

El Colegio Charter School

World's Best Workforce Report Summary

In accordance with 2013 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 transmit an electronic *summary* of its annual report to the commissioner of the Minnesota Department of Education each fall.

Identified Needs Based on Data

The school had an increase in the percent of students that reached proficiency in reading based on MCA results. 18.2% were proficient in FY 14 compared to 0% in FY13. In addition, the school has been tracking the percentage of students meeting expected fall to spring targets on the NWEA MAP test in reading. In two of the past three years, including FY14, the school had 66.7% of students reach these expected growth targets. While the school has been encouraged by some of these results, the school worked to analyze the root causes of students not making more progress or not reaching proficiency. The two major areas that inhibit student growth are their lack of academic language and low vocabulary. Therefore, the school has made those two areas a priority.

Based on MCA and NWEA data analysis, we have noticed that vocabulary is an area of weakness and that when we focus on vocabulary growth and vocabulary strategies, it is the most helpful. Academic language was seen as another area targeted as a priority based on MCA and NWEA results; and teacher observations.

Access results also showed that students were lacking in writing skills. As result, the schools is looking to work with 11th graders to improve writing skills (seniors work on writing through their senior project) so we are working on writing across the curriculum strategies.

The school had 0 percent of students reached proficiency in math based on MCA results. When examining NWEA data more closely, the school came to the conclusion that low algebra skills are getting in the way of student success; and that student success in the first year of algebra is the gateway to success in high school mathematics. So we have focused on remedial math classes supporting the intermediate algebra course.

The school reached the conclusion that low algebra skills are getting in the way of student success; and that student success in the first year of algebra is the gateway to success in high school mathematics. On top the regular Algebra classes, they we are using Title One funds to focus on remedial algebra classes as a key stepping stone to student success in the intermediate algebra course.

Support Category

Students

In the summer of 2014, the instructional leadership team (lead teachers, the school counselor, the school director, and the dean of students) met throughout the summer to design how to intentionally schedule classes to support four year graduation goals and how to support students who need double or triple the dosage of math or reading classes. The team looked at data highlighting the need for more vocabulary development, algebra skill building, and academic language improvement. The schedule was set up intentionally for students to be able to maximize their opportunities to take more math and reading support on top of credit earning classes. For students that failed classes, they would immediately take the remedial class over again right away.

All students get one math and one language arts class. We have supplemented this by having two additional remedial courses (roughly 90-100% of students end up taking at least one of these remediation classes) in both reading and math. The staffing and resourcing for these courses are paid for from Title One funds. Title One funds also provide support staff in the the after school and summer school remediation courses.

The reading and math remediation courses are provided with Title One support. Individual academic support by paraprofessionals is provided in the homework help after school program and summer school program. Professional development is also supported with Title One funds.

Teachers and Principals

The primary professional development initiative this year is getting the staff trained in Project GLAD® which is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners. Four teachers are going to a series of workshops within a train the trainer model to work with the remaining staff. The Language Arts teacher also attends EL training. Other related professional development the school is planning related to our Title One goals, such as: College Algebra Through Modeling workshop, Guided Language Acquisition Design, ELD Data Analysis WIDA Training, and a Paraprofessional Workshop.

Systemic, Building or District

Based on trends our priorities are to have a summer program to facilitate remediation and growth that includes Title One funded reading and math support. Academic language is another priority. In response, there the school has initiated a professional development initiative called GLAD (Guided Language Acquisition Development). A third priority during the year is remedial classes during and after school enrichment/homework help.

Best Practice Strategies and Action Steps

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING	11 EVIDENCE
Plan:						
•Planning a more traditional course/credit system and pathway to graduation.	Norma Garces and Leadership Team	Course descriptions Credit system Schoolmaster software	Course list created Meeting with parents and students	Quarterly meetings with students and parents	Monitoring student transcripts and credit earning on Schoolmaster	Credits earned by students
•Planning a more clear and transparent communication plan with students and parents.	Norma Garces and Leadership Team	3 parent liaisons	Quarterly meetings	Quarterly meetings	Quarterly meetings	Parent survey
•Planning a volunteer mentor program focused on college planning.	Norma Garces and Leadership Team	Recruiting volunteers Program development	Schedule of visits by mentors	Monthly visits by mentors	Volunteer and student feedback on program	Volunteer and student survey
Do:						

