

2016-2017 World's Best Workforce Plan

District or Charter Name: **Main Street School of Performing Arts, 4110-07**

Contact Person Name and Position **Matt McFarlane, Executive Director**

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall. This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by December 1, 2016 to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement Report

MSSPA's World's Best Workforce Report can be found at MSSPA's website, www.msspahs.org.

The direct link to the plan is:

Annual Public Meeting

MSSPA held its yearly WBWF meeting on Tuesday, November 15, 2016

District Advisory Committee

The District Advisory Committee is comprised of the following members:

Cassy Schauwitzer, Director of Teaching and Learning
Louisa Cadwell, Teacher Leader
Sarah Omernik, Teacher Leader and Board Member
GaVae Piner, School Counselor
Brenda Tonjes, Office Manager and Parent
Ed Wilms, Board Chair and Parent
Cheryl Gunness, Parent Board Member
Ripley Peterson, Community Board Member
Kaya Davis, Student
Jonah Redding, Student
Cheron Whittley, Student

District Plan Components

and Activities for Students, Teachers & Principals

Review of Curriculum & Instruction: Our course requirements and offerings support MN State standards, the Common Core ELA, and the National Common Core Standards in the Arts. Students earn one credit for one-quarter class. Students take four courses a day, a quarter. If students are in full attendance and complete each course successfully, they will have earned 64 credits; MSSPA

requires students acquire 56 credits to graduate. Within those credits, students earn eight or more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. Students can earn the required Physical Education credit through a variety of dance classes.

To earn an Arts Endorsement- students earn 15 or more credits in their major. We offer two AP courses in each Academic area, and an AP Music Theory class. Reflective practice is critical to maintaining our goals and we are exploring ways to align our offerings to the needs of students across the spectrum of learning abilities and social need. The Math Department is reviewing their curriculum alignment and test scores in an effort to successfully increase learner understanding and be more responsive to each student's math needs.

The Humanities Department will spend continued time this year in curricular and organizational review, specifically in the American Studies course, which is a US History and American Literature combined, year-long course.

The Arts Departments are refining their course offerings and the annual Jury Series. In addition, the teachers have added a self-directed Arts project and recital/project as an option in the curriculum. The SpEd department is regularizing their courses to meet both IEP and transition goals, along with providing support to students in their other class work. Courses in SpEd this year are Study Strategies and Resource Math. We have added a Special Education Coordinator to the SpEd staff and the department is working on refining its model to provide a more inclusive classroom experience for all students on IEPs. We will begin this process this year as IEPs are revisited and have an end goal of a functioning inclusive model by Fall of 2017.

All faculty, when setting student learning goals and developing teaching strategies, will consider the: (based on The Science of Learning, Deans for Impact) *How do students understand new ideas? How do students learn and retain new information? How do students solve problems? How does student learning transfer to new situations? What motivates students to learn?*

In preparation for our Accreditation review and renewal in Spring 2018, and because we think it is important for cohesiveness, continuity, and clarity, we have purchased curriculum mapping software. Training began in September, and every department is required to map out all courses, beginning with core courses and moving to elective courses. Every course offered at MSSPA will be mapped according to standard alignment by Spring 2018 for our accreditation renewal.

Over the course of the year, each of our departments, in cooperation with the administrative team, conduct review and revision of curricular offerings. With the comprehensive goal of providing a series of arts and academic options over a student's years here, we conduct yearly school-wide credit checks and 4-year planning. The student progress and opportunity in coursework influence the choice to expand our offerings. For instance, we saw a need for many instrumental music majors to increase skills in music reading and basic technique- and a Fundamentals of Guitar course was added to our curriculum.

We also provide our students an opportunity to complete course surveys quarterly for each course taken. Teachers use this feedback to inform the effectiveness of their instruction and the learning happening in the class, in addition to student success on summative exams and projects.

MSSPA follows a block schedule, which allows for a semester's worth of content to be covered in a single quarter. The longer classes work great for our music, theatre, and dance classes providing appropriate amount of time to dig into material. Limiting the number of classes students take has been helpful in assisting students focus on assigned material. The block schedule also prepares students for longer class periods in college. The downside of a block schedule is that new conflicts

arise yearly from our limited space and staffing issues. Some classes needed overlap in a schedule, or are unavailable yearly. This makes our school wide student 4-year planning very important.

