therefore, we strive to equitably serve each student, honoring their identity and academic journey. In partnership with our community, we cultivate a school-wide culture of belonging in which all students are empowered to become literate, knowledgeable, and confident leaders serving our community, nation and world.

Our Mission is guided by our school Board of Directors' Equity Statement:

**Access** | Ensure that racially, culturally and socioeconomically diverse students have equitable access to excellent education, teachers and leaders who are impactful and empowering.

**Inclusion** | Involvement and empowerment; Where the fundamental value and dignity of all people are honored. MITCH develops and maintains a sense of belonging and practices respect for the talents, abilities, backgrounds, and lifestyles of its families.

**Opportunity** | With access and inclusion combined, we will make MITCH a beacon in our community.

## **MITCH Vision**

***\*May 2021 - approved by MITCH Staff\****

MITCH Charter School is a community where every child experiences a sense of belonging. Here, each student is supported to excel socially, emotionally and academically through whole-child, student-centered learning.

Dedicated teachers deliver engaging, content rich curriculum and hands on agricultural education that honors diverse student identities, developing students' global perspectives and critical thinking skills. School staff and administration provide an adaptable framework in which each child develops a passion for learning and connection and is empowered to be an agent of positive change in the world.

## **MITCH Teachers & Staff Guiding Principles**

***\*Staff approved June 2020\****

- We will calmly lead with empathy for all, staying receptive to equitably addressing diverse challenges and engaging in transparent and adaptive problem solving.
- We will regularly analyze equity-informed data to illuminate gaps and systemic biases.
- We will center our classrooms in culturally responsive pedagogies to teach the standards.
- We will empower student-centered learning that identifies and affirms the depth of all cultures.
- We will steep our instruction in curriculum that is content-oriented, balancing fact based learning with Project Based Learning, integrating agriculture, art, music and physical education.
- We will prioritize the whole health of every child by engaging social emotional learning, actively pursuing one on one engagement with families, and differentiating instruction based on diverse student needs.



# MITCH Strategic Plan Goals

**ACCESS | Ensure that racially, culturally and socioeconomically diverse students have equitable access to excellent education, teachers and leaders who are impactful and empowering.**

**1. GOAL 1: Equitably serve our local student population.**

*In addition to the Board of Directors’ Equity Statement, equity in this context is defined as, “An approach to ensure equally high outcomes for all by removing the predictability of success or failure that currently correlates with any racial, social, economic, or cultural factor.” (Shane Safir, Street Data, 2021)*

**a. Strategy 1: Develop student, teacher and school leadership demographic to match the sponsoring district.**

Students must first have access to MITCH Charter School in order to experience the academic opportunities available to our student population. School leadership will engage in systematic outreach and school culture development to attract and retain a student demographic that matches the sponsoring district demographic and a teacher demographic that reflects student diversity.

**Racial and Socioeconomic Diversity**

As of 2020-21, our district and school demographics are:

	TTSD 2020-21	MITCH 2020-21
American Indian/Alaska Native	Student: <1% Teacher: <1%	Student: 0% Teacher: 0%
Asian	Student: 5% Teacher: 2%	Student: 7% Teacher: 11%
Black/African American	Student: 2% Teacher: 1%	Student: <1% Teacher: 0%
Hispanic/Latino	Student: 28% Teacher: 8%	Student: 13% Teacher: 0%
Multiracial	Student: 9% Teacher: 2%	Student: 11% Teacher: 0%
Native Hawaiian/Pacific Islander	Student: 2% Teacher: <1%	Student: 0% Teacher: 5%

White	Student: 53% Teacher: 86%	Student: 69% Teacher: 84%
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**i. Implementation evidence**

