

SUCCESS ACADEMY – DISTRICT 4232  
World's Best Workforce Plan  
2018 - 2019

## INTRODUCTION

This document is intended to report on the basic requirements of Minnesota Statute 120B.11: School district process for reviewing curriculum, instruction and student achievement. It is all part of Minnesota striving for the World's Best Workforce. The Legislature has mandated that school districts form committees to plan and improve instruction and curriculum that impacts Minnesota's academic standards. The outcomes of the discussions are recommendations to the Success Academy Charter School's School Board for action.

Success Academy Charter School is a 3rd year school located at 8201 Park Avenue South, Bloomington, 55420. The school is a K-6 program and serves approximately 200 students. The school is committed to a strong academic program that meets Minnesota's Academic Standards and challenges all of our learners. The school has a strong STEM focus along with a focus on basic skill development as we serve a population of many English Language Learners. In year three the school will be focusing on continuing to build the instructional practice of our teaching force and establishing a strong, comprehensive and consistent reading program to assist all learners.

School mission: The mission of Success Academy Charter School is to prepare students to become excellent questioners, scientific thinkers and responsible citizens. Students will work respectfully and collaboratively applying scientific, technological, and mathematical concepts to develop a strong work ethic and critical thinking skills need to solve problems in the real world and to prepare them for future academic success.

School vision: The vision of Success Academy Charter School is to embrace multidisciplinary and blended curriculum with an emphasis on science, technology, engineering and mathematics to provide a challenging learning environment that values creativity, diversity, and multiculturalism to prepare its students for life-long learning, collaboration, critical thinking and problem solving.

#### IDENTIFIED NEEDS BASED ON DATA:

During the 17 18 school year multiple interactions were held with stakeholders to gain information about school performance and needs. Teachers and support staff were surveyed and interviewed multiple times to discuss professional learning needs. Parents met with school leaders monthly to discuss needs from their perspective. Leaders also held focus groups with students to hear their perspectives on the school.

Teacher and support staff identified needs included more professional learning on the Journeys reading curriculum and the Go Math! mathematics curriculum. Staff also indicated a need for a “bigger” behavior system that includes more rewards and positives for students. During the 18 19 school year Success Academy will have direct professional learning for both Go Math! and Journeys during workshop week as well as ongoing throughout the year. The leadership has been working with the Dean of Students to develop a stronger positive behavior system for the school.

The school leadership analyzed MCA III preliminary outcomes in reading and math. For returning students entering 18 19 in grades 4, 5, 6 there is 25% proficiency in both reading and math. The school’s special education students scored 100% proficient in both reading and math on the MTAS in Spring, 2018.

The school used AIMSWEB for early literacy and early numeracy for grades K-2 throughout the 17 18 school year. AIMSWEB is important for progress monitoring, but data must be considered in a big picture because students can show growth but still be behind the grade level standard. Positively, 69% of students entering grades 1-3 in the fall of 2018 scored in the “green zone” or higher on early literacy skills. In early numeracy, 85% of students scored in the “green zone” or higher.

The school also assessed students on the NWEA tests in both reading and math. In the language usage area, students entering grades 4-6 in fall of 2018, 57% of students met their RIT targets. Of students entering grades 1-6 in fall of 2018, 55% of students met their RIT targets in reading. For Spring, 2018 NWEA math, 64% of students entering grades 1-6 in fall of 2018 met their RIT targets.

## SUPPORT CATEGORY:

Success Academy will be using AIMSWEB again for progress monitoring in early literacy and early numeracy in grades K -3. Teachers will also be developing CBMs in both reading and mathematics, based on the Minnesota Academic Standards, and doing bi-weekly assessments with follow up data meetings to pin point areas for student improvement.

Teachers will use 90 minutes of full class, grade level reading instruction using the Daily 5 along with the Journeys curriculum. In addition, teachers by grade band (K-2, 3-4, 5-6) will plan “what I need” time for an additional 30 minutes of reading instruction daily. The “what I need” time will focus on skill development based on classroom assessments on basic skills.

Teachers will use 60 minutes of full class, grade level math instruction using Go Math! as well as supplemental instruction for standards not covered by Go Math!. In addition, teachers by grade band (K-2, 3-4, 5-6) will plan “what I need” time for an additional 30 minutes of math instruction daily.

The “what I need” time is considered Tier II intervention for students, both for remedial work and for advance work.

Each grade band will have a para professional support person assigned. The school is in the process of increasing its’ intervention bank. The goal is for those in need of Tier III interventions will have researched based interventions provided with fidelity by either the trained paraprofessional or by the classroom teacher depending on the need.

The school has a licensed EL teacher as well as a licensed special education teacher to provide services to those students as both required and needed.

## TEACHERS

Summit Charter School employs 10 teachers, 7 classroom, one Special Education, one ELL and one Physical Education teacher. Teachers are involved in Professional Learning Communities for 90 consecutive minutes each week on Friday afternoons. In addition there is professional development planned for 18 19 school start up that includes AIMSWEB, Daily 5, Go Math!, collective commitments and a behavior training. In addition, the administration will visit classrooms multiple times a month and provide oral or written feedback to teachers.

