

2018-19 World's Best Workforce Plan

District or Charter Name: **PiM Arts High School, 4110-07**

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

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long--term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

Stakeholder Engagement Report

PiM Arts High School *World's Best Workforce Report* can be found at PiM's website, www.pimartsbs.org

The direct link to the plan is:

<https://www.pimartshs.org/wp-content/uploads/2018/12/PiM-WBWF-18-19-Plan.pdf>

Annual Public Meeting

PiM Arts High School held its yearly WBWF meeting on Tuesday, November 13, 2018

District Advisory Committee

The District Advisory Committee is composed of the following members:

Cassy Schauwitzer, Director of Teaching and Learning
Laura Pfandler, Teacher Leader, Board Member, Special Education Teacher
Joanna Jenniges, Board Member, Social Studies Teacher
Jennifer Harding, Teacher Leader, Board Member, Social Studies Teacher
Chris Mortika, Teacher Leader, Math Teacher
GaVae Piner, School Counselor
Stu Silberman, Board Member, Parent
Brenda Tonjes, Office Manager and Parent
Ed Wilms, Board Chair
Bonnie Meyer, Community Board Member
Natalie Dekker, Student
Ariel Bodnar-Klein, Student
Sophia Zook-Stanley, Student

District Plan Components and Activities for Students, Teachers & Principals

Review of Curriculum & Instruction: Our course requirements and offerings support Minnesota State Standards, the Common Core English Language Acquisition, and the National Common Core Standards in the Arts. Students earn one credit for each one-quarter class. Students take four courses per day per quarter. If students are in full attendance and complete each course successfully, they will have earned 64 credits; PiM Arts High School requires students acquire 56 credits to graduate. Within those credits, students earn eight or

more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. Students can earn the required Physical Education credit through a variety of dance classes.

To earn an Arts Endorsement students earn 18 or more credits in their major including core required classes and elective options.

We offer two Advanced Placement courses in each Academic area and an AP Music Theory class.

Reflective practice is critical to maintaining our goals and we are exploring ways to align our offerings to the needs of students across the spectrum of learning abilities and social need.

The Math Department is reviewing their curriculum alignment and test scores in an effort to successfully increase learner understanding and be more responsive to each student's math needs. As of the 2018-19 school year, we have changed our curriculum sequence to have both Intermediate Algebra and Geometry in Freshman and Sophomore years so loss of Algebra knowledge is mitigated.

The Humanities Department will spend continued time this year in curricular and organizational review and begin to make necessary changes to ensure that all courses are aligned.

The Arts Departments are refining their course offerings and the annual Jury Series. In addition, we have a Senior Capstone option for seniors to showcase what they have learned during their time here in a solo or group performance created by them.

The Special Education department is regularizing their courses to meet both IEP and transition goals, along with providing support to students in their other class work. We have added a Special Education Coordinator to the SpEd staff and the department is continuing its efforts in refining its model to provide a more inclusive classroom experience for all students on IEPs and Math and English teachers are being co-taught to service minutes for students. We will continue to refine this process this year as IEPs are revisited.

All faculty, when setting student learning goals and developing teaching strategies, will consider (based on The Science of Learning, Deans for Impact):

- *How do students understand new ideas?*
- *How do students learn and retain new information?*
- *How do students solve problems?*
- *How does student learning transfer to new situations?*
- *What motivates students to learn?*

We purchased curriculum mapping software in the 2016-17 academic year and continue to work on mapping out our entire curriculum in all content areas and aligning with standards. Every department is required to map out all courses, beginning with core courses and moving to elective courses. Every course offered at PiM Arts High School will be mapped according to standard alignment by Spring 2019.

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

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

PiM Arts High School follows a block schedule, which allows for a semester's worth of content to be covered in a single quarter. The longer classes work well for our visual arts, media arts, music, theatre, and dance classes providing the appropriate amount of time to cover material in-depth. Limiting the number of classes students take helps students focus on assigned material. The block schedule also prepares students for longer class periods in college. The downside of a block schedule is that new conflicts arise yearly from our limited space and staffing issues. Some required classes overlap in a schedule or are not offered annually. Loss of knowledge due to gaps between years also occurs. This makes our school wide student four-year planning very important.

