World's Best Workforce Report

2020 - 2021

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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. Absolute Proficiency
   a. Each year, DaVinci Academy proficiency rates will exceed the state average proficiency rates for the same grades served by the School by at least eight points in math and by at least twelve points in reading.
B. Comparative Proficiency
   a. Each year, DaVinci Academy will demonstrate higher school-wide proficiency rates than the Anoka-Hennepin school district, for the same grades served, for reading, math and science.
C. Growth
   a. Each year, DaVinci Academy's on-track growth will exceed the state average on-track growth in reading and math.
D. Achievement Gap Reduction
   a. Each year, for each subgroup for which the School had publicly reportable / sufficient counts, other than English Learners, DaVinci Academy's proficiency rate will exceed the state-average proficiency rate for the subgroup for reading and math.
   b. As published by the Minnesota Department of Education, for each year DaVinci Academy has publicly reportable/sufficient counts of English-Learner students, the School's English Learners who met or exceeded their targets will exceed the state average.
E. Nationally-normed Assessment
   a. Each year, DaVinci Academy will administer a nationally-normed assessment in at least 8th grade and at least 65% of the students will surpass the national norm for the assessment.
F. Ready for School
   a. Each year, by December 15th, 80% of all DaVinci Academy's Kindergarten students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and count to 32.

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) are administered annually. The MCA-III is administered to students in reading (Grades 3 – 8), mathematics (Grades 3 – 8, and science (5 & 8) in the spring. 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.

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 for students in grades K - 3. 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

Fastbridge assessments are administered to students in grades K – 8 three times each year in reading and math. Parents are notified of the results and these results are also used to measure growth for each student.

Norms and Benchmarks provide assistance with interpreting student scores on Fastbridge assessments. **Norms** indicate how the student performs relative to her grade level peers nationally and/or locally. Norms range from a minimum of 1 to a maximum of 99. **Benchmarks** are points on the test score scale, known as cut scores, that represent transitions between risk categories. Risk categories (high, some, low) indicate how likely students with scores in that category will fall below the end of the year performance target. Research shows that students in the high risk category need intensive instructional support to meet the end of the year performance target; whereas the some risk category indicates the student needs supplemental instructional support to meet the performance target. Students in the low risk category are likely to meet the end of the year performance target without additional support. The Fastbridge Benchmark settings are based on the national norms and correspond to the following percentile rankings:

- High Risk: Below the 15th percentile
- Some Risk: Between the 15th and 39th percentile
- Low Risk: Between the 40th and 70th percentile
- On Track: Above the 71st percentile

