



Progeny Academy ISD #4263
“Where Students come First!”

District 4263
Local World’s Best Workforce Plan
2020-2021

The World’s Best Workforce Plan (MN State Statute, Section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning within the district with the ultimate goal of creating the world’s best workforce. It is intended to serve as a foundational document that aligns educational initiatives serving students pre-k through high school. It is based on the following five goals:

- All students are ready for Kindergarten.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Subd. 1. Performance Measures

Progeny Academy will use national and local assessment results to determine school site progress in creating the world’s best workforce.

Subd. 2. Adopting Plans and Budgets

Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

1. The school will assess and evaluate each student’s progress toward meeting academic standards and individual growth goals.
2. Curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world’s best workforce.
3. Curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, principal evaluations and teacher evaluations.
4. Curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.
5. School teaching practice will integrate high-quality instruction, rigorous curriculum, data-driven strategies and a collaborative professional culture that support teachers quality, performance and effectiveness.

6. The School Board will adopt an annual budget for implementation of the district plan.

Subd. 3 District Advisory Committee

The Progeny Academy Advisory committee (Academic Learning Committee) is comprised of teachers, parents, support staff, students, and other community residents to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments and program evaluations.

Subd. 4. Site Teams

Progeny Academy's site team is in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Report

A report will be published on the Progeny Academy website that outlines the strategic plan for developing the world's best workforce. The School Board will submit an electronic summary of the report to the commissioner when due.

Subd. 7. Periodic Report

Progeny Academy will periodically survey the community in regard to their connection and satisfaction with the school. The results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statue 120.11, Subd.1a.-9.

World's Best Workforce Plan and Annual Report

Mission: It is the mission of Progeny Academy to support learners in achieving excellence through leadership with next generation innovative educational strategies in science and technology. Progeny Academy is dedicated to provide a safe, supportive learning community founded in high expectations, rigorous academics, and personal accountability that will enable our students to become productive, responsible, global citizens and well prepared scholars for secondary education and beyond.

Vision: Through their experience at Progeny Academy, students will be held to high standards both academically and socially in order to be successful students in their post-secondary career and beyond. In order for this to take place Progeny Academy staff are committed to working interdependently to provide academic programming that will increase the mental agility of all students. Through a collaborative environment, staff will engage in a strategic learning process by which individual student needs are met academically, socially and emotionally.

World's Best Work Force Contact:

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I. District Overview for 2020-2021

Progeny Academy: Brooklyn Center, MN

Year Founded: 2019

Grades Served: 4-8

Number of Students: 54

II. Goals and Results

A. All students are ready for School

Goal: Progeny Academy did not have a goal for this as the school did not serve kindergarten in the 2020-2021 school year.

B. All Third-Graders can Read at Grade Level

Goal: Progeny Academy did not have a goal for this as the school did not serve kindergarten in the 2020-2021 school year.

C. All racial and economic achievement gaps between students are closed.

Academic Goals:

1. By the completion of its third year of operation, 60% of students continuously enrolled at Progeny Academy will meet or exceed grade level standards in mathematics and reading as measured by the Minnesota Comprehensive Assessments.
2. By the completion of its third year of operation, 60% of students who are continuously enrolled at Progeny Academy that are at or above grade level in mathematics/reading and will

achieve at least 1.2 grade level growth and 60% of students below grade- level in mathematics/reading will achieve at least 1 grade level growth as measured by the Northwest Evaluation Association (NWEA) assessments.

2020-2021 Results: Due to the COVID-19 pandemic the district had minimal participation in the Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) or the local normed reference assessments (NWEA-MAP) in 2020-2021.

D. All students are ready for career and college.

Goal: By the end of its third year of operation 65% of all eighth graders will be ready for high school based on the district's Annual Career and College Readiness guideposts:

1. Meet ACT EXPLORE College Readiness Guideposts in all subject areas
2. Maintain a Grade Point Average of 3.0 or higher
3. Meet annual Rasch UnIT (RIT) growth score targets that align with ACT Aspire College Readiness Standards
4. Meet or exceed standards on the MCA assessments

2020-2021 Results: Due to the COVID-19 pandemic the district had minimal participation in the Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) or the local normed reference assessments (NWEA-MAP) in 2020-2021. The district was also unable to evaluate grade 8 student goal posts (state assessments, local normed assessments, ACT Aspire).

5. All students graduate from high school.

*Progeny Academy did not have a goal for this as the school is approved to serve grades kindergarten-8.

