

World's Best Workforce Plan Park Rapids ISD #309 2020-2021



Board Approved:

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WORLD'S BEST WORKFORCE CORNERSTONES:

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed throughout every child's life. This legislation, Minnesota Statutes 2013, section 120B.11, mandates that districts will develop goals to address issues identified locally. The comprehensive strategic plan that districts create under this legislation is intended to serve as a foundational document to align district educational initiatives from pre-kindergarten to post high school graduation and can serve as a blueprint to create a quality workforce equipped with skills for the 21st Century. The plan is to be developed with involvement and input from district stakeholders, including administrators, board members, teachers, parents, students, business leaders, and community members.

Students are most likely to succeed if they reach the five cornerstones, which are the backbone of the World's Best Workforce legislation:

1. All students will meet school readiness goals.

- The Park Rapids Area Schools preschool program continues to be a high-quality, Parent Aware, four-star rated program.
- A collaboration site team was developed, which included teachers in Head Start, Early Childhood Special Education, School Readiness, and administrative members. The team worked on continuity and collaboration among the programs, developed a PLC focusing on the five domains of preschool, and worked to create goals that assess whether preschoolers have the skills necessary for kindergarten readiness and beyond.
- School Readiness and Head Start meet together for cross programming collaboration.
- The team uses the TS Gold assessment when measuring preschool students' progress. This data will show the growth of yearly progress and assess the skills needed to successfully transition into kindergarten.
- The PLC focus is on the five domains of preschool.
- The preschool was awarded Voluntary Preschool funding from the state ensuring a quality preschool program that will support early learning benchmarks for our preschoolers.
- The ECSE staff consults and provides mentoring and training on due process.

2. All third-grade students will achieve grade-level literacy.

- Century Elementary has allotted a daily 90-120 minute literacy block for each grade.
- A representation of elementary administrators, Tier 1, Special Education, and Title 1 teachers meet monthly as literacy leaders for professional development to review best practices, collaborate, plan and implement systemic literacy growth.
- Monthly PLC sessions support evidence-based instruction for teachers using the Marzano Framework. The PLCs include time for peer observation for coaching, collaboration, and reflection purposes.
- Century Elementary utilizes data to make instructional decisions. This data comes from benchmark assessments in fluency and comprehension which is administered three times a year. Elementary students in grades K-4 are assessed fall, winter, and spring using the FASTBridge Reading Tests.
- FASTBridge testing is used to guide instructional practices in reading strategies. Students below grade level will be progress monitored using FASTBridge to ensure improvement.

- Title I teachers, special education teachers and their paraprofessionals will provide small group and individual interventions to supplement classroom instruction in areas that students are identified as below grade level.
- Low class size continues to be a district priority.
- A part time ADSIS position supports below level readers in K-1 literacy.
- Century Elementary continues to use the SRCL (Striving Readers Comprehensive Literacy) grant resources to promote literacy through Tier 1 instruction utilizing evidence based practices and the Minnesota English Language Arts Standards. The SRCL funds ensure student access to culturally diverse classroom libraries as well as high quality professional development for literacy instruction.
- Benchmark Advance is the resource consistently utilized in elementary classrooms to meet Minnesota ELA standards and continuously support and increase students' reading, writing, listening, and speaking skills.

3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.

