



Excell Academy World's Best Workforce (WBWF) Long Term Strategic Plan

Overview and Highlights of Excell's Strategic Plan:

Excell's School Improvement Plan for 2013-2014 focused on putting in place the infrastructure necessary in order to properly implement instructional strategies and then moved into implementing the strategy of Learning Objectives. The infrastructure included the common assessment system, shared data files for data meetings, the ILT's structure and relationship to the PLCs, the systems for gathering learning walks and the development of practice profiles.

Once the infrastructure was in place, this allowed us to move into the implementation of strategies because we could measure the fidelity of implementation, system health with respect to the implementation of a strategy and could respond to the needs of staff. The plan contained a running record for the implementation of our Learning Objectives strategy (following a Plan, Do, Study, Act cycle) and eventually more components were added: Success Criteria and Feedback.

The following are additional action steps incorporated to address student achievement goals:

- Ongoing training, implementation, and development of Excell Academy's Instructional Leadership Team (ILT) to provide strategic direction and oversight in effective school wide teaching and learning as well as the monitoring of the School's Improvement Plan (SIP) / Record of Continuous Improvement (RCI).

- Continue training and development in McRel's research based Instructional Planning Framework – fall, winter, ongoing.

- Development and implementation of Teacher Led Balanced Literacy Team (BLT) to provide teacher development and support in effectively implementing a Balanced Literacy program school wide.

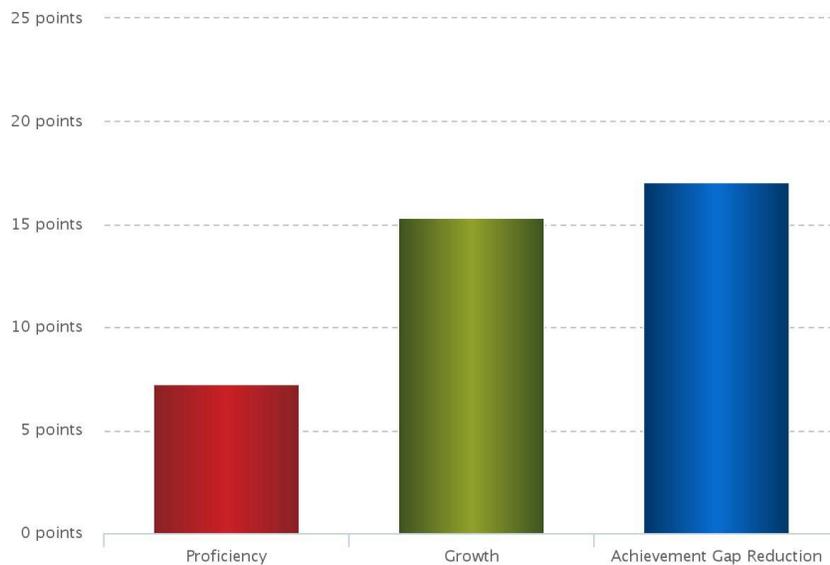
In addition, over the last two school years we have collected Collective Efficacy data using Wayne K. Hoy's 6 point scale. As a school we have grown in this area and have a CE scale score of 3.8. Very high percentages of our staff believe that their fellow teachers believe all students can and will learn and that they will do what it takes to see student achievement. This has been an important aspect of the improvement we have seen over the last two years in math from 29.5% proficient in 2013 to 45.8% proficient in 2015. Teachers have improved instructional practices, collaborated and challenged each other all the while believing that all students can and will learn.

I - GOALS AND BENCHMARKS

ACHIEVEMENT GAP REDUCTION Goal:

Excell Academy students will reduce the achievement gap by 50% by 2017 as measured by MCA Z-score results.

In 2014-2015 Excell Academy had positive Z scores in both subjects (+0.1303 in reading and +0.1312 in math), we were able to reduce the achievement gap for every single student group with a gap at Excell Academy in both math and reading. In every single student group, (Black, Hispanic, Free and Reduced Price Lunch, Special Education, English Learners) Excell Academy's students had higher growth (higher average Z scores) than the opposite group (White, non-FRP, non-SpEd, non-EL). This led to an achievement gap reduction score of 17.07 (out of 25) points within the MMR.



