Kelliher School
ISD #36

YOU ARE CHALLENGED TO BE:
ADAPTABLE CONFIDENT CURIOUS COMPASSIONATE PROBLEM SOLVERS CREATIVE MOTIVATED COMMUNICATORS COMPETITIVE CIVIC MINDED ACCOUNTABLE COOPERATIVE RESPECTFUL

"World's Best Work Force"
2019-2020
Plan of Action

Vision/Mission/Beliefs

Vision Statement: To be the first choice of district patrons for a rigorous and safe education by consistently promoting our directive, mission, and goals

Mission Statement: Working cooperatively with home, school, and community to develop leaders and life-long learners in a community that promotes rigor, relevance, and respect

Kelliher School District Directive:

YOU ARE CHALLENGED TO BE: CIVIC MINDED ADAPTABLE COOPERATIVE CONFIDENT RESPECTFUL CURIOUS COMPASSIONATE PROBLEM SOLVERS CREATIVE MOTIVATED COMMUNICATORS COMPETITIVE ACCOUNTABLE

Kelliher School District's Response to WBWF Legislation

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). Kelliher School strives to provide the best educational opportunities for every student. Providing an education and preparing Kelliher School students to succeed in school from birth through graduation and into post-secondary endeavors, is a goal that must be addressed early in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and post-secondary school readiness.

Kelliher School staff and administration recognize that 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 between students who receive or do not receive special education. Kelliher School's comprehensive strategic plan is intended to serve as a document to align the school's educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

In designing this plan, Kelliher School's WBWF Committee members considered and utilized a number of existing plans, documents and strategies that were already in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plan, School Readiness Program Plan, Local Literacy Plan; Student Transition Plan to College and Career Readiness, Plan for Educator Effectiveness, Success for the Future program, and the school's Authentic Intellectual Work plan. Kelliher School District's World's Best Workforce Plan will illustrate how the school's existing district plans fit together and serve as a blueprint to create a quality educational system designed to equip every student with the skills necessary to succeed in the 21st century.

"World's Best Workforce" requirements mean Kelliher School staff and administration will strive 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.

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The Kelliher School Board will develop a plan to support and improve teaching and learning aligned to the World's Best Workforce legislation which includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting state and local 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

Summer 2019 – develop a district strategic World's Best Workforce (WBWF) Plan
September 2019 – Implement WBWF district Plan
October - November 2019 – Develop report on the implementation of the previous years' WBWF plan
November 2019 – Present the results of the plan to the public at a school board meeting

Kelliher School staff and administration will review the plan on an annual basis

Kelliher School
ISD #36
"World's Best Workforce"
District Advisory Committee

Malcolm Wax – Superintendent
Steve Geerdes - Executive Director
Cynthia Celander – School Counselor
Carly Amsden – American Indian Liaison
Dawn Jensen – School Board member/parent
Diane Mostad – ECFE Director/Community member
Sissy Neft – Parent/Business
Calvin Mayers – Support Staff
Rachael Neft – Parent/Special Education staff
Carly Amsden – Interventionist/Success for the Future Indian Grant Coord
Chase Pink – Technology Coordinator/District Assessment Coordinator
Angela Charnoski – Parent/Indian Education Committee member
Sherri May - Parent
Lisa Stately– Parent/Indian Education Committee member
Carol Barrett - Parent
Myron Barrett - Parent
Tessie Barret - Parent
Michelle Johnson - Consultant from Northern Sky Center of Excellence

*Annual Public meeting – December
*Committee meets four times a year– September/November/January/March
* Yearly Stakeholder survey - March

Central Beliefs Held by Kelliher School

- Learning is a lifelong process.
- All people, birth through adulthood, can succeed at learning.
- Raising expectations will improve results collectively and individually
- Educational systems must be student centered
- Students must develop the ability to become self-directed learners in order to become independent learners.
- We must provide a variety of opportunities for all people to learn and to prepare for career and college opportunities
- State of the art technology will be part of our educational system
- We must provide a positive educational atmosphere for all students, staff, and community members to participate in learning because a positive, secure, and supportive climate allows quality education to occur.
- The school must provide a safe and stable learning environment
- Respect for self, others, and property is fundamental
- Family and community must be involved in education
- Partnerships and open communication among students, staff, parents, and community members create a cooperative and success-filled environment
- We must model and promote responsible citizenship
- We must provide and maintain quality facilities
- People and property must be treated with respect
- Appreciation and acceptance of diversity strengthen and enrich the community
- We must promote an understanding of cultural diversity
- We must promote an understanding of global issues
- High Quality staff is essential to learning
- We must promote life-long wellness
- College and Career Readiness is an essential outcome of our educational system

- All learners are members of an increasingly interdependent and interconnected world-wide community
- We must prepare people to compete and function in the Global Workforce.

Kelliher School
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"World's Best Workforce"
Performance/Goals

Achievement Gap – Free & Reduced Lunch/Poverty
• The achievement gap in Mathematics between white students and American Indian students will be reduced by 10% based on MCA scores.

- The achievement gap in Reading between white students and American Indian students will be reduced by 10% based upon MCA scores.

Kindergarten Readiness
• All students will be provided a high quality Early Childhood program/education as measured by Parent Aware System rating and local assessments and will be ready for Kindergarten.

Reading Well By 3rd Grade
• 75% of 3rd grade students who demonstrate 90% or greater regular attendance during grades K-3 will meet proficiency as measured by the Minnesota Comprehensive Assessments.

• 90% of K-2 students who demonstrate 90% or greater regular attendance during their school year will demonstrate growth in reading and math as measured by Northwest Educational Assessment and local assessments.

Career and College Readiness
• All students will take EXPLORE Assessment (8th), Career Unit (9th), and ASVAB/PLAN (10th) to prepare career/college plan.

• All students will be provided a challenging, rigorous, and relevant curriculum that incudes basic skills/knowledge, elective career exploration, and College in the High School opportunities.

