

# Welcome



New Century Academy in Hutchinson, Minnesota is a charter school offering a free public education for students in grades 7-12. New Century Academy has demonstrated a commitment to their niche in Project-Based Learning (PBL) that aids in the development of critical thinking skills. We foster a strong sense of community and partnerships between parents, teachers and students to improve student achievement. In addition to project-based learning, there is an emphasis on Social-Emotional skills, Work-Based Learning development of the Arts. We are here to help students explore career options, improve their academic skills and make connections between what is learned at school and in the real workplace. We're excited about what's happening at NCA and invite you to check us out at [www.newcenturyacademy.com](http://www.newcenturyacademy.com).

## **World's Best Workforce Legislation (Section 120B.11 amended)**

In accordance with Minnesota Statutes 2013, 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 (WBWF). 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 7th grade; achieve grade level literacy; 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. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from 7th grade to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement

Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

**"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 students 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 School Board is to develop a plan 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.

**Recommended Plan Components**

- Agreement between local union and school board on a teacher evaluation system
- A rubric that defines effectiveness of instruction
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction

- Description of opportunities for evaluation feedback on instruction from summative evaluators
- Description of the plan for program improvement.

**Success in reaching 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.

**District Timeline**

**November 2018-December 2018** – develop a district strategic World’s Best Workforce (WBWF) Plan

**January 2018** – Implement WBWF district Plan

**October 1, 2019** – Develop report on the implementation of the previous years’ WBWF plan

**Fall 2019** – Update WBWF plan with new goals and strategies

**Reviewed Annually**

[World's Best Workforce Plan](#) >

## Additional Resources

120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD’S BEST WORKFORCE.

Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the following terms have the meanings given them:

- "Instruction" means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements.
- "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.
- "World's best workforce" means striving to: 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 students and between students living in poverty and students not living in poverty; have all students

attain career and college readiness before graduating from high school; and have all students graduate from high school.

Subd. 1a. **Performance measures.** Measures to determine school district and school site progress in striving to create the world's best workforce must include at least:

- 1) student performance on the National Association of Education Progress;
- 2) the size of the academic achievement gap by student subgroup;
- 3) student performance on the Minnesota Comprehensive Assessments;
- 4) high school graduation rates; and
- 5) career and college readiness under section 120B.30, subdivision 1.

Subd. 2. **Adopting plans and budgets.** 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 and includes:

- 1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);
- 2) a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
- 3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;
- 4) strategies for improving instruction, curriculum, and student achievement;
- 5) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- 6) an annual budget for continuing to implement the district plan.

Subd. 3. **District advisory committee.** Each school board shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards, consistent with subdivision 2. A district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students, and other community residents. The district may establish site teams as subcommittees of the district advisory committee under subdivision 4. The district advisory committee shall recommend to the school board rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, and program evaluations. School sites may

expand upon district evaluations of instruction, curriculum, assessments, or programs. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

Subd. 4. **Site team.** A school may establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, and student achievement at the school site, consistent with subdivision 2. The team advises the board and the advisory committee about developing the annual budget and revising an instruction and curriculum improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and district academic standards, and instruction.

Subd. 5. **Report.** Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district Web site. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.

Subd. 7. **Periodic report.** Each school district shall periodically ask survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report required under subdivision 5.

Subd. 9. **Annual evaluation.**

a) The commissioner must identify effective strategies, practices, and use of resources by districts and school sites in striving for the world's best workforce. The commissioner must assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources.

b) The commissioner must identify those districts in any consecutive three-year period not making sufficient progress toward improving teaching and learning and striving for the world's best workforce. The commissioner, in collaboration with the identified district, may require the district to use up to two percent of its basic general education revenue per fiscal year during the proximate three school years to implement commissioner-specified strategies and practices, consistent with paragraph (a), to improve and accelerate its progress in realizing its goals under this section. In implementing this section, the commissioner must consider districts' budget constraints and legal obligations.

## Community Survey

Subpages (1): [Survey Results](#)

The results of the Community Satisfaction Survey are listed below. If you have questions, please contact Jason Becker at 320.234.3660. Following the implementation of our new board goals, we focused our parent satisfaction survey to 3 issues that we are able to directly impact and control amongst the environment we foster.

## NCA Parent Survey- Spring

This parent satisfaction survey is one that we are asking all parents who attend conferences/family nights complete. Please answer honestly and constructively. You may also fill out a more detailed survey over conferences if you would like to address specific concerns about issues not included on this survey.

\* Required

### 1. Name: (Optional)

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### 2. Staff members are respectful and caring. \*

Mark only one oval.

