



2014-15
Annual Report
World's Best Workforce Report



“Learning never exhausts the mind.”

Leonardo DaVinci

District #4185

DaVinci Academy of Arts and Science

Annual Report 2014-15

Introduction

The purpose of this report is to summarize the progress and achievements of The DaVinci Academy of Arts and Science for the 2014-15 school year. This annual report provides a comprehensive description of the school's current performance and its current educational programs and practices. This annual report meets the required data elements contained in the state statute approved by the Minnesota Department of Education.

For purposes of this report, The DaVinci Academy of Arts and Science will be referred to as "DaVinci Academy".

Any discussion in this report regarding policies, by-laws, or practices is current as of the date of this report. The reader should refer to DaVinci Academy's website, www.davincicharterschool.org, for minutes of the school board and current policies, to ensure nothing has changed.

Brief History

DaVinci Academy opened in the fall of 2008, serving grades kindergarten through sixth grade, with a beginning enrollment of 163 students and an end of the year enrollment of 187 students. For the 2009-2010 school year, DaVinci Academy expanded to include students in seventh grade, ultimately serving 275 students. In 2010-2011 we expanded to eighth grade and served 375 students. With the eighth grade expansion, we also expanded to two sections in the fourth and fifth grades. Our enrollment for the 2011-2012 school year was 412 students. A ninth grade class was added for 2012 – 2013 and we started the year with an enrollment of 425 K-9th grade students. In a strategic planning session in December of 2012, the board decided to postpone offering the 9th and 10th grades until adequate space was available. In 2013-14 we started the school year with 423 K-8th grade students and in 2014-15 with 418 K-8th students.



For the fifth time, DaVinci Academy of Arts and Science was named a Reward School for the 2014-15 school year. DaVinci Academy is one of only four charter schools in the state who have received this designation for all five years. Reward schools are Minnesota schools in the top 15 percent of Title 1 schools based on their Multiple Measurements Rating. The MMR measures Proficiency, Growth and Achievement Gap Reduction for all students who took the MCAs in the spring. Our MMR Rating for 2014-15 was 90.7%

DaVinci Academy of Arts and Science

13001 Central Avenue NE

Blaine, MN 55434



Mission, Vision and Pillars

Mission

DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

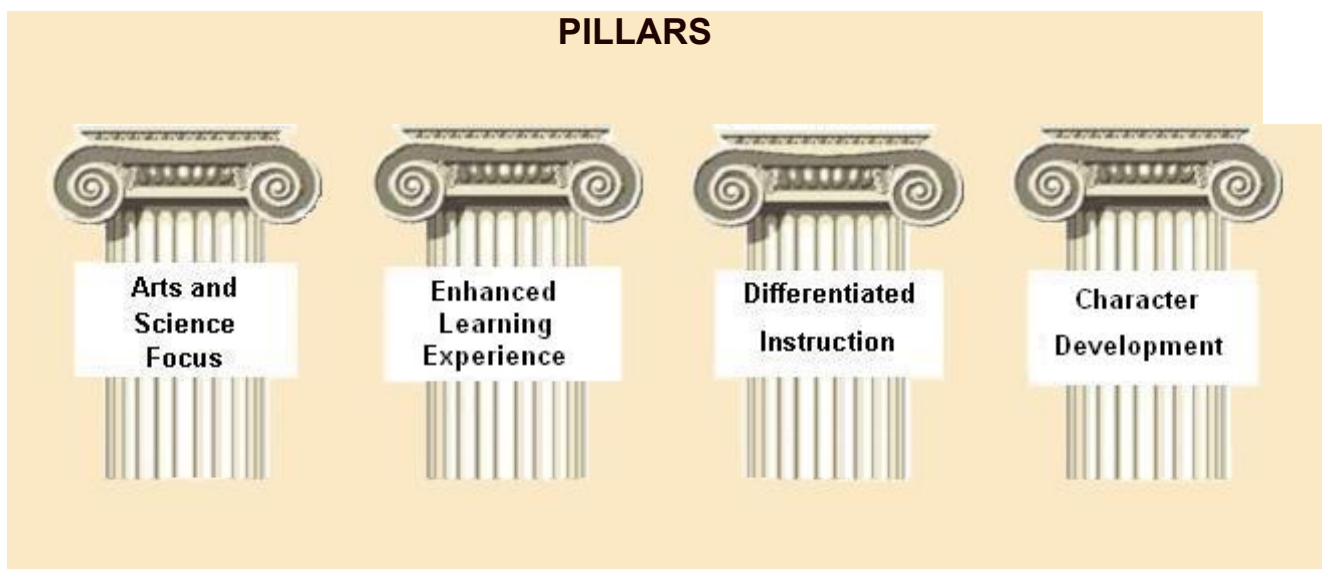
DaVinci Academy's mission, vision and pillars connect directly to the need for maximizing student learning by providing an academic environment where students will reach their fullest potential and academic excellence through an individualized approach to education. Student needs will be met through an innovative and comprehensive education. DaVinci Academy fosters a culture that is highly collegial and focused on continuous improvement.

Vision

DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

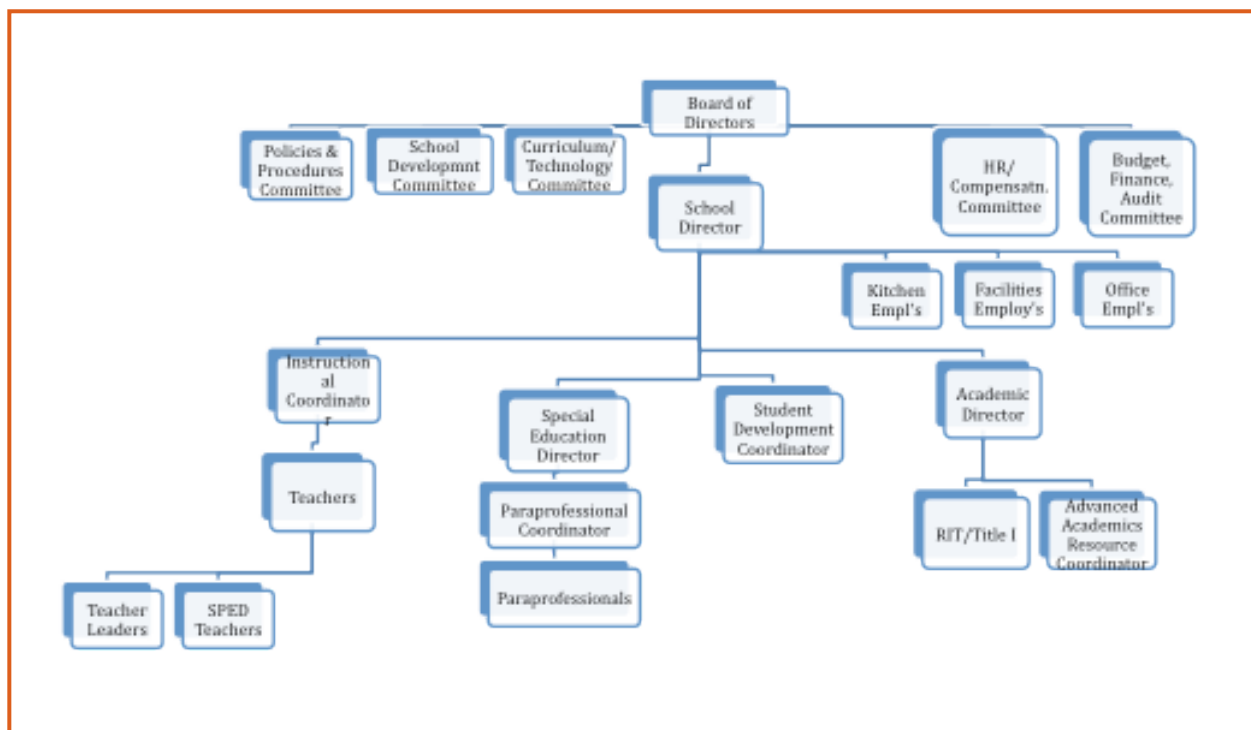
Pillars

DaVinci Academy has four pillars that provide focus and direction to achieving our charter: Arts and Science Focus, Enhanced Learning Experience, Differentiated Instruction and Character Development. For further descriptions visit www.davincicharterschool.org/mission.



Governance and Management

Board, committees and administrative reporting:



DaVinci Academy has a 1/1/1 model for its Board.¹ The full Board has nine positions consisting of three parent member positions, two community member positions, two teacher positions, and two positions that can be any of the three. Board members participate in required training in finance, employment and governance. The committees of the Board are working committees and the Board has not delegated any authority to the committees for decision-making.² The Board decides all matters related to the operation of the school, including budgeting, curriculum and operating procedures. The Board and its committees adhere to the open meeting law.³ The Board holds strategic planning meetings at least twice each year, and

¹ Minnesota law requires that a charter school have a board comprised of at least five nonrelated members and include: (i) at least one licensed teacher employed as a teacher at the school or providing instruction under contract between the charter school and a cooperative; (ii) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (iii) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers described in this paragraph or parents or community members, or it may have no clear majority.

² DaVinci Academy committees adhere to the open meeting law requirements as a means of good corporate governance even though they would not have to because decision-making authority has not been delegated to them.

at least once each calendar year assesses its committee structure. Rather than utilizing charters for the committees, the committees set one-year and three-year goals that are part of the overall strategic plan for DaVinci Academy adopted by the Board.⁴

DaVinci academy has a Code of Ethics and a Conflict of Interest Policy that all Board members follow. Board members complete a conflict of interest and attestation of legal requirements form upon election or appointment to the Board. In addition, all Board members complete the forms annually. Elections and appointments to the Board are held in accordance with statutory requirements and requirements contained in DaVinci Academy's Articles of Incorporation and Bylaws.