KINDERGARTEN READINESS Goal:

Excell Academy's Pre-K students will be ready for kindergarten based on early literacy and developmental readiness data.

In April of 2014, Excell Academy's supplemental affidavit submitted by our authorizer, Audubon Center of the North Woods, for recognition of Excell Academy's prekindergarten program was approved.

In June of 2014, Excell Academy's kindergarten readiness preschool program earned the highest statewide Parent Aware rating - four stars. This coveted four star rating places our prek program on a list of the highest rated quality early learning programs in the state of Minnesota

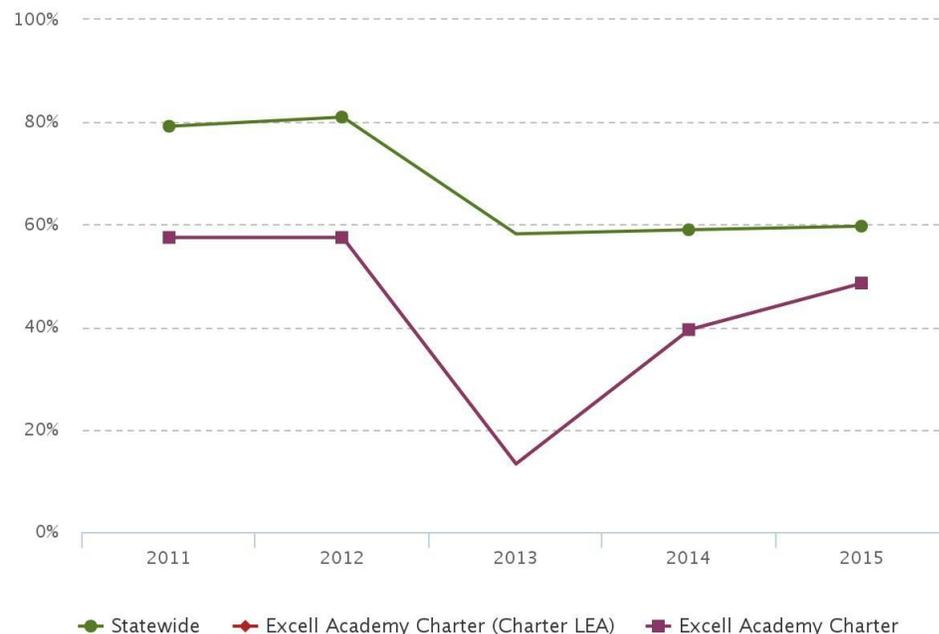
Results: 86.7% of our 2015 Pre-K students who started Kindergarten in the fall were prepared based on early literacy measures.

THIRD GRADE LITERACY Goal:

Third grade student literacy levels will continue to increase annually based on reading proficiency / growth data.

Our 3rd grade proficiency has been rising since the implementation of the new MCA III assessment in 2013.

3rd Grade (Oct 1) 48.6% (up from 13.3% in 2013)



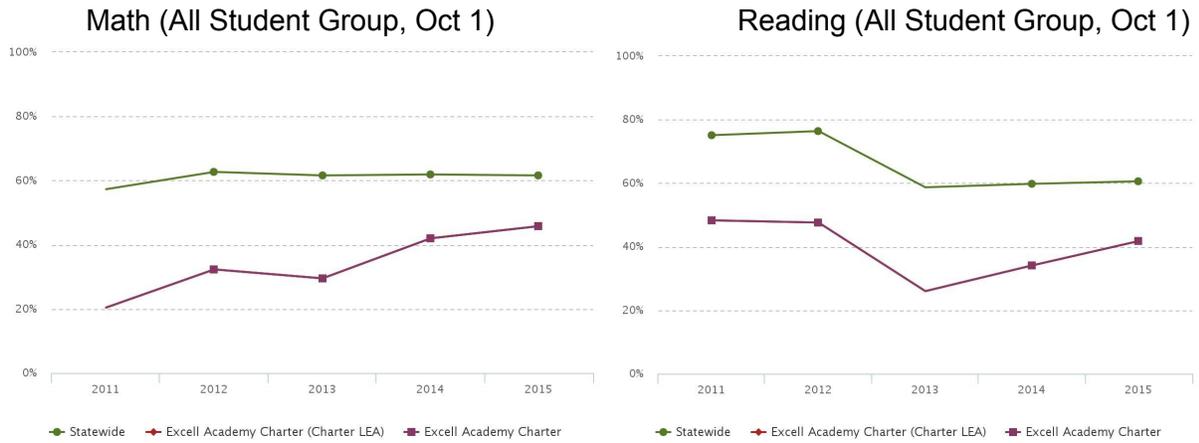
ALL STUDENT ACADEMIC GROWTH Goals:

MCA Math Goal:

All students in grades 3-8 enrolled by October 1 will grow 5% in proficiency as measured by annual MCA tests.

