



ATHLOS SPARTANS

~Balancing Mind and Body ~

Athlos Leadership Academy Development Plan for Increased Academic Proficiency

This document was presented to the Athlos Leadership Academy School Board on August 13, 2019 and was approved by the ALA Board as the 2019-2020 Development Plan for Increased Academic Proficiency. The ALA Principal has the authority and responsibility to update and revise the School Leadership Implementation Team, Athlos Leadership Academy Assessment Plan, School Goals, and Action Plan portions, as needed, without further Board approval. Any changes made by the Principal will be presented to the Board at future board meetings through the Principal's monthly Board report. As well, the Board and the public will be updated on ALA's progress made toward reaching the goals as outlined within the action plan section of this document.

Mission Statement:

Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school and college preparatory education through high standards for academic scholarship, fitness and nutrition, character development, and student leadership opportunities.

Purpose of the Development Plan:

This continuous improvement plan supports Athlos Leadership Academy's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. Through the continuous improvement planning process and implementation, Athlos Leadership Academy leadership, teachers, families and students will partner in creating and implementing increasingly rigorous and effective strategies for student success. Under the direction of the ALA Principal, this plan may be periodically updated or revised throughout the 2019-2020 school year.

School Leadership Implementation Team:

The School Leadership Implementation Team collaborates in organizing and overseeing the implementation of strategies toward student achievement success. This team is charged with overseeing, evaluating, and modifying the implementation of instruction/interventions on an ongoing basis. These individuals are responsible for ensuring that the interventions are implemented in a timely, rigorous, and thorough manner to ensure optimal success. The School Leadership Implementation Team is responsible for communicating with stakeholders regarding Athlos Leadership Academy's progress toward academic achievement goals and the successes/challenges of the chosen interventions.

The following team members will serve as the school leadership implementation team for school year 2019-2020:

Name	Position
1. Jennifer Geraghty	Principal
2. Ainsley Klar	Dean of Special Education
3. Kathryn Phelps	RtI Coordinator
4. Kit Murley-Henspeter	Dean of Academics- Middle School
5. Becky Schumacher	Dean of Academics- Lower School

ALA School Achievement Data

MCA Proficiency Results.

***The following MCA goal series proficiency data includes MCA III Math and MCA III Reading data as well as all equivalent state standardized tests. This data encompasses all 2018-2019 ALA students and is not restricted to just those enrolled by October 1st.

READING

ALA MCA III Reading 2018-2019 School Year				
	Percent Does Not Meet	Percent Partially Meeting	Percent Meeting	Percent Exceeding
Grade 3	35.7%	22.6%	34.8%	CTSTR
Grade 4	20.9%	26.1%	40.9%	12.2%
Grade 5	11.1%	35.2%	46.3%	CTSTR
Grade 6	19.4%	25.8%	41.9%	12.9%
Grade 7	35.6%	15.1%	37.0%	CTSTR
Grade 8	23.4%	17.2%	40.6%	18.8%
Overall	23.9%	24.6%	40.3%	11.1%

ALA MCA Reading Proficiency by Grade (Percent Meeting or Exceeding) (New standards in Reading were implemented in 2013. Comparisons in reading between 11-12 and 12-13 should not be made.)								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	19-20
ALA 3rd Grade	63.0%	22.2%	33.3%	28.3%	37.8%	52.1%	52.3%	41.7%
ALA 4th Grade	34.8%	20.0%	36.4%	38.5%	42.5%	40.5%	39.0%	53.0%
ALA 5th Grade	75.0%	34.6%	56.3%	54.5%	55.1%	57.1%	66.3%	53.7%
ALA 6th Grade	75.0%	50.0%	65.0%	40.0%	56.3%	46.6%	52.4%	54.8%
ALA 7th Grade	55.6%	60.0%	50.0%	33.3%	59.7%	35.6%	56.0%	49.3%
ALA 8th Grade	55.6%	41.2%	66.7%	50.0%	45.8%	49.1%	53.6%	59.4%

