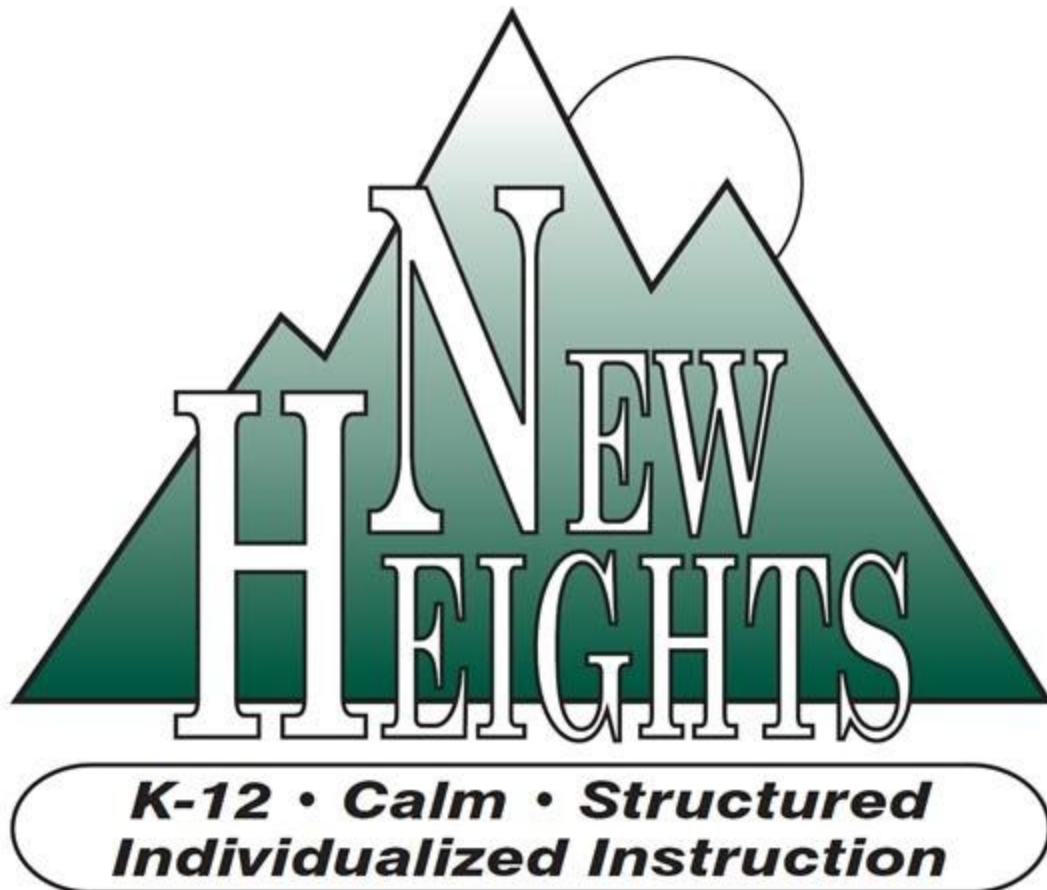


# District #4003

# New Heights School

## Local World's Best Workforce Plan

It is the mission of the New Heights School District Advisory Committee to provide a pathway for ALL students attending New Heights to become contributors to the World's Best Workforce by having access to teachers and classrooms which emphasize the use of technology, assessment, instruction driven by student achievement data, and incorporate high academic standards.



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## I. Goals and Benchmarks

### *World's Best Workforce Goals: 2020-2021*

- **All Children ready for School:** By October 1, of the 2020-2021 school year, students enrolled in kindergarten at New Heights will participate in the Fastbridge aReading and aMath assessments to determine their appropriate instructional level.
- **All Third Grade Students Can Read at Grade Level:** By the end of the FY 2020-21 school year, the percentage of students continuously enrolled (October 1st- end of year) in grades 1-3 meeting "expected growth" in Reading, as measured by the NWEA/MAP assessment, will increase by 2% from 64% to 66%.
- **Closing the Achievement Gap:** The percentage of students in grades 3-10 at New Heights School who demonstrate a lack of proficiency on the Minnesota Comprehensive Assessment (MCA) in Reading will decrease by 1.5% from 72% to 70.5%.
- **Closing the Achievement Gap:** The percentage of students in grades 3-10 at New Heights School who demonstrate a lack of proficiency on the Minnesota Comprehensive Assessment (MCA) in Math will decrease by 1.5% from 79% to 77.5%.
- **College and Career Readiness:** By the end of the 2020-2021 school year, students in grades 9-12 will meet with the school counselor to develop individualized Personal Learning Plans to guide their plans for post-secondary education or employment.
- **All Students Graduate from High School:** According to MARSS data, New Heights will continue to maintain a graduation rate above 90% for the 2020-2021 school year when cell sizes allow for at least ten students.

## II. Assessing and Evaluating Student Progress

All lesson planning begins with state standards in all subject areas. Teachers adjust curricula based on state standards, (see example of standard alignment documentation). Teachers in non-core subject classes are encouraged to use standards from core subject areas in their classrooms; for example, the English Language Arts standards are addressed in all subject areas.

Teachers develop both formative and summative assessments corresponding to standards which are then analyzed by teachers to assess the effectiveness of instruction. Following analysis of data teachers then determine which classroom practices and strategies to use.