High School Graduation
• 100% of students who are enrolled at Kelliher School in 9th grade and demonstrate 90% or better regular attendance will graduate prepared for career and college opportunities.

Kelliher School
ISD #36
"World's Best Workforce"
Plan Components/Activities

District/Site Achievement Benchmarks
- District Systems Accountability report
- District Performance/Goals
- District Staff Development report

Assessment/Evaluation of Student Progress toward Career/College Readiness
- Reading Well By 3rd Grade Plan
- Career Portfolio – (Grades 7-12)
- Growth/Achievement record – (Grades (P-6)
- Advanced Course offerings – College in High School

Evaluation of Effectiveness of Curriculum/Instruction
- Teacher Evaluation system
- Principal Evaluation system
- District Staff Development Plan
- World's Best Workforce Plan

Strategies for Improving Instruction, Curriculum, and Student Achievement
- District Staff Development Report
- Teacher Evaluation Plan
- Principal Evaluation Plan
- Systems Accountability Report
- Read Well By 3rd Grade Report
- Authentic Intellectual Work Professional Learning Teams

Kindergarten Readiness
Having all students meet school readiness goals

The Kelliher School Kindergarten Readiness programs include Head Start and Early Childhood center-based programs, curricula, and assessments. Kelliher School's Early Childhood program offers comprehensive services that are responsive to children's needs to improve learning outcomes, with a particular focus on opportunities for family engagement and parenting education. For example, programs partner with Early Childhood Family Education (ECFE) to provide regular, ongoing parenting education on topics about transition to kindergarten and ongoing family involvement in their child's learning in school, child development and learning, and parent-child relationships.

In addition, the Kelliher School Kindergarten Readiness center incorporates compensatory instructional services to accelerate literacy and language development for participating children. Teachers tailor instructional content and activities to address children's learning needs adequately, and promote development to help close the "opportunity gap" so that children perform at age-level or higher at kindergarten entry.

The program utilizes electronic mobile devices and software apps to assist students in phonological awareness and reading skills for students in age-appropriate and engaging ways including voice technology. Such technology will also include reporting and monitoring tools to provide teachers with evidence of progress and will empower teachers to help early childhood students develop and grow.

For example, children whose opportunities for literacy and language development have been limited, receive support in the development of basic literacy skills. In addition, children whose opportunities for social-emotional skills development have been limited receive support in the development of such skills. Kelliher School is a member of the TACSEI (Technical Assistance Center for Social Emotional Intervention) cohort which provides training for staff and support for students in the development of social-emotional-behavioral skills that remove barriers to education and prepare students for Kindergarten. The program uses sensory activities to help calm students, assist them in their social-emotional-behavioral development to enhance their abilities to learn playing skills, social skills, self-regulatory skills, as well as academic skills and development.

Early childhood staff coordinate the transition from the early childhood classroom to kindergarten and the early grades to ensure a smoother transition to school and to help sustain the positive effects of the early education program into the early elementary grades.

In addition, the ECFE teacher-coordinators work with the Kindergarten teacher before and during the summer Kindergarten Readiness Program to communicate with and support students and parents, especially those who are new to the district with no prior exposure to early learning programming at Kelliher or through any other source. During the summer, a Kindergarten transition-readiness program is offered every morning for two weeks to help prepare students for the rigors of Kindergarten.

Kelliher School District ISD #36 Local Literacy Plan
Having all third grade students achieve grade-level literacy

Reading development is one of the most important goals of Kelliher Elementary School. Every staff member at Kelliher Elementary School is committed to building and sustaining a school culture in which high quality reading instruction for all students is our most important priority. The primary reading goal of Kelliher Elementary School teachers is to implement research-based core instructional methods and curricula which is supplemented by scientifically-proven Multi-tiered Systems of Support (MTSS) to help every child read at grade level or above by third grade.

OBJECTIVES OF KELLIHER SCHOOL'S COMPREHENSIVE ASSESSMENT PLAN

Kelliher School's comprehensive assessment plan for the early elementary grades has four main objectives:

1. To **identify** students at the beginning of the year who are "at risk" for reading difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards in reading by the end of the year.

2. To **monitor** students' progress during the year to determine whether "at risk" students are making adequate progress in critical reading skills and to identify any students who may be falling behind.

3. To **collect** information about students that will be helpful in planning instruction to meet their most critical learning needs.

4. To **assess** whether the instruction provided by classroom teachers and intervention specialists is sufficiently powerful to help all students achieve grade-level reading standards by the end of each year from kindergarten
through third grade.

The five dimensions of reading skills Kelliher School will assess:
The Report of the National Reading Panel has identified five critical components of reading skill that children must master as they progress from non-readers in kindergarten to proficient readers at the end of third grade. They **are phonemic awareness**, **phonics**, **fluency**, **vocabulary**, and **reading comprehension**. Kelliher School's comprehensive reading assessment plan will monitor the development of each component in a manner deemed appropriate to each grade level as follows:

Kindergarten
Kindergarten students require sensitive assessments of their growth in phonemic awareness, phonics skills (knowledge of letters and beginning phonemic decoding ability), and vocabulary. Their reading skills are rarely sufficiently developed to usefully assess text reading fluency and

reading comprehension. When necessary, listening comprehension will be assessed in place of reading comprehension in order to identify students whose language processing skills place them at risk for difficulties comprehending text once they can read words fluently and accurately. The The Reading Mastery Direct Instruction curriculum published by McGraw Hill will be taught to students in Kindergarten.

Grade 1
Kelliher School teachers will continue to monitor students' development of phonemic awareness in first grade in order to address the needs of struggling students who continue to have difficulty in this area. The development of accurate and fluent phonemic decoding skills will also be monitored in first grade, since these foundational skills for reading accuracy undergo major development in this period. As students begin to read connected text with reasonable accuracy, their development of oral reading fluency will be monitored. Oral measures of young children's reading fluency are much more reliable than measures of silent reading fluency. Oral reading fluency's importance as an index of reading growth extends from first through third grades. Continued growth in vocabulary will also be assessed, and it is our goal that reading comprehension will be assessed reliably in most students by the end of first grade.
The classroom teacher uses local assessments for regular benchmarking throughout the year and uses local classroom assessments to measure high frequency words. The Reading Mastery Direct Instruction curriculum published by McGraw Hill will be taught to students in 1st grade.