Overall Reading Proficiency (Percent Meeting or Exceeding)								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Athlos Leadership Academy	59.5 %	35.6 %	50.5%	40.4%	49.0%	46.9%	52.8	51.4%
Minneapolis Public Schools	56.9 %	41.8 %	42.4%	42.5%	43.2%	43.6%	45.1%	46.9%
Osseo Public Schools	73.6%	55.8 %	56.3%	56.7%	57.3%	56.3%	56.2%	55.0%
Minnesota	75.3 %	57.6 %	58.8%	59.5%	59.9%	60.2%	59.9	59.2%

MATH

ALA Percent Meeting or Exceeding on MCA III Math 2018-2019 School Year				
	Percent Does Not Meet	Percent Partially Meeting	Percent Meeting	Percent Exceeding
Grade 3	23.5%	21.7%	43.5%	11.3%
Grade 4	33.0%	13.0%	36.5%	17.4%
Grade 5	40.2%	28.0%	30.8%	CTSTR
Grade 6	43.0%	35.5%	19.4%	CTSTR

Grade 7	41.1%	34.2%	17.8%	CTSTR
Grade 8	26.6%	32.8%	31.3%	CTSTR
Overall	34.4%	26.3%	31.0%	8.3%

ALA MCA Math Proficiency By Grade (Percent Meeting or Exceeding)								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	19-20
ALA 3rd Grade	66.7%	48.1%	55.6%	40.2%	40.0%	63.2	50.5	54.8%
ALA 4th Grade	47.8%	44.0%	38.1%	57.1%	55.7%	57.0	54.7	53.9%
ALA 5th Grade	16.7%	11.5%	43.8%	34.8%	29.9%	38.8	42.2	31.8%
ALA 6th Grade	47.1%	18.2%	40.0%	32.6%	30.4%	17.2	29.3	21.5%
ALA 7th Grade	27.8%	50.0%	40.0%	25.8%	31.3%	23.0	32.0	24.7%
ALA 8th Grade	38.9%	35.3%	56.3%	26.7%	27.1%	40.0	30.9	40.6%

Overall Math Proficiency (Percent Meeting or Exceeding)								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Athlos Leadership Academy	41.7 %	33.8 %	45.0%	38.6%	37.0%	42.1%	41.8	39.3%
Minneapolis Public Schools	39.3 %	42.2%	43.1%	45.0%	44.1%	42.6%	42.3%	42.2%
Osseo Public Schools	56.8%	56.7%	57.7%	57.1%	54.4%	54.2%	52.6%	49.3%
Minnesota	61.3 %	60.2%	60.5%	60.2%	59.5%	58.7%	57.2	55.0%

SCIENCE

ALA Overall School-wide MCA Science Proficiency (Percent Meeting or Exceeding)								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
5th Grade	33.3%	16.0%	43.8%	47.7%	33.6%	40.4%	41.3	31.8%
8th Grade	11.1%	11.8%	37.5%	21.3%	25.0%	20.0%	33.3	21.9%
All	23.8%	14.3%	40.6	39.9%	31.0%	32.4%	38.2	28.1%

K-3 Fountas and Pinnell Reading Proficiency Data-2018-2019

(All Students- Not just those enrolled by October 1)

*Due to relocation, 30% of the K-3 students tested in spring 2014 are students did not enroll at ALA until sometime after October 1, 2013. Therefore, those students did not receive instruction at ALA for a full school year.

	Spring 11-12 (% meeting grade level target)	Spring 12-13 (% meeting grade level target)	Spring 13-14 (% meeting grade level target)	Spring 14-15 (% meeting grade level target)	Spring 15-16 (% meeting grade level target)	Spring 16-17 (% meeting grade level target)	Spring 17-18 (% meeting grade level target)	Spring 18-19 (% meeting grade level target)
K	50%	83%	80%	69%	83%	90%	89%	94%
1	86%	80%	61%	71%	76%	83%	90%	84%
2	70%	78%	50%	69%	81%	87%	92%	97%
3	70%	67%	61%	78%	78%	83%	93%	97%
Total K-3 Proficiency	69%	77%	64%	71%	79.5%	86%	91%	93%

