

Hiawatha Academies School District #4170

World's Best Workforce Plan

All Hiawatha Academies scholars will be empowered with the knowledge, character and leadership skills to graduate from college and serve the common good.

The World's Best Workforce plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All student graduate from high school

Supporting Teacher and Learning

MN Statue 120.B11: Striving for the world's best workforce:

Subd. 1. Performance Measures

Hiawatha Academies will use National and local assessments results to determine school site progress in creating the world's best workforce.

Subd. 2. Adopting Plans and Budgets

Network and Campus-Level Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

1. Each school will assess and evaluate each student's progress toward meeting academic standards and individual growth goals.
2. Curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce.
3. Curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, principal evaluations and teacher evaluations.
4. Curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.
5. District teaching practice will integrate high-quality instruction, rigorous curriculum, data-driven strategies and a collaborative professional culture that support teachers quality, performance and effectiveness.
6. The School Board will adopt an annual budget for implementation of the district plan.

Subd. 3 District Advisory Committee

Hiawatha Academies Advisory committee (Academic Committee) is comprised of teachers, parents, support staff, students, and other community residents to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments and program evaluations.

Subd. 4. Site Teams

Campus site teams are in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Report





A report will be published on the Hiawatha Academies website that outlines the strategic plan for developing the world's best workforce. The School Board will submit an electronic summary of the report to the commissioner.

Subd. 7. Periodic Report

Hiawatha Academies will periodically survey the community in regard to their connection and satisfaction with the school. The results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120.11, Subd.1a.-9.

Hiawatha Academies: District Overview

Hiawatha Leadership Academy-Morris Park		
 <p>HIAWATHA LEADERSHIP ACADEMY MORRIS PARK</p>	School Type	Elementary School
	Year Founded	2007
	Grades Served	K-4
	# of Students	390
Hiawatha Leadership Academy- Northrop		
 <p>HIAWATHA LEADERSHIP ACADEMY NORTHROP</p>	School Type	Elementary School
	Year Founded	2013
	Grades Served	K-1 (growing to K-4)
	# of Students	156 (growing to 390)
Hiawatha College Prep		
 <p>HIAWATHA COLLEGE PREP</p>	School Type	Middle School
	Year Founded	2011
	Grades Served	5-8
	# of Students	312
Hiawatha Collegiate High School		
 <p>HIAWATHA COLLEGIATE HIGH SCHOOL</p>	School Type	High School
	Year Founded	<i>Fall 2015</i>
	Grades Served	<i>9 (growing to 9-12)</i>
	# of Students	<i>104 (growing to 777)</i>

I. Goals and Benchmarks for Instruction and Student Achievement

Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

		Goal 1: % of students at grade level proficiency by EOY	Goal 2: % of students that will meet their individualized growth goal.	<i>Assessment individualized growth goals defined.</i>
		Reading/Math	Reading and Math	
K	M	50%/50%	75%	Students beginning the year on GL will make 1.2 years of growth.
1	A	60%/60%	75%	
2	P	70%/70%	75%	
3	+	50%/75%	75%	Students beginning the year BGL will make 1.5 years of growth
4		60%/75%	75%	
5	M C A	70%/80%	75%	Students having E, M, or PM 2013-14 standards will M or E Standards.
6		70%/80%	75%	
7		70%/85%	75%	
8		75%/85%	75%	Students having not met standards in 2013-14 will PM, M, or E standards.

Assessing and Evaluating Student Progress

Each school will assess and evaluate students' progress toward meeting academic standards.

Objectives:

- To measure the effectiveness of district curriculum in meeting MN academic standards
- To inform curriculum and instruction decisions based on student achievement results.

Use of Test Results:

- Guide instructional planning and progress monitoring
- Develop focused interventions for increased student achievement and growth
- Provide data for evaluation and development of district improvement plans
- Adhere to state and federal regulations and requirements
- Ensure students are on track to go to and through college

What are the tests and what do they measure?

- **ACCESS for ELLs**
The Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is an English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Language Learners.
- **EPAS- Educational Planning and Assessment System**

This system is made up of three assessments that provide college-readiness and career planning information. The three tests described below are aligned to support college-readiness skills in the areas of Reading, Math, Science and English.

Explore- this assessment prepares students for high school coursework and post-high school choices.

Plan- this assessment prepares students for further development of skills and information about post-high school choices.

ACT- the ACT Test is a curriculum- and standard-based educational and career planning tool that assesses students' academic reading for college.

- **Interim Assessments**

Hiawatha Academies has developed a set of interim assessments that are directly aligned with Minnesota State Standards. Interims are administered 4 times per year to track students' progress towards proficiency.

Grade Level	Interim Subject Tested
K	Math
1	Math
2	Math
3	Math and Reading
4	Math and Reading
5	Math, Reading, Science, Humanities and Language
6	Math, Reading, Science, Humanities and Language
7	Math, Reading, Science, Humanities and Language
8	Math, Reading, Science, Humanities and Language

- **MCAs**

The Minnesota Comprehensive Assessments are required Reading, Math, and Science tests for all students that attend Minnesota Public Schools. Students in grades 3-8 and 10 take the Reading MCS. Students in grades 3-8 and 11 take the Math MCA. Students in Grades 5,8, and 10 take the Science MCA. These assessments are based on state standards.

- **NWEA MAP Assessment**

Northwest Evaluation Association (NWEA) is a non-profit organization that offers a range of Common Core aligned educational assessments. The Measures of Academic Progress (MAPs) are adaptive tests that provide a measure of student growth and achievement. Student growth is able to be measured over time to allow for differentiation of student needs and recognizing student progress.

