



Minnewaska Area Schools

2021-2022

World's Best Workforce Report Summary

Minnewaska Area Schools World's Best Workforce Plan, coupled with the district's Operational Plan, provide a solid foundation to accelerate student achievement.

OUR MISSION

ENGAGE EVERY STUDENT EVERY DAY

The 2013 Minnesota Legislature passed a law that changed the school district process for reviewing curriculum, instruction and student achievement.

The World's Best Workforce (WBWF) Plan is intended to serve as a foundational document that aligns educational initiatives that serve students Pre-K through high school. The plan replaces the state-mandated "Annual Report on Curriculum, Instruction and Student Achievement."

The World's Best Workforce legislation is based on five goals:

1. All students meet school readiness goals.
2. All students in third grade achieve grade level literacy.
3. Closing the identified academic achievement gap(s).
4. All students attain career and college readiness before graduating from high school.
5. All students graduate from high school

DISTRICT ADVISORY COUNCIL (DAC)

The DAC provides advice, direction, and support to the school district regarding the design, integration, implementation, and evaluation of curriculum, instruction, and assessment. The DAC membership includes parents, students, teachers, administrators, business, community, and school board representatives to ensure that a wide range of perspectives is represented.

The 2021-22 World's Best Workforce Report Summary is a publication prepared by the District Office of Teaching & Learning and the District Communications office.

CORE VALUES

Be mindful, accountable and successful and to do what is best for all students.



SCHOOL BOARD

Chad Barsness, Chairperson
Justin Zavadil, Vice-Chairperson
Nick Gugisberg, Clerk
Ted Reichmann, Treasurer
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GOAL 1

All Students are Ready for Kindergarten



SMART GOAL:

Students attending Little Lakers Preschool will exhibit Kindergarten readiness based on the PELI (Preschool Early Literacy Indicators) assessment. By the end of the 2021-2022 school year, 75% of students will show proficiency in the areas of vocabulary & oral language, phonological awareness, and alphabet knowledge.



ACTION STEPS

1 Provide professional development opportunities and data days to staff.

Who is responsible? Coordinator/Principal: Align district wide school calendar to include EC staff for PD. Schedule intentional time throughout the year for teachers to review data. Work with staff to determine needed areas of PD.

Staff: Responsible for attending professional development opportunities and data days.

Resources Needed: Professional development dollars will be used to provide training and collaboration.

How will we measure? The school calendar will reflect these professional development days.

3 Add MRC tutors and training to the School Readiness program.

Who is responsible? Coordinator/Principal: Apply for MRC tutor, create a schedule and provide needed professional development.

Resources Needed: MRC needs to grant us a tutor.

How will we measure? Student progress monitoring data will reflect the success of this program.

2 Expand programming to meet the needs of families in our community and provide developmentally appropriate practices that best prepare children for Kindergarten.

Who is responsible? Coordinator/Principal: Add programming that allows students to attend 4-5 days a week and full day options. Staff: Carry out instruction for a variety of programming options.

Resources Needed: Additional funding to accommodate additional staff hours, adequate space for programming.

How will we measure? Program offerings will reflect these updates.

4 Implement Professional Learning Communities (PLCs) among School Readiness teachers.

Who is responsible? Coordinator: Responsible to ensure staff development is carried out.

Staff are responsible to attend and contribute to PLC's.

Resources Needed: Add a bit more PLC time over the next 1-2 years, with our goal of fully implementing PLC's taking place in the next 3-5 years.

How will we measure? Program schedules will reflect these additions to the program..

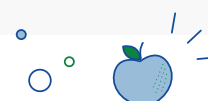
GOAL 2

All Students in Third Grade Achieving Grade-level Literacy



SMART GOAL:

MAES will increase our third grade MCA reading scores from 60.5% proficient in 2019 to 65% in 2022 as measured by the MCA Reading assessment. This will contribute to an overall goal of having 70% of students passing the MCA Reading assessment by 2023.



ACTION STEPS

- 1** MAES will implement Benchmark ELA curriculum building-wide. This will include the essential components of Reader's Workshop including guided reading, conferencing with students, mini-lesson, word work.

Who is responsible? Principal: Responsible for working with Leadership Team to determine needed professional development.

Staff: Responsible to engage in learning and implement all components.

Resources Needed: Professional development dollars will be used to provide training and collaboration on the essential elements of Benchmark and the workshop reading model.

How will we measure? We will track NWEA 2-3 times during the year. The MCA Reading assessment will serve as a summative assessment. FAST assessment will also be used to monitor progress.

- 2** MAS will engage in the development in a formal curriculum review process, schedule and protocols to ensure a systemic approach to the adoption and implementation of curriculum and related instructional practices.

