



INNOVATION ACADEMY LITERACY PLAN

Vision of Innovation: To develop globally conscious student inventors.

Mission Statement of Innovation: Innovation Science and Technology Academy will develop talented student inventors using innovative curriculum with the collaborative support of the staff, parents, and community. Our healthy school climate fosters personalized learning and ignites the power of imagination and creativity in our students who will grow to be critical thinkers, problem solvers, and agents of change.

The primary purpose of Innovation Academy is to improve all pupil learning and all student achievement by developing globally conscious student inventors who will grow to be critical thinkers and problem solvers and change the world. The educational program of our charter will give our students strong STEM learning where they do, build, create to become critical thinkers and problem solvers. The critical thinking and problem-solving skills will engage our students in all the content areas, thus improving their learning, achievement, graduation rate and closing the achievement gap. Innovation Academy will employ through open, and fair hiring process, highly qualified and licensed teachers. Focused professional development will characterize the support for our staff. The World's Best Workforce is in need of STEM professionals and our charter is committed to closing the achievement gap and meeting these needs.

Additional Purposes

Innovation Academy will also increase learning opportunities for all pupils, encourage the use of different and innovative teaching methods, and measure learning outcomes and create different and innovative forms of measuring outcomes.

Literacy Plan

- The plans to accelerate learning and ensure all students are reading well by third grade are as follows:

Innovation will provide a quality literacy environment for all students to promote academic success. Innovation recognizes the importance of the core components of effective literacy planning generally accepted by research and identified by the MN Department of Education: instructional leadership, multi-tiered systems of support, quality assessment, effective professional development, and family and community partnerships. Innovation is committed to having every student reading well by third grade. Literacy development starts at an early age and is the basis for all academic success. Reading well by third grade ensures that a student has a solid foundation of literacy skills to develop increasingly advanced communication and to transfer learning across all subject areas.

Instruction that provides the basis for all students to read well by their third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and workplace. One of the core values that Innovation is passionate about is believing in all the students and having high expectations for them. Studies show that having high expectations for our students is the key to closing the achievement gap and ensuring that all students

achieve. In an effort to further raise the bar and close the achievement gap, Innovation will implement the following strategies effectively:

- a) Our K-3 reading team will administer NWEA 3 times per year. We will have students do an initial reading screening during the fall to determine proper skill level placement of classes and to determine proper skill level placement of classes and to determine if a particular student needs extra support because they do not meet an established baseline. We will have students complete each assessment initially, then have them re-read the same passage a month later. In this way, the student, teacher, and parents will be able to see if progress is being made or if extra support is still needed. This assessment also gives useful information in regard to a student's comprehension or understanding of written text. These measures will be combined with teacher observations and data to determine proficiency and to guide instruction.
- b) Individualized instruction: a rigorous curriculum will be taught to all students with as much time and expert instruction as needed for each student to meet or exceed expectations.
- c) Objective board: Teachers will write the guiding question, learning targets, language objectives on the board to guide students on their learning journey each day. Each teacher will read all the objectives, guiding questions aloud to the class, the class will then read together with the teacher and then students are randomly picked or by using the popsicle sticks with student's name on them to read the objectives. The teacher will constantly refer students to the objective board as a reminder of their learning and expectations for the day.
- d) Think-Pair Share: Collaborative learning has a proven record of success. Innovation will implement collaborative learning and encourage students to think-pair and share.
- e) Community Involvement: students will have the support of our entire community-administrators, teaching and support staff, parents, students, students, local colleges, volunteers and interns- to create a quality literacy environment and to follow a literacy plan that will yield high achievement for every student. Teachers will take responsibility for student learning and the student-centered classroom will foster accountability for our students. Our students will take ownership of their learning.
- f) Engaging subject matter: the focus of social justice at Innovation will promote the use of innovative practices to engage all learners in meaningful and relevant learning activities.
- g) Family communication: staff stability and low student turnover allow teachers to develop long-term working relationships with families and ensures parents are meaningfully engaged in their children's academic development.
- h) Emotional and behavioral supports: For effective learning, our students must feel safe and supported. Innovation Academy is a PBIS (positive behavioral intervention and support) school. The PBIS helps to reinforce positive behavior that empowers our students to develop habits of success.
- i) Assessment and parental Notification: Screening measures, Northwest Evaluation Association (NWEA), assessment to measure growth will be used to identify students who are at risk in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students at or above benchmark are considered at grade level and generally need only core instruction to achieve reading benchmarks.

j) Innovation will administer the NWEA measures of Academic Progress for 3 times in a year-fall-winter and spring. We will use the data and make comparisons from the previous year. We will communicate results with each of our teaching and administrative staff as well as with parents. Innovation will conduct parent-teacher conferences at least 2 times per year to communicate to parents of students not meeting grade level proficiency. We will also communicate our concerns during special meetings or anytime parents or teachers require a meeting.

k) Innovation will adopt the sheltered instruction model for delivering ELL services. All the classroom teachers will participate in the focused professional development and co-teaching activities as well as receiving lesson planning assistance from our ELL consultant and licensed ELL teacher. The full adoption of this model includes an observation protocol designed to ensure all English language learners are acquiring appropriate grade level content are knowledge and skills as well as meeting their individual language objectives.

l) Parental Involvement: Teachers of students in grades K-3 will send home classroom expectations at the start of each school year. One of the recommendations is that students in 1st and 2nd grades read to their parents nightly. In Kindergarten, students are provided with reading books and homework to do at home with their parents to reinforce what they are learning during the school day. These strategies are an attempt to involve parents in their child's literacy development and reading skills. In addition, as a school, Innovation will offer three Parent-Teacher Conference sessions, with various times to accommodate family schedules. Teachers as well as administrative staff will encourage parents to attend all three sessions, whenever possible, to encourage face-to-face communications between parents and teachers of all students across our grade spectrum.