Strategies to support student achievement

1. Resource Math is a SpEd course to support skill-building math practice in order to prepare students for success in the math department curriculum. Real life situations are emphasized in studying math operations, place values, fractions, percentages, measurements, and algebraic equations.
2. Math Lab is a course provided 2nd and 4th quarter as both remediation for 1st or 3rd quarter math coursework, and as support for 2nd or 4th quarter coursework. Students have the opportunity to redeem lost credit in the previous quarter through mastery of content.
3. Intro to Lit is a repeatable course offered for students who struggle with reading and writing. Students practice in both fiction and nonfiction reading and comprehension skills, with vocabulary-building exercises integrated.
4. Social and Behavioral support systems: We have a Director of Student Life, who in addition to offering positive behavior standards, runs a Child Study team that guides teachers in scientific research-based interventions for student success in classes. If the interventions are unsuccessful, students may be referred for IEP or 504 evaluation through the Child Study team.
5. We gather information on students failing courses for two consecutive weeks. Homeroom advisors conduct a meeting with teaching team, admin rep, student, and parent to write an Academic Plan for Success which may include shared interventions. Homeroom advisors do weekly grade checks with students and facilitate student work and academic practice.
6. Students in performance productions are held to minimum grade requirements for participation. Each production team works with an academic advisor who facilitates student work with teachers, so that each student is staying on track academically.
7. We have contracted counseling services in the areas of Marriage and Family Therapy, Adolescent Mental Health, Speech Therapy, Occupational Therapy, Clinical Social Work, and Deaf and Hard of Hearing.
8. Post-secondary counseling is provided to Seniors and Juniors (and interested sophomores) throughout the school year.
9. We have revamped our advisory curriculum and have become a Ramp Up school. MSSPA has chosen to participate in a partnership with the University of Minnesota to help kids reach their highest potential. Ramp-Up to Readiness™ is a college preparedness program designed to help Minnesota middle and high school students succeed at the next level--whether they choose a four-year college or university, or a technical or community college. According to a growing body of research, by 2018 more than 70 percent of jobs in Minnesota will require some form of education past high school. We're excited to be a part of this aligned effort and help Minnesota enter a new era--one in which all of our students are expected and supported to go beyond a high school diploma and obtain a postsecondary degree or certificate. For more details about the program, visit www.rampuptoreadiness.org.
10. Seniors participate in the College Application Day, where scheduled appointments are given to every senior during the school day to receive assistance from our school counselor, our volunteer

Career and College Counselor, and local college reps to walk through the college application. Those that have already applied are encouraged to research/apply for Financial Aid.

Evaluating Student Progress through Assessments, consideration for teaching & learning:

When comparing Spring 2016 data to Spring 2015 data, we experienced increases in test completion, but importantly, not in the percentages of students who scored at or above national medians, and the percentage of students meeting growth goals. Our numbers essentially remained the same in this percentage point. In the Spring of 2016, over 80% of our students exceeded national medians in Reading and over 73% in Math in both 9th and 10th grades. Though MSSPA has shown increases in the NWEA results and goals for growth are different than skill level, we would like to see data in future years which represents stronger growth all-around. We have a fairly strong reading skill-set at MSSPA but still saw lesser growth increases from Fall to Spring in the 10th grade Reading (and 9th grade Math) groups. We continue to use the data from our Fall NWEA scores to identify students that may benefit from being enrolled in our Introduction to Literature course to better prepare them for high school level reading. We also use these scores to support decisions regarding placement into Math Lab and/or Introduction to Algebra for students who are struggling.