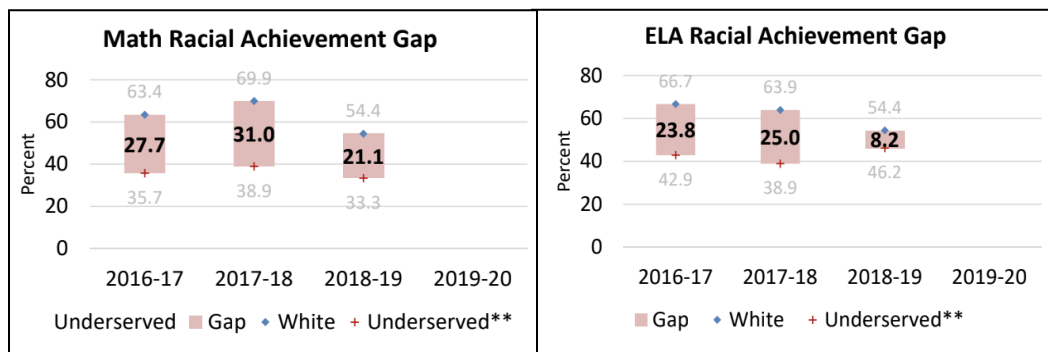
1. School leadership, including current board directors, will work with school stakeholders to develop the school website and a marketing plan to reach out to racially, linguistically and culturally diverse communities, specifically those from which MITCH is lacking representation.
2. School leadership and the board of directors will develop recruitment and hiring practices that identify elements of racial and socioeconomic diversity as assets, including, but not limited to candidates that display linguistic and cultural diversity.

**ii. Outcomes - by June 2025**

1. The percentage of BIPOC students at MITCH will increase, becoming more representative of TTSD's student population.
2. The diversity amongst school leadership, including the board of directors, will reflect the racial diversity of our student population.

**b. Strategy 2: Close the school's achievement gap.**

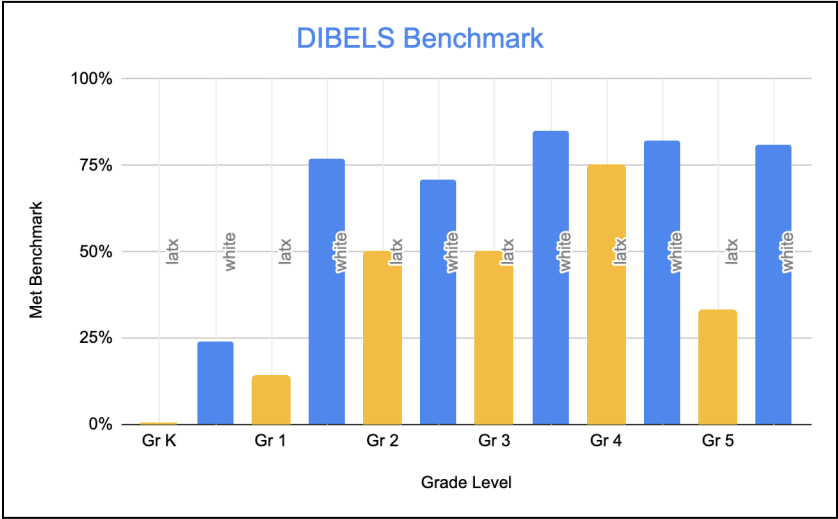
Our school's current state story indicates that there is a racial achievement gap in both English Language Arts and Math. The following charts are based on three years of history on **The Smarter Balanced end of year assessment (SBAC) in grades 3-5 only**. The three year trend average difference between white and underserved populations in Math is 26.6%. The three year trend average difference between white and underserved populations in ELA is 19%.



Similarly, we show a racial achievement gap in our DIBELS Spring data from 2020-21. Our largest demographic of underserved students is currently our Latinx

population. In Kindergarten, 0% of Latinx students and 24% of White students met benchmark. In 1st grade, 14% of Latinx students and 77% of White students met benchmark. In 2nd grade, 50% of Latinx students and 71% of White students met benchmark.

**2020-21**



NOTE: Grades K-2 is a composite score: Grades 3-5 is Oral Reading Fluency Words Correct Score

We know that supporting our lowest performers contributes to the success of every student. Simultaneously, we recognize that the achievement gap is empirical by nature and does not value the cultural and social knowledge held by members of our community. Therefore, we acknowledge that test scores provide only one part of the data that we need to analyze in order to best serve our entire student population.