K-3 Fountas and Pinnell Reading Proficiency Trend Data October 1st Students Only					
	Spring 14-15 (% meeting grade level target)	Spring 15-16 (% meeting grade level target)	Spring 16-17 (% meeting grade level target)	Spring 17-18 (% meeting grade level target)	Spring 18-19 (% meeting grade level target)
K	72%	84%	90%	90%	94%
1	71%	77%	84%	91%	83%
2	70%	81%	88%	95%	96%
3	79%	80%	85%	94%	96%
Total K-3 Proficiency	73%	80.5%	87%	92%	93%

Percent of 2018-2019 Prekindergarten Students Meeting the Year-end Targets on the Opening the World of Learning Assessment	
Letter Recognition-Uppercase	94%
Letter Recognition-Lowercase	94%
Letter Sounds	98%
Counting	94%
Counting Objects	100%
Recognizing Numerals	94%

Athlos Leadership Academy Achievement Goals for 2019-2020

Reading SMART Goal

The percentage of all students enrolled in grades 3-8 at Athlos Leadership Academy for at least half a school year who are proficient on the state Reading tests (MCA and MTAS) will increase from 51.6% in 2019 to 54.6% in 2020.

Math SMART Goal

The percentage of all students enrolled in grades 3-8 at Athlos Leadership Academy for at least half a school year who are proficient on the state Math tests (MCA and MTAS) will increase from 39.9% in 2019 to 42.9% in 2020.

Athlos Leadership Academy Assessment Plan- 2019-2020

Athlos Leadership Academy will implement the following summative and formative assessments during the 2019-2020 school year. This is not an exhaustive list and the Principal has been granted the operational flexibility to amend the list as long as it is in accordance with ALA’s strategic plan. Teachers will also be expected to use in-class formative assessments regularly throughout the school year to drive instructional decisions.

Teachers are expected to administer the following tests on every ALA student, as required, unless waived in writing by ALA’s Principal.

TEST	GRADE LEVELS ADMINISTERED
MCA Reading and Math	3 rd through 8 th grade
MCA Science	5 th and 8 th grade
ACCESS for ELL	K-8 students that have been identified as English Learners
NWEA (MAP) Reading and Math 2 nd and 3 rd grade students will take MAP Growth 2-5 Proctors- Classroom teachers and special education teachers.	All students in 2 nd and 3 rd grade will take NWEA assessments in the fall. IEP teams may decide to opt students out of NWEA testing on a case by case basis. NWEA will be treated as a diagnostic assessment to support individual student learning. NWEA results will not be reported in school, authorizer, or state reports and will not be used for teacher accountability. Results may be used in determining student eligibility for intervention, enrichment, or gifted programs.
Fountas and Pinnell Benchmark Reading Assessment	Fall -All Kindergarten students and new 1 st through 3 rd graders will be tested by an intervention specialist. Spring –All Kindergarten through 3 rd graders will be tested in the spring.

	<p>K-3 teachers will not be permitted use the Fountas and Pinnell Benchmark Reading Assessment to track student progress between testing sessions but will be expected to use other forms of running records and comprehension assessments to track individual student progress toward proficiency. For grades K-3, the F&P system will be reserved for benchmark testing by trained test administrators.</p> <p>4th through 8th grade reading teachers will be expected to use either the Fountas and Pinnell system, running records, or another system (approved by the Principal) to track student proficiency throughout the school year and create plans for increased proficiency. If a student scored a “Did Not Meet” on the previous year’s MCA assessment, the student should be screened and progress monitored using F&P or another tool to ensure that reading interventions are occurring at the student’s instructional level.</p>
Opening the World of Learning (OWL) PK Assessments	All PreK students will take the assessments in accordance with the OWL requirements.

School Action Plan

Need #1: Reading & Math Data Analysis and Planning- PK-8- training and coaching in how to analyze and use data to create instructional plans to support students in making growth toward grade-level achievement. Setting up systems to ensure active data collection, analysis, and communication between all parties that work with individual students including parents.

