

INNOVATION SCIENCE AND TECHNOLOGY ACADEMY

Innovation is our superpower

World's Best Workforce Plan

2020-2021

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

- All students are ready for Kindergarten.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Innovation Academy World's Best Workforce Plan serves as a blueprint which demonstrates how current school initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

I. Goals and Benchmarks for Instruction and Student Achievement

The authorizer in the contract with the school has established a structure of strategic, systematic goal setting which aims to align all school-wide and school student achievement and staff development goals toward the school's vision. Each of the components of this structure is briefly described below. Documents which provide a detailed and comprehensive description of each element are referenced.

Please Note: Due to the COVID-19 pandemic the district was unable to complete pre-school screening in the spring of 2020.

Student Achievement Goal

By Spring 2021, 70.0% of Innovation Academy students in grades K-5 will be proficient as measured by the NWEA accountability assessments.

See the school's Performance Framework on the following pages for the specific academic and nonacademic outcomes that pupils must achieve.

Novation Education Opportunities- Innovation Academy Performance Framework					
Innovation Academy					
Date of Last Update/Review:					
Contract Term: September 25, 2019 - June 30, 2025					
Baseline Year Results: 2020-2021					
Charter Number:					
Initial Year of Operation: 2019-2020					
Grades Served:					
Enrollment:					
These are the Academic Performance Indicators. They are 60.47% of the points possible.					
I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	NWEA MAP for Primary Math Targets (Pre-K)			Point Value	Points Earned
Exemplary	At least 75% or more of pre-k students meet the pre-k learning targets.			2	
Satisfactory	60-74% of pre-k students meet the pre-k learning targets in the combined FY 2021-FY 2024.			1	
Not Satisfactory	Less than 60 percent of pre-k students met the pre-k learning targets.			0	
Results	Year	Students Meeting Targets	Total Students Tested	Innovation Academy Percent Proficient	
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					
Performance Rating	NWEA MAP for Primary Reading Targets (Pre-K)			Point Value	Points Earned
Exemplary	At least 75% or more of pre-k students meet the pre-k learning targets.			2	
Satisfactory	60-74% of pre-k students meet the pre-k learning targets in the combined FY 2021-FY 2024.			1	

Not Satisfactory	Less than 60 percent of pre-k students met the pre-k learning targets.			0	
Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Innovation Academy Percent Proficient	
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					

II. All Students Graduate from High School (As Measured by Grade Level Proficiency)

II.A Attain Grade-level Proficiency- All Students State Comparison

Performance Rating	MCA-Math (Grades 3-8)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0	

Results	Year	Proficient Students	Total Students Tested	Innovation Academy Percent Proficient	State Percent Proficient
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2020-2024				

Analysis					

Performance Rating	MCA- Reading (Grades 3-8)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	

Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	1
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0

III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison			
Performance Rating	MCA-Math (Grades 3-8)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0	
Analysis			
Performance Rating	MCA- Reading (Grades 3-8)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0	
Analysis			

IV. All Students Graduate from High School (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level					
Performance Rating	NWEA Fall-Spring MAP Math Growth (Grades 1-8)			Point Value	Points Earned
Exemplary	At least 75% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math.			4	
Satisfactory	60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math.			2	
Not Satisfactory	Fewer than 60% of students below grade level meet the numeracy targets identified to ensure students become proficient in math.			0	
Results	Year	Number of Students Meeting Targets	Total Students Tested	Percent Meeting Targets	Total Students Below Grade
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 1-8)			Point Value	Points Earned
Exemplary	At least 75% of students below grade level will meet the numeracy targets identified to ensure students become proficient in reading.			4	
Satisfactory	60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in reading.			2	
Not Satisfactory	Fewer than 60% of students below grade level meet the numeracy targets identified to ensure students become proficient in reading.			0	
Results	Year	Number of Students Meeting Targets	Total Students Tested	Percent Meeting Targets	Total Students Below Grade Level
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					

These are the Climate Performance Indicators. They are 11.63% of the points possible.