**i. Implementation evidence**

1. In collaboration with teachers, school administration will continue to develop and implement ELL programming, specifically through Imagine Learning.
2. Teachers and staff will adopt a literacy program that honors students from all linguistic backgrounds, in which students are encouraged to take risks in their learning, building their independence, confidence and their ability to express their thinking. The school will conduct a pilot program of Collaborative Classrooms' Being a Reader curriculum from 2021-2025. School leadership, with input from the community and student data, will then determine whether to continue with this curriculum.



3. Academic supports: An intervention specialist will be hired part time. This teacher will use data based decision making and will provide systematic and strategic intervention support for students who are behind benchmark.

**ii. Outcomes - by June 2025**

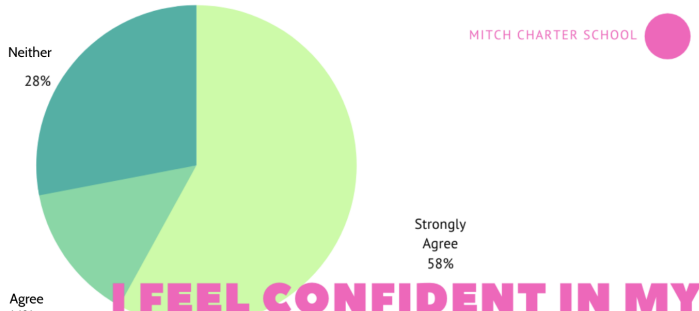
1. The percentage of Latinx students who are performing at DIBELS benchmark will show a marked increase, ideally by 10%.
2. The percentage of all students who are performing at DIBELS benchmark will show a marked increase, ideally by 8%.
3. The three year trend average for underserved populations on the SBAC ELA and Math tests will show a marked increase, ideally by 10%.
4. The three year trend average for all students on the SBAC ELA and Math test will show a marked increase, ideally by 8%.

**c. Strategy 3: Develop programming and supports for traditionally underserved families.**

*In order to attract and provide for the communities we seek to serve, the school must have the proper infrastructure supports in place.*

**i. Implementation evidence**

1. School leadership will execute a stakeholder engagement process, springboarding off the data gathered from the Equity Team and Culture Committee surveys in 2020, during the COVID-19 Pandemic. This survey was formed using the [Equitable Parent-School Collaboration Framework](#) with a small survey size of 7 student guardians.
  - a. How do we measure Family Engagement?
    - i. % of parents who feel knowledgeable and confident in their ability to support their child's learning.
    - ii. % of parents who believe their school provides a welcoming and culturally responsive learning environment.
    - iii. % of parents who have leadership opportunities on decision-making at their school or district.



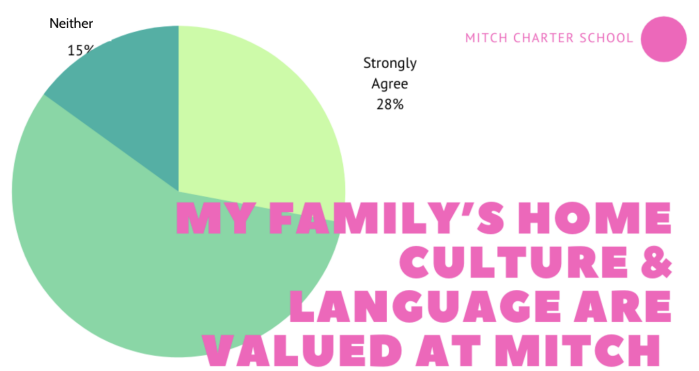
## I FEEL CONFIDENT IN MY ABILITY TO SUPPORT MY CHILD'S LEARNING AT HOME

How can we better support families?  
 What challenges do families face?  
 What resources can the school provide?