•Implement new course structure and system	Norma Garces and Leadership Team	Schoolmaster Teacher time	Course list created Meeting with parents and students	Quarterly meetings with students and parents	Monitoring student transcripts and credit earning on Schoolmaster	Credits earned by students
Study:						
•Examine credit data	Norma Garces and Leadership Team	Schoolmaster	Monitoring student transcripts and credit earning on Schoolmaster	Quarterly meetings with students and parents	Monitoring student transcripts and credit earning on Schoolmaster	Credits earned by students
•Examine survey data	Norma Garces and Leadership Team	Survey data	End of year results	June 2015	Survey results	Survey results
Act:						
•Evaluate the program and make revisions based on data	Norma Garces and Leadership Team	TBD	TBD	TBD	TBD	TBD

Current Student Achievement Plans

The school has a Q Comp Plan, a Title One Schoolwide Plan, and a Record of School Improvement Plan. These are attached.

Key Indicators of Implementation Progress (implementation and/or outcome data)

El Colegio Charter School more than tripled its graduation rate, one of the largest jumps in the state by percentage from FY13 to FY14.

Norma Garcés, the school's executive director, said the multilingual high school has made many changes in the past four years, such as a heavier emphasis on explaining graduation requirements, focusing on diversity issues and increasing the number of Spanish-speaking staff.

Broad Outcomes Impacted

[Note: Goals should be linked to needs and written in SMART-goal format. Summary must include all areas listed below.]

All Students Ready for Kindergarten

➤ NA

All Students in Third Grade Achieving Grade-Level Literacy

➤ NA

Closing Achievement Gap(s)

Title One Goals:

In the spring of 2015, the percentage of grade students meeting or exceeding Minnesota Reading performance standards will increase from 18.2% to 24.2% as measured by the Reading MCA.

In the spring of 2015, the percentage of grade students meeting or exceeding Minnesota Math performance standards will increase from 0% to 10% as measured by the Math MCA.

Since the school is a Q Comp school, the teachers already have goals aligned to these priorities. Following are the teacher goals that are aligned to our Title One goal by increasing student reading and math skills as measured by NWEA MAP tests:

Using a variety of stories from different genres, students who attend school with 85% attendance rate will see a growth of at least 4 RIT points on the reading NWEA/MAP score from fall 2014 to Spring 2015.

Using a combination of primary and secondary sources, students who have more than 80% attendance in all my classes will see a growth of at least 2 RIT points on the reading NWEA/MAP score from fall 2014 to Spring 2015.

66.7% of my students will meet or exceed expected growth as measured on the Math MAP test. Expected growth is defined as their NWEA growth target (for 9th and 10th graders) or 2 RIT points (for 11th and 12th graders).

70% of students in all my classes will meet or exceed their individual RIT Growth Projection on the NWEA MAP Reading test, or 2 RIT points if in 11th and 12th grade.

60%-70% of students who have 80%+ attendance will meet or exceed their current Spanish reading and comprehension from a 5-6 reading grade level to High School grade reading comprehension level.

All Students Career- and College-Ready by Graduation

All graduating students will apply to two colleges.

All students will apply for one scholarship and will complete a financial aid application.

All juniors and seniors will visit at least two colleges.

All students with their parents will participate in twice a year meetings with the school counselor, the Director, and advisors to understand credits needed for graduation and to have a plan that keeps the students on track to graduate on time.

All juniors and seniors must participate in supplemental career readiness programs such as Junior Achievement or Y Achievers.

Students that meet eligibility requirements (GPA, attendance, being on track for graduation) participate in job shadow experiences with local businesses and mainstream organizations (e.g. Microsoft, ATT)

Any students that are not attending at an 85% attendance rate will be placed on an individual attendance and academic improvement plan.

All seniors present a senior project which is a capstone achievement including research, a presentation, and a project.

All 9th and 10th graders work with a Promise Fellow to develop academic intervention plans.

All juniors take the ACT.

All juniors and seniors participate in both an ACT and Accuplacer test prep course.

All Students Graduate

100% of all entering 9th graders that are continuously enrolled at El Colegio in the fall of each year will graduate within four years.

