

World’s Best Work Force Plan – Sejong Academy #4215



VISION

Sejong Academy students will become scholars of Korean and English, as well as socially responsible global citizens.

MISSION

Sejong Academy is committed to providing an academically rigorous education to K-8 Twin Cities students through immersion experience in Korean language and culture by using research-based curriculum, high standards for accountability and promoting an appreciation for diversity and international cultures.

Sejong Academy started in the Fall of 2014 with a K-6 program and 62 students. We believe that through the study of Korean language and culture, students will learn to be socially responsible, globally competent scholars in English and Korean. A few key beliefs we have are:

- All students will be held to academically rigorous standards
- All students benefit from learning languages and cultures
- The world’s best work force will be a globally competent workforce where workers thrive and seek out diversity
- Language immersion can benefit all students from all language backgrounds and socio-economic backgrounds



- All parents and students need to know exactly how they are doing academically on objective and subjective measures as well as socially and emotionally

This plan is comprehensive and written with guidelines provided by MN Statute 120.B11 and will be revised yearly and summary data will be calculated in October 2015 for our initial school year.

Part One: Overview of the Local World’s Best Workforce Plan Requirements

Performance Measures	Implementation Rubric
1. Closing the identified achievement gaps in the district	Sejong Students are over 90% Asian/Pacific Islander and many students within this group are ethnically Karen students. Most of our Karen students are also EL students and therefore need intensive English support to achieve their goals. Preliminary NWEA data shows that many of our EL students are currently performing below grade level. -All students who are behind are expected to grow 150% yearly on NWEA MAP Reading and Math assessments.
2. All students ready for Kindergarten	Following our Early Admission policy, Sejong Academy will evaluate any early admission request to ensure the student’s success will be likely based on kindergarten preparedness assessments. -Also, Sejong Academy holds EL parent information evenings to educate parents on aspects of American education that will benefit their pre-K children as well. -Sejong will invite incoming Kindergarten students to an open house and supply them with login information to Reading Eggs and other ideas to build important Kindergarten skills.
1. All students in Third Grade achieving grade level literacy	Based on our K-3 Literacy Plan: <ul style="list-style-type: none"> • 100% of our students will be reading at grade level by third grade • All parents will know each quarter what their children’s reading level is based on NWEA, Study Island and classroom data.



	<ul style="list-style-type: none"> • All K-3 teachers will be highly trained in reading instruction across the languages taught. • All students who fall behind during one assessment cycle (six weeks) will receive interventions based on the skills they need for six weeks and reassessed. These may include but not be limited to EL services, intervention services and Special Ed referrals and services. • Any student who is more than one grade level behind will need to set up a conference with the family to enact a reading improvement plan with the family, teachers and administration. • The K-3 Literacy Team will meet once a quarter during the school year to assess program implementation.
<p>2. All students attaining career and college readiness before graduating from high school</p>	<p>Our first goal in preparing students for college and career readiness is to make sure they are working at or above grade level on the Minnesota Academic Standards. To determine this we use:</p> <ul style="list-style-type: none"> -NWEA MAP testing for all grades -OLPA and MCA for Grades 3-8 -Study Island online standards management program. Students complete 80% of grade level standards. -Classroom Assessments and teacher observations
<p>3. All students graduating from high school</p>	<p>Sejong Academy students will have a foundation in the core academics subjects as well as Korean language. They will be intercultural communicators and language learners who are ready to engage in the global society.</p>
<p>Measures to assess progress must include at least:</p>	<p>Baseline Data and Goals and Notes from Year One of the School</p>
<p>Student Performance on the NAEP</p>	<p>Not available for most years</p>



Student performance on the MCAs	OLPA Results in January 2014: Math: 20% Reading: 24% School Goal for Both Subjects: 35%
High School Graduation Rates	We will assess this based on the how many 8 th graders achieve ‘Meets’ or ‘Exceeds’ on the their assessments.
Career and College Readiness under MN 120B.20, subdivision 1	We will use 8 th grade NWEA/MAP and MCA results for this section.

Part II: Plan Components Specified in MN Statutes, Section 120B.11 with Suggestions and Examples that Reflect Best Practice

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)

At Sejong Academy we believe in using multiple measures to assess our programs, including MCA scores, NWEA scores, ACTFL SOPA scores for Korean, Study Island completion percentage and also WIDA-ACCESS scores in the future. As a new school, Sejong Academy set goals along with its authorizer for its first year of operation. These goals have since been revised to reflect the high number of EL students at Sejong Academy. Our current goals for 2014-2015 are:

MCA

35% - Math and Reading MCA proficiency for Grades 3-6.
Benchmarks: OLPA, Study Island Completion

NWEA

100% - Growth target attainment for NWEA Math and Reading and 150% growth target goal for students who are below grade level.
Benchmarks: Given three times a year. Goals will be revisited and reset in the winter.