DaVinci Academy's Board adopts policies, and the School Director carries out the day-to-day decision making to implement the policies. The policies include all those required by statute and additional policies that assist with effective governance of DaVinci Academy. The Executive Director reports to the Board and is the lead Administrator of DaVinci Academy. The Executive Director directly supervises three other administrators who each assist with various aspects of this responsibility. The Board has adopted qualifications for each of its administrators and in the case of administrative, supervisory or instructional leadership positions the qualifications include at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. Each Administrator is expected to attend MDE or other ongoing training related to their responsibilities, and where the administrator serves in an administrative, supervisory or instructional leadership position and does not hold a valid administrative license a professional development plan is created for them.

DaVinci Academy's enrollment policy is adopted every year by the Board in advance of the announcement for open enrollment and the policy is published on its website and distributed by other methods for open enrollment. The lottery process is also reviewed and approved annually and requires multiple steps to ensure the integrity of the process. DaVinci Academy has waiting lists for most grades and adheres to all requirements regarding preferences and open enrollment. In addition, DaVinci has strong controls and corporate practices which are evidenced by the clean audits issued by our external auditor.

School Board Membership

2014-15 School Year

DaVinci Academy of Arts and Science School Board

2014-15 Election: February 16, 2015

#	Name	Board Position	Group	Date Seated	Term Expiration	Phone Number	E-Mail Address	State Required Board Training
A	Erin Nelson	Secretary	Teacher	August 2014	Feb 2017	(763) 754-6577	enelson@davinicharterschool.org	Yes
B	Nicole Brown	Member	Teacher	February 2015	Feb 2018	(763) 754-6577	nbrown@davinicharterschool.org	Yes
C	Valerie Slaymaker	Member	Community Member	January 2015	Feb 2016	(612) 347-8387	vslaymaker@davinicharterschool.org	Yes
D	OPEN		Community Member		Feb 2016			
E	OPEN		Parent		February 2017			
F	Stacey Persons	Vice President	Parent	February 2015	Feb 2016	(763) 479-9996	spersons@davinicharterschool.org	Yes
G	Matt Manning	Member	Parent	2/14/14	Feb 2017	(763) 464-3531	mmanning@davinicharterschool.org	Yes
H	Andy Wallschlaeger	Member	Parent	02/21/2011	Feb 2015	(763) 754-0265	awallschlaeger@davinicharterschool.org	Yes
I	Ross Meisner	President	Parent	02/25/2013	Feb 2016	(763) 670-7677	rmeisner@davinicharterschool.org	Yes



School Management and Administration

The 2014-15 school administration included an Executive Director, Academic Director, Special Education Director, Instructional Coordinator and Student Development Coordinator. All of these positions advanced the mission, vision, pillars, and goals of DaVinci Academy with commitment to the ongoing development and well being of its students, teachers, and staff.

Under the direction of the school board, the Executive Director assumes overall responsibility for all personnel, facilities, services, programs, and operations of the school in accordance with: (1) the written charter of the school; and (2) all other applicable federal, state and local laws and regulations.



National Champions for Third Grade

Continental Mathematics League

Mahati R., Arushi S., Jasmine R., Andrew H., Pranav C., Brandt B.
Not pictured: Roshni R.

Staffing

The following table contains information for all members of the 2014-15 school management/ administrative team and staff members employed by the school who did not serve as a classroom teacher.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 14-15	Not Returning 15-16
Debra Lach		Executive Director	3		
Terry Moffatt	433785	Academic Director	6		
Gregg Eldred	288106	Student Development Coordinator	4		
Caroline Carritt	322706	Special Education Director	3		X
Holly Fischer	346637	Instructional Coordinator	7		
Stephanie Bacigalupo		Business Office Manager	7		
Lee Swearingen		Administrative Assistant Volunteer Coordinator	3		
Chad Holm		Custodian	6.5		
Elizabeth Andringa	441611	ELL/Title	4		
Clara Jackson		Paraprofessional	5		
Abigail Dix		Paraprofessional	3		
Phil Troy		Substitute teacher	3		x

Luke Manthe		Paraprofessional	1		x
Charlene Winter		Paraprofessional	2		
Deborah Peterson		Paraprofessional	4		
Traci Lawrence		Paraprofessional	2		
Britney Sundgaard		Paraprofessional	2		
Miranda TenNapel		Lunchroom Supervisor Library Para	1		
Brenda Burns		Office Asst. ½ time	2	x	
Brenda Gerard		Office Asst. ½ time	2		
Cassie Anderson		Lunchroom	1		
Melissa Barrows		Child Study Asst.	1		



Teaching Faculty Information

Name	File Folder Number	Assignment/ Subject	Years Employed by the School	Left During 14-15	Not Returning 15-16
Robyn Plucker	473877	Kindergarten	1		
Megan LeSage	437892	Kindergarten	3		
Katie Borg	470023	First Grade	2		
Katie Mannella	442018	First Grade	7		
Melissa Kaiser	429868	Second Grade	7		
Cristina Mitchell	461924	Second Grade	5		
Amy Morgan	440281	Third Grade	5		
Kelly Zender	395902	Third Grade	1		
Siobhan Payne	431506	Fourth Grade	2		
Brynn Berryhill	483147	Fourth Grade	1		x
Erin Nelson	455601	Fifth Grade	5		
Alyssa Savering	452503	5 th Grade	5		
Gabe Thompson	444082	7-8 th grade math	2		
Anders Lundahl	346637	6-7 th grade ELA	3		
Aaron Melander	453187	7-8 Social Studies	5		
Brian Muggenberg	467872	7-8 Math	2		

Stephanie Severson	434605	7-8 ELA	4		
Nicole Brown	432482	6-8 Science	1		
Mark Slechta	433135	Physical Education	6		
Amy Nguyen	462369	Art	2		
Molly Platisha	464904	Art	4		
Laura Kozamchak	478079	Music	1		x
Mike Hebert	390224	Music	3		
Cassie Brown (Poulter)	469984	Spanish	2		
Marwa Sallam	291448	Special Education	3		
Marilee Sanborn	450588	Special Education	3		x
Amy Wietgreffe	440895	Special Education	1		
Ruth Thom	376549	Gifted/Talented	2		

School Enrollment

DaVinci Academy admits students of any race, color, sex, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school, and does not discriminate on the basis of race, color, sex, sexual orientation, or national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

All interested parties are encouraged to access our website to download the enrollment application: www.davincicharterschool.org. If no internet access is available, a promotional brochure and application form for each child is sent upon request. An application form is all that is needed to secure a space on the waiting list. An enrollment packet is not filled out until a position in a classroom has been secured.

Enrollment applications are accepted at any time and all names submitted by January 31 are put into the lottery for the next school year. The lottery for class openings in each grade is held in February for the following school year. On that date, all lottery applications are pulled randomly, by grade level, and if applicants exceed openings for each grade they are placed on the waiting list sequentially. This process is overseen by a minimum of one person from the administration, one school board member, and one teacher.

Students whose names were included in the lottery that obtain sibling or staff child status after the lottery is held will be placed on the sibling/staff waiting list according to their lottery number. Students who become siblings or a staff child that were not part of the lottery process (and therefore not assigned a lottery number) will automatically be placed at the bottom of the sibling/staff waiting list for that grade level.

This process repeats each year in February. Waiting lists remain in place for one school year. All applications are included in the lottery. Siblings or staff children are drawn from the lottery first and sibling/staff preference remains, as dictated by statute.

Previous students who have withdrawn will be subject to the same policies and lottery process.

Enrollment

The following table identifies the number of students enrolled at the school on October 1 during the 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-13, 2013-14, 2014-15 school years. Note that in 2014-15 we changed from 3 half-day kindergarten sections (54 slots) to 2 full-day kindergarten slots (36 slots).

School Year	K	1	2	3	4	5	6	7	8	9	Total Enrollment
2008-2009	34	33	18	28	20	25	12	N/A	N/A	N/A	170
2009-2010	50	47	50	25	25	25	21	20	N/A	N/A	263
2010-2011	50	50	50	50	49	50	25	25	25	N/A	374
2011-2012	52	52	52	52	52	52	50	25	23	N/A	410
2012-2013	54	52	48	50	48	47	52	43	20	11	425
2013-2014	53	52	52	47	46	50	48	40	34	N/A	423
2014-2015	35	53	51	52	52	51	46	41	30	N/A	411



Academic Performance

DaVinci Academy of Arts and Science was named a Reward School in 2015, for the fifth time. Reward Schools are Minnesota schools in the top 15 percent of Title 1 schools based on their Multiple Measurements Rating. The MMR measures Proficiency, Growth and Achievement Gap Reduction for all students who took the MCAs in the spring.

Year	MMR Rating	Focus Rating
2011	96.22%	96.67%
2012	90.59%	92.09%
2013	85.93%	92.18%
2014	86.37%	93.79%
2015	90.70%	97.35%

DaVinci Academy met AYP standards for the 2014-15 school-year.

For 2014-15, DaVinci Academy limited class sizes to 18 for kindergarten, 26 for grades one through five, and 25 for grades six through eight. We started our first full-day kindergarten classes, switching from three half-day kindergarten sections to two full-day kindergarten sections. DaVinci Academy provided a challenging educational experience to all students, focused on the arts and sciences. DaVinci Academy encouraged students to be lifelong learners by using the Core Knowledge Sequence with an individualized approach to education. At DaVinci Academy, the Core Knowledge Sequence is used to ensure students receive a holistic education. The curriculum is supplemented to support the Minnesota State Standards, when necessary, to ensure students are meeting state criteria as well.