- In all Park Rapids Area Schools, staff continues to further develop and implement mid level Alternative Learning Center (ALC) programming, including transition classes in reading and math, to provide differentiated learning for students.
- At the middle school level these differentiated programs include the development of a Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes. Middle and high school ALC programs address a cross-section of at risk learners, including, but not limited to ELL, Indian Education, Special Education, and Free and Reduced populations.
- The Middle School will use FASTBridge assessments for consistent student data to inform and drive tier 1 instruction.
- The Middle School added a 5th-8th grade ADSIS interventionist to support tier 2 instruction in math.
- The Middle School added a 5th-8th grade Achievement and Integration position to support tier 2 students in math and reading.
- The Middle School ALC grades 5-6 uses FASTBridge reading and math assessments to track student progress.
- The Middle School has Hex Classes in place to support students in grades 7-8 in math.
- Century School continues to utilize Targeted Services in grades K-8, both during the academic year and two summer sessions. Century School promotes summer programming to eliminate regression. The primary purpose of TS is skill development. Students who utilize services to increase skills have increased success in school. TS programming is committed to the growth of learners. Services may range from study skills, to social skills, to content instruction and support. The goals are to intervene with students and help them acquire or develop skills necessary to successfully progress through elementary, middle school and beyond. A Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes.
- A Middle School focus for this year will be collaborative groups meeting (PLCs, Taskforce committee, Staff Advisory committee, Leadership Team, and Curriculum Review Teams) to address common issues regarding curriculum, assessment, instruction, standards-based grading, and the achievement of all students.
- In the Middle School, System 44 was added to help special education students in reading and language arts. System 44 is also being used in the elementary.

4. Provide college and career preparedness activities and support for all students.

Park Rapids Area Schools have instituted a solid college and career readiness program. The Park Rapids Area High School provides many opportunities and initiatives for students' post-secondary preparation, such as:

- 9th grade students begin the process of determining their future career possibilities through a required career unit in their social studies classes. Each student through MCIS compiles his/her career portfolio (online) and is encouraged to maintain this portfolio throughout their high school career.
- Students are given elective choices through Panther Tracks registration. A list of electives is given as a suggestion for different career opportunities.
- 10th grade students attend the Passport to the Future program hosted by the Northwest Technical College each spring.
- All 10th grade students complete the ASPIRE assessment to gauge English, Science & Math skills. The ASPIRE measures college readiness levels and provides students feedback regarding what skills need to improve to be successful on the ACT/SAT.
- 9th and 11th grade students go to the Northern AdvantEdge Career Expo at Bemidji State University in the fall.
- 11th grade students complete the ASVAB assessment each fall. The ASVAB assesses career interests, skills, and abilities. This assessment provides students with beneficial information regarding academic and career strengths and areas of needed improvement.
- 11th grade students are given the opportunity to take the ACT multiple times throughout the year. The ACT is an assessment that measures academic skills in English, Reading, Math, Science and Writing. The ACT is encouraged for anyone wanting to further their education.
- 11th grade students are given the opportunity to complete the PSAT assessment. The PSAT measures student academic skills in Math, Verbal, and Science. Students are provided feedback regarding what they can do to improve their ACT/SAT scores and the skills they need to improve upon for college readiness. PSAT slots are limited, however, as there is only room for 20 test takers at a given time.
- 11th grade students meet with the counselor at the end of their junior year to discuss senior/postsecondary plans, career interests, and to address questions/concerns regarding graduation the following year.
- 11th and 12th grade students are invited to the annual education and college fair at M State in Bemidji each fall. All seniors attend the college fair to visit with university and college representatives about financial aid, tuition, scholarship information, admittance requirements, and ask in-depth questions about the various schools and their programs. This is an opportunity for students to network with institutions and gather information for post-secondary options available to them.
- Each 12th grade student will meet with the school counselor at least twice a year, fall and spring, to review their progress for graduation requirements, college and career interests, and to be assisted with college/career choices and enrollment/admission procedures.
- A parent meeting is held by the school counselor to inform families of processes and expectations for completing the FAFSA, making college visits, enrollment and admissions, and to provide support as students determine their college and career steps.
- Teachers will bring community experts into the classroom. The experts will share how they utilize the information from the specific class in their occupations.
- Motivational speakers, career analysts on emerging fields, local businesses including: manufacturing, medical and business will be part of our programming throughout the year. The district Community Career Collaboration Coordinator continues to bridge the gap between school and Businesses.