- The plans to establish a robust professional development system and evaluate teacher performance are as follows: All the teachers, the executive director and director of curriculum and instruction will work to identify ongoing professional development needs related to scientifically based reading instruction based on the believe that the best professional development occurs in the workplace and not in the workshop. The school will implement effective professional learning communities whereby grade level teachers are allocated common planning time (as discussed in the educational program section of this application) that promotes job embedded professional development whereby teachers collaborate to improve student learning and student achievement. With the assistance of the administration, teachers will identify student needs and then assess the capability of Innovation to meet those needs. As gaps in the classroom practice become apparent, teachers will research, plan, test, assess and refine new strategies. This process may or may not include training provided from outside sources. When appropriate, external professional development opportunities will be offered to all teachers across the Pre-K-5 spectrum. In evaluating teacher performance, peer observation, walk-through and formal observation will be fully integrated into the educational program. Teachers will be given timely constructive feedback to help them reflect on their instructional strategies, instructional time and adjust the methodologists as needed to better meet the needs of our students, the talented young inventors.

Curriculum Overview

English-Language Arts: Reading, Writing, Speaking, and Listening

Reading and writing are skills that are used in all subject areas. Direct daily instruction will use Core Knowledge Language Arts curriculum for skill growth, to increase comprehension, and to create a love of reading. The writing curriculum will utilize Writing City, an online curriculum that will allow for personalization and differentiation. Leveled readers will be content based. Reading and writing curriculum will meet Minnesota standards.

STEM-Focused Learning: Science, Technology, Engineering and Mathematics

Science: Our science lessons use Pearson's Envision curriculum as its foundation and a springboard for hands-on, authentic learning and problem solving across subject areas. Observations of phenomena will be key as students participate in active lab investigations, write and conduct their own investigations, and analyze data to draw conclusions. The online platform will allow for practice and differentiation of skills based on student strengths. Curriculum designed to meet Minnesota Standards.

Technology: Students will have 1:1 Chromebooks for daily use as they integrate technology skills across all subject areas. The use of Google Drive will be introduced in second grade allowing students to keep a digital portfolio of their work and progress over the years. Coding will be used at all grades and integrated into planned projects. Scratch and Code.org will support our coding lessons. Lessons will be designed to meet technology standards by ITEM (Information and Technology Educators of Minnesota).

Engineering: The Innovation lab will provide students the opportunity to create and improve on designs related to subject areas. Students will apply the engineering design process when building to find solutions to presented problems. Pearson's maker crates and STEM Invention Toolbox will be some of the materials used as students innovate to create and meet the engineering standards embedded into Minnesota's science standards.

Mathematics: Daily math instruction will use EnVision math from Pearson. This problem-based mathematics program makes learning authentic as students move from visual learning to conceptual understanding of math concepts. The online component will support differentiation of instruction and offer additional practice opportunities. In addition, math skills will be integrated into science, engineering, and technology work.

Social Studies

Pearson's My World Social Studies curriculum will be followed in all grades. This curriculum supports Minnesota Social Studies standards and uses problem-based learning and literacy to engage students in learning. Lessons and activities will incorporate authentic, project-based learning when possible to meet standards.

Specials: Music, Physical Education, Art, and Media

Lessons and instruction will be aligned to Minnesota standards as we help students develop an appreciation of the arts and understand the importance of daily physical activity.

Parent-Child-School Connection

See-Saw will be the technology platform for assignments, communication, and to showcase student learning. Students will share learning to demonstrate knowledge,

teachers will gain insight from student work, and parents will access it for communication and information about the classroom.

Instructional Strategies

Weekly lesson plans in alignment with the pacing guides will encourage classroom teachers to develop more thoroughly their delivery of academic content to ensure that it is rigorous and engaging. Grade-level teams, or subject matter teams as appropriate, will divide up lesson-planning responsibilities based on the individual strengths of the team members. Innovation Academy lesson plans and instruction techniques will include the learning target-I can statement. Additionally, where the lesson objective does not fit within this model, the teacher(s) will be encouraged to innovate in order to ensure the most efficient delivery of the lesson to be learned. The content State Standard will be addressed in the lesson plan and specific benchmark will be identified as the focus of the lesson. The lesson will take into consideration support EL's and Special Education students may require successfully grasping the lesson. (E.g. linguistic needs of the students and any complicated or highly technical vocabulary should be identified). The teacher will plan further independent practice that allows students to extend and solidify their understanding of the objective. Homework and independent work are different. Homework is work that is sent home to support learned skills. As a result of it being sent home, parents and other family members may assist the students.

Student Schedule

School will devote a minimum of 6.5 hours per day, or 32.5 hours per week, to academic instruction. This allocation of academic time, in furtherance of its mission and vision, provides Innovation Academy students not only with a rigorous curriculum but the ability to complete their missing assignments and reach their goals. The daily schedule is optimum for learning because it provides students and teachers an extended period to devote to the course subjects of reading, math, and STEM. Students will, also, enjoy the hands-on learning every contact day. Innovation lab is on the student daily schedule where students, do, build, and create. Engineering and coding are included in the lab work. The extended time also gives teachers the time to differentiate instruction within the classroom and build intervention time into the school day. That means students get support currently on the skills that they need to be successful. The daily schedule, given anticipated class sizes and teacher to student ratios provides Innovation Academy with the ability to individualize the support to meet the needs of students. Innovation Academy anticipates to introduce Spanish language in the second year.

Student Schedule:

- Reading/Language Arts : 125 minutes
- Math: 50 minutes
- Science/Technology: 60 minutes
- Social Studies: 30 minutes
- Fine Arts/Physical Education/Health-30 minutes