DaVinci Academy focuses on the whole child, encouraging their success through Data Driven Instruction and differentiation. DaVinci Academy realizes that all children do not learn uniformly, thus DaVinci Academy strives to meet each individual child's needs. We encourage each child to meet and exceed his/her goals for education.

2015 MCA Test Results

Math	2015	State Average	2010	2011	2012	2013	2014
Grade 3	88.5	70.9	92.0	94.0	94.1	85.4	87.0
Grade 4	78.0	70.0	84.0	86.0	94.2	89.8	83.3
Grade 5	73.5	59.7	52.2	55.1	73.1	71.8	69.4
Grade 6	82.6	57.6	57.1	52.0	54	49	86.7
Grade 7	95	55.1	40.0	66.7	56	66.7	64.1
Grade 8	82.8	57.8	NA	72.0	60	88.3	78.1
All Grades	83.1	60.2					
Reading	2015	State Average	2010	2011	2012	2013	2014
Grade 3	75	58.7	92.0	84.0	96.2	75	82.6
Grade 4	58	57.9	80.0	74.0	92.3	69.4	68.8
Grade 5	75.5	66.7	73.9	65.3	76.9	78.6	81.6
Grade 6	87	63.9	90.5	80.0	75.5	61.6	80.0
Grade 7	90	55.6	70.0	79.2	72	61.1	66.7
Grade 8	82.8	56	NA	60.0	92	63.1	65.6
All Grades	77.1	59.4					74.9
Science		State Average	2010	2011	2012	2013	2014
Grade 5	77.6	59.1	52.2	65.3	56.8	91.1	93.9
Grade 8	58.6	45.3	NA	32.0	52	70.6	68.8
All Grades	70.5	53					

Innovative Practices and Implementation

The school year at DaVinci Academy was a successful year on many levels. Following are some examples:

1. Focus on Arts and Science

a. In 2014-15 we had 3 bands, 2 orchestras, and 3 choirs. All students are required to choose a performance based music class in 5th grade. All students participate in a science or inventors' fair and an art show where their work is displayed. We had a dramatic play, a musical, and a talent show in which many students participated.

b. Students participated in a variety of week long intersession courses that had a focus on arts and/or science. Classes included: History Through Film, Physical Fun, Ultimate Art, Things that Jump, Arte Espanol and others.

c. We also included a mandatory intersession at the beginning of the school year entitled "DaVinci Days". During this week, students learned about the inventions, art, and life of Leonardo DaVinci and his contributions to life today. The goal for this intersession was to bring about an understanding for all students as to why the school is called DaVinci Academy of Arts and Science.

2. Educational Best Practices

a. High Quality Charter: In 2014-15 we were designated as a High Quality Charter School by the Minnesota Department of Education and were eligible to apply for a replication grant. We applied for a planning grant to replicate our successful K-5 program and received the grant funding. Strategic planning for the replication school began in 2014-15.

b. Small Class Sizes: We cap each class at 18 in kindergarten, 26 in grades one through five and 25 in grades six through eight. This ensures that students are able to receive individualized attention from the teacher.

c. Data Driven Instruction: We have continued to use data-driven assessments in reading and math for all grades. Data-driven instruction is a process that

includes teacher-created assessments based on the Minnesota state standards. The assessments are given three times per year, followed by a period of re-teaching. Through the use of data-driven Instruction and re-teaching, we have seen improvements in both math and reading scores.

c. STEP Literacy Assessment: The literacy development of students in grades K – 3 is measured using the STEP Literacy Assessment. This assessment is conducted three times per year. This enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence.

d. Eagle Bluff Environmental Learning Center: In the fall, students in grades 6-8 attended a three-day retreat at Eagle Bluff Environmental Learning Center in Lanesboro, MN. The students participated in a number of activities that were designed to build environmental awareness as well as facilitate team-building within and among the grade levels.

e. Gifted and Talented Instruction – We have an Advanced Academics Resource Coordinator who conducted pull-out classes in reading and math and also went into the classrooms to present lessons that involved higher level thinking skills. This teacher orchestrated student participation in the Young Inventor's fair as well as the Math Master's Competition.

f. Extracurricular Activities - We continued to offer a variety of extra-curricular activities. We ran four 5-week sessions of various activities including chess, arts and crafts, readers' theater, flag football, science club, adventure club, and juggling, to name a few. Approximately 120 students participated in each of the five week sessions.

We also offered competitive sports that ran over several months of the year. We had a soccer team consisting of students in grades 4 – 8. They played competitive games with neighboring schools. There were 21 students on the team. Basketball continued to be the most popular sport. We had three girls teams and three boys teams with students from grades 4 – 8. Approximately 75 students participated.

There were also academic activities that were offered outside of the school day where students did the work to prepare at home. These activities were Continental Math League, Word Masters, Battle of the Books and Math Masters. In Continental Math, we had over 50 students participate and we ended with 13 National Champions and our Third Grade team won the National Champion title. In Wordmasters, all of the 45 students who participated earned a minimum recognition of Honors. We had two students who completed all tests throughout the year with no errors. It was the first year for Battle of the Books. We had 25 participants in the grade 3 – 5 competition and 18 in the grade 6 – 8 competition. Finally, we had two Math Masters teams; fifth grade and sixth grade. Each team had 10 participants.

h. SPARK day – In order to spread our PBIS program into the community, the middle school students participated in a SPARK day. Some students went to various elderly homes to sing and play music; some students conducted a free car wash to anyone who stopped by; and some students cleaned up trash along the nearby highway. This was a coordinated way for students to give back to the community.



Professional Development

Progress Toward 2014-15 Professional Development Plan

Debra Lach
Executive Director

During the 2014-15 school-year I attended a variety of trainings and participated in workshops in order to strengthen my skills in the Executive Director role:

DATE	Training
6/18/14	United in Best Practice
6/25/14	CPR/IED/First Aid
7/29/14	Minnesota Charter School Conference
8/5/14	Superintendent Conference
8/6/14	OSHA: Employee Right to Know
8/6/14	Bloodborne Pathogens and Other Workplace Pathogens
8/6/14	Medical Training: Epi Pens, Seizures and other specific training
10/3/14	The Innocent Classroom Workshop
10/10/14	School Law Conference
10/20/14	Directors' Regional Meeting / MACS
11/4/14	Youth Mental Health First Aid
11/14/14	FOE/SAMS Directors Meeting
December 4-5	Minnesota Middle School Association Conference
December 4/14	The Brain's Natural Learning Systems
1/23/15	Minnesota Authorizer Performance Evaluation System (MAPES)
1/26/15	Directors' Regional Meeting / MACS
1/29/15	Executive Dysfunction and the Disorganized Child/Adolescent
3/6/15	Principals' Networking Group
3/19/15	Transformational Full-day Kindergarten Teachers: Motivating the Learner in EVERY Child
3/23/15	MDE Lease Aid Training
6/9/15	MACS Public Policy Forum

Progress Towards 2014 - 2015 Professional Development Plan

Terry Moffatt

Academic Director

During the 2014-2015 school-year, I attended the following trainings and workshops:

- Curriculum Leaders of Minnesota – Statewide System of Support: Closing the Achievement Gap – November 2014
- Late, Lost and Unprepared; Executive Dysfunction – January 2015
- Anxiety Disorders in Adolescents – December 2014
- Minnesota Educators of Gifted and Talented – February 2015
- Reflex Integration and Early Reading Strategies – February 2015
- Rick Wormelli: Standards-Based Reporting – July 2015
- Early Reading Development – A Diagnostic Approach – February 2015

I also participated in a variety of webinars and sessions hosted by Friends of Education regarding assessment, curriculum and literacy.



Progress Toward 2014-2015 Professional Development Plan

Holly Fischer

Instructional Coordinator

During the 2014-2015 school year I attended a variety of trainings and participated in workshops in order to strengthen my skills in the Instructional Coordinator role. These are the workshops I participated in:

- Continuous Improvement Planning – From Leadership to the Classroom – MDE
- Conducting Observation and Professional Growth Conversations
- Conducting Observations and Professional Growth Conversations Pt. 2 – MDE
- High Impact Instruction: A Framework for Great Teaching with Jim Knight
- PBIS Coaches Training
- Conducting Observations and Professional Growth Conversations Pt. 3 – MDE
- Leverage Crucial Conversations with Joseph Grenny



Operational Performance

1. Fiscally

DaVinci Academy ended the year with a positive general fund balance of approximately 32.87% (unaudited results – see finances section below).

2. Enrollment

In 2014-15 we started the year with 418 K- 8 students and ended the year with 415 K-8 students.

Finances

DaVinci Academy continued to demonstrate effective management of its finances by ending the year with an increased positive fund balance. The Executive Director had overall responsibility for the management of the finances and worked with the Budget and Finance Committee to monitor finances, report financial information to the school board monthly, and establish, monitor and revise the annual budget. The Executive Director was assisted by one business office assistant, and by the accounting agent DaVinci Academy contracts with (cmERDC), who helped ensure that proper classification of all transactions were kept and reported to the MDE on a timely basis.

The conservative nature of the school board helped assure that DaVinci Academy was aware of the industry's best practices, while finding ways to provide high levels of professionalism in fiscal management with our limited resources. The policy of DaVinci Academy is to have the school board adopt the annual budget by June 15 preceding the school year and utilize it as a guideline for expenditures over the course of the year. Over the year, the Budget and Finance Committee reviewed and reported to the school board monthly regarding the budget versus actual expenditures and noted deviations and their causes. The school board adopted revisions to the budget as needed during the school year, due to significant enrollment, revenue and/or expenditure changes.