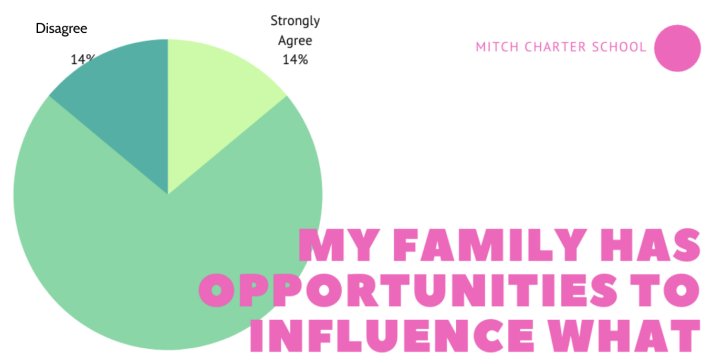
## TEACHERS WORK WITH ME TO MEET MY CHILD'S NEEDS

Which methods of teacher communication work best for your family?



## MY FAMILY'S HOME CULTURE & LANGUAGE ARE VALUED AT MITCH

What does it look like to see your home culture and language valued at MITCH?  
 How do you or how would you like to see your family's culture and language valued at MITCH?



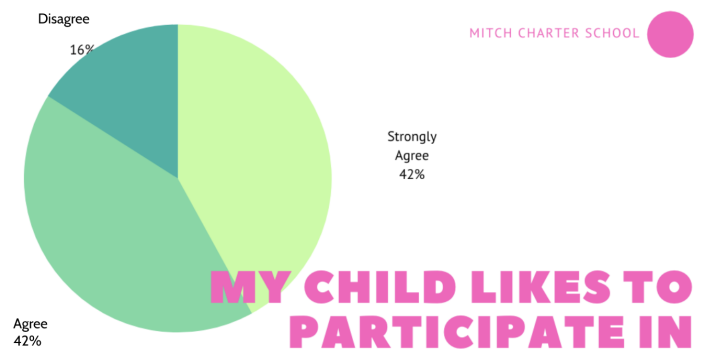
## MY FAMILY HAS OPPORTUNITIES TO INFLUENCE WHAT HAPPENS AT MITCH

What are these opportunities?  
 How can we provide more of them to more families?



## 100% HAVE ATTENDED FUNDRAISERS, SCHOOL EVENTS, PARENT/TEACHER CONFERENCES

How did you experience these events?  
 How can we design these events to be more inclusive and engaging for all families?



## MY CHILD LIKES TO PARTICIPATE IN EVENTS AT SCHOOL

What are the barriers to participation?  
 What do students enjoy or not enjoy about school events?

This stakeholder engagement process will specifically include traditionally underserved families to identify strategies that will most effectively support students and parents. Some of the areas of focus previously recommended by the Culture Committee include:

- b. representation of diverse familial and cultural experiences throughout school communication, events, curriculum
- c. creating a safe and affirming environment, especially for underrepresented and/or underserved families
- d. educating staff, teachers, students and families on the topic of implicit bias
- e. integrating the community's equity vision with the board's equity vision

School leadership will reconvene these meetings and conduct regular gatherings or methods of communication that work for the families that are engaged. Specific and measurable methods of data collection will be identified and utilized by this group, be it surveys, individual outreach, home visits, in person meetings, etc. This data will be used to inform and measure the success of programming and supports for traditionally underserved families.

2. School leadership and the school board's marketing and fundraising committee will develop a program to start a scholarship fund for families in need.
3. School leadership will establish and execute an English Language Learners Plan in partnership with TTSD.
4. School leadership will explore, discuss, and determine operational and financial feasibility of increasing the school's ADA compliance.
5. School leadership will explore, discuss, and determine operational and financial feasibility of a lunch program or food assistance for families.
6. MITCH will hire and retain a school counselor.

**ii. Outcomes - by June 2025**

1. School administrative leadership will annually present the results of the stakeholder engagement process to the school board, displaying trends toward community member satisfaction reflected through survey data. This information will be used to inform school-wide decision making.
2. The marketing and fundraising committee will develop and present programming to cover the costs of activity fees for families most in need.
3. Language and translation services will be in use and English Language Learning training incorporated into staff professional development.