V. The School Conditions Promote a Climate of Engagement

V.A Attendance Rates

Performance Rating	Attendance Rate (Grades K-8)	Point Value	Points Earned
Exemplary	More than 95 percent attendance rate.	2	
Satisfactory	90-95 percent attendance rate.	1	
Not Satisfactory	Below 90 percent attendance rate.	0	
Results	Year	Attendance Rate	
	2020-2021		
	2021-2022		
	2022-2023		
	2023-2024		
2020-2024			

Analysis

V.B Parent Engagement

Performance Rating	Parent Event Attendance (Grades K-8)	Point Value	Points Earned	
Exemplary	At least 90 percent of parents or guardians attend all parent conferences.	2		
Satisfactory	80-89 percent of parents or guardians attend all parent conferences.	1		
Not Satisfactory	Less than 80 percent of parents attend all parent conferences.	0		
Results	Year	Parents/Guardians Attending Conferences	Total Parents/Guardians That Could Attend Conferences	Parent Event Attendance Percent
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	2024-2025			
2020-2025				

Analysis

V.C Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey			Point Value	Points Earned
Exemplary	More than 80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	
Satisfactory	60-80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			1	
Not Satisfactory	Less than 60 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					
V.D Mobility					
Performance Rating	Mobility (Grades K-8)			Point Value	Points Earned
Exemplary	Fewer than 10 percent of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.			2	
Satisfactory	10 - 15 percent of students transfer out of school after October 1.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Students Transferring After October 1	Total Students Enrolled October 1	Mobility Percent	
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					

V.E Student Engagement					
Performance Rating	Student Ownership of Learning (Grades 3-8)			Point Value	Points Earned
Exemplary	More than 80 percent of students can identify their goals, strategies for reaching them, and status toward reaching the goals.			2	
Satisfactory	60-79 percent of students can identify their goals, strategies for reaching them, and status toward reaching the goals.			1	
Not Satisfactory	Fewer than 60 percent of students can identify their goals, strategies for reaching them, and status toward reaching the goals.			0	
Results	Year	Number of Students	Total Students		
	2020-2021				
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025				
Analysis					

These are the Operational Performance Indicators. They are 11.63% of the total Performance Framework points possible.

VI. School is Compliant with Contract and Statute

VI.A Compliance

Performance Rating	Compliance During Contract Term	Point Value	Points Earned
Exemplary	No infractions.	10	
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline.	5	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.	0	
Analysis			

These are the Finance Performance Indicators. They are 16.28% of the total Performance Framework points.

VII. School is Financially Solvent/Sustainable

VII.A Finance Awards

Performance Rating	Awards at End of Contract Term	Point Value	Points Earned
Exemplary	NEO Stewardship Award in Finance Recipient	2	
Satisfactory	MDE Finance Award Recipient	1	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient	0	
Analysis			

VII.B Fund Balance

Performance Rating	Fund Balance at End of Contract Term			Point Value	Points Earned
Exemplary	Reserve is at least three months' expenditures (20%) as measured by end of year reserve (fund balance).			10	
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserve (fund balance).			5	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserve (fund balance).			0	
Results	Fund Balance	Expenditures	SOD Calculation		
Analysis					

VII.C Financial Audit

Performance Rating	Financial Audits During Contract Term			Point Value	Points Earned
Exemplary	No findings cited in the audit.			2	
Satisfactory	No more than one finding (nonmaterial) cited in the audit.			1	
Not Satisfactory	More than one finding cited in the audit.			0	
Analysis					

Contract Renewal and Intervention

Each school must earn 50-70% of points possible overall and in each area to be eligible for a three-year contract renewal.

Each school must earn more than 70% of points possible overall and at least 50% of points possible in each area to be eligible for a five-year contract renewal.

Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.

Innovation Academy Strategic Plan

The Innovation Academy Plan will be developed during the 2020-2021 school year through a series of meetings and work sessions which will include the parents, community representatives, school board members, school staff and administration. A comprehensive needs assessment will be conducted and the results will be used to guide the development of the school's Mission Statement, Vision, Strategic Directions and Strategic Road Map.

As a result of this plan, Innovation Academy is working to be the high-quality charter school where students thrive in innovative mindsets.

In addition, the Strategic Plan includes:

- School Operational Plan which lists the focus and key initiatives for each strategic direction.
- Mission Delivery Point Experiences which outlines the school's targets for how students, family members, and staff feel about their experiences within the school.
- Strategic Road Map Vision Card which includes assessment measures and indicators of progress for the four strategic directions.

The school's progress toward achieving the vision in each strategic direction is evaluated on an annual basis.

Innovation Academy Staff Development Goals

The School Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee, comprised of the STEM Coordinator, EL Coordinator, Teacher Lead, Paraprofessional and Executive Director. The leadership team will develop school staff development goals which align with the school's strategic directions. The school staff development goals direct all staff development goals and plans toward Innovation Academy's vision.