According to UFARS the key preliminary unaudited financial results for the 2014-15 fiscal year are: Net revenues of \$4,344,134 for the General Fund and net revenues of \$4,473,998 for all funds. Net expenses of \$4,276,426 for the General Fund and net expenses of \$4,405,746 for all funds. This resulted in a surplus of \$133,608 for the General Fund and a General Fund balance of \$1,615,665.90 or 32.87% of General Fund expenditures.

Audit

Like all public school districts in Minnesota, we conduct an independent audit each year and report the results to the DaVinci Academy community and the State of Minnesota. For the 2014-15 school year we engaged BerganKDV. As the audit report has not been finalized, all numbers in this report are preliminary. The audit results will be posted to our website as soon as they are available.



Future Plans and Program Challenges

Although we had many successes throughout the 2014-15 school year at DaVinci Academy there were also program challenges that were addressed.

1. Site Expansion

As mentioned above, the board has postponed the addition of high school grades, in part due to lack of space. In 2014 DaVinci Academy was named as a High Quality Charter School and became eligible to submit an application for a CSP Site Expansion/ Replication Grant. The board has had several strategic planning discussions to review the possibility of expansion or replication. The board also engaged a consulting firm to conduct an extensive market research study to determine need for a High School in our area. In the spring of 2015 we applied for a planning grant for a replication school, received funding, and began strategic planning for a replication K-5 school. In the meantime we are challenged by lack of space for Gifted and Talented, Resource Room, RTI, and other programs. We continue to work cooperatively to overcome these challenges.

2. Student growth

In keeping with our Pillar of Differentiation, the administration team had a shared goal this year of focusing on student growth. Through MCA, NWEA, DDI and other assessments we work to insure that each student is provided opportunities to learn and grow at their optimal level. We continue to provide ongoing professional development opportunities in differentiated instruction. Students met their growth goals in both reading and math.



Authorizer

Friends of Education (Friends) has developed an Oversight and Accountability Plan which articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. Friends' monitoring of these critical areas is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - (a) Testing. Friends requires regular testing – both proficiency and growth models -- to measure student performance and growth, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and growth and for the school as a whole. Testing data is compared with other schools to measure performance.
 - (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Friends' site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment, promoting the academic goals. Site visits may be conducted by individuals contracted on behalf of Friends; such individuals may or may not identify themselves to the school as performing a site visit on behalf of Friends.
 - (c) Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each of its academic performance goals.
2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of the school's financial statements and independent audit.
 - (a) Financial Statements. Prior to July 1st before school opening, the school must submit to Friends an annual budget adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and

actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages, but does not require, that its authorized schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- (b) Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and school board members may reveal financial concerns.

- 3. Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

- (a) Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State of Minnesota reporting requirements.

- (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Site visits may also include a review of pertinent files. General observations, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends also asks that the MDE inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

- 4. Governance. The school must submit school board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend school board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

Remediation. Should an authorized school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions, including: (1) Friends notifies the school leader or School Board Chair of areas of concern; (2) Friends formally notifies the school board of areas of concern and may ask that the school board adopt a performance improvement plan; and (3) Friends initiates a notice and action plan whereby authorization will be withdrawn. Friends complies with all State of Minnesota requirements regarding authorization withdrawal.

Authorizer Contact Information:

Friends of Education
Beth Topoluk
200 East Lake Street
Wayzata, MN 55391

Charter Contract Expiration Date: June 30, 2019.



DaVinci Academy of Arts and Science

2015 MMR

Multiple Measurements Rating (MMR) is 86.37%.

Multiple Measurements Rating (MMR) is 90.70%.

Domain	Score
Proficiency	25.00 points
Weighted percentage of subgroups reaching targets	100.0%
Growth	19.35 points
Average Growth Z-Score	0.3145
Achievement Gap Reduction	23.67 points
Achievement Gap Reduction Score	-0.3833
TOTAL POINTS	68.02 points
Possible points	75 points



Non-Profit Status

Verification of the school's active nonprofit status is as follows and can also be found at the Office of Minnesota Attorney General website <http://www.ag.state.mn.us/>.

Organization Name **The Davinci Academy of Arts And Science**

Federal ID# **743234914**

For Fiscal Year Ending **6/30/2014**

Income

Direct Public Support \$0

Government Grants \$532,152

Other Revenue \$3,676,546

Total Revenue \$4,208,698

Expenses

Amount Spent for Program or Charitable Purposes \$3,606,376

Management/General Expense \$470,643

Fundraising Expense \$0

Total Expenses \$4,077,019

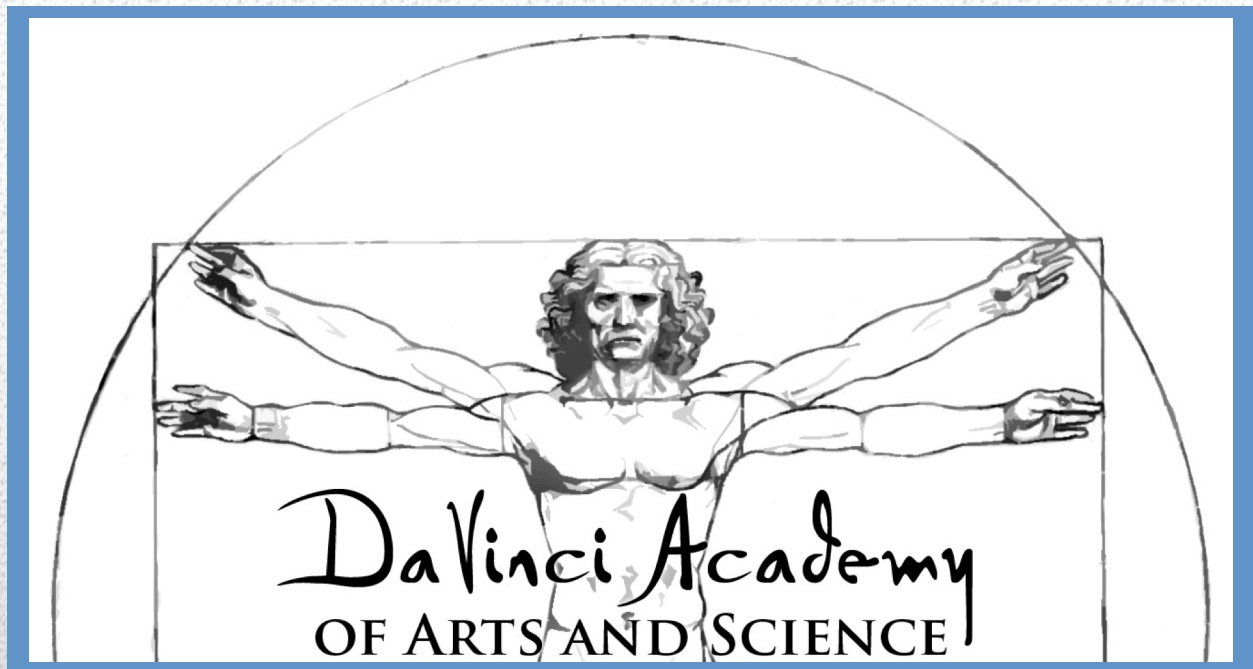
Excess/Deficit \$131,679

Total Assets \$1,821,717

Total Liabilities \$288,805

End of Year Fund Bal/Net Worth \$1,532,912

World's Best Workforce Report



World's Best Workforce Report

2015-16

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Supporting Teaching and Learning

MN Statute 120.B11: Striving for the World's Best Workforce:

Subd. 1. Performance Measures

DaVinci Academy of Arts and Science 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

District and building-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

1. DaVinci Academy will assess and evaluate each student's progress toward meeting academic standards.
2. The 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. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, Executive Director evaluations and teacher evaluations.
4. District teaching practice will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that supports teacher quality, performance, and effectiveness.
5. The Board of Directors will adopt an annual budget for implementation of the district plan.

Subd. 4. School Site Teams

School Site Teams are in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Reports

A report will be published on the DaVinci Academy website that outlines the strategic plan for developing the World's Best Workforce. The Board of Directors will submit an electronic summary of the report to the commissioner.

Subd. 7. Periodic Report

DaVinci Academy will periodically survey the community regarding 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 Statute 120.11, Subd. 1a.-9.

Introduction

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the World's Best Workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the World's Best Workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. This plan is intended to serve as a foundation document to align educational initiatives that will serve to ensure success in reaching intended student outcomes from pre-kindergarten to post high school graduation.

"World's Best Workforce" means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of student and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

The plan is to be developed to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.

- An annual budget for continuation of district plan implementation.

Success in meeting the World's Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress (NAEP).
- Reduction of the academic achievement gap by student subgroup.
- Student performance on the MN Comprehensive Assessments.
- College and career readiness under section 120B.30, subdivision 1.

DaVinci Academy of Arts and Science's World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

Like the State of Minnesota, DaVinci Academy is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a district, how we work to accomplish our goals, and what the end result will be. These are described in the district's mission, vision, pillars and strategic goals.

