

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

- All students are ready for kindergarten **NA**
- All students in third grade achieve grade level literacy **NA**
- Close the Achievement Gap
- All students attain career and college readiness before graduating from high school
- All students graduate from high school

#### Close the Achievement Gap(s) Among All Groups

Our data sample size is too small to calculate. We have never had data on this due to being such a small school. We are not even able to split up the data into SPED/ non SPED. The state department determined that sample size is too small to calculate this data on our state tests. Must have at least 10 students in the group to have a sample size. We really rely on our NWEA tests for the majority of our data.

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

**2017-18 Goal** By graduation 80% of graduating students will complete The 4- year SAGE College and Career Plan Template. (Pertains to students who have been at SAGE at least two years)

Students will increase their average Score on the ACT to 18.

In 2017 The average for SAGE was 17.8

#### 2017-18 Strategies

- Maintain and expand college-credit bearing courses at NHCC
- Continue to develop partnerships between business leaders, community partners, and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing, and internships at local businesses
- Maintain importance of MCA 10 reading as a college-ready measure in lieu of the Accuplacer required for some concurrent enrollment courses.
- Increase awareness of work experience opportunities for students completing their graduation requirements.

#### All Students Graduate

**2017-18 Goal:** 85% of Students who are seniors by credit and attend SAGE Academy their entire senior year will graduate at the end of our senior year.

#### 2017-18 Achievement Goals

**SAGE Academy will increase its MCA Reading scores by 4%**

**SAGE Academy will increase its MCA Math scores by 4%**

#### 2017-2018 Strategies

- Develop a rubric that includes reflection and essential questions for teachers to use when planning absent/inclusive narratives lessons.
- Develop a district-wide backward mapping template to guide inclusive curriculum planning
- Provide professional development around using data-inform instruction and deconstructing standards to school leadership teams
- Increase rigor and student engagement by providing professional development focusing on creating positive school climates

### **Student Progress Monitoring**

SAGE Academy uses a number of measures to assess and evaluate student progress toward local, state, and national standards and college and career readiness standards. The purpose of the layered assessment system is to screen, progress monitor, determine curriculum effectiveness, personalize student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, and inform students and parents of student progress.

#### Standardized Assessments

Standardized assessments such as The Minnesota Comprehensive Assessment-III (MCA-III) & ACT assessment, are administered yearly. The MCA-III assessments are administered to students in reading (grade 10), mathematics (grades 11) and science (after completing biology) in the spring. The ACT is administered to students in grades 11-12. Data from these assessments are used to determine if students are on-track to develop the skills necessary to succeed in entry-level college courses by the time they leave high school.

#### Curriculum Based Assessments

Curriculum-based measures are used to screen students and to monitor student progress. SAGE Academy uses standardized measures including Northwest Evaluation Association (NWEA) to identify students who are at risk in the areas of math and reading. These measures are combined with teacher observations and classroom data to determine student instructional needs and are also used to assess individual student responsiveness to instruction. NWEA assessments are administered on (September 12,13, January 9,10 & May 9,10) Students are progress monitored throughout the year. Curriculum-based assessments (i.e. common summative and formative assessments) are administered to assess students' growth toward local, state, and national standards in grades K-12. They are aligned to the standards and data is used to make instructional decisions. Likewise, data is used to determine whether students have acquired the knowledge and skills to be on-track to meet grade level student achievement benchmarks. Diagnostic assessments results inform instructional planning in order to meet students' individual needs. Assessments may vary and are administered on an as needed basis.

#### Data Analysis

Data analysis occurs regularly at the individual teacher level as well as the administration level.

### **Community Satisfaction**

Our parents complete a satisfaction survey every year.

[https://docs.google.com/forms/d/1NU2G\\_b9wnEyn5LjwCiwNF9n1gDVtLLZbV5ro--Ibv3A/edit?ts=590a0c5d](https://docs.google.com/forms/d/1NU2G_b9wnEyn5LjwCiwNF9n1gDVtLLZbV5ro--Ibv3A/edit?ts=590a0c5d) - responses

## **Curriculum Development and Implementation**

SAGE Academy continues to deliver educational content through a curricular program that focuses on an individualized approach to learning. Each student completes learning modalities as well as Multiple Intelligences inventories. Learning and assessments at SAGE focus on: Project-based Learning; Expeditions; Multiple Intelligences; Cooperative Learning/Team Dynamics; Service Learning; Mentorships; and Global Connections. SAGE Academy is designed with small classrooms around the perimeter of the school with a large open area housing student centers where each student has their own Ipad and work space. Students work on individual projects with guidance and assistance from their teachers.

All licensed instructors complete backward maps in accordance with Vicky Hayes “Backward Mapping,” and McTigue and Wiggins Instruction By Design. Essential Questions are required for all maps as well as skills to be addressed and scaffolding of skills in order to meet the final assessments. All maps are reviewed by the Program Director and support is given as needed in staff development and on a one-to- one basis. Licensed teachers are required to embed standards in both direct instruction and project- based classes. All evaluation is in accordance with The Growth and Evaluation Manual as approved by the SAGE Academy School Board. Extensive staff development is held in August, throughout the year, and a full week in May to evaluate curriculum, standards and project focused learning. These workshops link to delivery methods and the mission of SAGE in accordance with required MDE standards.

As SAGE is a PBL focused school, all projects must have standards embedded and all projects are overseen by content licensed teachers. Follow-up is by observation, student surveys, mentor meetings and Professional Learning Communities. PLCs are responsible for researching and sharing effective instructional strategies and practices as a team. Educators implement the chosen strategies in the classroom and bring back student work examples to the team for further discussion and refinement of practice. PLC leaders will work with their team including the administration, and other PLC leaders for ideas and strategies to efficiently implement the data process. Throughout this process with professional colleagues and instructional leaders, communication lines open and true collaboration unfolds. Ongoing collaboration and continuous improvement not only helps teachers continue to refine their skills, but gives them support throughout the process.

### **2017-2018 Goals**

1. Improve instruction for our students of color, EL students, and students receiving special education services
  - a. Provide students with effective feedback that improves achievement
2. Improve communication and genuine engagement with families
3. Strengthen support for the social and emotional development of students
  - a. Continue to develop a positive climate in schools by using Positive Behavior Interventions and

Supports (PBIS) and restorative practices

4. Expand support for college and career readiness

5. Continue to learn new ways to personalize learning with our iPad program

6. Improve PLC practices and implementation

7. Continue to increase instructional clarity by communicating learning targets and increasing the use of formative assessments

Equitable Access to Excellent Teachers

**SAGE 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 inexperienced, ineffective, or out-of-field teachers do not teach minority children at higher rates than other children.**