- The Community Career Collaboration Coordinator is working on Connections with Freshman, Priorities with Sophomores, Vision with the Juniors, and Legacy with the Seniors.
- The Community Career Collaboration Coordinator is working with seniors to establish a plan for after high school. Further experience opportunities will be provided by the Community Career Collaboration Coordinator for students to explore various opportunities.

5. Increase high school graduation rates.

- The Park Rapids Area High School will continue to strive for increased graduation rates.
- With the development of a mid-level ALC for students struggling with academic and social concerns prior to entering high school, the district has a service that brings them closer to being on track prior to entering high school.
- The Park Rapids Area High School ALC program has flourished this past year, with students earning over 280 credits towards getting back on track and graduating. The program had 11 graduates.
- The district's current alternative learning program also offers a credit recovery program with after school hours. The day ALC provides an exceptional avenue for nontraditional students to attain graduation.
- The middle and high schools have positive promotions that are encouraging students to be successful in school. Panther Time, Commitment to Graduate (C2G), orientation for 5th and 9th grade students and parents, advisor/advisee sessions, and check and connect programming are all ongoing programs and activities focused on student success.
- The high school incorporated a survey for incoming freshmen to better understand the needs of the incoming class. This survey is an effort to connect each and every student to at least one adult in the building.
- In the high school, a 9th grade orientation day was established on the first day of school for all freshman students and their parents in order to help students transition from the middle school to the high school.
- The high School has implemented a Student Success Coordinator for each grade level for the '20/'21 school year. The coordinator will help identify students falling behind and assist the students in finding ways to get back on track.

DISTRICT STUDENT ACHIEVEMENT GOALS:

All Students Ready for Kindergarten -

- In the fall of 2020, the state approved Teaching Strategies Gold Assessment is used to assess each preschooler in the focuses of Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics domains. This information is used to guide teachers as they strategically develop instructional practices throughout the year.
- In the spring of 2021, the final assessment will show the progress for all preschool students. This report will show individual growth and the percentage of students meeting or exceeding their benchmarks. This percentage will indicate that the goal of 80% of the transitioning preschoolers will have the skills needed to be successful in kindergarten.

All Students in Third Grade Achieving Grade Level Literacy –

- In 2020-2021, third grade students will increase their comprehension on the FASTBridge aReading test from 52% at or above benchmark in the fall to 80% at or above benchmark in the spring.
- In 2020-2021, third grade students will increase fluency, words read correct in one minute, on the FASTBridge Reading test from 47% at or above benchmark in fall to 80% at or above benchmark in spring.

Closing the Achievement Gap -

- In 2020-2021, fifth grade students will increase their comprehension on the FASTBridge aReading test from 51% at or above benchmark in the fall to 75% at or above benchmark in the spring.
- In 2020-2021, fifth grade students will increase their overall math skills on the FASTBridge aMath test from 59% at or above benchmark in the fall to 75% at or above benchmark in the spring.
- In 2020-2021, eighth grade students will increase their comprehension on the FASTBridge aReading test from 50% at or above benchmark in the fall to 75% at or above benchmark in the spring.
- In 2020-2021, eighth grade students will increase their overall math skills on the FASTBridge aMath test from 59% at or above benchmark in the fall to 75% at or above benchmark in the spring.

All Students Career and College Ready by Graduation -

For the all student group, Park Rapids Area School District will ensure that all students have an opportunity to experience numerous college and career readiness activities and events prior to graduation and have all students on a specified college or career path by graduation. 2020-2021 goals include:

- 85% of 11th grade students will complete one of the ASVAB, ACT, or Accuplacer assessments or Transitional Skills Planning.
- 90% of our high school students will take part in post-secondary activities guided by the Community Career Collaboration Coordinator.

All Students Graduate -

- Park Rapids Area School District will meet the four-year Graduation Target of 80% in 2021.
- Park Rapids Area School District will meet the seven-year Graduation Target of 87% in 2021.

DISTRICT STAFF DEVELOPMENT PLAN:

Goal: The district will provide support for staff through multiple professional development opportunities to improve our district scores and outcomes for all student groups.