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
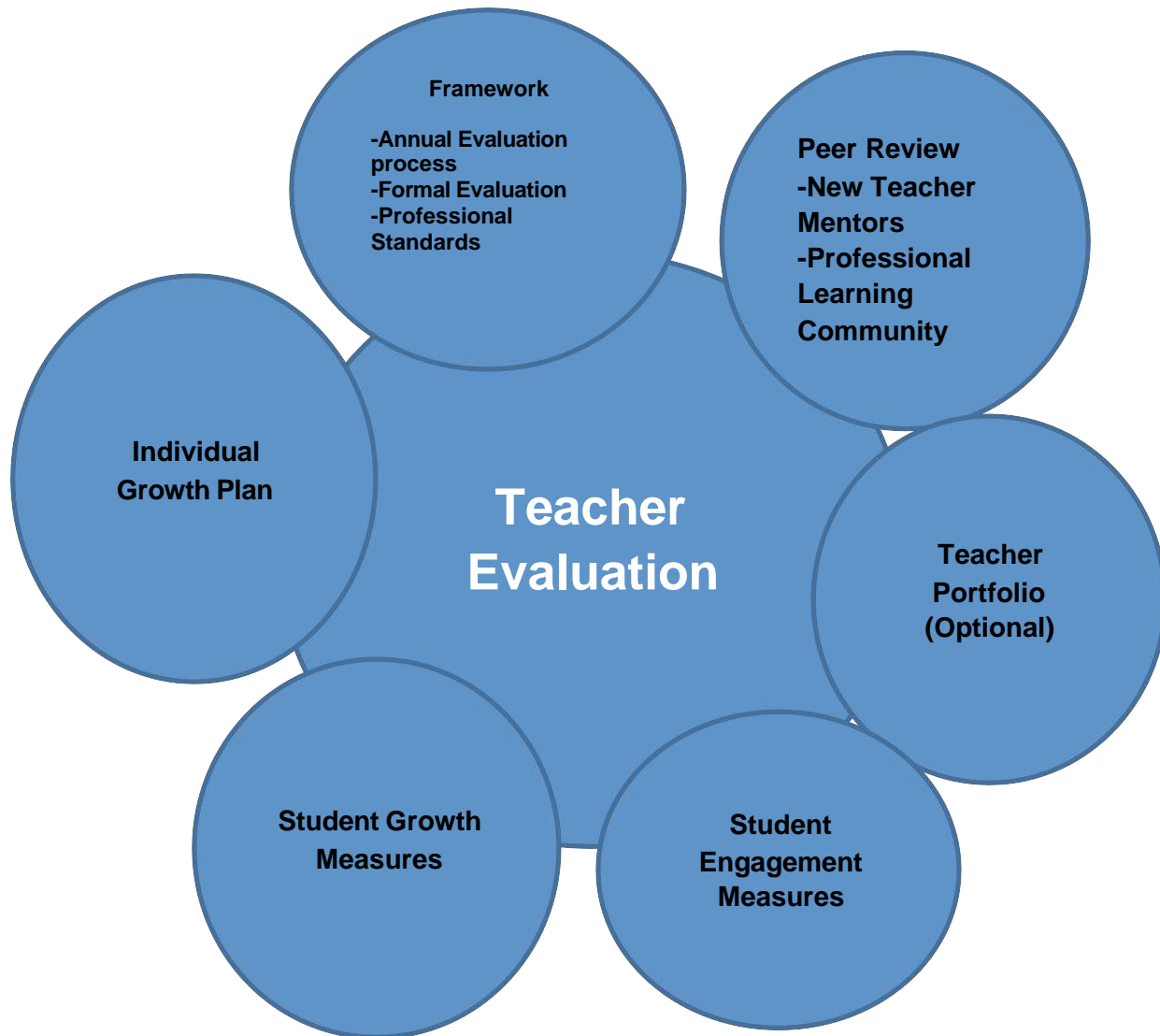3. Instruction and assessment are aligned with essential knowledge and skills

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.

Framework

-Annual Evaluation process
-Formal Evaluation
-Professional Standards

Peer Review
-New Teacher Mentors
-Professional Learning Community

Individual Growth Plan

Teacher Evaluation

Teacher Portfolio (Optional)

Student Growth Measures

Student Engagement Measures

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.

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
DaVinci Academy school directors will establish one goal in each of the following core competencies: Mission and Vision Instructional Leadership Human Resources Professional and Ethical Leadership Resource Management **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. **Measures** will be collaboratively set and approved by the Executive Director and evaluator.

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 readalouds 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.

Renaissance Program – The Renaissance program is a self-contained classroom 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 may

also receive support from an Advanced Academics instructor in pull-out classes, within their general education classrooms, and through professional development and support for general education teachers by the Advanced Academics instructor.

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 ensure 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
Purpose	**Purpose**	**Purpose**	**Purpose**
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 Collabor ati on
		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.
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

Fastbridge	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.
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.
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.
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.

2021 - 2022 Assessment Calendar

August 23 - September 10:   **Fastbridge Assessment**
                                   K - 1 Math Only
                                   2 - 8 Reading and Math

August 23 - September 10:   **STEP Literacy Assessment**
                                   1 - 3

January 10 - 14:   **Fastbridge Assessment**
                                   K - 1 Math Only
                                   2 - 8 Reading and Math

January 24 - February 17:   **STEP Literacy Assessment**
                                   K - 3

January 31 - March 25:   **ACCESS**
                                   K - 8

March 7 - May 6:   **MCA Reading and Math**
                                   3 - 8

March 7 - May 13:   **MCA Science**
                                   5 and 8

May 16 - June 2:   **STEP Literacy Assessment**
                                   K - 3

May 23 - June 9:   **Fastbridge Assessment**
                                   K - 1 Math Only
                                   2 - 8 Reading and Math

Davinci Academy
QComp Overview

PLC Meetings
- 7 teams: K-1, 2-3, 4-5, 6-8, SPED, RTI, Specialists
- One 50 minute meeting every week