MCA Reading Goal:

All students in grades 3-8 enrolled by October 1 will grow 5% in proficiency as measured by annual MCA tests.



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|--|---|
| <p>Result: in 2015, 45.8% of all students were proficient. (3.8% growth)</p> | <p>Result: in 2015, 41.8% of all students were proficient.(7.7% growth)</p> |
|--|---|

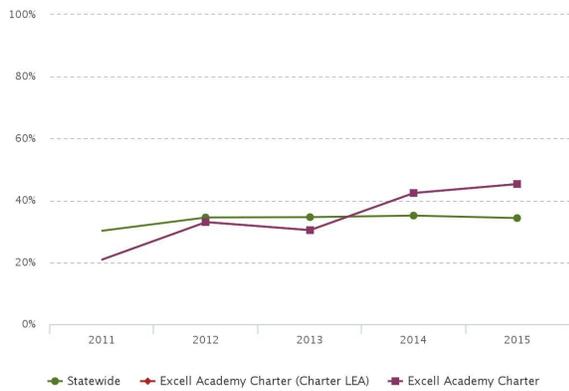
MCA Math Goal:

Black students in grades 3-8 enrolled by October 1 will grow 5% in proficiency as measured by annual MCA tests.

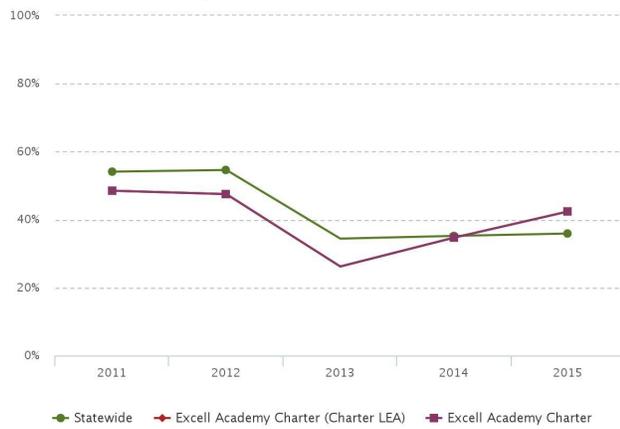
MCA Reading Goal:

Black students in grades 3-8 enrolled by October 1 will grow 5% in proficiency as measured by annual MCA tests

Math (Black Student Group, Oct 1)



Reading (Black Student Group, Oct 1)



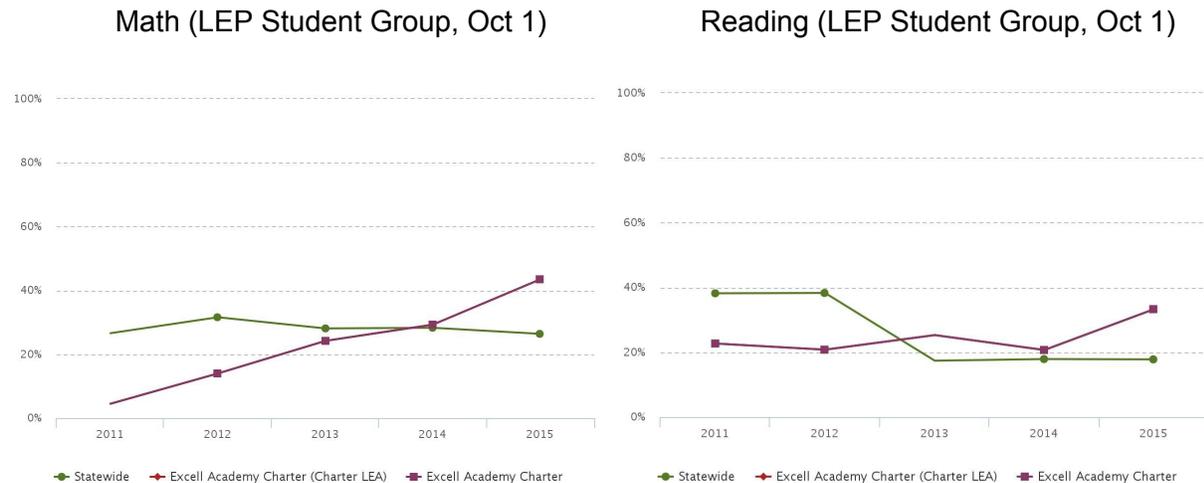
Result: in 2015, 45.3% of all students were proficient.
(2.9% growth)