Innovation Academy Grade Level Student Achievement Benchmarks

Innovation Academy has established a system of benchmark target scores which link local assessments to predicted achievement on statewide assessments as well as college and career readiness. The *Innovation Academy Student Achievement Benchmarks* document provides a consistent set of target scores for student performance across measures and time.

Innovation Academy Q-Comp Annual Report

The Q-Comp application has been submitted. We are 26th in line. Once approved, the plan is to submit the annual report to the school board by June 30th of each year. The report will include a summary of what was implemented for the year to help provide context for the findings and recommendations to continuously improve our Q-Comp program effectiveness.

Innovation Academy Q-Comp Goals

The percentage of all students in grades K-5 at Innovation Academy who meet or exceed their spring to spring individual RIT Growth Projection on the NWEA MAP in Math or Reading will be at least 60.0% in spring 2021.

Innovation Academy has chosen one district student achievement goal as the focus for Q-Comp. In addition, each site has developed a **School Wide Site Student Achievement Q-Comp SMART Goal** based on the district goal. Groups of teachers within a Professional Learning Community (PLC) at each school will develop a **PLC Goal**, and individual teachers will create a personalized **Individual Growth Goal** based on student achievement.

Innovation Academy Staff Development, Student Achievement and Programming Improvement Goals

The leadership team is responsible for developing SMART goals to guide our school's efforts toward increasing student achievement. Committee members, comprising of teacher leaders and the building principal, will analyze disaggregated student achievement results and growth data for all grade levels and student sub-groups served, in order to set yearly student achievement goals. In addition, the committee will assist in planning, organizing, and carrying out staff development plans necessary for curriculum, instruction or programming modifications for students not meeting grade level expectations.

II. Assessing and Evaluating Student Progress

Innovation Academy Assessment System

Innovation Academy uses a comprehensive process to assess and evaluate student progress toward college and career readiness standards. The layered system incorporates local, state, and national assessments that provide a complete profile of achievement by individual student, subgroup, school, and district. Data from assessments will be regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

III. Assessing and Evaluating Curriculum, Instruction and Staff Development Curriculum & Instruction Review Process

Innovation Academy employs a comprehensive system to periodically review and evaluate the effectiveness of the school curriculum and instruction. The primary goal of innovation's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time. The cyclic review will involve teacher collaboration, parent/community member input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates. Much of the work which has occurred during the curriculum review process takes place during weekly PLC meetings. PLCS harness teachers' collective ability to help students learn by examining data, engaging in ongoing job-embedded professional development, and making modifications to the curriculum in response to student needs. The process results in a living document describing content, skills, and assessments both horizontally within a grade level and/or content area and vertically across grade levels. Innovation Academy recognizes that a guaranteed and viable curriculum has a strong correlation to student achievement (Marzano, 2003).

School Improvement Plan

The School Improvement Plan will focus on the school's strategic plan/vision that is based on a comprehensive review of student data. The process involves analyzing student and staff data, setting SMART goals, and formulating a detailed action plan. The leadership team will draft school improvement plans based on the school improvement plan and specific school's needs. The Director will confer with the leadership teams to review student data and progress on district and school improvement plans.

Teacher Evaluation

Innovation Academy engages in regular evaluation of teachers. The goal of Innovation Academy's teacher evaluation system is to articulate expectations, assess performance in the instructional domain, and provide support for the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved through self-assessment and reflection, individual and PLC goal setting, and peer observations conducted by instructional coaches. Job-embedded professional development provides teachers with training in the model and support in implementing the pre-planning, implementation, and self-reflection stages of a lesson.

Executive Director Evaluation

Innovation Academy Board has a comprehensive Director evaluation system designed to evaluate the director in five domains. These are based on school performance data, state level and school performance measures, and feedback from staff and parents. The evaluation involves director self-reflection, goal setting, and a professional growth plan.

Staff Development

The leadership team will meet at the end of each school year to review and evaluate the school's progress toward the student achievement and staff development goals stated in the School Improvement Plans. The leadership team will review the data collected and evaluate progress by answering the following three questions for each site goal:

- What were the findings of the goal?
- What was the impact on student learning?
- What was the impact on teacher practice?