Strategies to Support Student Achievement

1. We have created two remedial, pre-high school level math courses for students who come in below high school ability. We determine placement in these courses upon intake with an assessment created by the Math department and by having conversations with families. Students can be enrolled in Intro to Math A (grades 5-6 level Math) and Intro to Math B (grades 7-8 level Math) prior to beginning Intermediate Algebra in the second semester. These underperforming students will then be more prepared for high school Math and have math exposure all year.
2. Math Lab is a course provided 2nd and 4th quarter as both remediation for 1st or 3rd quarter math coursework, and as support for 2nd or 4th quarter coursework. Students have the opportunity to redeem lost credit in the previous quarter through mastery of content.
3. Introduction to Literature is a repeatable course offered for students who struggle with reading and writing. Students practice in both fiction and nonfiction reading and comprehension skills, with integrated vocabulary-building exercises.
4. We provide social and behavioral support systems. We have a Director of Student Life, who in addition to offering positive behavior standards, with the School Counselor, Director of Teaching and Learning, Special Education Site Coordinator, and 504 coordinator/Social Worker runs a Child Study team that guides teachers in scientific research-based interventions for student success in classes. If the interventions are unsuccessful, students may be referred for IEP or 504 evaluation through the Child Study team.
5. We gather information on students failing courses for two consecutive weeks. Advisors conduct a meeting with teaching team, admin rep, student, and parent to write an Academic Plan for Success which may include shared interventions. Advisors do weekly grade checks with students and facilitate student work and academic practice.
6. Students in performance productions are held to minimum grade requirements for participation. Each production team works with an academic advisor who facilitates student work with teachers, so that each student stays on track academically.
7. Advisors conduct weekly grade checks with each of their advisees and work to connect students with the teachers of the classes in which they are struggling. They also address low scores and missing assignments. Students are informed of progress and performance in each of their classes weekly.
8. We have contracted counseling services in the areas of Marriage and Family Therapy, Adolescent Mental Health, Speech Therapy, Occupational Therapy, Clinical Social Work, and Deaf and Hard of Hearing.
9. We have added a full time social worker to our staff who also serves as 504 coordinator.
10. Post-secondary counseling is provided to all students throughout the school year provided by our School Counselor and our volunteer Career and College Counselor.
11. We have updated our advisory curriculum and have become a Ramp Up school. PiM Arts High School has chosen to participate in a partnership with the University of Minnesota to help students reach their highest potential. Ramp-Up to Readiness™ is a college preparedness program designed to help Minnesota middle and high school students succeed at the next level--whether they choose a four-year college or university, or a technical or community college. According to a growing body of research, by 2018 more than 70 percent of jobs in Minnesota will require some form of education past high school. We're excited to be a part of this aligned effort and help Minnesota enter a new era--one in which all of our students are expected and supported to go beyond a high school diploma and obtain a postsecondary degree or certificate. For more details about the program, visit www.rampuptoreadiness.org.

12. Seniors participate in the College Application Day, where scheduled appointments are given to every senior during the school day to receive assistance from our School Counselor, our volunteer Career and College Counselor, and local college representatives to walk through the college application process. Those who have already applied are encouraged to research/apply for Financial Aid.

13. We have added both a Careers course for juniors and seniors and an Internship opportunity for seniors. Careers focuses on bringing professionals into the class, creating resumes and portfolios, researching job opportunities and post secondary options. Internship is designed for seniors to explore career options in the creative industry during school hours. Students are placed with organizations within the Twin Cities/Metro area for 15-30 hours for hands on experience in day to day operations of an arts business. Students will work on presentations and/or portfolios that they will present at the end of the quarter reflecting on their experience during their internship.

Evaluating Student Progress through Assessments, Consideration for Teaching & Learning:

When comparing Spring 2018 NWEA data to Spring 2017 NWEA data, our growth numbers remained essentially constant in Reading and increased in Math. In the Spring of 2018, over 88% of our students exceeded national medians in Reading and over 67% in Math in both 9th and 10th grades. Though PiM Arts High School has shown increases in the NWEA results and goals for growth are different than skill level, we would like to see data in future years that represents stronger growth all-around. We have a fairly strong reading skill-set at PiM Arts High School but still saw lesser growth increases from Fall to Spring in the 10th grade Reading groups. We continue to use the data from our Fall NWEA scores to identify students that may benefit from being enrolled in our Introduction to Literature course to better prepare them for high school level reading. We also use these scores to support decisions regarding placement into Math Lab and/or Introduction to Math A/B for students who are struggling.