Result: in 2015, 42.4% of all students were proficient.
(7.7% growth)

ENGLISH LANGUAGE LEARNER Goal:

English Language Learners will meet or exceed their index targets as measured by the annual MCA tests.

EL students are getting the direct language instruction that research shows they need in order to succeed academically. Our Learning Objectives, Success Criteria and Feedback strategy, along with our common assessment and data meeting system is resulting in the growth that will ultimately translate into even greater gains in proficiency for all students.



| English Learners | Excell Academy Proficiency Index | Proficiency Index Target |
|------------------|----------------------------------|--------------------------|
| Math | 60.00 | 54.48 |
| Reading | 56.47 | 40.53 |

Our EL students grew from 29.3% proficient in math in 2014 to 43.5% proficient in 2015. They grew from 20.7% proficient in reading in 2014 to 33.3% proficient in 2015. Our EL students met statewide proficiency targets for both math and reading.

Excell Academy met our proficiency index targets set by the state for cutting the Achievement Gap in half by 2017. (Proficiency index includes ½ point for Partially Proficient students)

II - ASSESSING AND EVALUATING STUDENT PROGRESS

In the fall of each academic year, all students are given the NWEA MAP Assessment or the Formative Assessment System for Teachers (FAST) aReading and aMath assessments and growth targets are established. In addition to this, students in grades 2-6 take fluency assessments (CBMReading) to determine who is reading on grade level. These tests help to identify students that are below, on-level or above grade level in order to determine what interventions or enrichment each student needs.

Lesson plans, Learning Objectives and Success Criteria are all standards based. Weekly standards based common assessments in reading and math inform instruction and evaluate each student's progress towards meeting state academic standards. In weekly data meetings based on these assessments administrators and teachers evaluate student data, identify benchmarks needing reteaching, determine if students should be referred to the Student Teacher Success Team (STST), prior to being evaluated for Special Education needs).What I Need (WIN) Time groups may be adjusted according to assessment results. In addition to these common assessments, Title I teachers conduct ongoing comprehension and fluency assessments to determine student progress and next steps.

In addition to common assessments we have winter screening (FAST and MAP) for both math and reading. The Optional Local Purpose Assessment (OLPA) also gives an indication of to what extent students are mastering math and reading standards before the MCA at the end of the year. In the spring students take the FAST/MAP to determine if they met their targets and take the MCA to measure their achievement level with respect to the standards. In addition, every February, all English Learners take the ACCESS test to measure their growth and proficiency in language. This assessment is used to determine if students have achieved proficiency and should no longer receive language support. The results are also used to determine what level of support those students who are not yet proficient will receive from the Academic Language Department (ALD).

Learning walks are performed based on the Learning Objective and Balanced Literacy practice profiles in order to measure the implementation of research based strategies. Implementation data from these walks is used by the ILT to gauge what additional support is needed to strengthen instruction and ensure proper implementation of research based strategies. Additionally, common assessments and data meetings play a key role in determining areas of instructional weakness and strength. Teachers leave data meetings with an understanding of what needs to be taught and concrete ideas for re-teaching certain skills.

Lesson plans, Learning Objectives and Success Criteria are all standards based. In addition to this our reading curriculum National Geographic: Reach is based on the Common Core ELA standards that Minnesota has adopted. PLCs and the ILT focus on ensuring that all instruction is standards based. Data meetings also emphasize what standards have been taught and which have been mastered by students and where additional instruction is needed.