Mission

DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

Vision

DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

Pillars

Arts and Science Focus
Enhanced Learning Environment
Differentiated Instruction
Character Development

Clearly Defined Goals and Benchmarks for Instruction and Student Achievement

District and Building-Level Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

- A. Increase absolute proficiency in reading math and science: On the MCAIII assessment, school-wide proficiency will be no less than 87% for math, 84% for reading and 85% for science.
- B. Higher comparative proficiency: Each year on the MCAIII assessments, DaVinci Academy will demonstrate higher grade level and school-wide proficiency rates than the Anoka-Hennepin School district.
- C. Growth:
 - a. Each year, the percentage of students achieving high growth will exceed the number of students achieving low growth in reading and math.
 - b. 50% of nonproficient students will achieve high growth in reading and math.
- D. Achievement Gap Reduction:
 - a. By 2017, the achievement gap for each reportable subgroup will be no less than 50% of the current rate.
 - b. In addition, by 2018, the difference between the non-free and reduced learners' proficiency rate and the free and reduced learner proficiency rate will be no greater than 5 percentage points for both reading and math.
- E. Step Literacy Assessment: 90% of students enrolled by October 1st of each school year in grades K – 3 will either be at grade level in reading or move ahead at least two steps on the Step Literacy Assessment each school year.
- F. Explore Assessment: Each year, the students in Grade 8 will perform higher than the National Norm Group in all areas (English, Math, Reading and Science) on the EXPLORE Assessment.

Assessing and Evaluating Student Progress

Each school will assess and evaluate each student's progress toward meeting the academic standards.

DaVinci Academy uses a number of measures to assess and evaluate student progress toward local, state and national standards as well as college and career readiness standards. The purpose of the layered assessment process is to screen, monitor progress determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress. (See *Appendix 1 – Assessment Calendar*).

Standardized Assessments

Standardized assessments such as the Minnesota Comprehensive Assessment – III (MCA-III) and the Educational Planning and Assessment System (EPAS), including the Explore, are administered annually. The MCA-III are administered to students in reading (Grades 3 – 8), mathematics (Grades 3 – 8, and science (5 & 8) in the spring. The EXPLORE is administered in reading, math, English usage and science to students in grade eight. 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.

Diagnostic Assessments

DaVinci Academy uses AIMSWEB to identify students who are at risk in the areas of reading and math. These measures are combined with teacher observations and classroom data to determine student responsiveness to instruction. This data also helps to drive decisions regarding RTI services. AIMSWEB assessments are conducted in the fall, winter and spring.

Data-driven / Curriculum-Based Assessments

At DaVinci Academy, we strive to meet the unique learning needs of every student, no matter where the student falls on the academic spectrum. We recognize that strength in one subject area does not always mean strength in all areas. A child may be an excellent reader but struggle in math. Or a student may have different needs within a single subject. Data-driven instruction allows the teacher to map out a teaching plan based on students' individual strengths

and weaknesses. These assessments are administered at various times throughout the school year.

The STEP Literacy assessment is administered three times throughout the school year. STEP divides literacy achievement into 12 steps—from concepts about print and letter identification to answering comprehension questions and story retelling—with smaller step levels (A, B, C) within those 12. Unlike other reading assessment tools, STEP gives teachers fine-grained information so they can tailor reading instruction to each child.

In contrast to other reading assessments, STEP looks at a broader range of reading skills. STEP evaluates comprehension and critical thinking, not just word recognition, reading rate, and accuracy.

Nationally-Normed Assessments

NWEA assessments are administered to students in grades 2 – 8 in the fall in reading and math. Parents are notified of the results and these results are also used to measure growth for each student.

Utilizing research conducted by Technology and Information Education Services (TIES) and Northwest Evaluation Association (NWEA), a series of benchmark target scores were developed as a means to determine if students in grades 2 – 8 are meeting state academic standards while attaining college and career readiness. As a result of their research, TIES and NWEA were able to determine the levels of performance that are needed at multiple points throughout a student's academic career to predict proficiency on the Minnesota Comprehensive Assessments (MCAIII's) and college readiness at the State University Level. The benchmark target scores are included below:

NWEA Achievement Level Definitions	
Well-Below Target	Approximately 10% of students scoring in this range are <u>predicted</u> to meet the standards on the Minnesota Comprehensive Assessment – III (MCA III)
Below Target	Approximately 50% of students scoring in this range are <u>predicted</u> to meet the standards on the Minnesota Comprehensive Assessment – III (MCA III)
Meets Target	Approximately 90% of students scoring in this range are <u>predicted</u> to meet the standards on the Minnesota Comprehensive Assessment – III (MCA III)
Exceeds Target	Students scoring in this range are identified as representing college readiness at the State University level

MAP Reading RIT Scores - Fall		
<i>Benchmark scores correlate to an Exceeds the Target designation in TIES, which indicates college readiness at the State University level.</i>		
Grade	Term	Benchmark Scores
2	Fall	194
3	Fall	205
4	Fall	214
5	Fall	220
6	Fall	226
7	Fall	229
8	Fall	232

MAP Math RIT Scores - Fall		
<i>Benchmark scores correlate to an Exceeds the Target designation in TIES, which indicates college readiness at the State University level.</i>		
Grade	Term	Benchmark Scores
2	Fall	188
3	Fall	207
4	Fall	217
5	Fall	228
6	Fall	239
7	Fall	242
8	Fall	247

Another study utilizing both the MAP scores and the EXPLORE assessment provides useful predictions about students' likely college readiness status. This information is outlined below.

MAP Reading RIT Score As Predictor (Fall)				
<i>Cut scores and Normative Percentile Ranks on MAP Corresponding to College Readiness Benchmarks</i>				
Grade	Reading College Readiness Test	Benchmark	MAP Cut Score	MAP Normative Percentile Rank
8	EXPLORE	15	227	70

MAP Math RIT Score As Predictor (Fall)				
<i>Cut scores and Normative Percentile Ranks on MAP Corresponding to College Readiness Benchmarks</i>				
Grade	Reading College Readiness Test	Benchmark	MAP Cut Score	MAP Normative Percentile Rank
8	EXPLORE	17	240	72

**The MAP cut scores shown in these tables are the minimum estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that benchmark.*

Data Analysis

Data analysis occurs regularly throughout the school year. Test data is analyzed by professional learning communities (PLC's), the administrative team, and in collaboration with team and individual teachers. The school's Academic Director coordinates the analysis of data through meetings with staff and grade level teams.

Assessing and Evaluating Instruction and Curriculum: Review Process

District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure college-readiness leading to the World's Best Workforce. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum and student achievement will be identified and implemented.

Curriculum and Instruction Review Process

The Board of Directors has a Curriculum/Technology committee that participates in the review of new and existing curriculum, technology and software applications that support learning objectives. The primary goal of DaVinci Academy's curriculum review process is to develop a comprehensive and viable curriculum.

A comprehensive and viable curriculum is one in which what is taught is clearly articulated, it can be taught in the time available to teach it, and all students have access to the curriculum. A comprehensive and viable curriculum provides students with the strongest opportunity to learn. In such a curriculum, the following would be evident:

1. Essential content, knowledge and skills are identified for all students
2. There is adequate time for students to learn essential knowledge and skills
3. Instruction and assessment are aligned with essential knowledge and skills

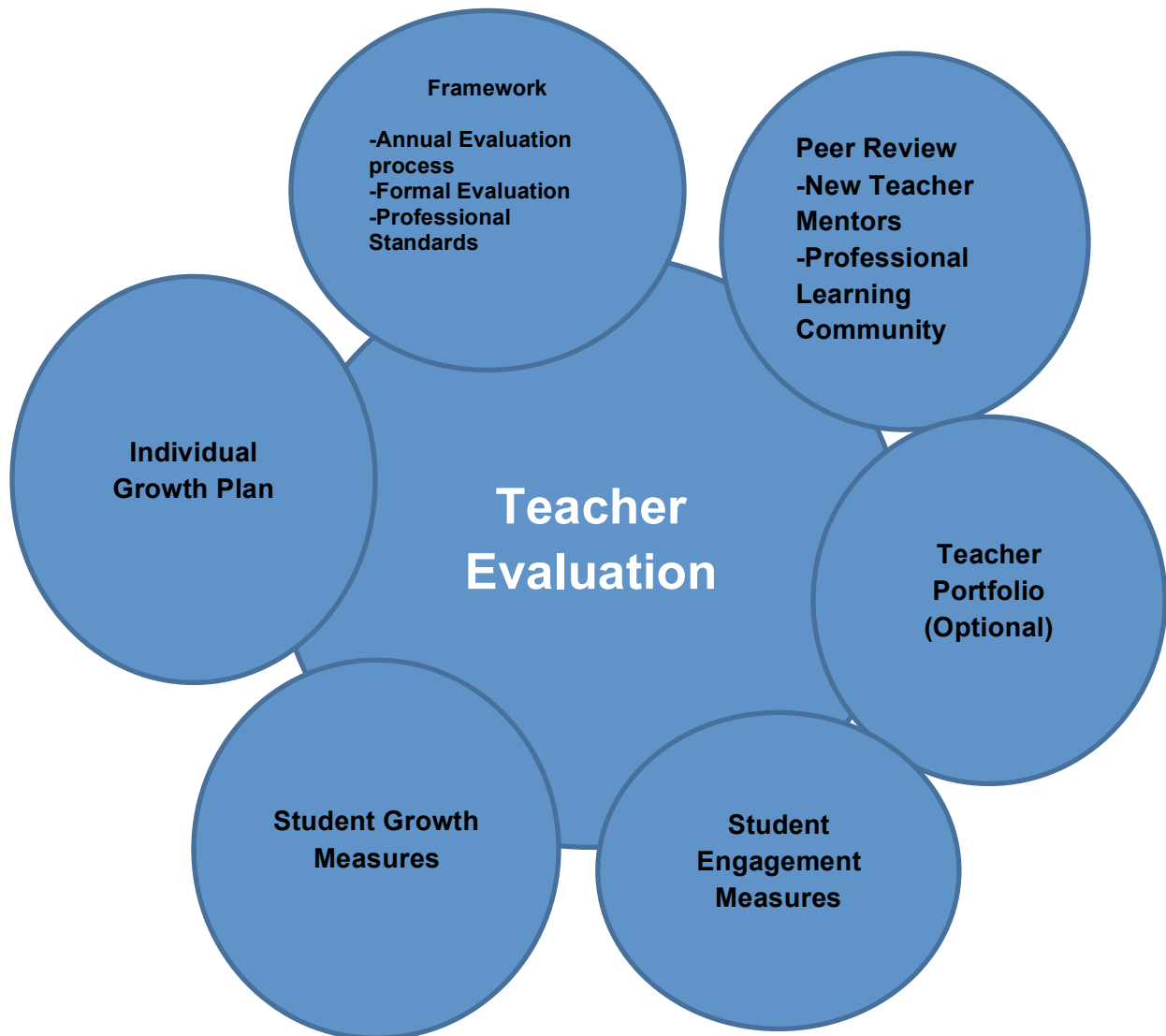
Preparing students for the future means providing them with a 21st century skillset integrated across all learning areas:

- Critical thinking and problem solving
- Effective written and oral communication
- Assessing and analyzing information
- Creativity and imagination
- Adaptability

We believe this is accomplished by focusing on differentiated instruction, personalizing education for students, and ensuring best practices in instruction and assessment in every classroom. We also utilize technology to maximize student achievement.

