

PiM HS 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.pimartshs.org

The direct link to the plan is:

<https://www.pimartshs.org/wp-content/uploads/2023/11/23-24-Worlds-Best-Workforce-Plan.pdf>

Annual Public Meeting

November 14, 2023

District Advisory Committee

The District Advisory Committee is comprised of the following members:

Cassy Schauwitzer, Director of Teaching and Learning
Cassie Cole, Board Member, English Teacher
Paul Johnson, Board Member, Special Education Teacher/SpEd site coordinator
Sarah Jane Klein, School Counselor
Pamela Balabuszko-Reay, Board Member, Parent
Libby Stennes, Board Chair
Melissa Peterson, Community Board Member
Fable Farm, Student
Paige Murray Student
Greta Windschitl, Student

District Plan Components and Activities for Students, Teachers & Principals

Review of Curriculum & Instruction: Our course requirements and offerings support MN State standards, the Common Core ELA, and the National Common Core Standards in the Arts. Students earn one credit for one-quarter class. Students take four courses a day 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 to 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 AP courses in each academic area, an AP Music Theory class, and AP in 2D and 3D Art. Since the 21-22 school year, we have been working with a consultant and providing professional development in anti-racist practices. We continue our work in this area and every department is working toward anti-racist curriculum.

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 not as great. It has also added, as of the 2017-18 school year, Intro to Math A and B for students who come in below high school math ability.

The Humanities Department spends continued time in curricular and organizational review and continues to make necessary changes to ensure that all courses are aligned.

The Arts Departments is continuously 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 SpEd 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 Special Education Coordinator to lead 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 foundation courses are being co-taught to service minutes for students. We continue to refine this process as IEPs are revisited. As of the 18-19 school year, we have added Setting II programming in both math and English. We added Setting II programming in Social Studies in the 19-20 school year that runs as needed.

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?*

Over the course of the year, each of our departments, in cooperation with the administrative team, conduct review and revision of curricular offerings. With the comprehensive goal of providing a series of arts and academic options over a student's years here, we conduct yearly school-wide credit checks and 4-year planning. 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 great for our visual arts, media arts, music, theatre, and dance classes providing appropriate amount of time to dig into material. Limiting the number of classes students take has been helpful in assisting students focus on assigned material. The block schedule also prepares students for longer class periods in college. The downside of a block schedule is that new conflicts arise yearly from our limited space and staffing issues. Some classes needed overlap in a schedule or are unavailable yearly. Loss of knowledge due to gaps between years also occurs. This makes our school wide student 4-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 and ELA Foundations are courses that are provided all year as both remediation for 1st or 3rd quarter math and English coursework, and as a in-the-school-day support class in the math and English courses students are concurrently enrolled in. Students have the opportunity to redeem lost credit in the previous quarter through mastery of content. Foundations courses are co-taught with a content area teacher and a Special Education teacher.
3. 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.
4. We have initiated a flex schedule in the 23-24 school year. Every Tuesday and Thursday, we have built an hour in the school day for opportunity and access. Flex provides students with the opportunity to get extra support in classes and participate in activities in their arts. It also allows for teachers to request students who are struggling in their classes to get extra small group support or caught up on missing assignments.
5. Advisors conduct weekly grade checks with each of their advisees and work to connect students with the teachers of the classes they are struggling in. They also address low scores and missing assignments. Students are aware of progress and performance in each of their classes weekly.
6. As needed, we contract outside counseling services in the areas of Marriage and Family Therapy, Adolescent Mental Health, Speech Therapy, Occupational Therapy, Clinical Social Work, Deaf and Hard of Hearing, Fetal Alcohol Syndrome Disorder, Traumatic Brain Injury, and Visual Impairment consultants.
7. In 23-24, we have partnered with PhaseZero Recovery Services to provide support for students who have been identified as struggling with drug or alcohol abuse. Students have the option to self select confidential support once a week as well. We also allow for students who have been caught in the building with illegal substances or under the influence the option for counseling instead of suspension.
8. We have added a full time Social Work team to our staff who acts as 504 coordinator as well. The social work team consists of 1 social worker and a team of practicum students.
9. Post-secondary counseling is provided to all students throughout the year school year provided by our School Counselor and our volunteer Career and College Counselor.
10. We are working on revamping our Post PiM Prep and will be implementing the Minnesota Career Information System. The Minnesota Career Information System (MCIS) is a comprehensive online career exploration system that operates as a small non-profit. MCIS offers career, educational and labor market information in one, easy-to-use tool. MCIS includes: career interest, employability skill and learning style self-surveys; information on colleges and programs of study; short term-training, apprenticeship and employment resources. Students use their MCIS portfolio to plan and view progress toward goals and create a Personal Learning Plan (PLP) (Minnesota Statutes, section 120B.125).

11. In 2023-2024, PiM began participating in the Direct Admissions Program. The Direct Admissions pilot is designed to encourage all high school seniors on track to graduate in Spring 2024 to view themselves as “college material”. This pilot will hopefully help alleviate some of the anxiety around the college application process by proactively informing students of colleges/universities who are committed to admitting them. Students will receive a personalized letter indicating that they have met the academic criteria for guaranteed general admission to participating colleges and outlines the steps required for students to select their institution(s).