- 1- I disagree with this statement
- 2- I somewhat disagree with this statement
- 3- I agree with this statement
- 4- I strongly agree with this statement

### 3. My child feels safe at school. \*

Mark only one oval.

- 1- I disagree with this statement.
- 2- I somewhat disagree with this statement.
- 3- I agree with this statement.
- 4- I strongly with this statement.

### 4. NCA supports my student's academic development \*

Mark only one oval.

- 1- I disagree with this statement.
- 2- I somewhat disagree with this statement.
- 3- I agree with this statement.
- 4- I strongly agree with this statement.

### 5. Comments or Questions?

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14. What suggestions do you have to improve our school attendance goal of 99%?
Parental involvement is best but if a child is not fortunate enough to have a parent that is involved then teacher attention is VITAL!
Hold students and parents accountable
Consequences for tardies & missed hours
?
Bussing from other towns
Same school days as public school
Consequences for chronic absences
Help families that need help
A later start time would probably help but I wouldn't prefer it
None
Parent make their kid go instead of staying home
Don't have any
Make it worth child's ambition to come and learn
More follow up when students are late / gone
Add in motivational contest per advisor
Transportation
Special things for all time going to school on time unless sick

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## Survey Results

The results of the Community Satisfaction Survey are listed below. If you have questions please contact Glenn Klaphake at 320.234.3660.



## District and School Achievement Goals

2018-19 District Goals:

### Math

1. All students in grades 7-12 at New Century Academy enrolled by October 1 who are **proficient** on the Math MCA III will improve by 10 percentage points or will surpass the resident district by 10 percentage points over the course of 3 years.
2. Free and Reduced Lunch students enrolled October 1, 2018 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase by 10 percentage points or surpass resident by 10 points over the course of 3 years.
3. 60% of students will achieve their growth target on the NWEA.
4. Students below grade level will achieve 150% growth in math to help close their grade level gap.

## District and School Achievement Goals

2018-19 District Goals:

### Reading

1. All students in grades 7-12 at New Century Academy enrolled by October 1 who are **proficient** on the Reading MCA III will increase by 10 percentage points or will surpass the resident district by 10 points over the course of 3 years.
2. Free and Reduced Lunch students enrolled October 1, 2018 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will surpass the state average or district average by 10 points. Or, NCA will increase their proficiency by 10 percentage points over the course of 3 years.

## District and School Achievement Goals

2018-19 District Goals:

### Social Studies

1. The percentage of all students in grades 7-12 at New Century Academy enrolled by October 1 who are **proficient** on the Reading MCA III will increase by 10 percentage points or surpass the resident district by 10 percentage points over the course of 3 years. *Social Studies* is supporting and adopting co-responsibility for proficiency growth goal in Reading.
2. Free and Reduced Lunch students enrolled October 1, 2014 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase by 10 percentage points, surpass the state and/or district by 10 percentage points over the course of the next 3 years. *Social Studies* is supporting and adopting co-responsibility for proficiency growth goal in Reading.

## District and School Achievement Goals

2018-19 District Goals:

### Science

1. All students in grades 7-12 at New Century Academy enrolled by October 1 who are **proficient** on the Science MCA will increase from 28.2% in 2018 to 33.2% in 2019.
2. The percentage of Free and Reduced Lunch students enrolled October 1, 2018 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Science MCA III will increase from 21.9% in 2018 to 26.9% in 2019.

Subpages (2): [NCA High School](#) [NCA Middle School](#)

## Programming to Improve Student Achievement

District and school leaders must work together to create a strong system of support for all students. In this section, we have many of the programs that support students at all levels. Contact information to learn more about the programs are listed within each section.

Subpages (6): [Local Literacy Plan](#) [Multi-tiered Systems of Support](#) [RTI](#) [Special Education](#) [Students' Successful Transition to Post-Secondary Plan Title I](#)

## Local Literacy Plan

[Curriculum](#) | [Instruction](#) | [Intervention](#) | [Assessment](#) | [Professional Development](#) | [Family & Teaching Resources](#) | [Contact](#)

### Goals and Objectives

The New Century Academy's Literacy Plan describes the district's practices and procedures to reach the goal of having all students, by the end of their 10<sup>th</sup> grade year, reach or exceeds proficiency as measured by the MCA-III Reading Assessment. ISD # 4093-07 consists of one high School grades 7-12.