III - ASSESSING AND EVALUATING INSTRUCTION

Excell Academy's Q-Comp plan is a school wide evaluation and professional development system designed to continually improve the quality of our instruction. All teachers take part in a collaborative professional culture with weekly PLC meetings where Lead and Mentor teachers introduce a series of research based instructional strategies that have been approved by our Instructional Leadership Team. Strategies are implemented by our teachers, and data is presented to determine the overall effectiveness of a given strategy. Teachers are given ongoing professional development on a variety of instructional strategies and data is analyzed to ensure that each strategy has been implemented with fidelity.

Observations and evaluations are a significant component of our Q-comp plan. Teachers at Excell Academy are observed four times annually. Trained administrators, Lead Teachers, and Mentor Teachers conduct observations. Administrators observe all teachers at least one time per year. The Lead or Mentor Teachers observe each teacher of their respective PLC one time per trimester for a total of three observations.

The observation process includes a pre-observation meeting, where specific instructional strategies are discussed and reviewed in preparation for the observation. Teachers are then observed for 45 minutes and a post-observation meeting is conducted. At the post-observation meeting, the observed lesson is discussed in great detail with a focus on the impact of the specific instructional strategy demonstrated. Next steps are then determined to ensure the continued effectiveness of our school wide instructional strategies.

Student outcomes are consistently used to evaluate the overall effectiveness of our instruction. Weekly standard-based assessments are given and data is analyzed to determine student growth trends and possible areas of weakness in our instruction. Additionally, each teacher at Excell Academy has a year-long academic goal that is based on the collective achievement of their students. Both state and local measures of achievement are used when applicable. The results of this goal have a significant impact on the overall summative evaluation of a teacher.

Professional Development Cycle & Plan for Chief Education Officer / Executive Director:

- Formal review process the board uses to evaluate the school's head leader

The School Board's Executive Director Review Committee is assigned the responsibility of evaluating the Executive Director / CEO focusing on the following areas:

- Visionary and Inspirational Leadership
- Academic Leadership, Accountability, and Outcomes

- Fiscal Leadership, Accountability and Outcomes
- Board, Authorizer, Community and Other Stakeholder Relationships
- School Culture and Climate
- Talent Investment and Leadership Development

IV - STRATEGIES FOR IMPROVING CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

The strategies chosen for implementation in the 2014-2015 school year were focused on meeting the instructional needs of all students and applied to all teachers (e.g. Learning Objectives, Balanced Literacy).

In 2014-2015, Excell Academy continued to implement the Learning Objectives research based instructional strategy from McRel's *Classroom Instruction That Works 2*. The ILT also began implementing a Balanced Literacy Framework. Practice profiles were developed by the Instructional Leadership Team, professional development was provided to all staff and through the PLCs and the instructional strategies were implemented. Learning walks based on practice profiles provided implementation data which led to additional professional development support and additions to the practice profiles were put in place.

The Instructional Leadership Team (ILT) analyzes student data alongside implementation data provided through our practice profiles and learning walks. The data meetings (discussed above) provide timely student data related to the implementation of research based strategies and implementation data provided through learning walks (based on clearly communicated practice profiles) provides data on the fidelity of implementation and the health of the system related to implementing the strategy. The ILT responds accordingly if additional support and PD need to be provided to improve system health and give the resources that teaching staff need to faithfully implement instructional strategies. The ILT (which includes all PLC lead teachers) can then provide those resources through the PLCs by building capacity in those teaching staff in leadership positions (lead and mentor teachers).

National Geographic Reach, Everyday Math/Saxon - These curricula support high quality instruction that aligns with Minnesota Standards and/or the Common Core Standards. Teachers are able to easily integrate common school wide instructional practices which have proven to increase student achievement. In addition, National Geographic is designed to support our English Learner students and has a compatible language curriculum that is an extension of the ELA curriculum that students are using in their classrooms. This alignment encourages the direct instruction of language that supports student success in reading as well.

We are currently exploring the effectiveness of Everyday Math and supplementing it with teacher developed standards based lessons.

Several other initiatives and strategies have been put in place in order to increase student achievement. 90 minutes of instruction in both math and reading is key to giving students quality core instruction. In addition to this What I Need (W.I.N.) Time provides intervention and enrichment opportunities for students that are below grade level.