Grade 2
Some second graders may need continued monitoring of their phonemic decoding ability, especially for multi-syllable words, particularly in Kelliher School which has a high percentage of poor and minority students, who have traditionally been at risk for difficulties with the early mastery of these skills. Continued monitoring of reading fluency will be critical through second grade, since students must make strong growth in this skill to maintain grade-level reading proficiency. Kelliher School's comprehensive assessment plan will also measure second graders' vocabulary and reading comprehension. The classroom teacher uses local classroom assessments to measure high frequency words. The Reading Mastery Direct Instruction curriculum published by McGraw Hill will be taught to students in 2nd grade.

Grade 3
The primary dimensions of reading growth that will be monitored in Kelliher School third grade will be reading fluency, vocabulary, and reading comprehension. The Reading Mastery Direct Instruction curriculum published by McGraw Hill will be taught to students in 3rd grade.

TYPES OF ASSESSMENTS IN COMPREHENSIVE PLAN

Screening Tests
Briefly administered, Kelliher School's screening tests will provide an initial indication of which students are entering the school year "at risk" for reading difficulties because they are lagging in the development of critical reading skills. Many students who enroll at Kelliher School and enter as a Kindergarten student or who open enroll to Kelliher School are below the 10th percentile in reading skills. Valid and reliable screening tests will help Kelliher School teachers differentiate their instruction based on what students already know and can do.

Progress Monitoring Tests
Also brief, progress monitoring tests will be given periodically to determine whether students are making adequate progress. There are two types of progress monitoring tests that Kelliher School teachers will use; both are important to Kelliher School's comprehensive assessment plan. The "curriculum-embedded" test, in common use for many years at Kelliher School, assesses the extent to which students have learned the material taught in the current unit of the core reading curriculum. This type of test helps Kelliher School teachers identify which students have mastered the material and whether the class is ready to move on to the next unit. These tests are included in Kelliher School's core reading program materials.

The second type of progress monitoring test has a shorter history of use in Kelliher School. Such "general" or "external" progress monitoring tests measure critical reading skills such as phonemic awareness, phonics, fluency, vocabulary, or comprehension, but are not tied to any specific reading curriculum at Kelliher School. Such tests establish performance targets, or "benchmarks" for different points in the school-year (i.e., beginning, middle, and end) that predict success in meeting grade-level reading standards by the end of the year. When administered at the end of the school year, these tests will also identify Kelliher students who will likely have trouble meeting grade-level standards at the end of the next school year unless they receive extra help.

Kelliher School's general progress monitoring tests will provide performance targets that Kelliher School teachers can aim for in order to ensure that their students are on track for meeting grade-level reading standards by the end of the school year. The general progress monitoring tests utilized at Kelliher School are Reading Mastery Direct Instruction assessments, Scholastic System 44 SRI tests, MAP tests, and STAR assessments.

Diagnostic Tests
Kelliher School utilizes the relatively lengthy, diagnostic tests which provide an in-depth, reliable assessment of important component skills in reading. Their major purpose in the early elementary grades is to provide information for planning more effective instruction by Kelliher Students. Diagnostic tests will be given when there is a clear expectation that they will offer new, or more reliable, information about a Kelliher School student's reading difficulties that can be used to help plan more powerful instruction.

Diagnostic Tests and Diagnostic Information
Kelliher School teachers are aware of the difference between diagnostic tests and diagnostic information. Diagnostic information is any knowledge about a child's skills and abilities that is useful in planning instruction. Such information can come from student work, teacher observations, or other tests, as well as diagnostic tests. For example, if a Kelliher Student performs poorly on a test of reading comprehension at the end of second grade, it would be useful to know if he or she is impaired in reading fluency or accuracy, knowledge of word meanings, general background knowledge, or use of efficient comprehension strategies. Any information gathered about the child's knowledge and skill in the components of reading comprehension is diagnostic information that could be used by Kelliher School teachers to direct instructional interventions.

For example, if a Kelliher School student were struggling to acquire fluent and efficient phonemic decoding skills (phonics), it would be useful for his or her teacher to have reliable information about his or her level of phonemic awareness and letter-sound knowledge, since both are required to understand and use the alphabetic principle in reading. If the child were relatively strong in phonemic awareness, but had a poorly developed knowledge of letter-sound relationships, this information could be used to focus intervention work.

Kelliher School's diagnostic tests are one important way that teachers will obtain diagnostic information that can help guide interventions for students who are experiencing difficulty in learning to read.

Reading Outcome Tests
Given at the end of the year at Kelliher School, reading outcome tests will assess important reading outcomes such as reading comprehension. These tests are important because they will give Kelliher School administrators and teachers valuable feedback about the overall effectiveness of our reading program.

As part of Kelliher School's comprehensive plan, reading outcome tests will be administered at the end of every year from kindergarten through third grade, although kindergarten tests will differ greatly from those administered at the end of 1st, 2nd, and 3rd grades, since the older children will have begun to acquire skills in reading comprehension. Longitudinal studies of reading have shown that students are much more likely to meet grade-level standards in reading at the end of third grade if they have met those standards in each preceding year (grades K-2).

Thus, outcome tests at the end of grades K-2 will be useful to Kelliher School staff to ensure that instruction in each grade is sufficiently powerful to keep most students on track for successful performance when they take important reading accountability measures at the end of third grade. Reading outcome tests that are used by Kelliher School teachers include MAP assessments, STAR tests, and Scholastic SRI assessments.