Coaching
- One meeting per trimester (total of 3 per year) one on one 5-10 meetings with lead teachers to discuss personal goals, observations feedback, clarify any questions that may come up throughout the year

Data Meetings
- One meeting per trimester (total of 3 per year) meetings with the data coordinator to discuss assessments given and what to do with the results

Informal Observations
- Informal observations are not scheduled- they are drop in observations
- feedback from informal observations is put into your mailbox. Occasionally a meeting will be requested after informal observations
- *Probationary teachers (teachers in their first 3 years at DaVinci)*
  - 3 per year
  - Tentative Date Ranges:
    - 1st (by admin)- August 19th-Sept 6th
    - 2nd (by lead teacher)- Jan. 6th-16th
    - 3rd (by lead teacher)- April 14th-24th
- *Non Probationary teachers (teachers in their 4+ years at DaVinci)*
  - 1 per year
  - Tentative Date Range:
    - by lead teacher- October 1st-Nov 5th

Formal Observations
- Formal observations require:
  - pre observation form filled out
  - pre observation form
  - full class period observation
  - post observation form filled out
  - post observation meeting
- *Probationary teachers (teachers in their first 3 years at DaVinci)*
  - 3 per year
  - Tentative Date Ranges:
    - 1st (by lead teacher)- Oct. 1st-Nov 5th
    - 2nd (by admin)- Feb. 3rd-Feb. 8th

- 3rd (by admin)- May 18th-June 4th
- *Non Probationary teachers (teachers in their 4+ years at DaVinci)*
  - 1 per year
  - Tentative Date Range: February 3rd-May 1st
    - by admin- February 3rd-May 1st
- *Peer observations*
  - Up to 4 paid peer observations available per year
    - Compensation is $75 per observation
  - Most peer observations will take place during your preptime.
    - You can schedule these peer observations with staff you would like to observe by contacting them directly and adding an event to your calendar, the person you're observing calendar, and Kelly Zender's calendar
  - Peer feedback is informal and done by person observing and put in the box of the person who was observed

Goals/bonus
- School-wide Goals
  - SMART goal set in the fall based on school needs/performance in the previous year
  - $100 tied to school wide goal
- DDI Goal
  - During the first trimester, each individual teacher will conference with a summative evaluator having the below documents and/or summary. A rubric checklist will be completed by the teacher and evaluator during this meeting.

i. Unpacked benchmark(s)
ii. Lesson plan based on standard
iii. Assessment
iv. Collected and analyzed data
v. Key gaps identified
vi. Determined reteaching strategies or plan
  - Instructional Strategies Research Goal
    - in Trimester 2 and 3, a new instructional strategies is researched, implemented, reflected upon, and then shared with the PLC.
    - $200 tied to instructional strategies Research Goal
  - Student Achievement Goal
    - PLCs set a SMART goal as a team and work together to meet it
      - Each member of the PLC creates an individual SMART goal to help them reach the PLC goal
    - $400 tied to PLC goal
  - Observations
    - 1st year: An average score of Developing (2) in each domain on the final observation.
    - 2nd year: An average score between Developing and Applying (2.5) in each domain on the final observation.
    - 3rd+ years: An average score of Applying (3) in each domain on the final observation
      - $400 ties to observation goal

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. differentiation
e. 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? (children with special needs, modifications, etc.)

6. What does student engagement look like in your classroom? How do you measure student engagement?

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

Teacher Formal Observation

Da Vinci Academy
OF ARTS AND SCIENCE
CULTIVATING CURIOSITY | IGNITING EXCELLENCE

Name:
Class:
Date:

Planning & Preparation						
Component	*Criteria*	*Not Observed*	*Beginning (1)*	*Developing (2)*	*Applying (3)*	*Innovating (4)*
Value, Sequence and Alignment **(Begin with the End, Post it)**	- designs lessons with clear, measurable goals closely aligned with standards and unit outcomes. - objectives are clearly posted for student reference and teachers introduce the objective with every lesson.	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Value, Sequence and Alignment incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Value, Sequence and Alignment but in a mechanistic way.	The teacher uses strategies or behaviors associated with Value, Sequence and Alignment and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Value, Sequence and Alignment to create a macrostrategy or adapts strategies for unique student needs and situations.
Learning Materials	- resources for classroom use - resources to extend content knowledge and pedagogy - resources for students	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Learning Materials incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Learning Materials but in a mechanistic way.	The teacher uses strategies or behaviors associated with Learning Materials and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Learning Materials to create a macrostrategy or adapts strategies for unique student needs and situations.