Regarding the MCAs: We did not meet AYP in math and these scores are lower than desirable and reflect a concern we have had for the strength of the math programming, especially, provided to students in their 9th to 11th grade years. We are endeavoring to improve student learning, and see improvements reflected in these scores. We brought in a representative from MDE to discuss our 2016 data with the entire staff to better understand how we can use the data to inform our instruction and curriculum. We identify this as the most pressing issue from an academic standpoint. We will be monitoring these indicators and supporting the use of diagnostic test tools and the responsive interventions that the math department is planning. We will be monitoring this indicator and supporting the use of diagnostic test tools and the responsive interventions that the math department is planning. We will continue to offer Math Lab and Introduction to Algebra courses to better prepare our struggling students.

Professional Development for improved instruction: We have time for professional development embedded into our school year, with teachers meeting in PLC's each Monday to work collaboratively. We provide approximately 10 hours to teachers during Workshop Week in specific CEU workshops, and collaboration with peers and leaders. We have five full days dedicated this school year to Professional Development in the areas required by the state for license renewal, and in additional collaborative areas important to our community and based on staff choices. Per Q-Comp program funding, each teacher is invited to participate in Professional Development of their own choosing with a reimbursement of \$400. We dedicate a certain amount of funds to the acquirement of resources/readings to support teacher growth. This year we are focusing on analyzing, interpreting and using test data to inform instruction, curriculum mapping and alignment, cultural sensitivity in the classroom, and continued arts integration and implementation in the academic classroom..

Teacher Evaluation for education effectiveness: To maintain and improve our academic and artistic rigor school-wide: we have established a Teacher Development and Evaluation process that supports teachers in effective and transformational teaching which cultivates, and challenges each learner's intellectual and expressive potential. The state purpose of the TDE is to support students

in acquiring knowledge and skills while cultivating self-discovery and a love for learning. Main Street’s implementation of the State Mandate for Teacher Development and Evaluation emphasizes the Development of the teacher in service to student growth. The Evaluation serves our individual development. The process of the TDE encourages teachers to refine technique, expand content practice, and purposely reflect upon teaching and student learning with colleagues. Essentially, we are asking how what we do sets goals for and supports student development. The TDE makes use of PLCs and various other collaborations, funded Professional Development for individual teachers and school-wide training, Observations with corresponding rubrics, Individual Goal Development Plans, Student Learning Goals, Student Surveys, and Reflective writing.

A team of six teacher leaders and the Director of Teaching and Learning provide the mentoring/observations/and structured PLC meetings in our TDE.

The TDE at MSSPA is composed of these parts:

Teacher Practice (45% of the Summative Evaluation)

Student Outcomes (35% of the Summative Evaluation)

Student Engagement (20% of the Summative Evaluation)

The Summative Evaluation is a performance rating of all component evidence gathered over a three year cycle. The feedback informs a new Individual Growth and Development Plan for the next three-year cycle. Ratings results categories are Exemplary, Effective, Development Needed, and Unsatisfactory. Teacher feedback in the Spring of 2015 indicated that our implementation was a success, and the benefits of such a program are obvious.

The Annual Budget for sustaining implementation of our curricular and support offerings comes from Q-Comp funds, Title funds, SpEd funding and general operating budget.

	2016-2017 Goals
All Students Ready for Kindergarten	N/A
All Students in Third Grade Achieving Grade-Level Literacy	N/A
Close the Achievement Gap(s) Among All Groups	<p>Decrease the achievement gap in proficiency between the lowest performing subgroups (Black, non Hispanic (B)and Free and Reduced Lunch (FRL)) and the highest performing subgroup (White (W)), as measured by the MCA reading and math tests in grades 9-12.</p> <p>Present proficiency gap as follows: Math (White-53.4%, B-10%, FRL-27.3%); Reading (White-70.5%, B-27.3%, FRL-21.4%).</p> <p>*Goal for 2016-2017 is as follows: Math B-15%, FRL-30%); Reading (B-31%, FRL-30%)</p>

All Students Career- and College-Ready by Graduation	We will increase the number of graduating students who are accepted in two or four-year college from 73.2% from 2015-2016 to 85% in 2016-2017.
All Students Graduate	MSSPA will improve the 4 year graduation rate by 2.7% points to 84% for the 16-17 school year from the 81.3% from the 15-16 school year. The goal for 15-16 was 80%.

Our programming to support our World’s Best Workforce goals will be supported by state educational funding, QComp funding and federal Title funding.