III. Assessing and Evaluating Instruction and Curriculum

1. Students

A) The Minnesota Comprehensive Assessments (MCA)

The MCAs are required Math and Reading assessments for all students who attend Minnesota Public Schools. In 2020-2021, 4th through 8th grade students will take the Reading, Math and Science MCA at Progeny Academy. When MCA data becomes available, the school uses the data to evaluate our program and data collection practices.

B) The Northwest Evaluation Assessment (NWEA)

The NWEA is a non-profit organization that offers a range of Common Core aligned assessments. The Measures of Academic Progress (MAP) tests are norm- referenced, adaptive tests that determine students' growth and achievement across the nation. These tests help to communicate progress and achievement to our school community, provide student recognition and determine the quality of our academic program.

C) ACCESS for ELLs

The ACCESS for ELLs assessment was developed by the WIDA Consortium, of which Minnesota and 36 other states and territories are a part of. The WIDA Consortium provides assessments to measure the progress of English language learners towards

achieving English proficiency. It is administered to students in grades K-12, and meets the federal requirements of ESSA (Every Student Succeeds Act) for monitoring and reporting on ELLs progress towards proficiency. The assessment is administered online in grades 1-12, and on paper in Kindergarten and in the Alternate ACCESS version for students with developmental cognitive delays. The assessment measures Listening, Speaking, Reading, and Writing, and is given once a year in the spring.

D) ACT Aspire

The ACT Aspire serves as both a formative (progress monitoring) and summative (evaluation) vertically-scaled, standards based system of achievement tests for grades 3-10. The assessment covers English, mathematics, reading, writing and science. It is designed to measure longitudinal student growth and progress toward college and career readiness.

2. Teachers and Director

A) Instruction and Curriculum

At the end of each school year, the Director meets with grade level and specialist teams to gather feedback about each content area's curriculum. The Director and teachers then work closely to review and revise the curriculum as needed. When necessary, the teachers make recommendations to the administrative team to change curriculum. Instruction is evaluated by teacher instruction, student data and unit plans, curriculum maps and scope and sequence maps. Throughout the summer and during fall training, teachers work in teams along with the director to evaluate and revise curriculum's Scope and Sequence.

B) Teacher Evaluation

Formal observations with a school administrator will include a pre-observation, observation, and post observation process. The pre-observation meeting consists of the teacher going over the lesson through a set of pre-set discussion questions, which have been submitted to the administrator prior to the meetings. The next day the administrator will formally observe the teacher's lesson its entirety. The administrator will take notes and put together formal feedback. Upon completion of the meeting the teacher will be sent a set of pot-observation questions to reflect on the lesson. The teacher will bring the responses to the post-observation to share with the administrator. At the post-observation meeting the teacher and administrator will engage in a conversation that includes reflections on the lesson, growth on personal goals, and areas of improvement. Upon completion of the post-observation meeting the administrator will put complete a formal summary of the evaluation, assign a score, and determine the stage in which the teacher will be assigned for the next year. Copies of the information are placed in cumulative files, given to the teacher, and shared with the mentor teacher. During the third trimester, all teachers who are continuing on a contract for the next school year will participate in a formal planning meeting with the school administrator to do determine their ongoing Professional Development Plan. The plan will be tailored to the unique needs of the teacher and goals will be based on the results of the current year performance and the skills the teacher believes need to be strengthened to improve

student learning and achievement.

C) Director Evaluation

The Director is evaluated by their supervisor, which is the Board of Directors. The evaluation is conducted annually and addresses a variety of areas including, but not limited to:

1. Professionalism
2. Administrative Process
3. Job Performance
4. Student growth

III. Assessing and Evaluating Instruction and Curriculum

A) District Advisory Committee

Progeny Academy has a committee that advises and reviews plans for implementing and defining standards and performance goals for Progeny students. The committee is comprised of board members, staff, and parents from the district. Anyone wishing to join the committee is encouraged to contact the school Director. The committee meets about two times a year and the meetings are open to the public. The committee makes recommendations to the board regarding rigorous academic standards, student achievement goals and measures. The Board of Directors is responsible for reviewing the World's Best Workforce plan.

B) Annual Reporting

This plan shall be published annually on the Progeny Academy website. It will be presented annually in a public setting to review, and review where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review district success in realizing the previously adopted student achievement goals and related benchmarks.

C) Periodic Reporting

Progeny Academy will periodically survey the community in regard to their connection and satisfaction with the school.