	- instructional materials and resources					
Demonstrating Knowledge of Student (Differentiation - Content, Process, Product, Environment)	- knowledge of child and adolescent development - knowledge of the learning process - knowledge of students' skills, knowledge, and language proficiency - knowledge of students' interests and cultural heritage - knowledge of students' special needs	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Demonstrating Knowledge of Student incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Demonstrating Knowledge of Student but in a mechanistic way.	The teacher uses strategies or behaviors associated with Demonstrating Knowledge of Student and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Demonstrating Knowledge of Student to create a macrostrategy or adapts strategies for unique student needs and situations.
Designs Formative and Summative Assessments	- congruence with instructional outcomes - criteria and standards - design of formative & summative assessments - use for planning	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Formative and Summative Assessments incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Formative and Summative Assessments but in a mechanistic way.	The teacher uses strategies or behaviors associated with Formative and Summative Assessments and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Formative and Summative Assessments to create a macrostrategy or adapts strategies for unique student needs and situations.

Planning and Preparation Average Score:
Strengths:

The Classroom Environment

Component	*Criteria*	*Not Observed*	*Beginning (1)*	*Developing (2)*	*Applying (3)*	*Innovating (4)*
Classroom Procedures **(Tight Transitions, Entry Routine, Do Now, SLANT, Strong Voice, Threshold)**	- management of instructional groups - management of transitions - management of materials and supplies - performance of classroom routines - supervision of volunteers & paraprofessionals	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Classroom Procedures incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Classroom Procedures but in a mechanistic way.	The teacher uses strategies or behaviors associated with Classroom Procedures and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Classroom Procedures to create a macrostrategy or adapts strategies for unique student needs and situations.
Managing Student Behavior **(Growth Mindset, Executive Function, PBIS, Positive Framing, Proximity)**	- Expectations - Monitoring of student behavior - Response to student misbehavior - Incorporates PBIS practices (positive approach) - Students self-monitor behavior - Teacher models growth mindset - Teacher explores causes of academic & behavior problems and	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Managing Student Behavior incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Managing Student Behavior but in a mechanistic way.	The teacher uses strategies or behaviors associated with Managing Student Behavior and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Managing Student Behavior to create a macrostrategy or adapts strategies for unique student needs and situations.

	manages interventions to help student overcome root causes					
Establishes a Culture of Learning **(100%, No Opt Out, Right is Right)**	- importance of the content - high expectations for learning and achievement - student pride in work - students engaged in complex cognitive task while constructing their own knowledge	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Establishing a Culture of Learning incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Establishing a Culture of Learning but in a mechanistic way.	The teacher uses strategies or behaviors associated with Establishing a Culture of Learning and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Establishing a Culture of Learning to create a macrostrategy or adapts strategies for unique student needs and situations.
Physical Environment & Space	- safety and accessibility - arrangement of furniture - artfully uses room arrangement, materials, and displays to maximize student learning of all material - students take pride in their space	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Physical Environment & Space incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Physical Environment & Space but in a mechanistic way.	The teacher uses strategies or behaviors associated with Physical Environment & Space and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Physical Environment & Space to create a macrostrategy or adapts strategies for unique student needs and situations.

The Classroom Environment Average Score:

Strengths:

Instruction

Component	Criteria	Not Observed	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Engaging Students in Learning **(Call and Response, Cold Call)**	-Differentiated: activities and assignments -- grouping of students -- materials and resources - Structure and pacing - Higher-order thinking - Student initiative & choice	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Engaging Students in Learning incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Engaging Students in Learning but in a mechanistic way.	The teacher uses strategies or behaviors associated with Engaging Students in Learning and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Engaging Students in Learning to create a macrostrategy or adapts strategies for unique student needs and situations.
Communicating with Students **(Clarity)**	- expectations for learning - directions for activities - explanation of content - use of oral and written language - well-chosen examples and vivid	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Communicating with Students incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Communicating with Students but in a mechanistic way.	The teacher uses strategies or behaviors associated with Communicating with Students and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Communicating with Students to create a macrostrategy or adapts strategies for unique student needs and situations.