Other data sources include NWEA, MCA and FAST. A comprehensive standardized testing schedule is established each year.

After the first testing cycle, data is reviewed and analyzed for the purpose of adjusting curricula and instruction. After adjustments, teachers continue to use CFA's, FA's, and other progress monitoring tools to guide further instruction, until the next testing cycle. This process is repeated two more times during the school year.

In order for staff to effectively analyze data, teachers have begun a series of professional development sessions to help increase capacity in the area of data analysis; which is ultimately intended to lead toward enhanced classroom practices and instructional methods. Professional development topics are determined collaboratively through information gathered during professional learning community (PLC) meetings.

New Heights serves a very atypical population, given this area, and has earned a solid reputation as an alternative to the traditional school system. Whereas the standardized test scores for the school do not demonstrate proficiency, a closer examination would reveal that New Heights students are making academic gains; primarily in mathematics having tripled the proficiency rating over the past four testing cycles. Clearly New Heights students are demonstrating substantial progress especially considering that 40 percent of the population is eligible for special education services, and more than 50 percent are eligible for free or reduced price lunches. These subgroups typically underperform but tend to demonstrate improvement after one or more full years at New Heights.

### III. Effectiveness of Instruction and Curriculum

The effectiveness of instruction is regularly measured through the use of formative and summative assessments. Staff adjusts instruction based on assessments and classroom performance to ensure students are making academic progress. PLCs meet weekly to discuss data collection, analysis, and effectiveness of instruction. Standardized testing data is also analyzed. A needs assessment is then completed to determine which instructional strategies will be effective in addressing the areas of need discovered in the data analysis.

Our Plan-Do-Study-Act (PDSA) cycle for selecting professional development opportunities is as follows:

- Administer standardized tests
- Analyze test results
- Find areas of weakness across all subjects
- Select staff development opportunities addressing strongest areas of need
- Adjust classroom strategies and practices
- Reflect and discuss the effectiveness of strategies and practices with PLC
- Continue to refine practices based on PLC
- Assess students again and repeat process

Teachers are required to document where, when, and how standards are being addressed, annually. A process has been developed to have a comprehensive review of standards implementation in each academic area where standards are required. Teachers are required to submit their standards mapping to the Academic Review Committee (ARC) each quarter for review. The ARC will review standards mapping documentation to ensure standards are being addressed in all applicable classes. In areas where modifications may be

necessary, teachers are provided with feedback and guidance from the ARC and are provided a reasonable amount of time in order to update standards maps for resubmission and approval.

#### IV. Strategies for Improving Instruction, Curriculum, and Student Achievement

Teachers are expected to provide well-articulated learning targets, setting a purpose, to all students prior to instruction. Teachers are encouraged to use higher order questions with students frequently, using Webb's Depths of Knowledge levels two and above. Furthermore, over the past several years staff have been involved in continuing professional development in use of the Gradual Release of Responsibility Instructional Model as well as the Growth Mindset Theory. These research-based strategies are used to improve student achievement through collaborative work, metacognition, accountability, and clearly communicated purposes closely related to desired learning outcomes.

All staff development opportunities/activities are derived resulting from the analysis of key elements of student achievement data. Needs determined to be significant amongst the majority of, but ideally, all staff become the focus of the staff development and professional development activities. These activities have the intended focus of improving classroom strategies and instructional practices of all staff members, which ultimately leads to higher levels of achievement for ALL students.

Since becoming a QComp School the staff has been engaged in the SLG (Student Learning Goals) process. This process requires that all teachers carefully plan the academic year with particular SLGs in mind. All staff are required to administer pre-tests, deliver relevant content for approximately two-thirds of the academic year, and administer a post-test. The results of this process play a role in determining the overall effectiveness of the teaching staff. This process has



become an effective way for teachers to reflect on lesson planning, delivery of instruction, assessment, and classroom management.

## V. Education Effectiveness Practices

All teachers are required to align curriculum to the state standards and are further required to document how each standard is implemented as well as how and when each standard is implemented throughout the school year. This is done both individually and collaboratively, thereby creating a scope and sequence of standards for all grades building-wide.

Teachers have opportunities to collaborate through PLC (Professional Learning Communities) to improve upon instructional strategies and implementation of standards. Teacher evaluations are used to determine both strengths and areas of need for teachers throughout their time at the school. Staff development opportunities are offered for the purpose of fostering improvement, ultimately leading to higher student achievement.

The school has various technological resources, including instructional tools. Where possible, our staff members participate in development opportunities to ensure maximization of the resources provided, such as SMARTBoards, Ipads, personal computers, web-based programs/assessments, Google Classroom, IXL, Chromebooks, SWIVL, Kahoot etc. Staff members are continually in search of the most current resources available to support high levels of student achievement.

All teaching faculty members and administrators participate in PLCs on a weekly basis. The focus of the PLCs is to engage and reflect on current teaching practices, data collection, and data analysis for the purpose of collaboratively and universally improving upon instructional practices believed to achieve higher levels of learning.

## VI. District Survey of Satisfaction

In the most recent survey, 96% of families stated that they were satisfied or very satisfied with New Heights School, Inc.

Stakeholders' opinions are sought for the purpose of gathering information regarding their connection to and level of satisfaction with school. Once information is gathered, compiled and reviewed, the results are used to determine strengths, challenges, areas in need of improvement. Collaboratively team members determine a course of action designed to improve upon all areas of need.