Activities for all staff include:

- Structured grade level and department professional learning communities (PLCs)
- Teacher Teams will focus on addressing common issues regarding curriculum, assessment, instruction, and the achievement of all students
- Learning and implementing Marzano's Teaching Framework and iObservation with district focus on DQ 1 and DQ 5
- Ongoing professional development opportunities offered by district technology department for embedding technology in curriculum, teaching and learning
- On and off-site individual and subject area professional development opportunities will be available to staff

DISTRICT TECHNOLOGY PLAN

Below are the specific goals and strategies that address how Park Rapids Area Schools will use technology to continue to deliver education and instruction:

<i>Goals</i>	<i>Related Strategies</i>
<p><i>Increase the amount of knowledge and skill all teachers have in integrating technology into their curriculum in order to:</i></p> <ul style="list-style-type: none"> ● <i>Increase student motivation and understanding</i> ● <i>Increase creativity and critical thinking</i> ● <i>Develop effective teacher leaders in technology integration</i> 	<p><i>Provide on-site flexible staff development in a variety of formats:</i></p> <ul style="list-style-type: none"> -1:1 -Small group -Large group -Modeling -Book Studies -Before, during, after school -Networking -PLC Structure -Summer Tech. Opportunities -Virtual Training through Google Meet
<i>Goals</i>	<i>Related Strategies</i>
<p><i>Increase digital communication and collaboration with community, families, and students through:</i></p> <ul style="list-style-type: none"> ● <i>Exploring community partnerships and collaborations, especially related to technology</i> ● <i>Gaining insight regarding technology skills local employers expect graduates to possess</i> ● <i>Increase teacher and school communication with parents and students digitally</i> 	<p><i>Create a plan for increasing partnership with community stakeholders with a goal to:</i></p> <ul style="list-style-type: none"> ● <i>Produce graduates who possess marketable community skills, especially with technology</i> ● <i>Increase the opportunities for community businesses to partner with the district</i> ● <i>Provide effective methods for teachers to communicate digitally with the community that are manageable and sustainable.</i>
<p><i>Increase student Internet Safety, Privacy and Security in grades K-12 while broadening student understanding of cyberbullying and digital citizenship (copyright, digital footprint, online reputation).</i></p>	<p><i>When schools return to a typical face-to-face learning model, when COVID-19 and Executive Orders allow us to do so, steps will be taken to determine the continuation of digital learning tools, best practice in internet safety, and in a digital citizenship curriculum for all grades.</i></p>

LITERACY PLAN:

The goals of the local literacy plan for Park Rapids Area Schools District 309 are to teach every child to read at or above grade level by the end of 3rd grade to meet the statewide reading standards. To measure the progress our school makes toward these goals, an ongoing process must be involved. Staff must examine data through assessment, interpret it, and make instructional decisions based upon evidence-based practices (EBPs). Century Elementary is committed to reviewing and interpreting data provided by the District and MDE to meet the goals of Reading Well By 3rd Grade.

Educators should consult and factor in multiple sources and types of student assessment data to get a more complete view of student progress or achievement (Mertler, 2014). These assessments will determine the effectiveness of our core literacy instruction by identifying students' strengths and areas of deficiency in the core components of reading.

Student assessment data will be reviewed to monitor the success of current instructional practices to ensure the improvement of reading results. If instructional practices are not working, they will be adjusted to better meet individual student needs. Through weekly grade level meetings with teachers, data will be carefully monitored, and changes made as needed.

DISTRICT CURRICULUM PLAN:

The curriculum committee follows an active curricular review cycle in order to monitor, evaluate, and implement best practices, resources and tools necessary for teaching and learning.

During the 2020-2021 school year, the curricular area of Social Studies is reviewed. The committee aligned current curriculum with state and national standards and researched best instructional practices.