## CURRICULUM

### *The National Reading Panel Report* (2000)

The panel determined that effective instruction includes teaching students to break apart and manipulate the sounds in words (phonemic awareness), teaching that these sounds are represented by letters that can be blended (phonics), having

students read aloud while providing guidance, teaching word meanings, and providing comprehension strategies

- **Phonemic Awareness:** the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words
- **Phonics:** the relationship between the letters of written language and the sounds of spoken language. For example, learning that the letter ‘b’ represents the /b/ sound
- **Fluency:** the capacity to read text accurately and quickly
- **Vocabulary:** the words students must know to communicate effectively through listening, speaking, reading and writing
- **Comprehension:** the ability to understand and gain meaning from what has been read

### **Curriculum and Instruction Materials**

As part of the 7-12 continual curriculum review process teachers have aligned the MN Academic Standards in Literacy to instruction and resources/materials through common core grades 7-10

## **INSTRUCTION**

### **Flexible and Intentional Grouping**

Flexible and intentional grouping is used with all students in grades 7-12. This can provide assistance to students who are performing below grade level, and challenges students at or above grade level.

### **Intervention Practices for a Below-level Reader**

## INTERVENTION

If a student is identified as not making sufficient or satisfactory progress through the use of screening tools, progress monitoring or other on-going assessment procedures, the school's multi-tier system provides a range of supplemental instructional interventions with increasing levels of intensity to address their needs. The various strategies include distinguishing features such as:

- size of instructional group,
- mastery requirements for content,
- frequency and focus of screening,
- duration of the intervention,
- frequency and focus of progress monitoring,
- frequency of intervention provided, and
- the instructor's qualifications.

The strategies can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student).

If a student is more than 1.5 grade levels behind he or she also has access to the iLit program that helps develop comprehension strategies along with academic vocabulary and fluency.

### **Levels of Intervention Strategies:**

Students in the general education classroom will be provided research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program should minimally include:

- core curriculum aligned to the 2010 ELA Academic Standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom up to three times per year;
- more frequent progress monitoring of students initially identified as at-risk
- differentiated instruction based on the abilities and needs of all students in the core program; and

Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.

**Additional Strategies:**

These strategies are supplemental and provided in addition to, and not in place of, the core instruction.

**Strategies Include:**

- Interventions focusing on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports.
- A specific location for that intervention to take place, which could be the general education classroom or an alternative location.
- An intervention that is supported by research and could vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.



- Direct, systematic instruction that provides more teacher-directed instruction, which is carefully structured and sequenced to an individual student.

**Intervention Team Members** will include but are not limited to: Social Studies Teachers, Special Education Coordinator, Title I Specialist, Special Education teacher(s), DAC Coordinator, Paraprofessionals and Administration.

- The team will discuss individual students and/or groups of students to determine which interventions to be used, who will administer the intervention, and the frequency and type of progress monitoring.

## **ASSESSMENT**

To measure progress towards this goal the following assessments will be used:

### **Definition of Proficiency**

The goal is to have all 7<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade students reach proficiency or exceeds proficiency as measured by the MCA-III Reading Assessment.

Student assessment data is shared with parents through various avenues.

- The Northwest Education Assessment (NWEA) results are sent to all parents 2-3 weeks after each testing session is complete.
- Progress Monitoring data is shared with parents through parent-teacher conferences (3x/year) and/or in intervention letters sent home to parents.

Finally, students in grades 7, 8 and 10, are assessed through the Minnesota Comprehensive Assessments in Reading each spring which gives us a summative assessment on a student's level of proficiency on grade-level literacy standards.

## **PROFESSIONAL DEVELOPMENT**

### **Professional development is provided through several avenues:**

During the 2018- 2019 school year, 7-12 certified staff have received professional development in the following areas:

- mastery-based and research validated instructional strategies
- differentiated instruction with flexible pacing
- ongoing assessment and progress monitoring
- SPED director led trainings in reading strategy throughout the year.

During the 2018-2019 school year, 7-12 staff will receive professional development in the area of writing strategies.

During the 2018-2019 school year all 7-12 literacy teachers will receive continued professional development focusing on:

- Building on ELA standard implementation across curriculums.
- Ensuring student achievement at all levels
- Accelerating growth and understanding for each student
- Identifying Essential Learner Outcomes
- Use of instructional rubric to assess level of implementation of Balanced Literacy components. This will be done through a combination of self-assessment, PLC work, Q-comp coaching, and formal and informal observations
- Response to Intervention based on scores and in-class performance can be implemented.

## **FAMILY AND TEACHING RESOURCES**

### **Resources for Families**

Mathematics, Vocabulary Phonics Grammar & Writing Reading

### **US Department of Education Information**

Information on how to obtain Government publications featuring the latest

research and most effective practices in subjects such as reading, homework and staying drug free.

