



**Minnewaska Area Schools**

UPDATE FALL 2023

# **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 2022-23 World's Best Workforce Report Summary is a publication prepared by the District Office of Teaching & Learning and the District Communications office.*

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## 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  
Ted Reichmann, Treasurer  
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Angie Reichmann, Director  
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## GOAL 1

# All Students are Ready for Kindergarten



### SMART GOAL:

All students leaving Little Lakers Preschool will be able to identify all 26 letters in lower/upper case as well as numbers 1 through 10.

Update: 80% of students were able to identify 26 letters and 64% were able to identify numbers 1-10.



## 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 Research, determine and implement a guaranteed and viable preschool curriculum for literacy, numeracy and social skills.

#### Who is responsible? Coordinator/Principal

#### Resources Needed:

- Curriculum samples
- Staff development time

**How will we measure?** Student progress monitoring data and classroom walk-throughs.

### 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:

By 2027, MAES will rank #1 as compared to the board identified Benchmark school districts.

Update: MAES moved forward one spot in our list of identified schools with #4. 62.6% of students demonstrated at or above grade level proficiency by the end of 3rd grade.



## 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** MAES will implement with fidelity the Mystery Science curriculum for grades K-3.

Who is responsible?

- Principals
- Teaching staff

**Resources Needed:**

- PLC time for collaboration to plan, pace and implement the new curriculum.
- Staff development time to train staff on the new curriculum.

**How will we measure?** PLC minutes will reflect the planning for and use of district adopted curriculums. MRC progress reporting will provide evidence of effectiveness.

- 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 implement with fidelity the Big Ideas Math Curriculum.

Who is responsible?

- Principal is responsible for scheduling to accommodate PLC collaboration and interventions and provide needed professional development.
- Staff are responsible participate in professional development and collaborate with their PLC Team

**Resources Needed:**

- Time for staff to collaborate in PLCs.

**How will we measure?** PLC minutes will reflect the planning for and use of district adopted curriculums. 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.

Update: MAS has identified achievement gaps in our economic subgroups. During 2022-23 we worked to close that by 30% in reading and around 25% in math. All students are demonstrating gains according to the Minnesota Comprehensive Assessments. At this time, Minnewaska Schools does not have enough students of varying races to demonstrate an achievement gap.



## 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? Minnesota Comprehensive Assessment (MCA) data will be used to track progress.



## 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.

Update: Overall 86% of the seniors earned 3 or more college credits, CNA certification, or were enrolled in MAHS Apprenticeship/Cooperative Program. 61% earned 3 or more college credits. 32% were in Apprenticeship/Coop. 0.08% were in CNA.



## 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.**

Who is responsible?

- Principal
- 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.**

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.**

Who is responsible?

- Apprenticeship Program Coordinator
- 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.

## GOAL 5

# All Students Graduate from High School



### SMART GOAL:

By spring of 2023, the three year graduation rate of all MAHS seniors (MAHS/WIN) will increase from 98.5% to 100%.

Update: The MAS 3 year graduation rate average is currently at 96.8%.



## ACTION STEPS

- 1 MAHS counseling staff will meet on a weekly basis to address poor attendance and create a plan with family to address barriers.**

Who is responsible?

- MAHS Counseling Staff
- Office Assistants
- Administration

Resources Needed:

- Synergy attendance data
- School counselors
- Western Prairie county services resources

How will we measure? We will collect and analyze MAHS attendance and graduation data

- 3 MAS will hire an additional counselor/social worker for grades 7-12. One of the duties of this position will be to target students with habitual truant behaviors.**

Who is responsible?

- MAHS Counseling Staff
- Office Assistants
- Administration

Resources Needed:

- Synergy attendance data
- School counselors
- Western Prairie county services resources

How will we measure? We will collect and analyze MAHS attendance and graduation data

- 2 MAHS will revise its Teacher Assistant Team (TAT) program for a systemic approach to identifying and assisting struggling students.**

Who is responsible?

- MAHS Counseling Staff
- Office Assistants
- Administration

Resources Needed:

- Synergy attendance data
- School counselors
- Western Prairie county services resources

How will we measure? We will collect and analyze MAHS attendance and graduation data

- 4 MAHS will look to boost its credit recovery program with alignment of students and academic support through Edgenuity program.**

Who is responsible?

- MAHS Counseling Staff
- Office Assistants
- Administration

Resources Needed:

- Synergy attendance data
- School counselors
- Western Prairie county services resources

How will we measure? We will collect and analyze MAHS attendance and graduation data





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EVERY DAY**

## **Minnewaska Area Schools**

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