IV. Strategies for Improving Instruction and Curriculum

“... unless professional learning experiences help teachers examine their working assumptions about how students learn and how good teaching supports learning, they will not make meaningful changes in their teaching practices.” (Moss, 2002; Schrieber, Moss, & Staab, 2007)

Comprehensive plans for school improvement will be developed and /or revised annually and focus on increasing student achievement by enhancing instruction, upgrading curriculum and developing effective programming. Each of the various improvement plans and support systems are described briefly below.

School Improvement Plan

A School Improvement Plan document will be developed by the leadership team and Q-Comp lead on a yearly basis. It will focus on improving curriculum, programming and assessment practices school-wide and will be informed by student achievement data, feedback from the leadership team and curriculum/programming needs assessment data. The components of the School Improvement Plan are briefly described below.

District Staff Development Focus:

Formative Assessment & Job-Embedded Teacher Collaboration: Data Driven Dialogue

In an effort to close the achievement gap between our high performing and lower performing students while maintaining high expectations for all students, Innovation Academy develops a formative assessment staff development implementation plan. Formative assessment is an instructional tool used to inform the educational decisions which are made minute by minute in the classroom by both teachers and students. The strategy assists teachers and students by answering three central questions:

- o Where am I going?
- o Where am I now?
- o What strategies can help me get to where I need to go?

Research shows when educators partner with students in the formative assessment process, the teaching/learning process is enhanced and powerful learning takes place. This is true for all learners, but the effects are even more dynamic for struggling learners. “And although formative assessment has a significant effect on learning for all students, it ‘helps low achievers more than other students and so reduces the range of achievement while raising achievement overall’” (Moss, Brookhart, 2009), (Black & Wiliam, 1998).

The staff development centers on the identification of learning targets for all content area standards and aligning the learning targets with common summative and common formative assessment. The next steps focuses on integrating formative assessment and student feedback dialogue into the Professional Learning Community (PLC) culture. Instructional coaches added support structures into the observation cycle to assist teachers in fully integrating effective feedback and questioning strategies into their classroom instruction.

During the 2020-21 school year, Innovation Academy staff continues their work with the knowledge base and routines necessary for making the use and review of data from common formative and summative assessments standard practice in PLCs. This was accomplished through the Data Driven Dialogue (DDD) collaborative inquiry method. The approach features the continued training and development of school and district leaders (PLC facilitators, instructional coaches, and administrators) who guide PLCs and site Facilitator Teams through a process of 1) building a foundation, 2) identifying a student learning problem, 3) verifying causes of student learning problems, 4) generating and monitoring solutions, and 4) achieving results. This collaborative inquiry with school-based Facilitator Teams is intended to influence the culture of the schools so that data are used continuously, collaboratively, and effectively to improve teaching and learning. Staff members will continue to practice using the DDD collaborative inquiry method throughout the 2020-2021 school year.

District Staff Development Focus: Job-Embedded Teacher Collaboration - Professional Learning Communities and Instructional Coaching

Teacher collaboration is part of the continuous improvement process and an integral element of the teacher evaluation system. Ongoing collaboration and continuous improvement not only helps teachers continue to refine their skills, but gives them support throughout the process.

Innovation Academy uses Professional Learning Communities (PLCs) at all grade levels and sites to promote collaboration and integrate high-quality instruction, rigorous curriculum, and meaningful instructional tools. The responsibilities of the PLCs are to work toward site and PLC goals, analyze data, ensure the alignment of curriculum and common assessments to state and/or national standards, investigate and try best practice instructional strategies and research-based interventions, integrate technology into instructional practices, and facilitate teacher learning. PLC members are responsible for researching and sharing effective evidence-based instructional strategies and practices as a team. Educators implement the chosen strategies in the classroom and use examples of student work for discussion and refinement of practice.

PLC facilitators are trained annually in leadership responsibilities and the Data Driven Dialogue, a process they will lead in their PLC. PLC facilitators will also be on their site’s Facilitator Team, which includes the site principal and instructional coach. Facilitator Teams collaborate professionally on developing ideas and

strategies to implement the data process in their PLCs and use data to effectively support building instructional needs.

During the 2020-2021 school year, Q-Comp instructional coaches are providing support to individual teachers and PLCs in an effort to assist staff in meeting SMART goals for buildings, PLCs, and individual teachers. The executive director evaluates teachers throughout the school year and provides teachers with data (aligned with the Teacher Evaluation Rubric) on what is taking place in their classrooms with the purpose and intent of professional development. Striving for continuous improvement, areas of focus are highlighted by the coach and teacher as they meet before and after an observation.