### **Northwest Evaluation Association**

A non-profit organization working alongside member school districts to create a culture that values and uses data to improve instruction and student learning.

### **Reading Activities organized by RIT ranges**

Use this sight to support your child's reading development. Activities are based on your child's MAP scores.

## **Resources for Literacy Professional Organizations**

### **Phi Delta Kappa International, The Professional Association in Education**

### **National Council of Teachers of English**

### **Minnesota Department of Education**

### **Minnesota ASCD- MN Association for Supervision & Curriculum Development**

### **ASCD - Association for Supervision and Curriculum Development**

## **Resources for Literacy Professional Resources**

**NCLB - No Child Left Behind – Edgov U.S. Department of Education**

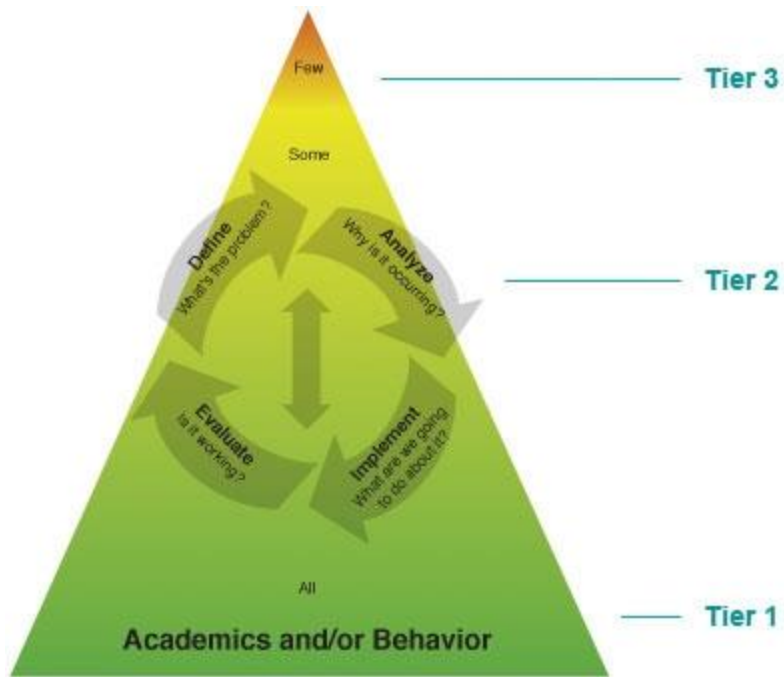
**NBPTS - National Board for Professional Teaching Standards**

**NAEP - National Center for Education Statistics - U.S. Department of Education**

**MRA Minnesota Reading Association**  
**Minnesota Department of Education**

## Multi-tiered Systems of Support

Response to Intervention (RtI) is a multi-tiered system of supports (MTSS) for providing high quality instruction and interventions to accelerate learning for students who are at risk for not mastering grade level standards. This system is a three-tiered framework that uses increasingly more intense instruction and interventions based on student's academic and/or behavioral needs. Positive Behavior Intervention Systems (PBIS) is a system used to increase student engagement during academic learning resulting in an increase in student achievement.



MTSS is in the infancy stages of implementation at New Century Academy. At-risk students currently receive supplemental support in reading, math, and/or behavior management based on each child's individual needs. NCA has created screening processes to identify students who are at risk, progress monitoring to track a student's progress and to determine if the selected intervention(s) is working.

## RTI

The purpose of the Response to Intervention Team is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing supports early to struggling students. Teachers meet with the RTI coordinator using referral forms and bring documentation of specific interventions that have been used to meet the student's needs. As per best practice, 3 interventions must be tried before referral to evaluation for Special Education Services.

NCA's guidance counselor/social worker is the RTI coordinator and she can be reached at 320.234.3660.

## Special Education

New Century Academy has staff members licensed to provide special education and related services for those students who meet criteria and have special education needs.

Parents and students are directly involved with school and appropriate outside agency staff in the development of the special education program and the student's Individual Education Plan (IEP) for school-age children.

Programs and related services for students with a disability may begin at birth or as soon as criteria is met and the need for special education services is determined.

Students are eligible for special education services until the IEP Team decides to terminate services or students have met their goals. Special education services are also terminated when the student graduates from high school or when the student is 21 years of age. Students remain with their general education peers in the least restrictive environment (LRE) to the extent the IEP Team determines is appropriate.

Special education program evaluation at New Century Academy is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities.

Contact New Century Academy at 320.234.3660 for more information.