Who is responsible? Principals and district administration. Teaching staff

Resources Needed: Time for administrative team to collaborate and meet with a consultant.

Staff development time for BLTs and district curriculum team to collaborate.

Time for teachers to review and align curriculum.

How will we measure? A formalized document will be developed that records the formal process for curriculum. Review of implementation to ensure fidelity.

- 3** MAES will implement the practice of Professional Learning Communities (PLCs) building-wide and with fidelity. This is a multi-year action item.

Who is responsible? Principal is responsible to ensure staff development is carried out.

Staff are responsible to attend and contribute to PLC culture.

Resources Needed: When COVID-19 related concerns are reduced, MAES leadership team will take part in formalized training on PLC structures and effective implementation.

How will we measure? Principal will attend PLC meetings to monitor progress.

A formal means of recording PLC dialogue and important actions will be in place.

- 4** MAES will incorporate a guaranteed intervention block at each grade level. This time will be used to provide remediation as well as enrichment to students based on individual need. MAES will also apply to secure Minnesota Reading Corps positions to provide reading tutoring to qualifying students.

Who is responsible? Principal is responsible for scheduling to accommodate PLC collaboration and interventions and provide needed professional development.

Staff are responsible to review data, form groupings and carry out instruction.

Resources Needed: Time for staff to collaborate in PLCs. Schedule must accommodate time for interventions.

How will we measure? Intervention schedules and PLC minutes will reflect the planning for and use of daily interventions.

MRC progress reporting will provide evidence of effectiveness.



GOAL 3

All Racial and Economic Achievement Gaps are Closed



SMART GOAL:

MAS will identify all academic achievement gaps and eliminate them by the end of the 23-24 school year. In spring of 2022, and 2023, MAS will show a 33% reduction each year in the number of students impacted based on state and local measures.



ACTION STEPS

- 1 MAS will work to identify a cohort of comparable districts based on enrollment, socioeconomic and ethnic breakdown.

Who is responsible? Principals
Superintendent

Resources Needed: Access to state data through MDE.

How will we measure? A comprehensive list of comparable districts will be formed.

- 3 MAS Elementary and Intermediate schools will implement the Benchmark workshop curriculum with fidelity.

Who is responsible? Principals
Elementary Teachers

Resources Needed: Access to Benchmark Workshop materials. Professional Development Time.

How will we measure? The district Curriculum Review Team will determine guaranteed components of adopted curriculum at all levels. Admin will use this to determine fidelity of implementation.

- 2 MAS will develop a systemic process for curriculum review and implementation. This team will determine non-negotiables of a guaranteed and viable curriculum for all students.

Who is responsible? Principals
Teacher Leaders
Julie Critz

Resources Needed: Contracted time working with Julie Critz.

Collaborative time with teacher leaders as a Curriculum Review Team.

How will we measure? A formal Curriculum Review Team will be formed.
Meeting minutes.

- 4 A multi-tiered system of supports including remediation and enrichment will be provided to all students including daily, flexible intervention blocks at all elementary levels.

Who is responsible? Principals
Teachers
Title I Staff
ADSIS Staff

Resources Needed: Access to Title I and ADSIS dollars. Staff development time to conduct data digs three times per year.

How will we measure?

GOAL 4

All Students are Ready for Career and College



SMART GOAL:

Minnewaska Area High School will increase from 72.5% in 2020-2021 to 75% of their seniors in the 2021-2022 school year earn 3 or more college credits, CNA certification, or be enrolled in MAHS Apprenticeship/Cooperative Program.



ACTION STEPS

- 1** MAHS School Counselor will conduct two meetings per year with Sophomores and Juniors followed by one meeting with Seniors to plan a student's high school track and challenge students into our college and career programming.

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Who is responsible? Principal and High School Counselor
Resources Needed: Time in the counselors schedule to conduct these meetings throughout the school year.

How will we measure? Counselor will keep a log of student meetings and record of plan.

- 3** MAHS CTE staff and counseling staff will research and visit other programs in order to grow our CTE programming and partnerships with our community businesses.

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Who is responsible? Principal/Counselor/CTE Teachers
Resources Needed: Staff development money to support staff attending other districts and workshops to learn how to improve MAHS programming.

How will we measure? Keep a log/document and notes for school visits.

- 2** MAHS will expand the Apprenticeship program from one company to three companies in the 2021-2022 school year.

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Who is responsible? Apprenticeship Program Coordinator and Principal

Resources Needed: Time to coordinate meetings with area businesses. Staff development dollars to support these meetings.

How will we measure? A document will be created for each business that participates within the Apprenticeship program.



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STUDENT
EVERY DAY**

Minnewaska Area Schools

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