The director will continue to provide individual, and school-level support through trainings. This method will assist in teacher collaboration through self-assessment tools and resources intending to support harmonious collaborative efforts among staff.

District Staff Development Focus: Social-Emotional Student Supports

In its most current Strategic Plan, Innovation Academy has stated its commitment to engage in continuous improvement of student support systems and programs in an effort to meet the academic and social-emotional needs of all students. Specifically, the plan outlines the manner in which the school will refine mental health and social-emotional support systems, structures, and practices to better meet the needs of our students.

Social-Emotional Learning (SEL) Professional Development: Staff will receive professional development focused on improving school culture, school climate and social/emotional development. The content of the training is determined by the leadership team at the school and is based on Search Institute's REACH data. REACH, a relationship-based system to strengthen student motivation, examines social and emotional factors such as Relationships, Effort, Aspirations, Cognition, and Heat and _____ other key variables that affect student motivation and engagement.

Racial Equity Professional Development: The administrator and staff who have participated in two years of training focused on practicing Courageous Conversations about Race (CCR) protocols to encourage productive conversations about race and address the various impacts of race on student achievement, are beginning the process of facilitating the use of CCR protocol with educators at the site level. The purpose of this work is to create a safe environment in which the entire school staff can learn and grow in racial consciousness and CCR competency.

Adverse Childhood Experiences (ACEs) & Trauma-Informed Schools Professional Development: The staff will participate in ACEs & Trauma-Informed Schools professional development. The purpose of the training sessions is to provide guidance to site leaders in supporting trauma-informed school systems-building efforts. The content of the sessions revolves around developing a deep understanding of the prevalence and impact of childhood trauma, engaging school-wide strategies for better supporting students who have experienced trauma, and supporting adult capacity to be effective practitioners of trauma-responsive education.

Social Emotional Learning (SEL) Curriculum Work: The STEM Curriculum Coordinator will work with the school counselor and director to fully integrate Social Emotional Learning (SEL) competencies into K-12 teaching and learning practices. The Collaborative for Academic and Social and Emotional Learning (CASEL) framework of five competencies will be used to guide the processes.

School Staff Development Focus: Curriculum Development

The primary goal of Innovation Academy's curriculum development process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within the allocated instructional time. The cyclic review involves teacher collaboration, parent/community member input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates. Much of the work which has occurred during the curriculum review process now takes place during weekly PLC meetings. PLCs harness teachers' collective ability to help students learn by examining data, engaging in ongoing job-embedded professional development, and making modifications to the curriculum in response to student needs. The process results in a living document describing content, skills, and assessments both horizontally within a grade level and/or content area and vertically across grade levels. Innovation Academy recognizes a guaranteed and viable curriculum that has a strong correlation to student achievement.

The teachers will conduct a 360-degree review to determine strengths and challenges of the current curriculum, reading best practice research articles, conducting surveys with students, parents, and community stakeholders, scrutinizing school test data, conducting a benchmarking study to ascertain what other districts are doing that Innovation Academy may replicate, and updating curriculum maps including content, skills, learning targets and common formative and summative assessments. In addition, standards are unpacked, studied, and powered up. Based on work done in year two, subsequent years involve teachers working in Curriculum PLCs continuing to read and discuss best practice, conduct a data analysis of common formative and summative assessment results, and maintain an on-going dialogue and reflection of what is working, what is not working and what changes need to be made. Curriculum PLCs meet once a trimester.

During the 2020-2021 school year, K-5 Reading Interventionist Programs will be added to our district curriculum cycle. This review process involves conducting a 360-degree review to determine strengths and challenges of current programming, reading best practice research articles and books, conducting surveys with students, parents, and community stakeholders, reviewing longitudinal data, and conducting a benchmarking study to ascertain what other districts are practicing that Innovation Academy may replicate. New programming norms are initiated and implemented as needed. Materials are updated based on data analysis and through a Needs' Assessment. For Reading Intervention, the district test data is reviewed in grade level teams.