## Students' Successful Transition to Post-Secondary Plan

### **Minnesota Statutes, section 120B.125**

Legislation requires all students, starting in grade nine, to have a "plan" around seven key elements. This plan includes academic scheduling, career exploration, 21st century skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities. These seven elements are integrated into students' experiences and programming at New Century Academy.

1. Provide a comprehensive academic plan for completing a college and career ready curriculum premised on meeting state and local academic standards



2. Developing 21st century skills such as teamwork, collaboration, and good work habits
3. Emphasize academic rigor and high expectations
4. Help students identify personal learning styles that may affect their post-secondary education and employment choices
5. Help students succeed at gaining/gain access to post-secondary education and career options.
6. Integrate strong academic content into career focused courses and integrate relevant career focused courses into strong academic content
7. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for post-secondary education and careers, and obtain information about post-secondary education costs and eligibility for financial aid and scholarships.

Students are set up at NCA for post-secondary success in multiple ways. Students consistently work on critical thinking skills through PBL and a student is genuinely learning how to learn. They develop inquisitive minds and investigative practices as they work through their coursework. Another way in which they prepare is students spending a portion of their day working in school-based businesses to equip them with employment skills as they approach their high school years.

Students will be guided through their high school four-year plan by their advisors. All high school advisors will be trained in graduation requirements for all content areas and totals that students require.

Throughout the senior project process, 12<sup>th</sup> grade students will also create portfolios. These portfolios will have everything in them that a potential

employer would look for (resume, letters of recommendation) but also is a reflection of years of hard work in the PBL system.

NCA is currently developing several work-skills programs for students in accordance with developing a post-high school readiness goal. These programs are throughout our school and can be anything from time in the coffee shop, helping prepare food in the kitchen, working in an administrative assistant role handling appropriate tasks in the front office, completing custodial/maintenance work, serving as TAs in teacher's classrooms and teaching mini lessons to students. It is currently a goal with our authorizer that every senior either partake in one of these course, has an acceptance to a post-secondary institution, or they have enlisted in the military. This helps ensure that any senior that graduates from NCA is prepared for the "real world."

NCA is a member of the Mid-Minnesota Perkins Consortium. Beginning in 2014-2015, NCA students will have access to PSEO online courses through Ridgewater College as a joint effort between the consortium schools. Traditional PSEO offerings are also available to our students.

We host a college fair in the fall, participate in Job Shadow opportunities, attend Ridgewater College fairs and have several college and military representatives visiting the school throughout the year.

**MCIS Login** - we use MCIS to help connect academic achievement to post-secondary goals.

## Title I

### **Title I and II Funding**

Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to local education agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.

Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach--at a minimum--proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

New Century Academy's School funding is based on free and reduced lunch count. During the 2017-18 school year, the percentage of free and reduced lunch was 66.9%. Due to the high number of students qualifying for free and reduced lunch, the funding received from Title 1 and II sources was very beneficial.

In addition to using Title II funds for professional development, funds can also be used for a variety of other purposes, from recruiting and retaining teachers to reducing class sizes.

New Century Academy uses Title II funding to reduce class sizes for math and reading.

**Source:** Minnesota department of Education Website  
<http://education.state.mn.us/MDE/SchSup/ESEA/TitleIPartA/index.html>

Contact NCA's Title Coordinator at 320-234-3660

## Strategies for Improving Instruction, Curriculum, and Student Achievement

District initiatives are based on researched based practices. Staff continue to research and identify strategies that have the most impact on student achievement. The school's focus is to have maximize achievement with all students.

Subpages (4): [Best Practices and Resources](#) [Curriculum Review](#) [Director Evaluation](#) [Teacher Evaluation](#)

### Curriculum Review

New Century Academy will continuously analyze and implement the MN and District academic standards. Technology will be integrated across all disciplines. When the Minnesota Department of Education adopts new standards in a subject area, that subject area will align curriculum to the new standards.

### Director Evaluation

#### **Annual Process:**

1. In the Fall, Winter and Spring the director, board chair, and director's review committee will meet to go over the performance measures.
2. Director and board will agree on goals.
  - The goals will be determined by previous student achievement results, parent satisfaction surveys, staff surveys, and professional judgment, retention rate.

3. A mid-year informal check-in will occur where the director will present progress on goals.
4. Final self-evaluation will be submitted to the board chair by June 15 unless a different date is mutually agreed upon.
5. Final board evaluation will be completed by July 1 unless a different date is mutually agreed upon.