Park Rapids Area Schools Curriculum Review Cycle:

SUBJECT	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Business Ed., Industrial Tech., Computer Ed., Fine Arts	Evaluate	Design	Implement	Monitor	Monitor	Monitor
Social Studies	Design	Implement	Monitor	Monitor	Monitor	Evaluate
Health, Phy. Ed.	Implement	Monitor	Monitor	Monitor	Evaluate	Design
Science, World Lang.	Monitor	Monitor	Monitor	Evaluate	Design	Implement
Language Arts	Monitor	Monitor	Evaluate	Design	Implement	Monitor
Math	Monitor	Evaluate	Design	Implement	Monitor	Monitor
On-Going Integration <div style="text-align: center;"> Guidance / Counseling Indian Education ELL Graduation Standards Special Education Media / Tech. Gifted & Talented, Inclusive Ed. </div>						

*The Curriculum Review Cycle is subject to change and will become fluid.

EQUITABLE ACCESS TO EXCELLENT AND DIVERSE EDUCATORS PLAN:

District 309 has a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers.

- In 2020-2021, Park Rapids Area Schools will monitor the distribution of teachers and identify equitable access gaps between and within schools related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District 309 has strategies in place to increase access to teachers who reflect the racial and ethnic diversity of students.

- In 2020 - 2021, Park Rapids Area Schools will make every attempt to ensure student access to licensed teachers who reflect the racial and ethnic diversity of students.

TEACHER DEVELOPMENT AND EVALUATION PLAN:

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. A school board (hereafter referred to as “school district” or “district”) and an exclusive representative of the teachers (hereafter referred to as “union” or teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through a joint agreement.” Districts must begin evaluating teachers with this procedure in school year 14/15.

Evaluation of probationary teachers must occur at least three times periodically throughout each school year. For a teacher performing services during that school year, the first evaluation shall occur within the first 90 days of teaching service.

The Park Rapids Area School (PRAS) District Teacher Evaluation Plan complies with statutory requirements and was developed in joint agreement with teachers and the school board.

The Marzano Teacher Evaluation Model used in District 309 is based on the *Art and Science of Teaching Framework* and aligns with the three major components in the state statute and in the Minnesota Default Model. They are 1) teacher practice, 2) student engagement, and 3) student learning and achievement.

PRINCIPAL EVALUATION PLAN:

Park Rapids Area Schools implements a performance-based system for evaluating school principals. The system for evaluation complies with requirements in Minnesota Statute 123B.147, Subdivision 3. The evaluation system strives to enhance principals’ leadership skills and support and improve teaching practices, school performance, and student achievement.

Framework can be found at the following link: http://www.mespa.net/sites/2961a8e8-4b04-4b38-8da2-75542594a9f1/uploads/Evaluation_of_MN_School_Principals.pdf

WORLD'S BEST WORKFORCE COMMITTEE MEMBERSHIP:

The district advisory committee reflects the diversity of the district and its school sites. It includes administration, teachers, support staff, parents, students, and other community residents. The district advisory committee makes recommendations to the school board. The following representatives comprise the committee:

<u>Name</u>	<u>Criteria</u>
Kyla Mercil	Student Representative
Emma Vrieze	Student Representative
Garrett Kovach	Parent Representative
Steph Mercil	Parent Representative
Alicia Hillesland	Parent Representative
Trevor Matheny	Native American Community Representative
Angie Voigt	Community Representative
Laurie Conzemius	Community Representative
Gabe Sturtz	Community Representative
Krystal Murphy	Community Career Collaboration Coordinator
Marilyn Matheny	AFSCME Representative
Jen Michaelson	Elementary School Representative
Eric Hillesland	Middle School Representative
Brent Vandal	High School Representative
Jill Stevenson	Interim Curriculum Coordinator
Mike LeMier	Elementary School Administrative Representative
Shawn Andress	Middle School Administrative Representative
Jeff Johnson	High School Administrative Representative
Lance Bagstad	District Administrative Representative
Clayton Hoyt	School Board Representative
Josh Cook	Committee Chairperson