Regarding the MCAs: We fell below the state average this year in Math MCA and these scores are lower than desirable and reflect a concern we have had for the strength of the math programming, especially, provided to students in their 9th to 11th grade years. We are endeavoring to improve student learning, and see improvements reflected in these scores. We continue to look at the data as a staff to better understand how we can use the data to inform our instruction and curriculum. We identify this as the most pressing issue from an academic standpoint. We will be monitoring these indicators and supporting the use of diagnostic test tools and the responsive interventions that the math department is planning. We will continue to offer Math Lab and Introduction to Math A/B courses to better prepare our underperforming students, as well as exposing students to Algebra and Geometry in both their freshman and sophomore years.

Professional Development for Improved Instruction:

We embedded time for professional development into our school year, with teachers meeting in PLC's each Monday to work collaboratively. We provide professional development to teachers during Workshop Week in specific CEU workshops, and collaboration with peers and leaders. We have five full days dedicated this school year to professional development in the areas required by the state for license renewal, and in additional collaborative areas important to our community and based on staff choices. Per Q-Comp program funding, each teacher is invited to participate in professional development of their own choosing with a reimbursement of \$300. We dedicate a certain amount of funds to the acquirement of resources/readings to support teacher growth. This year we are focusing on analyzing, interpreting and using test data to inform instruction, curriculum mapping and alignment, creating rigor in the classroom, and continued arts integration and implementation in the academic classroom.

Teacher Evaluation for Education Effectiveness:

To maintain and improve our academic and artistic rigor school-wide: we have established a Teacher Development and Evaluation process that supports teachers in effective and transformational teaching which cultivates, and challenges each learner's intellectual and expressive potential. The stated purpose of the TDE is to support students in acquiring knowledge and skills while cultivating self-discovery and a love for learning. PiM Arts High School's implementation of the State Mandate for Teacher Development and

Evaluation emphasizes the development of the teacher in service to student growth. The process of the TDE encourages teachers to refine technique, expand content practice, and purposely reflect upon teaching and student learning with colleagues. Essentially, we are asking how what we do sets goals for, and support, student development. The TDE makes use of PLCs and various other collaborations, funded professional development for individual teachers and school-wide training, observations with corresponding rubrics, individual goal development plans, student learning goals, student surveys, and reflective writing. A team of six teacher leaders and the Director of Teaching and Learning provide the mentoring/observations and structured PLC meetings in our TDE. The TDE at PiM Arts High School is composed of these parts:

- Teacher Practice (45% of the Summative Evaluation)
- Student Outcomes (35% of the Summative Evaluation)
- Student Engagement (20% of the Summative Evaluation)

The summative evaluation is a performance rating of all component evidence gathered over a three-year cycle. The feedback informs a new individual growth and development plan for the next three-year cycle. Ratings results categories are Exemplary, Effective, Development Needed, and Unsatisfactory.

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

What is this column title?	2018-2019 Goals by Spring 2020
All Students Ready for Kindergarten	N/A
All Students in Third Grade Achieving Grade-Level Literacy	N/A
Close the Achievement Gap(s) Among All Groups	<p>Decrease the achievement gap in proficiency between the lowest performing subgroups (all students of color SOC including Black, non-hispanic, Asian, Hispanic, Pacific Islander, Native American) and Free and Reduced Lunch (FRL) and the highest performing subgroup (White (W)), as measured by the MCA reading and math tests in grades 9-12.</p> <p>Present proficiency gap as follows: Math (White-32%, SOC-16%, FRL-0%); Reading (White-77.8%, SOC-46.7%, FRL-46.7%).</p> <p>*Goal for Spring 2020 is as follows: Math SOC- 27%, FRL-26%); Reading (SOC-55%, FRL-66%)</p>
All Students Career- and College-Ready by Graduation	We will increase the number of graduating students who are accepted in two or four-year college from 89% in 2016-2017 to 95% in 2020.
All Students Graduate	PiM Arts High School will improve the four-year graduation rate by 3% to 84.4% for the 2019-20 school year from 81.4% in 2016-17.

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