- **STEP Assessment**

The STEP Assessment, developed by the University of Chicago, is designed to provide teachers with a more detailed understanding of a student's literacy skills. This added data allows Hiawatha teachers to better differentiate instruction to drive literacy outcomes. Components of the STEP Assessment include: reading accuracy, reading rate, fluency, comprehension conversation, and developmental spelling. Hiawatha Academies' scholars take the STEP Assessment quarterly.

Review of Assessment Data

Once new testing data is available, principals, grade level teams and individual teachers meet in various formats to discuss student progress. Data is evaluated at the district, school, grade, class and individual student level. As the process moves forward, the information gleaned from assessment data is used in a number of ways. These include (but are not limited to) planning for progress monitoring, instructional grouping, curriculum design and professional development.

Performance Measures

Hiawatha Academies uses the assessments listed above to track student growth and proficiency throughout the school year. To determine school site progress in striving to create the world's best workforce, the following performance measures will be analyzed to determine areas of curricular strength and growth.

1. The size of the student academic achievement gap, as reported in the MN State Multiple Measurement Rating.
2. Student performance on the Minnesota Comprehensive Assessments for Reading, Math, Writing and Science.
3. Hiawatha Collegiate High School Graduation Rates (when applicable).
4. Career and College Readiness Measures as defined under MN Statute 120B.20, subdivision 1.

For students enrolled in 9th grade in the 2015-16 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- 1.1 demonstrate understanding of required academic standards on a nationally normed college entrance exam;
- 2.1 achievement and career and college readiness tests in mathematics, reading, and writing, and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation' and, based on analysis of students' progress and performance data, determine students' learning and instructional needs, and the instructional tools and best practices that support academic rigor for the student; and
- 3.1 consistent with this paragraph and section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

II. Assessing and Evaluating Instruction and Curriculum

Curriculum & Instruction Review Process

Hiawatha Academies has an ongoing process for regularly reviewing curriculum and instruction. The district uses the Minnesota State Academic Standards to drive curricular decisions and to measure students' academic performance. A team of teachers across the district meet regularly to create and review vertically aligned curriculum across the district. Campus leaders regularly meet in addition to grade level teams to discuss, evaluate, and suggest changes to the curriculum throughout the school year.

Teacher Evaluation

Hiawatha Academies has a robust teacher observation and evaluation system that is ongoing throughout the school year. Teachers are formally observed and evaluated by their direct manager against a rubric multiple times in the year. In addition, every teacher is observed weekly by their direct manager to receive ongoing support and development to improve their teaching practice. Teachers have individual one-on-one meetings with their direct managers weekly where they discuss areas for growth and observations results. Hiawatha Academies implements the state Q Comp program district-wide.

Principal Evaluation

Hiawatha Academies evaluates its principals multiple times throughout the year. Principals along with their direct manager (Executive Director) complete a self-reflection and managerial reflection on a robust rubric in the fall, winter, and spring of each year. The school collects survey data to provide a 360 degree view of the principals' work, growth, and development. Each principal meets with the Executive Director weekly in a one-on-one meeting to discuss progress towards school and personal goals as well as personal development.

Curriculum Mapping

Curriculum mapping is a procedure for collecting and analyzing data about the curriculum in the school district using state academic standards as a guide and the school calendar year as the timeline. This process is ongoing. Teachers are given time at the beginning of the year and throughout the year to update and evaluate their curriculum maps. School principals support the teachers with curriculum mapping as needed and review each teachers' plans.

Focused Staff Development

Hiawatha Academies provides professional development for teachers and school leaders on a regular basis. The teachers implement the strategies discussed at grade level meetings and all-staff trainings in the classroom and bring back student work samples to the team for further discussion and refinement of the practice. Teachers meet weekly in grade level teams to discuss instructional strategies towards the school-wide goal. Staff members meet every Friday afternoon to attend school-wide professional development on a variety of topics. Further, teachers have weekly one-on-one meetings with their school leader to discuss best practices and areas of growth. Teachers attend 16 full days of professional development each school year.

School principals, the Network Literacy Coach, and the Director of Teaching and Learning observe and provide feedback to teachers informally and formally throughout the year. Improving student achievement is the primary goal of Hiawatha Academies. By implementing new instructional strategies, working with peers, and training from teacher leaders, teachers will receive multiple forms of feedback on their instructional practices throughout the school year. This creates an environment of continuous growth and improvement which is critical to improving the learning experience for all students and will help the school meet goals and create the World's Best Workforce.

III. Advisory Committee and Required Reporting

District Advisory Committee

Hiawatha Academies has a committee that advises and reviews plans for implementing and defining standards and performances goals for Hiawatha students. The committee is comprised of board members, staff, and parents from the district. Anyone wishing to join the committee is encouraged to contact the Executive Director. The committee meets about three times a year and the meetings are open to the public. The committee makes recommendations to the board regarding rigorous academic standards, student achievement goals and measures. The Board of Directors is responsible for reviewing the World's Best Workforce plan.

Annual Reporting

This plan shall be published annually on the Hiawatha Academies' District website. It will be presented annually in a public setting to review, and review where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review district success in realizing the previously adopted student achievement goals and related benchmarks.

An electronic summary of the annual report of Hiawatha Academies World's Best Workforce will be submitted to the Commission of Education by the school board shortly after the Multiple Measures Rating (MMR) are publically released (October 1st).

Periodic Reporting

Hiawatha Academies will periodically survey the community in regard to their connection and satisfaction with the school.

Existing District Resources or Plans Relevant to Hiawatha Academies' World's Best Workforce include:

Q Comp Plan; Title I Schoolwide Program Plan (Hiawatha Leadership Academy-Morris Park, Hiawatha Leadership Academy- Northrop, Hiawatha College Prep); Hiawatha Academies District and School Parent Involvement Plan