



GREAT OAKS

A C A D E M Y

Great Oaks Academy - World's Best Workforce Plan 2020-2021

Annual Meeting Date: January 18, 2021

Overview

Under Minnesota Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward World's Best Workforce (WBWF) goals. During the Annual Meeting, Director Paul McGlynn will present the 2020-21 WBWF goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. He will also present the District's 2020-21 WBWF goals and strategies to meet them.

The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance – a strategic focus for Great Oaks Academy School District. The World's Best Workforce legislation requires districts to set at least five goals, which for Great Oaks Academy are embedded in Classical Education Staff Development, Reading and Math Programs, Curriculum Development, PLC Meetings, Teacher Evaluations, and Principal Evaluation plans. These five goals revolve around:

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

Each district is required to create their own plan to align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

- Local assessment data
- Closing the gap by student group
- Early childhood assessment data
- MCA scores
- College entrance exams

The scope of the legislation has evolved and now is the umbrella under which several programs fall, including staff development, teacher and principal evaluation. Separate reports on those programs are shared with the board throughout the year.

All Children Ready for School

Great Oaks will provide an academically sound pre-kindergarten instructional program that will prepare students for the rigors of elementary school. The school will utilize an assessment that will be aligned to achieving the Parent Aware rating, such as the Child Observation Report (COR) Advantage, to measure individual child progress in the prekindergarten classes. COR Advantage is a formative assessment administered at program entrance and program exit that provides useful reports and resources that enable teachers to assess progress and plan future learning through documenting the specific knowledge and skills each child can demonstrate. Student progress will be measured in the domains of language and literacy, as well as mathematical thinking. Instruction will focus on play-based learning to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and literacy skills of English learners, to the extent practicable.

The Developmental Profile that is maintained will be shared with families to inform them on student progress and gain their input throughout the year during the parent-teacher school conferences.

All Third-Graders Can Read at Grade Level

Great Oaks will integrate language arts and literacy across all content areas, emphasizing literature with attention to reading comprehension skills as well as to the broad base of content

knowledge necessary for comprehension. Great Oaks will provide extended time for reading instruction using a research-proven, direct- instruction program during the school day, as well as additional time for interacting with text for students who are not at grade level. Providing phonics instruction in the pre-kindergarten instructional program will ensure each student is prepared for reading instruction in kindergarten and above grade-level fluency by third grade.

Accountability Goal: Early Literacy and Reading Well by Third Grade

- Presented goal addresses the expectation of a high-quality charter school (climate) In the Pre-K Instructional program, Great Oaks will utilize an assessment that will be aligned to achieving the Parent Aware rating, such as the Child Observation Report (COR) Advantage, to measure individual child progress in the prekindergarten classes and align the assessment with the K-2 MAP for Primary. In Grades K-2 students will be assessed using the NWEA MAP for Primary to ensure that they are on track to meet and exceed grade 3 literacy benchmarks.
- First-Year Indicator of Success (end of first year of operation): As measured by the NWEA MAP for Primary test, at least 60% of Great Oaks students will be at or above grade level. Additionally, students who were below grade level proficiency in reading at the beginning of the year will have achieved at least 1.5 grade level growth (150% of typical growth so that they can catch up to grade level).
- Second-Year Indicator of Success (by end of second year of operation): As measured by the NWEA MAP for Primary test, at least 65% of Great Oaks students will be at or above grade level. Additionally, students who are below grade level proficiency in reading will achieve at least 1.5 grade level growth (150% of typical growth so that they can catch up to grade level).
- Summative Goal Statement (end of third year of operation): As measured by the NWEA MAP for Primary test, at least 70% of Great Oaks students will be at or above grade level in reading. Additionally, students who are below grade level proficiency in math will achieve at least 1.5 grade level growth (150% of typical growth so that they can catch up to grade level).

All Racial and Economic Achievement Gaps Between Students are Closed

Great Oaks will utilize NWEA MAP for Primary scores, as well as state-standard aligned, school specific assessments to identify student strengths and needs for meeting and exceeding state academic standards, set goals for that will align with third grade literacy, select strategies and monitor and evaluate academic progress to adjust strategies to meet student needs. All Students Ready for Career and College Great Oaks will provide an excellent foundation in the math, reading, writing, and critical thinking skills necessary to succeed in whatever field a

student should select, as well as providing opportunities for middle and high school students to explore various vocational paths. Our high school students, beginning in grade 9 will benchmark progress toward successful college acceptance and will be taking ACT preparatory classes beginning in the 10th grade, as part of their curriculum. Great Oaks will maintain a committee of knowledgeable individuals, including university professors, who will advise on the necessary skills and knowledge the students will need once they move on to post-secondary options.

All Students Graduate from High School

Great Oaks will engage students in regularly monitoring and evaluating their own progress with grade-level state academic standards and benchmark their progress toward graduation and college acceptance using Individualized Learning Plans, that take into account strengths, interests and future plans to maximize engagement in life-long learning.

Job-embedded Professional Development

As apparent in the chart above, our teachers will be contracted for 208 days. Out of these twenty-eight days for middle and high school teachers, and thirty-three for elementary school teachers, will be set aside for training and professional development. Twenty of these days will be in August, to provide teachers with a firm foundation in the educational practices and methods of the school and prepare them for success during the school year. This time includes training from our math program (Singapore), reading (Reading Mastery), and writing curricula (The Institute for Excellence in Writing), which is provided by the publishers. In addition to this subject-specific training, the director and lead teacher will develop training in the Classical method. This training can be carried out by the director, lead teacher or other professional through videos available from Classical curriculum developers like Peace Hill Press and the Circe Institute or by outside experts, as necessary. Teachers will be taught the history and philosophy of Classical education and the liberal arts. Skills to be taught include how to use narration and dictation effectively, how to integrate language arts, history, science, art and music into a cohesive unit, and how to facilitate a Socratic discussion. Time will be spent developing simple but effective ways of tracking state standards and assuring the alignment of lessons to them, as well as collaborating with other teachers to determine best practices and support one another.

Every teacher will write a Professional Growth Plan at the beginning of the school year, identifying at least one SMART goal to be achieved by the end of the year. Action steps will be identified that will improve teacher competency, and progress in those steps will be both self-monitored and evaluated by the director during formal evaluations. They will also be evaluated

and discussed during biweekly, informal meetings with the director. During these meetings, teachers can express concerns or ask questions and receive immediate feedback. Struggling teachers will be paired with a more experienced member of staff for mentoring and encouragement. Collaborative planning times will be utilized by teachers in the same grades or content areas. These times will provide teachers with a chance to glean ideas from one another and coordinate their instructional efforts for maximum consistency and integration of various content areas. These initiatives will sufficiently prepare our teachers to deliver our unique program to the targeted student population by first providing a firm foundation of understanding in the techniques and philosophy of Classical education, then providing them with ample ongoing, easily accessible training, delivered through one on one mentoring, group learning, peer collaboration, conferences, video and electronic training, as well as both formal and informal review and the development of a Professional Growth Plan.

****All teachers will have on-going evaluation throughout the year by the director and lead teacher. As well, all teachers will receive an annual summative evaluation.**

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District Advisory Committee

Great Oaks Academy will establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards. The DAC will recommend rigorous academic standards and student achievement goals that are aligned with Great Oaks Academy's Worlds best Workforce

Plan.