	and appropriate language					
Using Assessment for instruction **(Exit Ticket, Call & Response, Cold Call)**	- assessment criteria - monitoring of student learning - feedback to students - student self-assessment and progress monitoring - lesson adjustment based on data from assessment - flexibility and responsiveness	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Using Assessment for Instruction incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Using Assessment for Instruction but in a mechanistic way.	The teacher uses strategies or behaviors associated with Using Assessment for Instruction and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Using Assessment for Instruction to create a macrostrategy or adapts strategies for unique student needs and situations.
Using Questioning and Discussion Techniques **(Wait Time, 100%, Not Opt Out, Right is Right)**	- poses a range of cognitively challenging questions/prompts - discussions elicit substantial evidence of cognitive engagement - student participation; holding all students accountable - engage students in initiating, participating and leading academic discourse	The observer did not observe this and may need additional information.	The teacher uses strategies or behaviors associated with Using Questioning & Discussion Techniques incorrectly or with parts missing.	The teacher uses strategies or behaviors associated with Using Questioning & Discussion Techniques but in a mechanistic way.	The teacher uses strategies or behaviors associated with Using Questioning & Discussion Techniques and monitors the effects on student outcomes.	The teacher integrates several strategies or behaviors associated with Using Questioning & Discussion Techniques to create a macrostrategy or adapts strategies for unique student needs and situations.
Instruction Average Score:						

Strengths:
Areas for Growth:

Professional Responsibilities

Component	Criteria	Not Observed	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Professionalism	- on-time for work requirements - daily attendance - service to students - compliance with school policies	The observer did not observe this and may need additional information.	The teacher and/or administrator identifies this as an area for growth and the teacher has developed a plan for meeting this goal.	The teacher shows effort toward meeting this component goal.	The teacher has met this component goal and satisfies all necessary requirements.	The teacher is a leader in this area and encourages peers to achieve their goals for this component.
Maintains Accurate Records	- tracks student completion of expectations - tracks student progress in learning - non-instructional records including timeliness of lesson plans - teacher's record system is complete and consistent	The observer did not observe this and may need additional information.	The teacher and/or administrator identifies this as an area for growth and the teacher has developed a plan for meeting this goal.	The teacher shows effort toward meeting this component goal.	The teacher has met this component goal and satisfies all necessary requirements.	The teacher is a leader in this area and encourages peers to achieve their goals for this component.
Service to the School	- contributes valuable ideas and expertise toward mission	The observer did not observe this and may need additional	The teacher and/or administrator identifies this as an area for growth and the	The teacher shows effort toward meeting this component	The teacher has met this component goal and satisfies all	The teacher is a leader in this area and encourages peers to achieve

		information.	teacher has developed a plan for meeting this goal.	goal.	necessary requirements.	their goals for this component.
Self Improvement and Reflection on Teaching	- reflects on lessons, activities, etc. to improve instruction - strives toward personal improvement goals - receptive to feedback from colleagues	The observer did not observe this and may need additional information.	The teacher and/or administrator identifies this as an area for growth and the teacher has developed a plan for meeting this goal.	The teacher shows effort toward meeting this component goal.	The teacher has met this component goal and satisfies all necessary requirements.	The teacher is a leader in this area and encourages peers to achieve their goals for this component.
Professional Requirements	- meets requirements for license renewal - creates professional development plan - models lifelong learning - enhancement to content knowledge and pedagogical skill	The observer did not observe this and may need additional information.	The teacher and/or administrator identifies this as an area for growth and the teacher has developed a plan for meeting this goal.	The teacher shows effort toward meeting this component goal.	The teacher has met this component goal and satisfies all necessary requirements.	The teacher is a leader in this area and encourages peers to achieve their goals for this component.
Professional Responsibilities Average Score:						
Strengths:						

POST-OBSERVATION REFLECTION FORM

Name:	School:
Grade/Subject:	
Observation Date:	Time:
Post-conference Date:	Time:

1. Overall, did the lesson go as I had planned? What went well? What didn't go well? Were my instructional goals met? How do I know?

2. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

3. To what extent did the organization of my classroom (room arrangement, materials) and rules and procedures maximize student learning?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

5. As I reflect on the lesson, to what extent were students productively engaged and how was that measured?

6. Based on today's lesson, here is a goal I have for myself.

Teacher's Signature/Date   Administrator's Signature/Date