Intervention #1a: Refining our improved school-wide large-scale systems for the collection, analysis, and use of data in reading and math.

Intervention #1b: Seeking out trainings to support initiatives.

Intervention #1c: Coaching teachers through the RtI Team on proactive and ongoing parent communication for students in need of interventions.

Rationale: Observations and meetings indicate that an increase in active collaboration is needed to ensure successful intervention plans for students. As well, observations and meetings indicate that teachers are in need of training and support in how to analyze student data and use that data to support instruction and to support student improvement. As a small school, ALA had successful data collection and analysis processes.

Desired Outcome: All PK-8 teachers will become proficient in analyzing student-level, content-level, and grade-level data and in collaboratively implementing improvement plans to best meet the needs of students.

All PK-8 teachers will be able to effectively and collaboratively create and implement plans for students performing below grade level to ensure multiple years' growth toward proficiency. All teachers will be able to clearly and proactively communicate with parents regarding intervention needs and supports for home. ALA will meet or exceed all district SMART goals in Spring 2020.

Proactive communication will increase among classroom teachers, Sped, AIS, EL, and parents.

Action Plan for Intervention # 1	
Action Plan Leaders	Principal, Rti Coordinator
Action Plan Participants	Classroom Teachers, AIS/EL Team, Dean of Academics Lower School, Dean of Academics Upper School, Special Education Teachers, Dean of Special Education.
Resources	PRESS and PRESS Training Math Navigator Coaching Fountas and Pinnell Trainings and Resources OWL- PreK Assessments Data PLCs WIDA- EL Trainings Pearson- MCA data analysis MDE
Benchmarks & Timelines	<ul style="list-style-type: none"> a. PLC and meeting schedule will be set by September 2019 to accommodate the goals of the intervention plan. b. In-house PRESS Training for all K-5 classroom teachers, AIS teachers and Sped- Fall 2019 c. District assessment schedule will be set by September 2019. d. Update and publish the school's written MTSS/RtI framework to support all staff in understanding and using the updated framework.- by September 2019 e. Update and publish the school's written SART plan to support all staff in understanding and using the updated framework.-by September 2019 f. In house sheltered instruction training for all new teachers- Fall 2019 g. Train teachers and administrators on updates to the Child Find/ SART Process, MTSS/RTI framework, intervention plan structure, and EL plan.- Fall 2019 h. RtI Team will coach and will collaboratively communicate with families alongside classroom teachers upon receipt of fall F&P scores. i. RtI Team will arrange a collaborative coaching framework to support teachers in PRESS and Math Navigator implementation and analysis-by September 2019.
Progress Monitoring	<ul style="list-style-type: none"> a. Analysis of formative data collected by Data Teams and RtI Team. b. Observation and analysis of collaboration level and of understanding of school intervention and EL structures. c. Student intervention logs
Evidence	<ul style="list-style-type: none"> District data Grade-level data Classroom data Observational notes/improvements. RtI Team Meeting notes

Need #2: Increased math proficiency in grades K-8.

Intervention #2: Research and implement an effective core math curriculum.

Rationale: Need for increased math proficiency across grades. Through curriculum analysis, data, observations and meetings it has been noted that the school is in need of a math curriculum that more closely aligns with Minnesota benchmarks as assessed through MCAs.

Desired Outcome: ALA will implement a new math curriculum beginning in Fall 2020 with a desired increase in MCA Math scores by 2021.

Action Plan for Intervention # 2	
Action Plan Leader	Principal, Curriculum Review Team as designated by the Principal
Action Plan Participants	Classroom Teachers, Dean of Academics Upper School, Dean of Academics Lower School.
Resources	Curriculum Representatives Curriculum Samples MDE Teacher knowledge and feedback
Benchmarks & Timelines	Curriculum research will begin in Fall 2019 with a desired selection date of March 2020.
Progress Monitoring	Monthly reports to the Principal on findings and recommendations.
Evidence	Curriculum Mapping- alignment with benchmarks Reviews Curriculum Review Team feedback and recommendations.