Assessing and Evaluating Instruction and Curriculum: Review Process: Teacher Evaluations

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to director evaluations and teacher evaluations.



**The DaVinci Academy Teacher Evaluation Model Encompasses
All Requirements of MN State Statute 122A.40**

District Administration is responsible for:

- Coordinating staff development activities to engage teachers in understanding and implementing all parts of the statute.
- Implementing all components outlined in the Framework for Teacher Evaluation
- Providing a vehicle for staff in communication Individual Growth Plans
- Connecting the Peer Review Process to building level goals, providing training for staff in peer-coaching and guiding staff in implementing Learning Walks
- Coordinating the New Teacher Induction program
- Providing staff the opportunity to participate in a Professional Learning Community.

Teachers are responsible for:

- Understanding and implementing the requirements of MN State Statute 122A.40
- Measuring and documenting Student growth.
- Measuring and documenting Student engagement explicitly aligned with elements of their content specific curriculum.
- Participation and documentation of a Peer Review Process
- Participation and documentation of an Individual Growth Plan that includes:
 - Annual goal setting based on building level goals
 - Administrative Learning Walk reflection
 - Peer Learning Walk documentation and reflection

The goal of the teacher evaluation process at DaVinci Academy is to articulate expectations, assess performance in instructional domains and to provide support for the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved through individual and PLC goal setting as well as peer observations conducted by teacher leaders. Feedback from observations, evaluations and coaching meetings help teachers focus on school goals and on becoming better educators. (*See Appendix 2: Q-Comp Annual Report 2014-2015*).

Assessing and Evaluating Instruction and Curriculum: Review Process: Director Evaluations

District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.

DaVinci Academy Director Growth and Evaluation Process
<p>DaVinci Academy school directors will establish one goal in each of the following core competencies:</p> <ul style="list-style-type: none">Mission and VisionInstructional LeadershipHuman ResourcesProfessional and Ethical LeadershipResource Management <p>Goals will be collaboratively set and approved by both the Executive Director and evaluator. A minimum of three goals will be set with at least one goal based on student data or student learning measures.</p> <p>Measures will be collaboratively set and approved by the Executive Director and evaluator.</p>

Much of the director evaluation is based on “leverage leadership”. Leverage leadership demonstrates that exceptional school leaders succeed because of how they use their time; what they do and how and when they do it. By consistently using seven core principles or “levers”, each minute of their day is leveraged to maximize results. The seven levers are:

1. Data-driven instruction
2. Observation and feedback
3. Instructional planning
4. Professional development

Cultural Levers

1. Student culture
2. Staff culture
3. Managing school leadership teams

Professional Development

Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, rigorous curriculum and technology.

Professional development will embrace a collaborative professional culture that supports teacher quality, performance and effectiveness.

PROFESSIONAL LEARNING IS A CONTINUOUS-IMPROVEMENT PROCESS

The fundamental goal of professional development at DaVinci Academy is to improve student learning by:

- Refining the quality of classroom instruction
- Enabling individuals to grow professionally
- Introducing practitioners to practical applications of research-based strategies
- Assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. DaVinci Academy strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs.

Professional Development includes the following:

1. Weekly PLC meetings
2. One-one coaching sessions 7 times annually to discuss personal goals, observation feedback, any questions that may arise
3. Observations
 - a. Informal Observations 3 times annually by lead teachers
 - b. Formal Observations 3 times annually by lead teacher and administration
4. Goals
 - a. Individual Goals set with a lead teacher
 - b. PLC SMART team goal
 - c. School-wide SMART goal set by administration based on student needs
5. Professional Development plan based on goals and needs

Strategies for Improving Instruction and Curriculum

Effective practices will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture.

DaVinci Academy uses the following educational best practices for improving instruction and curriculum:

Data-Driven Instruction – DaVinci Academy has trained its staff and has systematically implemented Data Driven Instruction (DDI) to track all students' progress toward meeting state standards in math and reading. DDI requires teachers to align curriculum with state standards, examine the academic rigor of what they are teaching students, how to increase that rigor to ensure students can meet state standards, and how to create interim assessments to measure students' progress toward meeting those standards. DDI assessments are given to students at DaVinci Academy three times a year to monitor student progress. Students who are doing well are able to move forward in the curriculum. Students who show a lack of progress on any given standard are able to receive remediation through re-teaching and teacher attention to their needs throughout subsequent instruction.

STEP Literacy Assessment - The literacy development of students in grades K – 3 is measured using the STEP Literacy Assessment. This assessment is conducted three times per year. This enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence.

Staff Development and Q-Comp: Davinci Academy has been a Q-Comp school since 2012. We have set individual, PLC and school-wide goals and staff development is aligned annually to those goals. Our Q-Comp lead teachers and Q-Comp Coordinator received training from MDE on teacher observations, feedback and inter-rater reliability. Teachers are observed formally 3 times during the year and informally 3 times annually by their peers as well. This process helped to create a culture of learning and growth.

Core Knowledge Language Arts Curriculum – DaVinci Academy adopted the Core Knowledge Language Arts Curriculum in grades K – 3 in the 2013-2014 school year. The Core Knowledge Language Arts (CKLA) program is based on decades of cognitive science research revealing that reading is a two-lock box, a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening & Learning strand. Together, these two strands unlock a lifetime of reading for all

children. Using this approach, the CKLA program not only meets the Common Core State Standards, it exceeds them.

The Skills strand of CKLA teaches reading and writing in tandem. Children practice blending (reading) and segmenting (spelling) using the sound spellings they have learned. Decodable stories are introduced in the sixth of the ten units for kindergarten. Stories are 100% decodable—made up entirely of words and sound spellings the students have been taught, or "tricky words" that also have been explicitly taught. Handwriting, spelling, and the writing process are addressed in the Skills strand.

Decoding is essential, but so is the ability to comprehend what has been decoded—and that depends on language and content knowledge. The Listening & Learning strand lessons, comprised of teacher read-alouds, class discussion, vocabulary work, and extension activities, build on the research finding that students' listening comprehension outpaces their reading comprehension throughout elementary school. These read-alouds and exercises are organized in 12 domains per grade. Each domain is dedicated to a particular topic—such as the five senses, Native Americans, early Asian civilizations, or insects—and the class stays focused on that topic or theme for 10–15 days of instruction. In addition, the domains are carefully organized to build on each other within and across grades. This focused, coherent, systematic approach is the most efficient and effective way to build students' knowledge and vocabulary. It is interesting and engaging too, as the content goes well beyond standard early grades language arts fare to include important historical and scientific events, ideas, and people.

Response to Intervention (RTI) - Response to Intervention (RtI) is a framework that is used to improve outcomes for all students. RtI helps to ensure the provision of high-quality instruction and interventions that are matched to the needs of students requiring additional academic and behavioral supports. After initial screening of all students, changes in instruction or goals can be made according to the level of student need. Student progress is monitored frequently and instruction is then differentiated and modified, as necessary. The RtI framework can be used to focus on the needs of the whole child.

Advanced Academics Program - We have an Advanced Academics program for students who are identified as gifted or talented. Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs and/or services beyond those provided in the general school program.

Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts. Students receive support from the Advanced Academics Coordinator in pull-out classes, within their general education classrooms, and through professional development and support for general education teachers by the Advanced Academics Coordinator.

All Day / Every Day Kindergarten – Starting in the 2014-2015 school year, DaVinci Academy moved to all day/every day kindergarten. Administration and kindergarten teachers participated in professional development to insure that kindergarteners receive the best possible start to their academic careers at DaVinci Academy. The kindergarten year is an important part of a young child's development and is a critical part of the continuum from early childhood through the early elementary years. Currently, half of Minnesota's children enter kindergarten without the knowledge and skills they need to succeed in school. Numerous studies done over the past two decades show that all day/every day kindergarten programs are consistently more effective than half day. Some of the benefits include:

- Leads to higher academic achievement and reduced achievement gap between students of different economic and racial/ethnic groups.
- Contributes to increased school readiness
- Improves school attendance
- Supports literacy development
- Promotes children's social and emotional development.
- Improves school culture

Positive Behavior Interventions and Supports (PBIS) – DaVinci Academy began implementing PBIS during the 2013-2014 school year. The PBIS program has been very successful and has resulted in more positive referrals and fewer in-school and out-of-school suspensions. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include pro-active measures for defining, teaching and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as lunch room, hallways, buses and restrooms).