Korean Language

35% - Korean Language Proficiency Target as based on the ACFL SOPA
Benchmarks: Most students had little to no prior knowledge of the Korean language

Study Island

80% - Math, Reading at student’s grade level at 80% completion.
Benchmarks: Frequent check-ins with the teacher. Quarterly conferences.

Specific Information on 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 affecting student’s progress and growth toward career and college readiness and leading to the world’s best workforce.

We measure each student’s progress in the following ways:

-Daily Classroom Instructional Goals – All teachers are working daily with students on their class work and assessing the results in a timely fashion.

-NWEA MAP Scores for Fall, Winter and Spring. The NWEA score summary is sent home with a RIT scale so parents and students understand, in grade level terms, where their children are currently. Teachers use this data to focus instruction, form instructional groupings and write individualized goals.

-OLPA MCA’s for Math and Reading – The OLPA is given once in the winter and results are given to parents. We also include a letter of explanation that the OLPA results are not official MCAs and that we have over three months left to prepare for the MCAs. The OLPA results are simply another measure that helps us inform our instruction.

Study Island – All students are expected to complete their grade level Math and Reading topics in Study Island.

Child Find Process – Students who are not making regular process in the mainstream classroom are referred to our Child Find team meetings for further discussion and interventions are put into place.

EL Plan of Service – All students are evaluated to see if they qualify for EL services in addition to classroom instruction. If students qualify, they are given service according to their Needs. Students are evaluated yearly on the WIDA-ACCESS and our goal is that all EL students grow by one level on the WIDA-ACCESS composite.

A system to systematically and periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations

School Director (Principal) Evaluations – Conducted yearly by a committee which includes parent and staff surveys, a rubric for scoring, the Director’s self-assessment, the committee’s assessment and an action plan for improvement.

Teacher Evaluations – All staff and teachers go through four evaluations and observations during the academic year. Teachers conduct an initial self-evaluation and goal setting exercise, followed by a peer observation experience, followed by two Director observations. Additionally, the Director will provide frequent in-class coaching.

Parent Surveys – Data from these surveys will be collected once a year to guide curriculum and instruction.

EL Parent Evenings – The school will host three parent information nights for parents of EL students. These will focus on discussing the curriculum as well as getting feedback from parents about the effectiveness of our programs.

Yearly Objective Test Results – Each year the curriculum committee will review the curriculum, compare it to the demonstrated results on any objective measures and ensure alignment.

Strategies for improving instruction, curriculum, and student achievement



Extended Learning Time – Sejong offers free after school programming, which includes homework help, blended learning lab time and recess/snack. Additionally, Sejong offers Saturday school for any students who are interested to get more time working in the blended learning lab.

SIOP School-wide Approach – All teachers train on the 8 components of SIOP each year and those components are assessed on the teacher observation rubric.

Responsive Classroom – All teachers are trained and continually train on Responsive Classroom approaches including Show Five, Voice Volume levels, behavior redirection strategies, C.A.R.E.S values, and teacher language. Monthly school wide assemblies help reinforce each of the five C.A.R.E.S. values.

Strategic Instructional Groupings – Teachers use different styles of flexible groupings that are based on objective academic data as well as subjective social or observational data.

Cross Language Conceptual Understanding – In the future, once our students’ proficiency in Korean increases, we hope to use Korean and English to study the same concepts to reinforce student’s conceptual understandings.

Use of Stations – Teachers differentiate many subjects through the use of instructional stations.

Infusion of Technology – All classrooms are equipped with computer workstations with four computers. Students also have online standards-based programs to guide their learning and promote independent learning off-campus. Teachers also use Smart Boards to infuse and enhance their instruction.

Individualized and Independent Learning – Sejong students are always encouraged to proceed at their own pace. If a student demonstrates that he/she has met grade level standards, he/she is also allowed independent learning opportunities.

Project-Based Learning – Our teachers utilize project-based learning to deepen conceptual understandings. Additionally, we have a project-based learning class for students who are ready for accelerated learning opportunities.

District Reporting Requirements

- The School Board will report on the World’s Best Workforce Plan at the annual meeting.
- Sejong Academy’s World’s Best Workforce Summary will be available October 1st.
- The World’s Best Workforce Plan will be posted on the Sejong Academy website once it is approved by the board.
- Sejong Academy will submit the plan and summary to MDE each year.

Committees and Roles



Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards

-The District Advisory Committee will meet three times a year. The school will advertise the committee opportunity through the PTO meetings, website and family newsletters.