Literacy Plan Components:

I. *Statement of goals or objectives defining how reading proficiency will be ensured for all students at each grade level from Kindergarten through grade 3.*

A. Kelliher School staff will disaggregate student achievement results and growth data for all students in pre-K through grade 3, utilizing, when possible, trend data from the previous 2 or 3 years utilizing the following assessment tools:

- NWEA Measures of Academic Progress (MAP) Assessments
- STAR Testing (Enterprise Edition)
- Reading Mastery Direct Instruction Assessments
- Classroom assessments

B. Sufficient time for reading instruction is necessary for children to read at grade level. All children in K-3 will receive 90 minutes of reading instruction each day. Reading instruction will begin during the first week of school and will continue through the last week of school. Children not reading at grade level will receive more than 90 minutes of reading instruction each day.

Schools and teachers require high quality instructional programs and materials to provide high quality reading instruction to all children. A common core reading program will be used in K-3 with children reading at or above grade level.

For children reading below grade level, some combination of the core reading program with additional highly specific supplemental reading materials and intervention programs will be used for reading instruction. The combination of materials used will be based on the learning needs of students. All programs and materials used at Kelliher Elementary School will be constructed according to principles of scientifically-based reading research and, to the greatest degree possible, these programs and materials will be demonstrated to be effective in rigorous scientific studies.

Effective reading instruction for all children is achieved through differentiated instruction. Our commitment is to identify children who are reading below grade level, or who are otherwise at risk for reading problems, and provide these students with instruction that is differentiated for them based on need. Differentiated instruction will help children make the progress necessary to reach grade level reading performance.

Kelliher School staff and administration will analyze current practices including the effectiveness of core literacy instruction for all students, but especially student groups and subgroups that have not been making adequate growth to meet grade-level objectives with the following results:

- Based upon analyses of core instructional curricula, Kelliher School will replace literacy curricula that are deemed to be ineffective and will replace such curricula with curricula that is proven through research to be effective in successfully teaching literacy.
- Based upon analyses of core instructional practices (scheduling, pedagogy, exercises), Kelliher School will replace such practices with research-based and proven practices.

C. Based upon analyses of practices and supports that have demonstrated success, and based upon data supporting success in other schools, Kelliher School will apply research-proven best practices to support literacy.

        Examples include:
- Scholastic reading initiatives such as System 44 and READ 180;
- Reading Mastery Direct Instruction Curriculum
- Reading Plus
- Read Naturally

        D. Teachers will be provided with training and professional development to help them make successful decisions regarding core literacy instruction and Multi-Tiered Systems of Support (MTSS).

Early Childhood School Readiness Goals:

In order to help prepare Kelliher School children be successful when they enter school, its ECFE programs implement core strategies including:

- An integrated curriculum that addresses the essential domains of school readiness in the Head Start Child Development and Early Learning Framework which provides for aggregating and analyzing of child-level assessment data at least three times per year and which uses that data in combination with other program data to determine progress toward meeting goals, to inform parents, and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions;

- A learning community among staff to promote innovation, continuous improvement, and integrated services across education, family services, and health.

- Alignment of curriculum and teaching with the following domains:
    - Adoption and alignment of established OHS goals from the revised Framework;
    - Creation and implementation a plan of action for achieving the goals;
    - Assessment of child progress on an ongoing basis and aggregation and analyzation of data three times per year;
    - Examination of data for patterns of progress for groups of children in order to develop and implementation a plan for program improvement.
    -
- Language and Literacy Goals including:
    - Children will use and comprehend increasingly complex and varied vocabulary for conversation and communication;
    - Children will begin to identify and discriminate letter/sounds in words and print as a form of communication.

II. Statements of processes to assess students' levels of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through grade 3.

Assessments: Reading assessments are necessary to 1.) determine if children are reading at grade level, 2.) monitor reading progress, 3.) inform instruction, and 4.) plan instruction. All K-3 students will be assessed at the beginning, middle, and end of the year to determine if they are reading at grade level. Children not reading at grade level will be assessed regularly to monitor their reading progress. Assessments to monitor reading progress will be brief and take little time away from reading instruction. These assessments will be used to inform and plan the instruction necessary to improve student reading progress. Near the end of the year, all K-3 students will be assessed on a standardized reading test to determine if they are reading at grade level. Assessment and benchmarking vehicles used will selected using research-based evidence documenting their reliability and validity as diagnostic assessments.

- Assessments currently being used include:
- Kindergarten: Classroom assessments
- Grade 1: STAR Enterprise Assessments, MAP Assessments,
- Grade 2: Star Enterprise Assessments, MAP Assessments,
- Grade 3: Star Enterprise Assessments, MAP Assessments, MCA-II Tests

Kelliher School's Pathway to Proficiency: Linking the STAR Reading Scales with Performance Levels on the Minnesota Comprehensive Assessments (MCA-II's)

STAR Reading Assessments will be used for screening and progress-monitoring assessment and is a reliable, valid, and efficient computer-adaptive assessment of general reading achievement and comprehension for grades 1–12. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores.

Indicating which students are on track to meet later expectations is one of the potential capabilities of a category of educational assessments called "interim" (Perie, Marian, Gong, & Wurtzel, 2007). They are one of three broad categories of assessment:

Summative – typically annual tests that evaluate the extent to which students have met a set of standards. Most common are state-mandated tests such as the Minnesota Comprehensive Assessments (MCAs).

Formative – short and frequent processes embedded in the instructional program that support learning by providing feedback on student performance and identifying specific things students know and can do as well as gaps in their knowledge.

Interim – assessments that fall in between formative and summative in terms of their duration and frequency. Some interim tests can serve one or more purposes, including informing

instruction, evaluating curriculum and student responsiveness to intervention, and forecasting likely performance on a high-stakes summative test later in the year.

An outcome of this study is that Minnesota educators, such as Kelliher School staff, using the STAR Reading Enterprise assessments can access **STAR Performance Reports** focusing on the **Pathway to Proficiency** that indicate whether individual students or groups of students (by class, grade, or demographic characteristics) are on track to meet the Minnesota reading standards of proficiency as measured by the MCAs. These reports allow Kelliher School instructors to evaluate student progress toward proficiency and make instructional decisions based on data— well in advance of Minnesota's annual state tests. Additional reports automatically generated by the STAR tests help Kelliher School staff **screen** for later difficulties and **progress monitor** students' responsiveness to interventions.