The key features of PBIS include:

- Proactive instructional approaches to teaching and improving social behaviors.
- Systems change to support effective practices.
- Data-based decision making.
- A prevention-focused continuum of support.

Annual Budget

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

DaVinci Academy allocates 2% of the general education revenue to support the implementation of the Strategic Plan for improving teaching and learning that is aligned with the developing of the World's Best Workforce. MN Statute 120B.11

District Site – Level Leadership Teams

DaVinci Academy will develop teams to design and implement strategies and education effectiveness practices to improve instruction, curriculum and student achievement. These teams advise the Director and the Board of Directors on budgetary, instruction and curriculum improvement matters that align in meeting state and school-wide academic standards.

SITE MANAGEMENT	STRATEGIC LEADERSHIP	CONTENT SPECIALISTS	NEW TEACHER INDUCTION
<u>Purpose</u>	<u>Purpose</u>	<u>Purpose</u>	<u>Purpose</u>
Communication	Data Analysis	RESEARCH: Study trends and issues in the content area	COACHING: Instruction-Based
Procedures and Practices	Building Goals and Initiatives	NEEDS ASSESSMENT: Research versus current practice	Non-Evaluative
Scheduling	Action Planning	GAP ANALYSIS: Achievement Analysis- student progress and growth	Data-Driven
Problem-solving	Staff Development	BELIEFS: Articulation of values and philosophy	Best practice-based
		CURRICULUM, TECHNOLOGY INTEGRATION AND ASSESSMENT: Framework and alignment to best practice and research	Supportive Collaboration
		STAFF DEVELOPMENT	
		BUDGET AND MATERIALS	

Annual Reporting

This report shall be published annually on the DaVinci Academy website. It will be presented annually in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction and to review school-wide success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the World's Best Workforce.

An electronic summary of this report will be submitted to the commissioner of education by the school board.

Performance Measures

DaVinci Academy recognizes the importance and embeds the practice of data-driven instruction. To determine school progress in striving to create the World's Best Workforce, the following performance measures will be analyzed to determine areas of curricular strength and growth.

1. Student performance on the National Association of Education Progress (NAEP). Commonly called the Nation's Report Card, the NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history and beginning in 2014, Technology and Engineering Literacy (TEL).
2. Rigorous course taking is measured by the number of students who are enrolled in advanced math, language, music and art courses as well as those who are in Advanced Academics.
3. The size of the student academic achievement gap, as reported in the MN State Multiple Measurement Rating.
4. Student performance on the Minnesota Comprehensive Assessments for Reading, Math and Science.
5. Career and College Readiness Measures as defined under MN Statute 120B.30, subdivision 1.

For students enrolled in Grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support and evaluation, include the following:

6. Demonstrate an understanding of required academic standards on nationally normed college entrance exam;
 - Achievement and career and college readiness tests in mathematics, reading and writing consistent with paragraph (e) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills;
 - Analyze students' progress and performance levels;
 - Identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions or remediation; and based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student.



Assessing Student Achievement

There are a variety of assessments that are used to evaluate the academic growth and achievement of students as well as instructional programs at DaVinci Academy of Arts and Science. Students are tested in order to determine instructional level, measure basic skills, evaluate student progress toward achieving state academic standards and to evaluate program effectiveness.

Tests Administered at DaVinci Academy

NWEA Measures of Academic Progress Tests (MAP)	Computerized math and reading tests, administered in the fall and aligned with the Minnesota State Standards. They identify students' instructional levels and are used to determine academic growth.
STEP Literacy Assessment	STEP enables educators to implement a developmental approach to teaching reading using evidence to inform instruction. STEP introduces targeted interventions for students who need extra reading support.
Data-Driven Assessments	Teacher-created assessments administered each trimester to determine student understanding of Minnesota state assessments and to inform reteaching strategies for teachers.
Assessing Comprehension and Communication in English State to State for ELLs (ACCESS)	The ACCESS test is a federally-required language proficiency assessment given to students who have been identified as English Language Learners. ACCESS is designed to assess progress in acquiring academic English language.
EXPLORE	This test from the <i>American College Testing</i> organization (ACT) is designed to help 8 th graders explore a broad range of options for their future. The results of the test prepare students for their high school coursework and for post-high school choices as well.
Cognitive Abilities Test (CogAT)	A norm-referenced aptitude test, CogAT measures a student's inductive and deductive reasoning abilities and capacities in verbal, nonverbal, and quantitative tasks. Scores on this assessment reflect a student's ability to identify relationships and demonstrate flexible thinking. One of the measures of eligibility of participation in the gifted and talented program.
Optional Local Purpose Assessment (OLPA)	A "practice" test for the MCA Math and Reading assessments taken to determine student understanding of the Minnesota standards.
Minnesota Comprehensive Assessments (MCA)	Federal and state mandated tests that assess student progress toward achieving Minnesota standards in reading, math and science. Data are used for school accountability by the state. All MCA assessments will be the MCA-III series this year.
Minnesota Test of Academic Skills (MTAS)	Alternate assessments utilized by a small percentage of special education students that take the place of the MCA tests in reading, math and science.

DaVinci Academy Test Schedule for 2015-16

Date	Assessment	Grade Levels
August 18 – September 25	NWEA MAP Reading and Math	2 - 8
September 9 - 17	Math DDI	1 - 2
September 28 – October 9	STEP Literacy Assessment	K - 4
November 11 - 13	Explore	8
December 7 - 11	Math OLPA	3 - 5
December 14 - 18	Reading OLPA	6 - 8
January 19 - 22	Math DDI	1 - 2
January 18 - 22	Math OLPA	6 - 8
January 25 - 29	Reading OLPA	3 - 5
February 1 - 12	STEP Literacy Assessment	K - 4
March 8 - 11	ACCESS for ELL	1 - 8
March 14 - 16	Math MCA	6 - 8
April 4 - 15	Reading MCA	3 - 8
April 19 - 29	Math MCA	3 - 8
April 18 - 22	COGAT	2
May 3 - 6	Science MCA	5 and 8
May 10 - 13	Math DDI	1 - 2
May 9 - 20	STEP Literacy Assessment	K - 4



Q Comp Annual Report 2014-15

Please provide an update on the district Q Comp program for the current school year that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a).

Submit the report in SharePoint according to the directions in the guidelines with the district name as the beginning of the file title (i.e., *ABC School District Q Comp Annual Report 062215*).

Please provide the following **District Identification Information**.

District Name: DaVinci Academy of Arts and Science

District Number: 4185

Date Presented to the School Board: 06-15-15

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Component 1: Teacher Leaders

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no
 - a. If no, please explain what changes have occurred and why?

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Teacher leaders did a variety of things to impact classroom instruction. Teacher leaders met multiple times throughout the year one on one with each member of their team to discuss personal goals, observations, and overall progress in the classroom. The teacher also modeled and discussed different teaching strategies though out the year during PLC time. Lastly, the teacher leaders completed 1 formal

observation and 3 informal observations with each member of their team and gave their team members feedback on progress.

3. How did the work of teacher leaders impact student achievement?

The main way our teacher leaders impacted student achievement was by discussing student data and assessments in PLCs. Not only did they discuss the scores of their assessments frequently, but then spent time brainstorming ways to help their students meet their full potential.

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Our teacher leaders received 5 days of MDE training. These trainings helped clarify the observation process, and helped our leadership team stay on the same page with inter-rater reliability. The leadership team also met monthly to discuss upcoming topics and to brainstorm solutions to any issues that might have come about that month. Lastly, the teacher leaders met one-on-one with the QComp coordinator every month to have conversations about how their team was progressing and what further resources they may need.

5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

Overall the results of the teacher leader evaluations were very positive. The individual teams had positive things to say about the ways that their teacher leader had coached them throughout the year to be a more effective educator.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 1?

We have found that our teacher leaders were very effective this year. They performed all of their duties and were well liked and respected by their teams.

Component 2: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? xyes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Most teams brought some sort of student data pertaining to their group goal every week to their PLC. They then discussed that student data and brainstormed instructional strategies to help with student achievement.

3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Teacher learning impacted student achievement because student data was discussed weekly. New strategies on how to effect student achievement were also discussed and modeled often in PLCs.

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

At the beginning of the year our school looked at base line data such as STEP testing, and MCAs to identify instructional needs. We used that data to set our school wide goal. After that was set, individual teams looked at the same data to determine an area of need for their individual team. The teams also created their own base line data to target more specific skills.

5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Each team started the year with baseline data. They also met with members of the administration such as the school's director, curriculum coordinator, and instructional coordinator to specify which instructional strategies would best help that team meet their goal. The teams also brought weekly student data to their PLC meetings to further the discussion of student achievement. Lastly, the teams met mid-year to review progress on their goal and any further steps that needed to be made to help the team reach their goal.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 2?

Our teams have felt very productive this year. Really focusing on student data weekly has helped us improve student achievement and specify which areas we needed to continue working on. We will continue to have this focus next year.

Component 3: Observation/Evaluation

Implementation

1. Are licensed staff members observed/evaluated at least three times per year by at least two trained observers/evaluators as outlined in the approved plan (approval letter and subsequent plan change approval letters)? X yes ☐ no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Feedback from both formal and informal observations and monthly coaching sessions helped our staff focus on student achievement and teacher growth. Most staff said that they valued the positive feedback they were given, and that they valued the feedback on areas where our staff could improve their teaching. The staff also observed that the coaching meetings really helped them have a safe place to brainstorm and bounce ideas off of another teacher before trying them in the classroom.