**INCLUSION | Involvement and empowerment; Where the fundamental value and dignity of all people are honored. MITCH develops and maintains a sense of belonging and practices respect for the talents, abilities, backgrounds, and lifestyles of its families.**

**2. GOAL 2: Develop reflective and culturally responsive school leadership.**

*In order to provide a culture of belonging, the leaders of our community must adopt a growth mindset, questioning our own implicit biases and positions of power. In this context, 'belonging' is defined as "a component of agency in which students feel deeply connected to their school, classroom(s), peers, and teachers and can say, "I see myself, and I am seen and loved here." (Shane Safir, Street Data)*

**Strategy 1: Provide an evaluative framework to attract, support and develop an equity minded, reflective, coachable, and culturally responsive teaching staff.**

- i. The evaluative elements of **reflective** staff practice is based on component 4a of the *Danielson Evaluation Framework*, "Reflection on Teaching" are:
  1. Accuracy: As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
  2. Use in future teaching: If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.
- ii. The evaluative elements of **culturally responsive** staff practice are based on component 1b of the *Danielson Evaluation Framework*, "Demonstrating Knowledge of Students", are:
  1. Knowledge of child and adolescent development  
*Children learn differently at different stages of their lives.*
  2. Knowledge of the learning process  
*Learning requires active intellectual engagement.*
  3. Knowledge of students' skills, knowledge, and language proficiency  
*What students are able to learn at any given time is influenced by their level of knowledge and skill.*
  4. Knowledge of students' interests and cultural heritage

*Children's backgrounds influence their learning.*

5. Knowledge of students' special needs

*Children do not all develop in a typical fashion.*

**iii. Implementation Evidence**

1. All teaching staff will receive monthly feedback and coaching, along with an annual evaluation under the *Danielson Evaluation Framework* by the Executive Director.

**iv. Outcome - by 2025**

1. Ideally 80%, of teachers will be assessed as "proficient" under component 4a, "Reflecting on Teaching", of the *Danielson Evaluation Framework*.
2. Ideally, 80% of teachers will be assessed as "proficient" under component 1b, "Demonstrating Knowledge of Students", of the *Danielson Evaluation Framework*.

**Strategy 2: The school will engage staff and school board in professional development to build a culture of belonging.**

*By focusing on public learning, our school will develop a communicative and open staff that seeks to develop equitable educational systems, that pursues and is receptive to feedback, and places the whole student at the center of their teaching.*

*According to research, we know that healthy relationships are the foundation of learning and that social belonging is a basic human motivation. Thus, deep learning can only happen in a classroom where a child feels a sense of belonging.*

**i. Implementation evidence**

1. Lead by Learning will train a group of staff and teachers to implement **public learning** throughout the entire MITCH staff. Public learning creates a culture of belonging through staff collaboration, building community connection with student learning at the center.
2. The MITCH School Board of Directors will choose and participate in an equity-minded professional development opportunity by June 2022.

**ii. Outcomes - by 2025**

1. A report from Lead by Learning's pilot program and outcomes will be presented to the board and considered for further participation and development.
2. The board will present reflections and outcomes from their professional development.

### **3. GOAL 3: Cultivate socioeconomically and culturally diverse family engagement**

- a. **Strategy 1: School leadership will partner with teachers and staff to create opportunities for families from diverse backgrounds (socioeconomic, racial, cultural, ability, LGBTQ, etc.) to volunteer and participate in school events. These opportunities are dependent upon the shifting conditions of the COVID-19 pandemic.**

- i. **Implementation evidence**

1. The School Secretary will lead an annual parent training on Help Counter access.
    2. Teachers will provide multiple different opportunities to volunteer, including tasks done outside of the school day, as well as from the home and online.
    3. Organize school events that are logistically and culturally responsive to the diverse communities at our school.
    4. Track family engagement through Help Counter and stakeholder engagement process.

- ii. **Outcomes - by 2025**

1. A system for tracking family engagement will be developed and implemented by the Executive Director, Secretary, Director of Sustainability, and Business Manager.
    2. Family engagement, as tracked by Help Counter and the Family Survey, will increase.