Results and Reporting

Results will be incorporated into Kelliher School STAR Performance Reports focusing on Kelliher School's Pathway to Proficiency that can be used to help Kelliher School educators determine early and periodically which students are on track to reach *Meets the Standards* (proficient) status or higher and to make instructional decisions accordingly.

Communication of results: Results of diagnostic assessments, benchmarking vehicles, and standardized tests will be shared with parents after each and every administration. Data and results will be shared with parents and teachers will assist parents in understanding and interpreting the results of each assessment. Teachers will then seek to collaborate with parents toward the goal of improvement the reading ability of all students. At the end of each year, the district will notify parents if their children are not reading at grade level.

Research shows that children do better in school when parents and teachers communicate and when parents become involved in the school. There are number of ways that parents and teachers can communicate with each other, rather than relying on the scheduled parent-teacher conferences. Close communications between parents and teachers can help the student. Research by Joyce Epstein shows that when families feel positive about school due to improved communication channels, students become more successful. According to Epstein, family participation in education is twice as predictive of student academic success as family's socio-economic status. By being more involved, parents and students will feel more ownership for education, which will improve student attendance and achievement.

The district utilizes the Honeywell Instant Alert System to notify, remind, and invite parents to open houses, conferences, concerts, and all other activities and meetings in order to improve parent participation. Numerous breakout sessions will be available to parents to learn about district reading initiatives, online parent portal access, Perspectives for Families, and other programs. The Honeywell Instant Alert System will also be used to notify, remind, and invite parents about school meetings and functions.

III. *Plan to notify and involve parents in accelerating literacy development in grades Kindergarten through grade 3.*

A. Core literacy instruction and interventions supports are aligned with grade-level content standards as follows:

B. The district maintains a communication plan, with specific timelines, for collaborating with parents on understanding data and existing supports as follows:

- K-2 classroom teachers will maintain frequent communication with parents through phone calls, emails, and letters to the home;
- P-T conferences will occur twice a year (fall and winter) during which teachers will communicate and collaborate with parents;
- Open house parent nights will be held a minimum of once a year allowing for two-way communication between teachers and parents in order to facilitate collaboration with parents regarding the understanding of data and supports;
- The school will send out mass telephone communications through Honeywell Instant Alert notifying parents of opportunities for communication and collaboration.

C. Entrance and exit criteria for students needing instructional interventions are as follows:

Estimated STAR Reading cut scores for MCA-II performance levels:

Grade	Does Not Meet Standards	Partially Meets Standards		Meets Standards		Exceeds Standards	
	Cut score	Cut score	Percentile	Cut Score	Percentile	Cut score	Percentile
3	<217	217	7	383	35	584	89
4	<239	239	3	438	24	640	77
5	<327	327	4	531	26	830	81
6	<387	387	4	577	22	902	75
7	<499	499	8	718	35	1186	90
8	<534	534	6	786	29	1237	87

D. Resources and tools for parents, caregivers, and /or community members to support literacy practices at home:

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Kelliher School Staff will utilize Perspectives for Educators and will provide parents and families with programs such as Perspectives for Parents to help families support literacy practices at home to help students develop and improve Reading skills in areas where they are identified as needing improvement.

In addition, Kelliher School will offer summer reading programs in conjunction with the Kelliher Library and Information Center (KLIC). The school will also maintain its Accelerated Reading program over the summer and will provide students with incentives for reading over the summer.

IV. Kelliher *School will provide interventions and instructional supports for students who are not reading at or above grade level in K – grade 3. Such interventions will be based on learner data, and services will be provided, as informed by such data, with the collaboration of parents and caregivers.*
    A. The continuum of core instruction and intervention practices will be aligned to grade level standards and benchmarks as follows:
- 90 – 120 minutes of literacy and language instruction provided as core instruction;
- Core instruction will be aligned to grade level standards and benchmarks as follows:
    - Kindergarten
    - Grade 1
    - Grade 2
- Bi-weekly benchmarking and diagnostic assessments will inform teachers about student learning and growth, or the lack thereof for every student;
- As student data is acquired through diagnostic assessments, various supports will be put into place for students according to needs identified;

    B. Kelliher Elementary School teachers will seek feedback from stakeholders (parents, caretakers, and guardians) regarding accessibility of information, usefulness of data and documents, and the support needed to implement strategies that are required elements of the school's literacy plan.

V. **Professional Development:** The effective use of reading assessments and instructional programs and materials requires high quality professional development for teachers and other staff members, including the principal, specialists, and paraprofessionals. Prior to using reading assessments or instructional programs and materials in the classroom, staff members will receive thorough training in their appropriate use. Staff members who require additional professional development to use assessments and instructional programs and materials appropriately will receive it. The building principal will be responsible for making sure all staff members have the training they need to use reading assessments and instructional materials appropriately.

Effective communication and collaboration in reading performance and planning is essential for the success of Kelliher Elementary School's K-3 Literacy Plan. At Kelliher Elementary School,

every two weeks throughout the year, all K-3 staff will meet to discuss, monitor, and plan reading instruction and achievement. The principal, and/or other designated building leaders will support and, when possible, attend these meetings. At these meetings, staff will analyze data from student assessments to inform and prioritize the selection of further professional development needs and strategies.

Kelliher School has applied for a grant in order to participate in a cadre of schools that will utilize Authentic Intellectual Work (AIW) programming and AIW frameworks to help Kelliher School teachers improve teaching in Reading. Authentic Intellectual Work is a research-based and proven program that support professional development which allows teachers to reflect upon their classroom teaching, their pedagogy, and their lesson plans, and which allows teachers to support each other in development improved lesson plans. A description of Authentic Intellectual Work follows below.