## Teacher Evaluation

### **New Century Academy Teacher Development and Evaluation Plan**

Teachers are observed by both peer partners and administration throughout both semesters of the school year. During these observations, observers use the Charlotte Danielson method of observation. Teachers can hone in on just one area or focus on areas 1-3 within the framework. It was determined by staff that peer teachers should not assess on matters of professionalism as it would be inappropriate. However, administration would assess teachers on their professionalism both inside and outside of the classroom.

Teachers also routinely complete learning walks in the classrooms of their peers. Simply you do an impromptu observation that is no more than 10 minutes in length and cite your noticing's (observations) and wonderings (questions).

See attachments below regarding NCA Peer Partner observations.

#### NCA Peer Partners 2018-2019

The peer partner element is one part of the teacher evaluation process. The peer partner component will give you an opportunity to observe a colleague and in return offer feedback, encouragement, and resources to that teacher

and vice versa. Peer partners will be determined by the administration. This is not only best practice, but also is something that can stand to benefit both people in each pairing.

Here are the guidelines of the peer partner opportunity:

- ✓ One formal observation will be done by a peer partner each semester
- ✓ There will be intermittent learning walks also involved throughout the semester.
- ✓ Following each observation, peer partners should talk about the observation (offer feedback, suggestions, encouragement, resources, etc. using the framework provided)
- ✓ 6 CEUs will be earned by each partner at the school year's end

At this point, we will be using the Charlotte Danielson Framework for Teaching. We will address the first three domains within the framework: Planning and Preparation, The Classroom Environment, and Instruction.

The domains offer framework for comments and recommendations you will share with your partner after the observation. Identify the items you will share onto the 'Peer Partner Observation Discussion' piece. Set a date to meet and discuss the observation once both partners have been observed.

This is an excellent opportunity for all of us to grow as educators through peer coaching!

### Peer Partner Observation Framework

**Domain 1: Planning & Preparation**

Demonstrating Knowledge of Content & Pedagogy

**Domain 2: The Classroom Environment**

Creating an Environment of Respect & Rapport

**Domain 3: Instruction**

Communicating Clearly & Accurately

Demonstrating Knowledge of Students

Establishing a Culture for Learning

Using Questioning & Discussion Techniques

Selecting Instructional Goals

Managing Classroom Procedures

Engaging Students in Learning

Demonstrating Knowledge  
of Resources

Managing Student Behavior

Providing Feedback to  
Students

Designing Coherent  
Instruction

Organizing Physical Space

Demonstrating Flexibility &  
Responsiveness

Assessing Student Learning



## Student Progress and Growth Monitoring

Our school uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth.

To monitor the progress students are making academically, teachers at New Century Academy are encouraged to help students answer three questions: *Where am I going? Where am I now?*, and *How can I close the gap?* These strategies include: Designing lessons that provide students with a clear and understandable vision of the learning target; Using examples and models of strong and weak work; Offering regular descriptive feedback; Teaching students to self-assess and set goals; Teaching students focused revision; and Engaging students in self-reflection, and letting them keep track of and share their learning.

Subpages (5): [Academic Standards](#) [Assessment Calendar](#) [Assessment Plans](#) [Committees and Roles](#) [Data Results](#)

## Academic Standards

The *Minnesota K-12 Academic Standards* define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a

A very important part of the World's Best Work Force Plan is to have community input and feedback. This section contains Community Satisfaction Survey results from the 2017 - 2018 school year. The survey responses are divided into building specific feedback. New Century Academy periodically surveys the community about their level of satisfaction with the schools. Please contact Glenn Klaphake at 320-234-3660.

guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed by districts for health, world languages, and career and technical education.

For standards in Music Education please go to <http://musiced.nafme.org/resources/national-standards-for-music-education/>

Source: MN Department of Education [MDE Standards, Curriculum and Instruction](#)

Academic Standards:

Art: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Arts/index.html>

English Language Arts: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/LangArts/index.html>

Health & Physical Education: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/HealthPhysEduc/index.html>

Mathematics: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Math/index.html>

Reading: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Reading/index.htm>

Science: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Science/index.htm>

Social Studies: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html>

STEM (Science, Technology, Engineering, Math): <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/STEMScienceTechnologyEngineeringandMathematics/index.htm>

World Languages: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/WorldLang/index.html>

## Assessment Calendar

### Assessment Plans

New Century Academy has established a strong comprehensive assessment program balancing “Assessments **for** Learning” and “Assessments **of** Learning.” These assessments are used to produce informed and effective instruction while helping us measure the effectiveness of our curriculum and programs.