12. 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 at their internship. Additionally, we have added Transitions courses for students.

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

Reporting data from 22-23 school year. NWEA: We were largely able to conduct the NWEA Fall and Spring Reading and Math tests for all 9th and 10th grade students.

In the Fall Reading testing, in both 9th and 10th grade, over 76% (9th- 76.6%, 10th 75.7%) of our students were showing scores at or about the national median. In the Fall Math testing, over 64% of our 9th and 10th grade students were performing at or above the national median (9th- 61%, 10th- 67.3%).

In the Spring Reading test, we had approximately 15 fewer students in each grade complete the test. However, the scores indicate that 81% 9th grade students and 72% 10th grade students were testing at or above the national median.

In Reading, we increased students showing growth from Fall to Spring with 47% 9th and 44.5% 10th graders meeting their growth target RIT scores from the previous 21-22 school year. Because PiM students generally test at or above national medians, we know that the rate of growth can sometimes be less. In Math, there was greater growth with 61% of 9th and 54.8% 10th grade students showing growth. Our goal with QComp in the 22-23 school year is to increase the percentage of students meeting their growth targets to 56.2% and we met that goal.

Similarly, in the Spring Math NWEA testing, we had approximately 15 fewer in each grade students complete the testing. Those that tested showed that 64% of 9th grade students and 69% of 10th grade students were testing at or above the national median.

As a staff, we will look at the student data and determine the content areas that need more development in the classrooms. Moving forward, we will continue to administer Spring NWEAs in Math immediately following a student’s completion of their yearly Math course, and will test all students in Reading at the end of the school year to better increase their literacy and reading skills over many courses, and not just in their English course. We also 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 (22-23 SY): We were able to proctor the MCAs for Science, Reading and Math this year with little interruption. As indicated above, we had a significant increase of testing students as opposed to opt outs than in the previous year. We increased MCA Math testers from 38 to 70, and Reading from 65 to 96.

While we are not at state levels of performance in Math we are encouraged by the 10% increase in scores. We continue to perform above state level in Reading. Our scores were as follows:

Percent Meeting or Exceeding on MCA Reading 2022-2023 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10	96	50%	17.7%
Overall			

Percent Meeting or Exceeding on MCA II/III Math 2022-2023 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 11	70	22.9%	5.7%
Overall			

MCA Proficiency (1.2, 1.9)

Reading MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	30	33.3%	50%
Hispanic/Latino	14	29.7%	78.6%
Native American	NA		NA
Asian	NA		NA
Black or African American	5	30.5%	20%

Native Hawaiian/Pacific Islander	NA		NA
White	70	58.4%	71.4%
Two or more races	7	49.8%	42.9%
Special Education	17	25.6%	35.3%

Math MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	15	26.8%	26.7%
Hispanic/Latino	9	23.2%	22.2%
Native American	NA		NA
Asian	2	42.4%	50%
Black or African American	4	21%	25%
Native Hawaiian/Pacific Islander	1	23.4%	0%
White	44	55.2%	25%
Two or more races	8	43%	50%
Special Education	9	24.4%	0%

We continue to fall below the state average in Math MCA, but we are encouraged by the growth from previous years. We are continuing our work 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 be monitoring this indicator and supporting the use of diagnostic test tools and the responsive interventions that the math department is planning. We will continue to offer Math Foundations and Introduction to Math A/B courses to better prepare our struggling students, as well as exposing students to Algebra and Geometry in both their freshmen and sophomore years.

Professional Development for improved instruction: We have time for professional development embedded into our school year, with teachers meeting in PLC's each Monday to work collaboratively. We provide 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. Every year we pick a focus that teachers express a need and interest in.

Teacher Evaluation for education effectiveness: To maintain and improve our academic and artistic rigor school-wide: we have established a Teacher Development and Evaluation process that supports teachers in effective and transformational teaching which cultivates, and challenges each learner’s intellectual and expressive potential. The state purpose of the TDE is to support students in acquiring knowledge and skills while cultivating self-discovery and a love for learning. 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 supports student development. The TDE makes use of PLCs and various other collaborations, funded Professional Development for individual teachers and school-wide training, Observations with corresponding rubrics, Individual Goal Development Plans, Student Learning Goals, Student Surveys, and Reflective writing.

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

The TDE at 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.

	2023-2024 Goals by Spring 2024
All Students Ready for Kindergarten	N/A
All Students in Third Grade Achieving Grade-Level Literacy	N/A

<p>Close the Achievement Gap(s) Among All Groups</p>	<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 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-25%, SOC-32%,) Reading (White-71%, SOC-46%).</p> <p>*Goal for Spring 2024 is as follows: Math (SOC- 34%); Reading (SOC-48%)</p>
<p>All Students Career- and College-Ready by Graduation</p>	<p>We will increase the number of graduating students who are accepted in two or four-year college from 84% from 22-23 to 86% in 2024.</p>
<p>All Students Graduate</p>	<p>PiM Arts High School will improve the 4 year graduation rate by 2% points to 86% for the 23-24 school year from the 84% from the 22-23 school year.</p>

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