Closing the Achievement Gap

<u>Closing the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those who are not.</u>

To address this goal, Kelliher School will utilize several approaches and a number of existing plans and initiatives in conjunction with one another including:

- Reading and Mathematics Mastery Programming
- Title One Reading and Mathematics initiatives
- A full-time reading specialist
- Increased time in classrooms focusing the teaching of reading skills
- Authentic Intellectual Work Professional Development
- Reading Mastery Direct Instruction curriculum published by McGraw Hill

<u>Student Progress and Growth Monitoring</u>

Kelliher School uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal and formal classroom assessments administered by classroom instructors to formal, mandated assessments such as the Minnesota Comprehensive Assessment III tests (MCA-III). Kelliher School staff 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, Kelliher School teachers are encouraged to help students answer three questions: *Where am I going? Where am I now?* and *How can I close the gap?* through the Seven Strategies of Assessment *for* Learning (Chappuis, Jan. *Seven Strategies of Assessment for Learning*. Boston: Allyn & Bacon, 2009) . These strategies include: Providing 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; Designing lessons to focus on one learning target at a time; Teaching students focused revision; and Engaging students in self-reflection, and letting them keep track of and share their learning.

<u>Kelliher School Achievement Goals</u>

Math

The percentage of each student enrolled October 1 in grades **3-6** at **Kelliher Elementary School** who are proficient on all mathematics state accountability tests (MCA-III, MTAS) will increase from **48.4%** in **2019** to **60%** in **2020**.

The percentage of each student enrolled October 1 in grades **7, 8 and 11** at **Kelliher High School** who are proficient on all mathematics state accountability tests (MCA-III, MTAS) will increase from **57.1%** in **2019** to **63%** in **2020**.

The Math achievement gap between white students and American Indian students enrolled October 1, 2019 will be reduced by 10% based on MCA scores.

Reading
The percentage of each student enrolled October 1 in grades **3-6** at **Kelliher Elementary School** who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from **44.2%** in **2019** to **50%** in **2020**.

The percentage of each student enrolled October 1 in grades **7, 8 and 10** at **Kelliher High School** who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from **54%** in **2019** to **60%** in **2020**.

The Reading achievement gap between white students and American Indian students enrolled October 1, 2019 will be reduced by 10% based on MCA scores

Science
The percentage of all students enrolled October 1, 2019 in grades 5-12 at Kelliher Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Science MCA will increase from 30% in 2019 to 40% in 2020.

All Students Will Graduate From High School and Attain College and Career Preparedness

To address these two goals, Kelliher School will utilize a number of existing services and programs to help every student graduate from high school and be prepared for the rigors of postsecondary school and career.

1. The Ramp-up to Readiness curriculum created by the University of Minnesota;
2. Success for the Future Native American program;
3. Career Launch & SMART Moves curriculum programming delivered through a collaboration between the Kelliher School and the Boys & Girls Club of the Bemidji Area (BGCBA).

Ramp-up to Readiness

Career Launch & SMART Moves
Kelliher School District will partner with the Boys & Girls Club of the Bemidji Area to offer Kelliher School students Career Launch and SMART Moves. Career Launch is a program that prepares 13 to 18-year-old students for their future careers in post-secondary education and the world of work. The program helps students explore their interests, aptitudes, career and school options, and encourages them to make sound educational decisions as they move forward through public school towards graduation and post-secondary options. Career Launch contains 22 competency-based, small-group activities that are organized into four units. Kelliher School staff will be able to choose from three program implementation plans in order to find an implementation that is best tailored toward their available resources and capacity for teen programming. Career Launch is designed to be easy to deliver, engaging, and flexible enough to accommodate different school situations and student needs.

Community partners play a critical role in shaping the lives of Kelliher School students. This is where BGCBA is uniquely positioned to make a significant difference. The club has access to staffing, training, and curricula that will help Kelliher School students develop positive outcomes and achieve great futures. In an effort to ensure that Kelliher Students stay in school, succeed in their education, and find success in their post-secondary aspirations, BGCBA will implement *SMART Moves* and *Career Launch* curricula, both of which have been identified as Boys and Girls Club of America's targeted programs. Participation in these programs will help drive academic success for youth and uniquely position them to make a difference in the future workforce and become contributing members in society.

SMART Moves
The **SMART Moves** program was developed to assist youth in resisting alcohol, tobacco and other drugs and premature sexual activity and to overcome obstacles that impede their development in leading successful lives and achieving their goals.

Through the following age-appropriate modules, **SMART Moves** provides youth with the knowledge, skills and self-esteem to help them make healthy choices and practice responsible behaviors, which includes avoiding the use of alcohol, tobacco and other drugs and postponing sexual activity:

SMART Kids (ages 6 to 9 years)
> The primary messages are:
- Our bodies are priceless and allow us to accomplish our dreams.
- Young people should avoid risky behaviors and situations, including involvement with alcohol, tobacco and other drugs.

Start SMART (ages 10 to 12 years)
> The primary messages are:
- Preteens should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal, these substances are potentially harmful to bodies and minds that are still developing. "Responsible use" is not an option.
- Preteens should postpone sexual involvement and practice abstinence first because that is the best way for young people to avoid the risks of pregnancy and sexually transmitted infections (STIs).

Stay SMART (ages 13 to 15 years)
> The primary messages are:
- Teens, ages 13 to 15, should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal for teens, these substances are potentially harmful to bodies and minds that are still developing. "Responsible use" is not an option.
- Teenagers should postpone sexual activity as long as possible because it is the best way for them to avoid the risks of pregnancy and STIs. Youth who are already sexually active can be encouraged to practice abstinence again.

The **SMART** programs help drive positive outcomes for youth in healthy lifestyles by exposing them to various age-appropriate activities designed to hone their decision-making and critical-thinking skills. By providing youth with resistance training and practical applications for learning how to lead healthy lifestyles, this program has a positive impact and helps place students on the paths to better futures.