“Assessments **for** Learning” are formative assessments that happen while learning is occurring. They are used to diagnose student needs, plan instruction, and provide students with feedback they can use to improve their learning. An example of this would be a quiz given during a unit to measure student progress towards the identified learning targets so that the teacher can modify instruction accordingly. Each grade level administers Curriculum Based Measures (CBM) and/or NWEA- Measures of Academic Progress (MAP) in the fall, winter, and spring to inform instruction and diagnose student academic needs.

“Assessments **of** Learning” are summative assessments used to sum up achievement at a particular point of time. These occur *after* learning has happened. These assessments are used to measure achievement status at a point in time for the purpose of reporting and accountability. Unit tests and

Our assessment calendar informs you of the testing windows or specific assessment dates for district-wide or school-wide testing. There are three main assessment "seasons": Fall (September/October), Winter (January/February), and Spring (March-May). District assessments such as the NWEA are used to monitor student growth throughout an academic year and from year-to-year. The Minnesota Comprehensive Assessments (MCAs) are required for all students in Minnesota to determine student proficiency of academic standards.



# New Century Academy #4093

## 2017-2018 School Calendar

School Day 8:30 am - 3:15 pm

BOARD APPROVED: 3-22-2017  
BOARD AMENDED: 8-30-2017

Month	Calendar Grid	Notes																																																	
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Hours - 1,045.8  
Minutes - 62,748

Total Student Days 166      Total Teacher Days 182.00

the Minnesota Comprehensive Assessments (MCA-III's) are examples of Assessments of Learning. The results of the MCA-III's are reported to the state and are used as an accountability measure for schools across the state as part of the No Child Left Behind law.

7	FALL	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	WINTER	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	SPRING	<ul style="list-style-type: none"> <li>• <i>MCA Math, Reading</i></li> <li>• <i>NWEA Math, Reading Science</i></li> </ul>
8	FALL	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	WINTER	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	SPRING	<ul style="list-style-type: none"> <li>• <i>MCA Math, Reading, Science</i></li> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
9	FALL	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	WINTER	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	SPRING	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>

10	FALL	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	WINTER	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	SPRING	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> <li>• <i>MCA Reading, Science</i></li> </ul>
11	FALL	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> </ul>
	WINTER	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> <li>• <i>ACT</i></li> </ul>
	SPRING	<ul style="list-style-type: none"> <li>• <i>NWEA Math, Reading, Science</i></li> <li>• <i>MCA Math</i></li> <li>• <i>SAT/ACT</i></li> </ul>

## Committees and Roles

There are several district committees made up of community members and district staff that work together to support New Century Academy students. Click the links below to learn more about the committee. For more information about the committee please email the team facilitator.



The District Curriculum Advisory Committee is governed by Minnesota Statute Section 120B.11 Subd. 3. The new 2013 Education Law made some revisions to the District Curriculum Advisory Committee.

(<https://www.revisor.mn.gov/statutes/?id=120B.11>)

- Every school district is required to have a District Curriculum Advisory Committee.
- The District Curriculum Advisory Committee must have representatives that include teachers, parents, support staff, students, and other community residents. The membership must reflect the diversity of the school district. If possible, parents and community members should comprise at least 2/3 of the advisory committee members.
- The legislature has mandated that school districts form District Curriculum Advisory Committees to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- The District Curriculum Advisory Committee will make recommendations to a district administrator regarding student achievement goals, instruction, curriculum and assessment. The district administrator will report these recommendations to the School Board.
- The roles of the school board and the District Curriculum Advisory Committee are purely advisory; the school board serves in an overall policy-making role, consistent with Mahtomedi School Board Policy 208. The superintendent, building administrators and the directors make specific decisions and are charged with implementing those decisions. This is the standard model for Minnesota school districts.

*Team Facilitator: Jason Becker*

**Jason Becker**

**Kelsey Dolge**

**Kathy Prellwitz**

**Kayla Stansbury**

**Brittany Buxcel**

**Barb Haugen**

### **Instructional Leadership Team**

The Instructional Leadership Team is a District level team of administrators and teacher leaders. The team's charge is to adopt district and school goals and select appropriate strategies to achieve them. The team uses data related to student performance in order to understand the district and school needs and transfers this information into goals the district and buildings will be working on. Throughout the year the team will monitor implementation of the school action plans and progress toward achieving the goals. Members of the team address specific issues across grade levels in reading, math or other areas of focus. This team recommends priorities for building teams and PLC leaders and works closely with the staff development team to align professional development practices to support building goals. The District goal is to have all staff assessment literate to increase student achievement by supporting PLCs, increasing skills in data analysis and interpretation, understanding and increasing use of formative assessment and feedback, developing and implementing common summative assessments and align grading structures with standards.