- Practice Profiles: Framework for implementing instructional practices
- PLCs: Professional Learning Community
- ILT: Instructional Leadership Team
- Schedule (90 min blocks) (WIN Time)
- Reading/Math Corps
- Khan Academy

V - EFFECTIVE EDUCATIONAL PRACTICES

Shared Leadership Model:

The implementation of Excell's Shared Leadership Model has been key to the transformation of our school culture and allows the implementation of strategies with buy-in and fidelity. Our mission of equipping all students for higher levels of education is becoming a reality with the use of common assessments and data meetings, giving teachers a greater level of understanding about the specific needs for all students and next steps for student learning and achievement.

Collaborative Lesson Planning and Co-Teaching

We encouraged teachers to explore innovative research based instructional practices including co-teaching when applicable to best meet the needs of all students in the classroom.

Educational Technology:

In 2014-2015, a set of iPads (with a series of educational apps) was used to support vocabulary and comprehension development in an intervention program designed to meet the needs of our lowest readers in grades 2-5. We plan to continue to use the iPads to provide additional support to meet the needs of our lowest readers.

- Study Island Math and Reading
- Khanacademy.org
- Lexia Reading Software
- Typing Tutor 9 and Rapid Typing Software

Several steps were taken to integrate the teaching experience at Excell Academy, with available technology. While maintaining a computer lab, for scheduled educational use, with the elementary instructors, Excell also uses a mobile Chromebook lab that classrooms can checkout allowing students to utilize several online based math and reading study enhancement resources.

Typing Tutor 9 and Rapid Typing software were installed in the main computer lab as an enrichment activity alternative for students who either finish their lessons in Lexia, or who complete the majority of their assignments on the study island website.

Curriculum:

National Geographic Reach, Everyday Math/Saxon - These curricula support high quality instruction that aligns with Minnesota Standards and/or the Common Core Standards. Teachers are able to easily integrate common school wide instructional practices which have proven to increase student achievement.

Collective Efficacy:

Collective efficacy (the collective belief that our staff can positively impact student achievement) was very high as measured through staff surveys, something positively impacted by the implementation of strategies and the collaborative professional work of the Professional Learning Communities (PLC's),

Over the last two school years we have collected Collective Efficacy data using Wayne K. Hoy's 6 point scale. As a school we have grown in this area and have a CE scale score of 3.8. Very high percentages of our staff believe that their fellow teachers believe all students can and will learn and that they will do what it takes to see student achievement. This has been an important aspect of the improvement we have seen over the last two years in math from 29.5% proficient in 2013 to 45.8% proficient in 2015. Teachers have improved instructional practices, collaborated and challenged each other all the while believing that all students can and will learn.

VI - BOARD AND COMMITTEE

World's Best Workforce Annual Budget:

The district commits to a specific line item in its budget to develop its WBWF Strategic Plan and monitor the progress of its implementation. This budget will be used specifically toward Annual Meetings, Advisory Committee meetings, Site Team and / or Sub Committee meetings, etc., to ensure the proper implementation, annual updates, and reporting.

Funds will be made available to provide Excell Academy staff high quality professional development opportunities as well as strengthen the skills of school leadership and the lead teachers to support the Shared Instructional Leadership model.

Also, the school did apply for and receive a federal Pre-K Incentive grant during FY15. We will continue to apply this grant annually and utilize these funds to help support our Kindergarten Readiness goal.

Parent Involvement / Satisfaction:

Student, parent and staff feedback is very important to the life and culture of Excell Academy. To effectively manage the second order change that intentionally occurred in the academy two years ago, and school leadership’s ongoing goal of “creating a culture for learning,” the existence of culture, communication, order and input is constantly monitored.

Student, staff and parent surveys have been utilized in the past to monitor stakeholder (student, parent, and staff) satisfaction. Results have been very positive overall, but always room for improvement.