The school dismisses at 11:30 AM on Friday's throughout the year. This leaves Friday afternoons as a professional development / PLC / student data assessment time. This time will be supervised by a licensed school principal who has a specialized focus on staff / teacher development.

#### SYSTEMIC, BUILDING OR DISTRICT

The Director works with all staff and School Board to determine appropriate programming and training for the school. The Director and Director of Instruction assist with curriculum needs, assessment, staff development, and identifying resources for the school. The Director will meet with teachers at least weekly ongoing and will communicate with the Board the needs of the school and propose ideas to help with the direction of the building.

#### DISTRICT ADVISORY COMMITTEE

The District formed a WBWF District Advisory Committee for the 17 18 school year. The committee consisted on two school administrators, one teacher, on Board member and one community member. The committee met three times during the school year where there was much discussion about how to help students grow academically, socially and in preparation for middle and high school. The committee will continue its work during the 18 19 school year. Efforts will be made to have a parent as part of the committee.

#### BEST PRACTICES, STRATEGIES AND ACTION STEPS

In order to assess student academic growth, the school administers NWEA testing in math and reading three times a year. In addition, the school will be using AIMSWEB

to progress monitor grade K-3 students in reading. Teachers will be developing CBMs in both reading and math and do bi-weekly assessments across the school. There will be weekly data meetings to review pre-test outcomes and plan for instruction. Teachers will also do a post-test review after instruction to help plan. Student assessment data, attendance and mobility data are reviewed by teachers and the Director to determine which strategies may be best implemented in our classrooms.

Teachers use Professional Learning Communities to reflect on the way their lessons are taught, working with peers to improve their teaching, as well as peer coaching each other following peer observations.

The school will be using AIMSWEB and the Daily 5 to embed a strong reading learning program for the school. The school will have "what I need" time in both reading and math daily for students who need additional time. "What I need" time is considered Tier II intervention. Students in need of Tier III intervention will be served by either the teaching staff or trained paraprofessionals. The school is developing its research- based intervention bank.

The teaching staff will continue to develop strategies around the following best practices:

- Use of manipulative and hands on learning
- Cooperative learning
- Discussion and inquiry
- Questioning
- Justification of thinking
- Writing for reflection and problem solving
- Use of problem solving
- Technology integration
- Teacher as facilitator of learning, not stand and deliver
- Using assessment / data to influence instruction

Teachers are required to spend 120 minutes per day on a literacy block. Teachers are required to spend 90 minutes per day on a math learning block. With the schedule of the school, we anticipate having students spending 30 hours per week on instruction.

#### STUDENT ACHIEVEMENT PLANNING

Summit Charter School is a Title I school. The Director and the Board will be determining the best use of our Title I dollars during August, 2018.

#### KEY INDICATORS OF IMPLEMENTATION

Success Academy will continue to implement researched based strategies (Daily 5 and AIMSWEB) during the 18 19 school year. The staff will serve as the school leadership team to move initiatives that will best serve our students. Success Academy will regularly assess and interpret data of all students to help us direct our efforts. Assessment tools will include NWEA, AIMSWEB, curriculum-based measures, ACCESS and others that are teacher developed.

#### BROAD OUTCOMES IMPACT

Summit Charter School has a school math goal of: By June 1, 2019 Success Academy Charter School students will demonstrate equal or higher proficiency in math as indicated by results of the MCAIII assessments for grades 3 - 6 as compared to local similar schools (ELL and free and reduced lunch).

By June 1, 2019 Success Academy Charter School students will demonstrate equal or higher proficiency in math based on results of NWEA / MAP testing of K-2 students comparing fall testing to spring testing as compared to local similar schools (ELL and free and reduced lunch).

Summit Charter School has a school reading goal of: By June 1, 2019 Success Academy Charter School students will demonstrate equal or higher proficiency in English Language Arts as indicated by results of the MCAIII assessments for grades 3 - 6 as compared to local similar schools (ELL and free and reduced lunch).

By June 1, 2019 Success Academy Charter School students will demonstrate equal or higher proficiency in English Language Arts based on results of NWEA / MAP testing of K-2 students comparing fall testing to spring testing as compared to local similar schools (ELL and free and reduced lunch).

#### ALL STUDENTS READY FOR KINDERGARTEN

Success Academy uses AIMSWEB, NWEA and teacher made assessments at the start of the kindergarten year to help guide instruction. We do not have a pre-school program associated with Success Academy.

#### READ WELL BY THIRD GRADE

It is the goal of Success Academy Charter School and its stakeholders that all students are reading at or above grade level by the end of grade three. We must train teachers in our curriculum, "Journeys", in the Daily 5, and in AIMSWEB progress monitoring so that we can use data informed instruction in working with all of our students. There are staff development plans in place to assist teachers with these

instructional tools. The school's "Read Well by Third Grade" plan is posted to the school web site.