*Team Facilitator: Jason Becker*

## **District Curriculum Advisory Committee**

**Jason Becker**  
**Barb Haugen**  
**Kayla Stansbury**  
**Ambrosia Doty**

**Josh Krych**  
**Brittany Buxcel**  
**Kelsey Dolge**  
**Mark Curlew**

## **Professional Development Team (District Wide)**

A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for in-service education for programs (section 122A.60) that address the following:

1. Focus on the school classroom and research-based strategies that improve student learning;
2. provide opportunities for teachers to practice and improve their instructional skills over time;
3. provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
5. align with state and local academic standards;
6. provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and align with

the plan of the district or site for an alternative teacher professional pay system.

The School Board must also establish an advisory staff development committee (122A.60) to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. The advisory committee must include teaching staff from a variety of grade levels, subject areas and special education, nonteaching staff, parents, and administrators.

*Team Facilitator: Jason Becker*

**Barb Haugen**  
**Tammy Pulver**  
**Chris Kraft**  
**Kelsey Dolge**  
**Ambrosia Doty**  
**Caitlin Usset**  
**Jason Becker**

### **Special Education Parent Advisory Council**

The Special Education Parent Advisory Council meets at least one time per year. For PACs to be most effective in improving special education in the district, there must be true collaboration between the PAC and the school district leadership. The meetings offer families support through the special education process, providing knowledge and guidance.

*Team Facilitator: Chris Kraft*

**Josh Krych**  
**Caitlin Usset**  
**School Nurse**

Kelsey Dolge  
Ambrosia Doty  
Tammy Pulver

### **Title I Parent Advisory Group**

The Title I Parent Advisory Group is instrumental in the development of the plan for the Title services each spring. As part of a school-parent partnership, they help facilitate the annual meeting for parents of potential participants in the fall and review communications that are sent home to be sure they are understandable.

*Team Facilitator: Jason Becker*

Elisabeth Mumford

Caitlin Usset

School Nurse

<b>New Century Academy ACT Results</b>						
<b>YEAR</b>	<b>No. of Students</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>2010-2011</b>	6	23.5	20.3	27.5	23.8	24.2
<b>2011-2012</b>	5	18.6	19	17.8	18.8	18.6
<b>2012-2013</b>	10	22.1	20.1	24	23.9	22.7
<b>2013-2014</b>	5	20.4	20	19	19.4	20

**New Century Academy 2012-2013 ACT Results  
Comparison**

	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>NCA</b>	22.1	20.1	24	23.9	22.7
<b>State</b>	22.2	23.1	23.1	22.9	23
<b>National</b>	20.2	20.9	21.1	20.7	20.9

**New Century Academy MCA-II/III Reading Results**

<b>YEAR</b>	<b>No. of Students</b>	<b>No. Proficient</b>	<b>NCA Proficiency Rate</b>	<b>State Proficiency Rate</b>
2015-2016	48	22	45.9%	60.3%
2016-2017	48	25	52.1%	60.4%
2017-2018	60	28	46.6%	60.4%

**New Century Academy MCA-II/III Math Results**

<b>YEAR</b>	<b>No. of Students</b>	<b>No. Proficient</b>	<b>NCA Proficiency Rate</b>	<b>State Proficiency Rate</b>
2015-2016	44	10	22.7%	60.1%
2016-2017	62	6	9.0%	59.2%
2017-2018	57	11	19.2%	57.0%

<b>New Century Academy MCA-II/III Science Results</b>				
<b>YEAR</b>	<b>No. of Students</b>	<b>No. Proficient</b>	<b>NCA Proficiency Rate</b>	<b>State Proficiency Rate</b>
2015-2016	37	13	35.1%	55.5%
2016-2017	33	7	21.1%	54.7%
2017-2018	41	13	31.7%	52.5%

## MCA-III Results 2018

**New Century Academy MCA-III Reading Results  
2013**

	<b>NCA Proficiency Rate</b>	<b>State Proficiency Rate</b>
<b>Grade 7</b>	36.4%	56.3%
<b>Grade 8</b>	50%	59.8%
<b>Grade 10</b>	42.1%	59.9%

**New Century Academy MCA-III Math Results 2018**

	<b>NCA Proficiency Rate</b>	<b>State Proficiency Rate</b>
Grade 7	21.1%	55.0%
Grade 8	22.7%	57.9%
Grade 11	12.5%	47.9%

**New Century Academy MCA-III Science Results  
2018**

	<b>NCA Proficiency Rate</b>	<b>State Proficiency Rate</b>
Grade 8	27.3%	45.7%



High School	36.9%	52.9%