3. What impact did the observation/evaluation process, including coaching, have on student achievement?

Our school really focused on differentiation, and unit plans this year to help with student achievement. These things were looked for during observations and discussed in coaching meetings to ensure that our school stayed focused on these topics.

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Our teachers especially liked the positive feedback they were given after observations. Most teachers also said that it really helped to have another set of eyes in the classroom to give feedback on the little things that they may have not noticed and to help them reflect on ways where they could do things differently.

5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

The trainings, especially at the beginning of the year, helped clarify our team's observation process and what we were looking for in observations. They also helped our Teacher Leaders to go about coaching and observing in a professional and effective manner. The Teacher Leaders did feel that there was redundancy in some of the later trainings offered by MDE. We are considering looking for other ways to keep our Teacher Leaders trained next year instead of or in addition to using MDE.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 3?

Over all we thought that we were very effective in Component 3. One thing we plan on doing for next year for the Teacher Leaders is to make more of the trainings hands on and less redundant in their topics. We will be looking into designing and planning our own trainings so that we can more effectively address the needs of our leadership team.

Component 4: Performance Pay

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?
xyes ☐no
a. If no, please explain the changes that have occurred and why?

Impact

2. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement (grade, team or classroom goal)? 100%
3. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 85%

Since we are a charter school, we do not have tenured and probationary staff members

- a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? NA%
 - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? NA%
4. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?
- ☐yes xno
- a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

Recommendations

5. How will the district use the data to improve the effectiveness of Component 4?

We spent a lot more time this year focusing on individual student data weekly in our PLCs. This obviously made an impact in our group goals. We are going to continue to focus on this next year. The informal observations, coaching meetings, and multiple formal observations also seemed to help teachers achieve their observation goal. Next year we are going to continue to work on making sure that there is an open line of communication between the staff and the teacher leaders and administrations doing the coaching meetings and observations. We want to make sure our feedback is as consistent as possible.

Component 5: Reformed Salary Schedule

Implementation

1. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? xyes ☐no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100% of our staff has earned salary augmentation due to performance pay.

Since we are a charter school, we do not have tenured and probationary staff members

- a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA%
- b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA%

Recommendations

3. How will the district use the data to improve the effectiveness of Component 5? Overall we are very pleased with how our reformed salary schedule has worked this year and are not planning on having any adjustments next year. We will continue to look at the number of teachers in each PLC group to ensure that they maintain a adequate number of people for a productive PLC meeting.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? Our Q Comp program has really helped each individual teacher feel good about the positive things they are doing with their instruction daily. It has also helped the teachers each set goals and discuss ways that they can continue making their instruction better.
2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? Discussing student data and collaborating weekly in PLC meetings on how to improve student achievement has definitely made an impact on our school.
3. How will the district use the review findings to improve the overall effectiveness of the program? We will be using staff input to plan our program for next year especially when looking at the PLC schedule, PLC topics, and our school focus for next year.

Teacher Formal Observation Worksheet

Name:

Date:

Class:

Domain 1 – Planning and Preparation

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Planning and Preparation	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate values or suitability for the students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of the individual students, and permit viable methods of assessment.

1. Alignment of Core Knowledge and the Minnesota State Standards are used in planning.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Value, Sequence and Alignment	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	Plans lessons with unit goals in mind.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.

2. Learning materials are used effectively and where appropriate.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Learning	Plans lessons that	Plans lessons	Designs lessons	Designs lessons

Materials	rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.	that involve a mixture of good and mediocre learning materials.	that use an effective mix of technology and/or good learning materials.	involving an appropriate mix of quality technology programs and engaging learning materials.
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3. There is good evidence of differentiation in the classroom.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Differentiation	Plans lessons aimed at the "middle" of the class.	Plans lessons with some thought as to how to accommodate special needs students.	Designs lessons that target diverse learning needs, styles, and interests.	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.

4. Teacher has knowledge of the special needs of students.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Knowledge of Students' Special Needs	Teacher displays little or no understanding of Students' special learning or medical needs or why such knowledge is important.	Teacher recognizes the value of understanding students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each students' learning and medical needs, collecting such information from a variety of sources.

Average score for Domain 1:

Domain 2 – The Classroom Environment

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
MANAGING CLASSROOM PROCEDURES	Classroom environment is characterized by chaos and conflict,	Classroom environment functions somewhat	Classroom environment functions smoothly, with	Students themselves make a substantive contribution to the

	with low expectations for learning, no clear standards for student conduct, poor use of physical space, and negative interactions between individuals	effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially supports student learning. Students and teachers rarely treat one another with disrespect.	little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
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1. Classroom routines and procedures are seamless in their operation.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Classroom Management	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Uses coherence, lesson momentum, and smooth transitions to get the most out of every minute.

2. The physical environment is organized and conducive to learning.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Physical Environment	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.

3. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Response to Student Misbehavior	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is a confident, dynamic “presence” and succeeds in avoiding most discipline problems in the classroom.	Is alert, poised, dynamic, self-assured and is proactive about avoiding discipline problems in the classroom

4. Teacher demonstrates genuine caring and respect for individual students.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Teacher Interaction with Students	Is sometimes unfair and disrespectful to the class; plays favorites.	Is fair and respectful toward most students and builds positive relationships with some.	Is fair and respectful toward students and builds positive relationships.	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.

Average score for Domain 2:

Comments:

Domain 3 – Instruction

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
INSTRUCTION	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional materials or activities. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessments. The teacher demonstrates flexibility in contributing	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search

	that it should be revised or modified	students' interests and their success in learning.	to the success of the lesson and of each student.	for approaches to meet the needs of every student.
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1. Students are highly engaged throughout the lesson.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Student Engagement	Begins lessons without giving students a sense of where instruction is headed.	Attempts to get students actively involved but some students are disengaged.	Has students actively think about, discuss, and use the ideas and skills being taught.	Gets all students highly involved in focused work in which they are active learners and problem-solvers

2. Students are fully aware of the criteria and performance standards used to evaluate their work.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.

3. Appropriate motivations are in place for all students.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Motivations	Gives up on some students as hopeless.	Tells students that the subject matter is important and they need to work hard	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Exudes high expectations and determination and convinces all students that they will master the material.

4. Lessons and concepts are presented clearly.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Clarity	Often presents material in a confusing way, using language that is inappropriate.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Uses clear explanations, appropriate language, and good examples to present material.	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language

5. Teacher asks high quality questions.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Average Score for Domain 3:

Comments:

Domain 4 – Professional Responsibilities

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
PROFESSIONAL RESPONSIBILITIES	The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school responsibilities and participation in activities for	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school events, and engaging in activities for	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in school projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record

	professional growth.	projects and activities for professional growth.	professional development.	keeping and family communication.
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1. Teacher arrives on time to work and is on time for extra duties as assigned.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Professionalism	Rarely on time for work or duties and has poor attendance.	On time for work but consistently late for duties – or the other way around.	On time for work and duties most of the time.	Consistently on time for work and extra duties, and has almost perfect daily attendance.

2. Teacher's system for maintaining information on student completion of assignments is fully effective.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Student Progress in Learning	Gives out report cards and expects parents to deal with the areas that need improvement.	Uses report card or conferences to tell parents the areas in which their children can improve.	Uses conferences and report cards to give parents feedback on their children's progress.	In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.

3. Lesson plans are turned in on time.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Timeliness of lesson plans	Lesson plans are not turned in.	Lesson plans are rarely turned in on time and do not include objectives or assessments.	Lesson plans are turned in but are occasionally late. They include some lessons objectives and assessments	Lesson plans are consistently turned in on time, and include learning objectives and assessments.

4. An active member in at least one aspect of school life.

1----2----3----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Service to the School	Rarely if ever contributes ideas that might help improve the school.	Occasionally suggests an idea aimed at improving the school.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Frequently contributes valuable ideas, expertise, and a commitment to after school committees and activities that further the school's mission.

5. The teacher reflects on teaching and seeks to improve performance.

1----2----3----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Self Improvement	Does not draw lessons for the future when teaching is unsuccessful.	At the end of a teaching unit or semester, thinks about what might have been done better.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.

Average score for Domain 4:



Teacher Pre-Observation Worksheet

Name: _____

Date: _____ Class: _____

****Please submit this form to your team leader in advance of the Pre-Observation meeting.**

1. Based on informal observations and discussions with administration coach, which specific teaching skills have you been working on to improve your teaching?

2. Please attach a lesson plan including the following
 - a. Objectives
 - b. State standards
 - c. Learning activities
 - d. Assessments/check for student understanding and mastery

3. What, if any, technology are you using in this lesson?

4. What particular teaching skills do you especially want monitored? What do you hope to learn from this observation?

5. Are there any special circumstances of which the observer should be aware? (special needs children, modifications, etc.)

Please add any additional information here that I might need to be aware of.



APPENDIX 5

Teacher Post-Observation Worksheet

Name: _____

Date: _____ Class: _____

Review:

1. What did you and your students do during the lesson?
2. What changes did you make during the lesson that deviated from your lesson design?

Reactions:

1. What are your personal reactions to the lesson?
2. What do you feel went well?
3. What caused you some concern?
4. How do you feel your students reacted to the lesson? What caused them to feel this way?

Reasons

1. What caused you, if at all, to modify your plans during the lesson?
2. What caused you to feel the way you did during the lesson?
3. Why do you think the lesson went well?
4. Where do you think it could have gone better?
5. What were the results of the lesson? What did students learn? Why do you believe this is so?

Rethink

1. What would you do differently next time?
2. What have you learned from this lesson and observation?
3. How will this interaction influence your teaching in the future?