Demonstrated Success: For than 25 years, BGCA's **SMART Moves** prevention program has received nationwide acclaim and become a mainstay in the prevention efforts of communities across the country. The **SMART Moves** prevention program has been scientifically evaluated with documented results. We know that **SMART Moves** works by exposing young people to protective factors that promote positive behaviors, health, well-being and personal success. With these protective factors, young people have the tools to overcome the many challenges they face today, along with the knowledge and skills they need to grow into confident, healthy young adults.

Career Launch
The Career Launch program was developed to introduce young people to the "working world." The program provides a range of services to help Club members develop skills essential for workforce success. Additionally, it allows them the opportunity to explore various careers based

on their interests and talents, and determine the corresponding educational path they would need to pursue. The Career Launch program has two components: career exploration and job readiness. The components are designed as follows:

Career Exploration
- Develop greater interest and appreciation for the world of work among participants.
- Provide participants with greater knowledge of possible careers and the role of education in success.
- Develop needed skills and increase participants' knowledge of how to find and hold jobs.
- Increase participants' decision-making skills, develop individual career goals and assist participants in pursuing education and training in support of career interests.

Job Readiness
- Increase participants' knowledge of how to find and apply for jobs.
- Assist participants in developing appropriate work habits.
- Have participants start and maintain employment, gaining experience and building work and interpersonal skills.

The program's content and tools emphasize the development of skills, knowledge and attitudes that prepare youth for the workforce. The program offers the following features:
- The Career Exploration Quick Reference Guide is full of career planning and job skills activities that Club staff or volunteers can conduct with teens individually or in small groups.
- Career Launch Teen Tips is a colorful booklet for teens with helpful job hunting and on-the-job tips, such as how to identify common abbreviations in job ads, what to wear to an interview and how to write a good cover letter and resume.
- The Career Launch website is an online encyclopedia that allows teens to explore career opportunities that match their interests and talents. The site offers an interest survey where teens can learn about different careers, identify training or college requirements, seek out financial aid and much more.
- Cutting-edge training workshops and the Career Launch online community are two components that teach Club staff how to recruit and train volunteers to make the most effective use of all of the Career Launch components.

This program helps drive positive outcomes for youth in the academic success area by exposing them to various activities designed to hone their decision-making and critical thinking skills.

Kelliher School Teacher Development and Evaluation Plan

Model Component	How is this component defined?	How is this Component measured?	How is this component weighted?

Teacher Practice	By 4 domains – planning and preparation, classroom environment, instruction, and professional responsibilities	Using the Components of the Charlotte Danielson Framework for teaching rubrics. ▪ Administrative Walk-throughs ▪ 3 peer coaching sessions per year ▪ 1 summative administration evaluation every three years ▪ Teacher Portfolio	40%
Student Engagement	Within the classroom, teachers can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.	Using results of a student survey for 15 percent For 5 percent, using evidence gathered from ▪ Administrative Walk-throughs ▪ Self-Assessment and Peer Coaching; ▪ Teacher Portfolio (optional)	25%
Authentic Student Learning & Achievement	As "student outcomes as measured by the assessments that have the highest levels of confidence and commonality"	*According to a teacher's teaching assignment, using combinations of ▪ Teacher value-added data: ▪ Class student learning goal results; ▪ Target need student learning goal results; ▪ Shared performance goal results	35%
Individual Growth & Development	An individual growth and development plan is based on setting and working toward goals for a teacher's professional growth. May include professional development activities, evidence of application in the classroom or professional learning community.	May include professional development activities, evidence of application in the classroom or professional learning community. Needs to include the following: ▪ Timeline for completion and review of goals ▪ Documentation of collaboration with others how progress will be noted ▪ Support needed (may include the following: Points of Contact, Self-assessment and peer coaching, and teacher	

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		portfolio (optional)	
Portfolio	A professional portfolio is a collection of a teacher's work, student artifacts, and teaching videos that documents professional growth and includes the teacher's own reflection on and assessment of his or her work.	Will include the following: An option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth Teachers' own performance assessment based on student work samples and examples of teachers' work which may include video among other activates for the developing area.	
Participation in a Professional Learning Communities	A group of educators committed to working collaboratively in an ongoing process of collective inquiry and action research to achieve better results for the students they serve	Participants collaborate with colleagues on professional learning goals, learn by doing, reflect on their experiences and share new insights and strategies with one another.	
Job-Embedded Professional Development	Planned and purposeful learning utilizing the AIW framework occurring weekly, during AIW academies and workshops, and while teachers and administrators engage in their daily work. The annual evaluation process for teachers must coordinate staff development activities and AIW peer coaching with the evaluation process and teachers' evaluation outcomes.	Needs to include the following: - Research based strategies for improving student learning - Opportunities for teachers to improve their skills over time using AIW - Opportunities for teachers to use student data as part of their daily work - Attention to both content knowledge and instructional skills - Alignment with state and local academic standards - Opportunities for professional collaboration - Encouragement of school-wide growth in professional teaching practice	Will be reviewed by District and Site Staff Development Committees

Mentoring and Induction	Mentoring is a structured, non-evaluative support process in which a highly skilled and experienced educator facilitates a colleague's development, with a focus on improving instructional practice through AIW	Will include the following: - Time for mentors' and mentees' professional learning and collaboration; - AIW scoring opportunities - Professional activities that include teacher development and reflection, - Differentiated learning opportunities based on individual teachers' needs, - Regularly scheduled opportunities for networking.	

Authentic Intellectual Work Professional Development

Authentic Intellectual Work Definition and Indicators

AIW is defined by three criteria: *construction of knowledge* through *disciplined inquiry* to produce discourse, products, and performance that have *value beyond school*. The AIW framework establishes criteria for teaching that:

• Maximize expectations of intellectual challenge and rigor for all students,
• Increase student interest in academic work,
• Support teachers in teaching for in-depth understanding rather than superficial coverage of material, and
• Provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects.

 These criteria and standards were derived from research conducted by Fred M. Newmann and colleagues at the University of Wisconsin-Madison and elsewhere from 1990 to 2003. Through a number of studies, researchers found that the achievement of students who experienced high levels of authentic instruction and assessment exceeded the achievement of their peers who received lower levels (the studies are summarized in Newmann, King and Carmichael, 2007). The findings were consistent in grades 3 through 12; in language arts, mathematics, science, and social studies; in schools from urban, suburban, and rural settings; and with diverse groups of students.

