



## **Hiawatha Academies School District #4170**

World's Best Workforce Annual Summary: October 2014

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

### **Identified Needs Based on Data**

- Increased literacy proficiency levels in all grades across the network
  - Hiawatha Academies' scholars scored the following proficiency levels on the 2013-14 Minnesota Comprehensive Assessment: 3<sup>rd</sup> grade- 35%, 4<sup>th</sup> grade- 38%, 5<sup>th</sup> grade-53%, 6<sup>th</sup> grade-44%, 7<sup>th</sup> grade-35%. These scores are higher than local public schools serving similar populations, but not achieving the goals outlined in the district's World's Best Work Force plan.
  
- Increased student growth in literacy
  - Hiawatha Academies' scholars made, on average, 1.3 years of academic growth in reading during the 2013-14 school year as measured by the NWEA MAP Assessment. The district has a goal of 75% of students meeting their individual growth goals (as measured by NWEA MAP and/or the MCA). The following is the percent of students who met their individual growth goal in reading during the 2013-14 school year:
    - Kindergarten: 50%
    - 1<sup>st</sup> grade: 52%
    - 2<sup>nd</sup> grade: 40%
    - 3<sup>rd</sup> grade: 8%
    - 4<sup>th</sup> grade: 14%
    - 5<sup>th</sup> grade: 69%
    - 6<sup>th</sup> grade: 49%
    - 7<sup>th</sup> grade: 40%
  
- Increased student growth for English Language Learners
  - Academic achievement results from the MCA and the NWEA MAP assessment for the 2013-13 school year indicate that academic achievement gaps exist between LEP and non-LEP students in both reading and math across grade levels in our district. Examination of our English language development growth and proficiency scores from the WIDA ACCESS indicate that our students are showing consistent gains in their language proficiency from year to year.

### **Support Category**

#### **Students**

- Hiawatha Academies will continue to add capacity to our ELD team this year by adding an additional ELD teacher at each campus to provide more frequent and direct pull-out support for students. Students at certain proficiency levels will received ELD support through a



combine push-in and consultation model between ELD and general education teachers that focuses on modifying lesson plans and providing accommodations to meet the needs of ELs in the general education classroom.

### **Teachers and Principals**

#### ➤ Literacy Support

Schools have an increased focus on supporting teachers in their literacy instruction. Schools have changed their schedules to have more time and more human capital focused on reading instruction. The district has instituted a better reading progress monitoring tool which provides teachers with more accurate student data to inform instruction. Teachers will receive additional professional development training focused on literacy instruction. Principals have the opportunity to visit other high-performing schools to learn from their best practices.

#### ➤ English Language Development Support

Hiawatha Academies will prioritize professional development for our ELD staff focused on developing the skills necessary to address language development standards while reinforcing academic content. We have designated two ELD teachers to serve as ELD Team Leaders at each level who will serve as mentor for their ELD teaching peers, providing on-going coaching on planning and feedback on instructional techniques through an observation and feedback model. General education content teachers will receive additional training in effective techniques and strategies to support students' development of academic language and vocabulary, while simultaneously ensuring that their content area instruction is both rigorous and comprehensible for ELs. All teaching staff will receive targeted professional development on sheltered instruction techniques to support ELs in their classroom.

### **Systemic, Building or District**

- Hiawatha Academies continues to strategically expand its Network Support Team (shared services) to add capacity across the district. Most recently, a Director of Student Support Services and Assessment Coordinator were hired. These two roles join the Director of Teaching and Learning and the Network Literacy Coach to make up the Academic Team. The Academic Team supports campus leaders and teachers in meeting student achievement goals. A Director of Data and Analytics was also hired to create data systems and help teachers use data to drive student instruction.

### **Best Practice Strategies and Action Steps**

- Increase human capital to support student achievement
  - Hiawatha College Prep has hired two intervention teachers to support students
  - Hiawatha Leadership Academy-Morris Park and Hiawatha Leadership Academy-Northrop continues to hire co-teachers to provide additional support in the classroom at the elementary grade levels.
- Reading Vertical Alignment
  - With support from the Network Support Team, a team of teachers across the district (Bee Team) is working to vertically align reading curriculum.



- Focused Professional Development
  - Campus leaders are strategically selecting professional development topics to focus on during all staff PD that aligns with increasing student achievement and literacy growth. Further, 4 district-wide “Data Days” are scheduled to provide collaborative time for teachers in similar content areas and grade-levels to discuss student data and instructional strategies. These days are strategically scheduled throughout the year to help monitor and impact student progress to goals.