District Programming Improvement Focus: Early Childhood Kindergarten Readiness

Certain kindergarten behavioral and academic readiness skills are strongly associated with student performance in math and English at third grade. In an effort to ensure students have the opportunity to begin their schooling with the appropriate skills, Innovation Academy will develop a *Kindergarten Readiness Plan* to guide the educational progression of students from early childhood to kindergarten. In year one, preschool and kindergarten staff worked together to establish behavioral and academic readiness indicators. These readiness indicators are shared with area preschools and daycare providers via the Early Learner Program. In addition, communication protocols between early childhood and kindergarten programming were developed and implemented. Preschool teachers began the process of ensuring their curriculum was aligned to the Early Childhood Indicators of Progress: MN Early Learning Standards and the MDE Kindergarten Standards. The standards provide a framework for understanding and communicating a common set of developmentally appropriate expectations for prekindergarten children. Preschool teachers continue to refine common formative and summative assessments, as well as mapping their curriculum. During the 2020-2021 school year, Early Childhood and Kindergarten will be using the Fridley Community Center locally produced tools, and standardized tools to progress monitor kindergarten readiness. Teachers will be able to track kindergarten readiness from early childhood through kindergarten. The partnership between the preschool and kindergarten staff will continue as the *Kindergarten Readiness Plan* guides the educational progression of students from pre-kindergarten to kindergarten.

District Programming Improvement Focus: Curriculum & Technology Integration

There is a wide availability of new and emerging technology tools that can assist teachers in making teaching easier and more engaging for students. This integration has become more essential since technology is becoming the engine on which teaching and learning operates. Technology is about creating instructional environments that can facilitate active engagement, meeting the specific and varying learning needs of the students, facilitating collaborative problem solving, and providing students with authentic learning environments. Technology integration is achieved when technology is accessible and readily available for the task at hand and supports curricular goals and at the same time helps students to effectively reach their learning goals. Students are more actively engaged in their learning when technology integration is a seamless part of the learning process. Technology integration in education requires students to actively use technology, not just view technology-based content created by their teachers. The goal of technology integration is for teachers to apply the use of technology in a seamless manner that supports and extends curriculum objectives and engages students in meaningful learning. Almost all workers in business, industry, government, and education are now required to use technology in some manner. The technology skills and knowledge that students gain in the classroom will create a foundation for the technology skills and knowledge they will need in the future.

During the 2020-2021 school year, the IT director will provide staff development opportunity to help promote and facilitate the use of technology in the classroom. The IT director will create, design, and implement a Building Technology Integration Plan which will include: monthly staff development opportunities for staff, monthly information about technology integration ideas communicated to each building, and resources will be collected, curated, and shared with staff on a Technology Integration Website

The IT director will provide training at each building and support in implementing the use of technology in the classrooms.

The IT director will work closely with the director, leadership team, Q-Comp lead, technology to coordinate each building's technology efforts. The IT director will attend curriculum meetings as needed to assist in the selection and implementation of appropriate technology resources for the content areas that are on the curriculum review cycle.

V. Meeting the Academic Needs of High Performing Students

High Potential Programming

Innovation Academy is committed to challenging and meeting the needs of academically talented students in grades 3-8 by enhancing the Math and Language Arts curriculum and providing learning opportunities beyond the general school program in these two subject areas. Students are assessed annually for placement in High Potential Programming services; therefore, participation in the program can vary from year to year based on students' developmental needs. Data points are screened annually to identify students who may qualify for high potential programming. A committee of educators will review MAP, FastBridge Assessments and MCA-III scores as well as classroom performance data and teacher recommendations in order to ensure the appropriate educational placement for each student. The identification process for levels of programming and its components are described in detail in the documents referenced above.

Early Admission to Kindergarten

An effective avenue for allowing children with advanced skills reach their academic potential is to allow them to start school early. According to the Templeton National Report on Acceleration, *A Nation Deceived*, "Students who are carefully selected for early entrance to school generally perform very well, both academically and socially." (Belin & Blank Center, 2004). The criteria and procedures for early admission to kindergarten are stated in *Policy 550 Kindergarten Early Admission*.

VI. Access to Excellent and Diverse Teachers

Innovation Academy recognizes the importance of hiring, retaining, and developing high-performing staff capable of delivering outstanding instruction. The district has instituted a process to review, examine, and evaluate the equitable distribution of teachers and implemented strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. In addition, the district will periodically review and evaluate students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district and who reflect the diversity of enrolled students. The *Innovation Academy Annual Report on Equitable Teacher Distribution and Access to Diverse Teachers* report describes these plans in detail. The District Advisory Committee (DAC)

assists the district by making recommendations about the means to improve students' equitable access to effective and more diverse teachers.