Using this research as a foundation, Newmann, Dana Carmichael, and Bruce King assisted the DE in designing a professional development project that focused on improving teachers' ability to design instruction and assessments to increase student authentic intellectual work. Schools apply voluntarily to the project and teams of teachers and administrators participate in:

> • beginning-of-the-year kick-off institutes to introduce teachers and administrators to AIW criteria and standards,
> • regular on-site team meetings to critique and improve teachers' assignments, assessments, and lessons,
> • periodic on-site coaching by external coaches trained in AIW, and
> • mid-year institutes where teams from different schools continue their professional development through subject area and grade alike workshops.

An important aspect of the project is designed to build internal capacity to support and sustain AIW professional development in schools.

Impact on Teachers' Practice
Focus groups and case studies describe the changing nature of instruction from the teacher-as-deliverer of facts to teacher-as-facilitator of student thinking, in-depth understanding, and skill development that is meaningful and valuable. The quality of classroom discussions has been at a much deeper and more thoughtful level.

Expectations for students have been increased and curriculum is now more closely connected to students' lives, making lessons more challenging and, simultaneously, more meaningful.

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Because students are more engaged, they are more persistent in problem solving. The review of teachers' tasks show that high school teachers who participate in AIW professional development are able to implement assessment tasks that scored significantly higher in the standards for authenticity. Effect sizes ranged from medium in science and social studies to large in mathematics.

Change in Professional Culture and Leadership
Administrators referred to the level of collaboration among teachers as "unprecedented." Using common protocols and criteria, teams of teachers within and across disciplines meet to improve their practice. Teachers examine their practice through the lens of the AIW framework, individually and collectively asking questions such as, "Will this lesson provoke students' higher order thinking and substantive conversation?" or "Does this unit lead students to apply and understand knowledge in contexts beyond school?" or "Will this assessment task require students to show an in-depth 5 understanding of an important concept?"

AIW teachers value the opportunities AIW professional development provides to make their instruction better. AIW schools also experience more sustained focus for their PD. AIW has improved the collaborative spirit between administrators and teachers, according to those interviewed in focus groups and case studies. Because administrators are part of the learning team, they find themselves giving teachers more relevant feedback. Also, AIW provides teachers with more leadership opportunities.

Student Achievement
Students in AIW schools across grade levels and subjects (reading, mathematics, science, social studies) usually scored higher on the ITBS/ITED than students in non-AIW schools and had higher percentages of students scoring proficient (i.e. the 41st percentile and above). For grades 4, 8, and 11 – the grades for which Iowa schools must report annually, AIW students scored significantly higher in 8 of the twelve comparisons (3 grades x 4 subjects) and AIW had higher percentages proficient in all 12 comparisons. The percentile advantage to AIW students was 5 points or higher in 8 of the 12 comparisons. The results across all grades 3-11 were similar. Of the four subjects, AIW students posted the most consistently higher scores in mathematics and showed consistently smaller differences in social studies.

While this evaluation offers initial positive indicators of the program's success, we hope that in the future, it will be possible to gather more comprehensive quantitative data that will show the extent to which professional development affects individual teachers' instruction and assessments which in turn then affects their students' achievement, but since all teachers in each AIW school participated in the AIW program, it is possible that the AIW program motivated AIW teachers to work much harder than non-AIW teachers to boost their students' achievement. This explanation for the results, while consistent with the case study reports herein, cannot be confirmed because the evaluation did not collect systematic data on the differences in motivation or effort to teach between AIW and non-AIW teachers.

Finally, it is possible that teachers in those schools that volunteered to participate in the AIW program were more highly motivated to devote serious effort to their students' achievement than teachers in non-AIW schools, before they had any experience with AIW professional development. This selection bias could explain higher achievement in AIW schools, independent of participation in the AIW program. This explanation could be tested by examining achievement trends in AIW and matched non-AIW schools prior to the AIW schools' participation in the AIW program.

While none of the explanations can be confirmed through this evaluation, the consistently favorable results for students in AIW schools suggests that the AIW program should be continued and that future evaluations should be designed to assess the relationship between the extent of individual teachers' participation in AIW professional development activities, their actual classroom practice, and their student's achievement, preferably disaggregated by socioeconomic status, race/ethnicity, gender, and other demographic characteristics known to affect school achievement. To explore the possibility of selection bias into the AIW program, future evaluations should also examine achievement trends in AIW schools prior to entry into the AIW program.

Summary and Implications of Achievement Data
Students in AIW schools across grade levels and subjects usually scored higher than students in Non-AIW schools. For the three grade levels reported, AIW students scored significantly higher in 8 of the twelve comparisons (3 grades x 4 subjects) and AIW had higher percentages proficient in all 12 comparisons. The percentile advantage to AIW students was 5 points or higher in 8 of the 12 comparisons. The data across all 9 grades (3-11) in Appendix C shows similar results. That is, of thirty six comparisons (9 grades x 4 subjects), AIW students scored significantly higher in 26 comparisons and AIW had higher percentages proficient in 32 comparisons. The percentile advantages to AIW students was 5 points or higher in 26 of the 36 comparisons. Of the four subjects, AIW students posted the most consistently higher scores in mathematics and showed consistently smaller differences in social studies.

The data here offers no information to suggest explanations for achievement differences between grade levels and subjects, but the consistently positive achievement results for AIW vs non-AIW students across grades and subjects can be explained in at least three ways.
Prior research shows that students of teachers who practice authentic pedagogy at high levels score higher on both standardized and more authentic assessments than students of teachers whose practice reflects lower levels of authentic pedagogy (for a summary of this research, see Newmann, King and Carmichael, 2007). If teachers in these AIW schools practiced higher levels of authentic pedagogy than those in non-AIW schools, we would expect such results.

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