## **Current Student Achievement Plans**

- Title I (school-wide program plan)
  - The purpose of Title I is to improve the academic achievement of the disadvantaged. Due to Hiawatha Academies’ student population, all schools within the district receive Title I funds to support improving achievement. Features of the school wide program plans include: focused literacy instruction, STEP assessment training, literacy coaching, core academic programming, professional development, student intervention systems, family and community involvement.
- Title II (professional development)
  - The purpose of Title II is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom. Hiawatha Academies’ Title II funds support the added capacity of a Network Literacy Coach to provide professional development and coaching to staff across the network. Hiawatha Academies’ professional development activities center on its core academic programs.
- Title III
  - The purpose of Title III is to provide language instruction for limited English proficient and immigrant students. Hiawatha’s Title III plan includes adding one ELD teachers at each school site, providing additional support to general content teachers on supporting ELs in the classroom, and focused goals around closing the achievement gap between LEPs and non-LEPs with specific strategies.
- Q Comp
  - The purpose of Q Comp is to support the following components: career ladder/advancement options, job-embedded professional development, teacher evaluation, performance pay, and an alternative salary schedule. Hiawatha’s Q Comp program includes teacher leadership opportunities, collaborative learning teams, professional development plans, and achievement goals.

## **Key Indicators of Implementation Progress (implementation and/or outcome data)**

- 3 additional English Language Development teachers were hired to start the 2014-15 school year. This is one additional teacher at each campus.
- 2 intervention specialists were hired to support middle school students at Hiawatha College Prep.
- The first network-wide Data Day (professional development and collaboration) happened on October 10<sup>th</sup>.



- An Assessment Coordinator, Director of Student Support Services, and Director of Data and Analytics were hired to support academic strategy at the network level.

## **Broad Outcomes Impacted**

### **All Students Ready for Kindergarten**

- Hiawatha Academies' educational program begins in kindergarten. The elementary schools assess students within their first weeks of school to determine their proficiency level in reading and math. This data informs teachers of where each child is at and the gains necessary to get them on grade level as quickly as possible.

### **All Students in Third Grade Achieving Grade-Level Literacy**

- Hiawatha Academies has goals and benchmarks for instruction at all grade-levels to ensure students are on track to achieve grade-level literacy. These include proficiency benchmarks and individual growth goal attainment.

*In 2013-14, 35% of 3<sup>rd</sup> grade students were proficient in reading as measured by the MCA.*

- Kindergarten: 50% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal.  
*In 2013-14, 28% were at grade level proficiency in reading by EOY and 50% met their individual growth goal.*
- 1<sup>st</sup> Grade: 60% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal.  
*In 2013-14, 33% were at grade level proficiency in reading by EOY and 52% met their individual growth goal.*
- 2<sup>nd</sup> grade: 70% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal.  
*In 2013-14, 60% were at grade level proficiency in reading by EOY and 40% met their individual growth goal.*

### **Closing Achievement Gap(s)**

- Hiawatha Academies continues to close the achievement gap. Hiawatha's middle school, Hiawatha College Prep, was deemed an Reward School by the MDE for being in the top 15% of Title I schools based on the MMR. Hiawatha Leadership Academy-Morris Park was deemed Celebration Eligible for its work on closing the gap.
- Hiawatha continues to work towards closing the achievement gap between ELs and non-ELs. The district has the following goal for reducing this gap for the 2014-15 school year:
  - The proficiency gap between EL and non-EL students across Hiawatha schools decreases to less than 10 percentage points in both reading and math on the NWEA MAP for grades K-2 and the MCA for grades 3-8.



### **All Students Career- and College-Ready by Graduation**

- Hiawatha Academies is excited to be opening its first high school in August of 2015 with 104 9<sup>th</sup> grade students. Hiawatha Collegiate High School will grow one grade per year to a 9-12 school. Hiawatha Academies has a focus on college readiness and success that starts in kindergarten. Rigorous academic curriculum and ambitious goals ensure students are making progress towards being career- and college-readiness.
- Hiawatha Collegiate High School has established the following initial benchmarks to track career and college-readiness:
  - Grade level means will reach 17 in 9<sup>th</sup> grade, 19 in 10<sup>th</sup> grade, and 21 in 11<sup>th</sup> grade on the EXPLORE, PLAN or ACT program assessment (21 is the number the College Board considers “college ready.”)
  - 75% of scholars will meet their individualized EXPLORE, PLAN, or ACT growth goal.
  - 85% of students will meet all community service, college exploration, and enrichment benchmarks within their 4 year high school career.

### **All Students Graduate**

- Hiawatha Collegiate High School has developed goals to ensure that students are on track to graduate from high school. Additional goals and benchmarks will be set as the high school leader continues to plan the high school program in the current year. A preliminary proficiency goal includes:
  - 80% of 10<sup>th</sup> grade students will score advanced or proficient on the Minnesota Comprehensive Reading Assessment and 80% of 11<sup>th</sup> grade students will score advanced or proficient on the Minnesota Comprehensive Math Assessment.