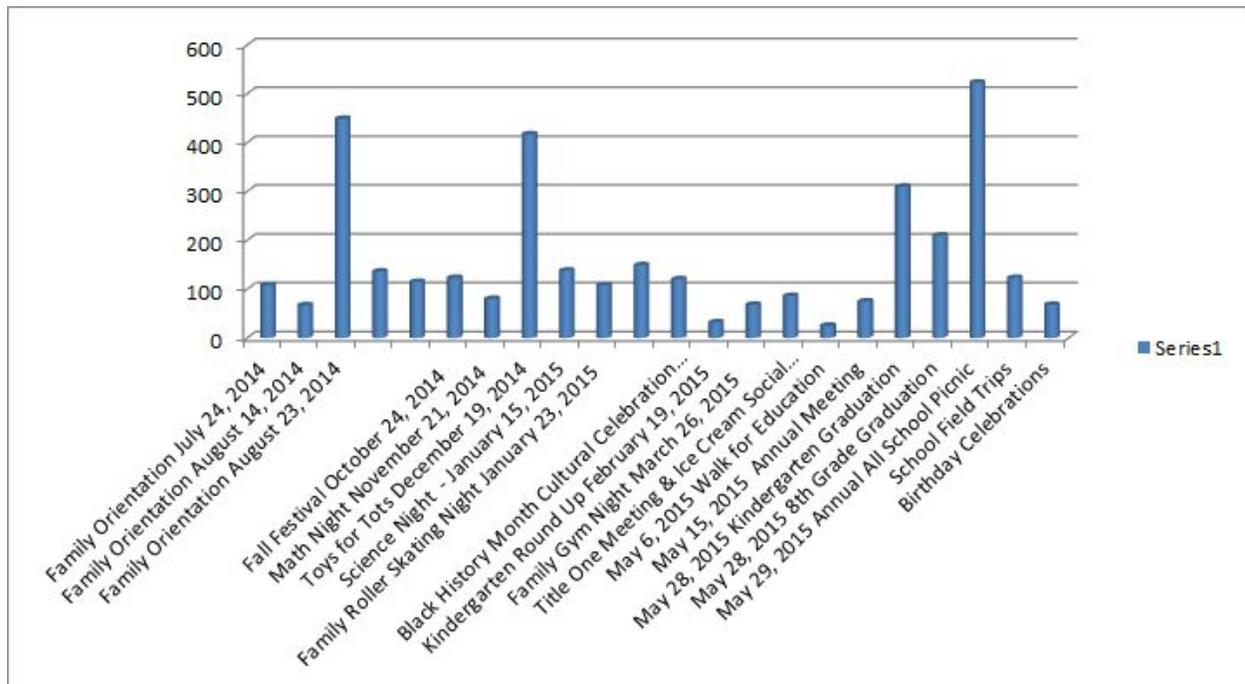
In 2014-2015, Excell Academy utilized social media to gauge its overall satisfaction from our stakeholders. The results were overwhelming! Excell Academy received a social media rating of 4.7 out of 5 with numerous positive comments. A few comments include the following:

“Best School since my children began...” - Patrice Finley

“Best school ever!” - Cassandra Parker

“Great place to be and work...” - C. Willis

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| Science Night - January 15, 2015 | Family Roller Skating Night January 23, 2015 | Teacher Conf. February 6th & 7th 2015 Parent | Black History Month Cultural Celebration February 6th & 7th, 2015 | Kindergarten Round Up Feb.19, 2015 | Family Gym Night March 26, 2015 | Title One Meeting & Ice Cream Social March 27, 2015 | May 6, 2015 Walk for Ed. | May 15, 2015 Annual Meeting | May 28, 2015 Kindergarten Grad. | May 28, 2015 8th Grade Grad. | May 29, 2015 Annual All School Picnic | School Field Trips | Birthday Celebrations |
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Stakeholder Survey

Our plan is to implement and integrate more opportunities to participate in parent, student and other stakeholder satisfaction surveys.

World's Best Workforce Board Strategic Plan Development Teams

The board formed the following teams to develop, implement and monitor the progress of the World's Best Workforce Strategic Plan.

WBWF Advisory Committee Members:

Bridget Person, Parent, Bus Driver
Lilliana Martinez, Parent, Staff
Nancy Young, Title I Teacher
Mandi Zielske, Special Education Staff
Tom Anderson, Research & Evaluation Coordinator
Justin Balvin, Academic Dean
Sabrina Williams, Executive Director

WBWF School Site Team Members:

Katherine Norton, Title I Teacher
Tom Anderson, Research & Evaluation Coordinator
Justin Balvin, Academic Dean
Sabrina Williams, Executive Director