- b. **Strategy 2: School leadership will work with the PSO to create opportunities for families from diverse backgrounds (socioeconomic, racial, cultural, ability, LGBTQ, etc.) to engage in school events. These opportunities are dependent upon the shifting conditions of the COVID-19 pandemic.**

**i. Implementation evidence**

1. The above mentioned stakeholder survey will collect and collate family engagement interests to inform the following:
  - a. The Executive Director will work closely with the PSO President to create diverse opportunities for family engagement at accessible times and locations that engage, are representative, and accessible to MITCH families.
  - b. A PSO Garden Liaison will be identified to work with the Director of Sustainability to develop events that engage, are representative, and are accessible to MITCH families.

**ii. Outcomes - by 2025**

1. School and PSO supported events will increase, specifically those that are free and accessible to diverse populations.
2. Results of the stakeholder engagement process will show increased family engagement and participation in school-supported events.

**c. Strategy 3: Cultivate transparent and dynamic communication with families.**

While the school has traditional methods of communication available to families (i.e. email, written mail, and phone calls) we acknowledge that these do not always equitably serve our community. Accessibility to technology, time, and language are all barriers that our school must overcome.

**i. Implementation evidence**

1. Gather data about preferred methods of communication in the stakeholder engagement process.
2. Create more accessible avenues for listening and responding to community input.
3. Implement translation program for front desk phone service.
4. Implement translation program on website.
5. Employ a school counselor/family engagement coordinator.

**ii. Outcomes - by 2025**

1. Stakeholder engagement data will reflect increased accessibility to translation and interpretation services at MITCH.
2. Translation program at front desk and website will be in full effect and easily accessible to families.
3. Diversity of home languages at MITCH will be increasingly representative of TTSD.





## **OPPORTUNITY | With access and inclusion combined, we will make MITCH a beacon in our community.**

### **4. GOAL 4: Create long term financial and operational sustainability.**

*To truly implement a strategy that cultivates access, inclusion, and opportunity, the school's budget priorities must be formed with equity as an imperative.*

#### **a. Strategy 1: Have stable enrollment around 250 students. This number increases financial viability while still honoring smaller class sizes.**

##### **i. Implementation evidence**

1. Board will form a Marketing Committee.
2. Marketing Committee will increase community outreach to potential new families.

##### **ii. Outcomes - by 2025**

1. Enrollment will be around 250 students.

#### **b. Strategy 2: The school board will form a fundraising committee. This committee will identify an annual fundraising goal based on the needs of the school as identified by the Board and the Executive Director.**

##### **i. Implementation evidence**

1. The MITCH Board of Directors will form Fundraising Committee to meet regularly
2. The MITCH Board will communicate with PSO to orient and coordinate fundraising efforts
  - a. Refer to [PSO-Board MOU](#).
3. The MITCH Board and Executive Director will identify annual fundraising goal by Spring each year.

##### **ii. Outcomes - by 2025**

1. Each Spring, the MITCH Board will have an updated fundraising goal to help meet the operational budget.

2. By the end of the following fiscal year, the MITCH Board will meet or exceed said goal.

**5. GOAL 5: Engage dynamic external community partnerships**

***These partnerships should provide opportunities for our students to serve their local and global communities and learn from role models that promote a just, equitable and healthy future.***

**a. Strategy 1: Increase service-learning opportunities in the classroom**

**i. Implementation evidence**

1. Teachers will conduct off-campus field trips in which students have the opportunity to learn from role models that promote a just, equitable and healthy future.
2. Teachers will invite 1-3 local leaders to campus to present and share about their work with students.
3. Teachers will engage students in community service projects on and off-campus.
  - a. ie. Donating school-grown produce to local food banks, building a rain garden on campus, volunteering at the local library

**ii. Outcomes - by 2025**

1. Every student at MITCH will have at least one opportunity a year to engage in service work in the above listed ways. This will be a central focus of the school year. Teachers will provide reflective activities for students to learn from the experience.

**References**

*2019-20 Adapted At-A-Glance TTSD Profile*

*2018-19 Oregon At-A-Glance School Profile: MITCH Charter School*