VII. Committees and Roles

Innovation Academy Committees, Roles, & Membership

Effective communication is the cornerstone of any organization's success. It ensures the flow of information between all stakeholders thereby reducing the incidences of misunderstanding and lack of trust and increasing collaboration and teamwork towards a common goal. Innovation Academy has created a structure to increase the likelihood of effective communication amongst all stakeholders.

School Governance: (School Board/Superintendent)

Minnesota School Boards are charged with governing the school district efficiently and leading effectively to provide equitable education, resulting in high student achievement. Input from the community is essential to the success of this work. The Executive Director serves as the Ex-Officio Member of the board and as the school's educational leader.

School Advisory Committee/Assessment Advisory Committee

Innovation Academy's curriculum and assessment advisory committee is called the School Advisory Committee (SAC). The SAC is composed of community members, school board members, teacher leaders, executive director, and a member of the support staff who work together to ensure Innovation Academy children are college and career ready. The primary purpose of the committee is to be informed of practices and programs influencing teaching and learning throughout the school. These include the curriculum review process, school student achievement goals, measures, and results, professional development plans, reports on federally funded programming, overviews of state and federal mandates, and other related items. The SAC advises and provides recommendations to the school board regarding means to improve programming for all students.

Schools (Administration/Staff/Site SD Committee)

School administration and staff communicate directly with parents/guardians regarding the educational progress of their student(s). The Site Staff Development Committee is chaired by a teacher leader. The purpose of the site team is to develop and implement a school improvement plan, which includes SMART student achievement goals and job-embedded professional development strategies to improve curriculum, instruction, student achievement, and community engagement at the school site. In addition, support staff have a subcommittee called the Support Staff Professional Development Committee which is chaired by a member of the Human Resources Department. In September, each site chairperson reports the results of the previous year's improvement plan goals to the SAC members. The school chair seeks feedback from SAC members on the proposed school improvement plan for the upcoming school year at the May meeting.

Q-Comp(Governance Board, Advisor, Instructional Coaches)

The Q-Comp program includes a Governing Board that is responsible for overseeing the Q-Comp Plan. The board is responsible for ensuring implementation of the program in accordance with the approved plan and administering and writing the annual Q-Comp budget. The board is composed of three representatives. The Q-Comp Advisor is the leader who supports teacher growth and student achievement by coordinating the Q-Comp Plan, supervising the Instructional Coaches, providing training, focusing the Q-Comp initiative on best practices, ensuring compliance, analyzing data, and promoting and communicating the program. The Teacher Lead coaches colleagues by modeling best practice strategies, conferencing, observing, evaluating, and providing substantial feedback.

Report Requirements

To meet the report requirements Innovation Academy will:

- Title the report “Charter School-4282-Innovation Academy Local World’s Best Workforce Plan.”
 - Present the plan to the school board for approval each year.
- Place the report on the school's web page after school board approval.
- Submit a summary of the report to the Commissioner of the Minnesota Department of Education.
- Draft an annual budget to support the plan and submit to the board each May.
- Survey parents every other year about their connection to and level of satisfaction with schools. The survey will be conducted during the winter and will be placed on the district website. An automated caller will invite parents of students in grades Prek-K to take the survey. Paper copies will be available in all school offices. Results will be published on the school website, reviewed by the administrative team, and shared with staff via administration. The leadership team will use data from the survey to inform improvement plans.

References

- Belin & Blank International Center for Gifted Education and Talent Development (2004). *A Nation Deceived: How Schools Hold Back America’s Brightest Students*. Volume 1. Iowa City, Iowa: University of Iowa. 16.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.
- Moss, C. M. (2002). Professional learning on the cyber sea: What is the point of contact? In R. Hall (Ed.), *Special Topic Issue: World Wide Web and Education*, *Journal of CyberPsychology and Behavior*, 1(3), 41-50.

Moss, C. M., & Brookardt, S. M. (2009). *Advancing formative assessment in every classroom*. Alexandria, VA: ASCD.

Roehlkepartain, E. C., Pekel, K., Syvertsen, A. K. , Sethi, J., Sullivan, T. K., & Scales, P. C. (2017). *Relationships first: Creating connections that help young people thrive*. Minneapolis, MN: Search Institute.

Schreiber, J. B., Moss, C. M., & Staub, J. (2007). A preliminary examination of theoretical model for researching educator beliefs. *Semiotica*, 164, 153-172.