

World's Best Workforce Strategic Plan Clearbrook-Gonvick Schools Planning for the Road Ahead 2020-2021

Submitted by:

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Clearbrook-Gonvick Public School 2020-2021

The 1976 Minnesota Legislature enacted a statute mandating that every school district in the state engage in a process called Planning, Evaluation, and Reporting. In 1984 the process was refined for clarification purposes. In 1992 the process, which was titled "PER", was changed to "Annual Report on Curriculum, Instruction, and Student Performance". For the 2004-2005 school year and beyond, the process has changed names again and will now be referred to as "Annual Report on Curriculum, Instruction, and Student Achievement."

A. A process for curriculum evaluation and planning is needed for continued improvement of the education program, and to allow for better evaluation of educational programs by local communities.

B. A process is needed to facilitate decisions by school boards and communities as to which services can be provided by public schools and which can or should be provided by other institutions (family, private sector, and other public agencies.)

C. Efficient use of educational resources is needed with regard to educational technology and interdistrict cooperation. As a consequence of the above mandate, the Clearbrook-Gonvick Board of Education appointed a Curriculum and Planning Committee listed below from a group of community and educational volunteers.

Transition from Profiles of Learning to the New Minnesota Academic Standards

The 2003 Legislature repealed the Profile of Learning, effective on final enactment. The Legislature eliminated all references to the Profile in rule and statute. In the same bill, the Legislature established new credit-based, high school graduation requirements. Under these new requirements, students must complete at least 21.5 credits in a variety of subjects in order to graduate. With the repeal of the Profiles of Learning in May 2003, school districts must create a plan to transition students from the Profiles of Learning to the New Academic Standards. The Academic Standards affect those students who are currently in grades K-10 of the 2005-2006 school year. Students in grade 10 and below will graduate under the new Academic Standards, which are currently being implemented in school districts across the state of Minnesota.

Student Achievement Goals

Students at Clearbrook-Gonvick Public Schools have a curriculum that is being aligned with the Minnesota State Standards. Student performance will be assessed through a series of assessments required by the state. The District will provide appropriate learning opportunities for all students. The student needs will be identified, documented, and remedial plans established.

Clearbrook-Gonvick Public School is committed to assuring that all the students gain the basic knowledge and skills necessary to become life-long learners and productive, successful member of society. The Minnesota graduation standards guide our continued effort to this goal. Performance assessments following the format, content, and quality criteria are the focus of the Clearbrook-Gonvick Public School's curriculum and instruction. The District approved K-12 curriculum will provide students with the knowledge, skills and abilities to do well on the required Minnesota Basic Skills in Reading, Math, and Writing.

Clearbrook-Gonvick Public School requires a minimum of 24 credits in order to graduate, and effort to pass the Minnesota Comprehensive Assessments in Reading, Math and Science.

The credit requirements for graduation in 2020-2021 are:

CLEARBROOK-GONVICK PUBLIC SCHOOL

BASIC TESTING ADMINISTRATION NOTIFICATION

District Testing Plan

- I.** The District Assessment Coordinator and Counselor will administer the tests on prescribed dates and times. All current 3-8th graders will take the State ELA test, 10th graders will take the State ELA test and 11th graders will take the State Mathematics tests during the window dates prescribed by the State. 3-8th graders will take the State Mathematics test. 5th, 8th, and 10th grade student will take the state Science test.
- III.** The Clearbrook-Gonvick Public School prepares students for the basic requirement tests through a sequentially developed outcome driven curriculum in Kindergarten through Twelfth grade. The curriculum is reviewed regularly to assure that student progress is maintained in each basic standard area

Clearbrook-Gonvick Assessment Plan

Standardized tests are given for a variety of reasons, including reporting student progress and achievement; evaluating curriculum and instruction; identifying strengths and weaknesses; comparing Clearbrook-Gonvick students with national, state and other norms; and identifying students who may need some extra help or who may benefit from special programs.

Test	Description	Main Uses	Grades
Minnesota Comprehensive Assessments (MCA)	State-mandated measures of student progress in reading, math and written composition	Accountability Student and school progress reports	Reading: 3 rd - 7 th , & 10 th grades (9 th -12 th grades in alternate years). Mathematics: 3 rd - 7 th , & 11 th grades (9 th -12 th grades in alternate years). Science: 5 th , 8 th & 11 th grades.
ASVAB	Careers and college readiness exam.		11 th grade
Early Childhood Assessments Work Sampling	District-purchased measures of early development and learning readiness	Identify the development stages in areas of learning and personal growth Inform parents/guardians and community of the student's learning readiness	Children ages 3-4 are Pre-school screened in October each year. This screening must be done prior to Kindergarten and enrollment in our Pre-school programs.
ACCESS for ELLs	State-mandated measures of English proficiency for non-English speaking students	Student and school progress reports	English-language learners in 3 rd -12 th grades
American College Test (ACT)	Student-purchased national measure of college aptitude	Inform and facilitate applications for post high school education Help District evaluate its education programs	Students take these tests in 11 th grade, in 12 th grade on their own. Call the High School Guidance Office for information
College and Career Readiness Tests, Explore, Plan			8 th grade & 10 th grade
NWEA Tests	Math and Reading	Identify student levels and need for support	K-3 Fall, Summer, Spring

RESULTS of LOCAL ASSESSMENT DATA

THIRD, FOURTH, FIFTH, SIXTH, SEVENTH AND EIGHTH GRADE COMPREHENSIVE ASSESSMENTS 2018

The Clearbrook-Gonvick Public School District's third, fourth, fifth, sixth, seventh, and eighth grade students took the Minnesota Comprehensive Assessment III tests in May 2018. The third, fourth, sixth, seventh and eighth grade students took Reading and Math tests. The fifth grade students took Reading, Math, and Writing tests. Students received scaled scores for each test taken. Scaled scores are not percent scores. They are similar to the scoring system used on the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The scores are grouped into four achievement levels to help educators assess program effectiveness and draw attention to students' learning needs early in their educational careers. The following is a list of the achievement levels and their meaning:

Exceeds the Standards: Students at this level demonstrate evidence of superior academic performance, and skills that exceed the level necessary for satisfactory work in the Academic Standards.

Meets the Standards: Students at this level have demonstrated evidence of solid academic performance and competence in the knowledge and skills necessary for satisfactory work in the Academic Standards.

Partial meets the Standards: Students at this level demonstrate evidence of partial knowledge and skills necessary for satisfactory work in the Academic Standards.

Does not meet the Standards: Students at this level demonstrate evidence of limited knowledge and skills necessary for satisfactory work.

Students do not pass or fail these tests. The tests measure student progress toward achievement of Minnesota Academic Standards. Tests are one of several measures used to describe how well students and schools are doing. The scores tell parents how well their schools and students perform when tested on Minnesota's Academic Standards for Reading, Mathematics, and Written Composition.

MCA Achievement Scores
Reported as a Percentage

**Minnesota Graduation Standards
Tests Results
2019-2020**

The State Reading Test is given in the 10th grade, the State Mathematics test is given in the 11th grade. The chart below shows the percentage of Clearbrook-Gonvick graduates. All students, including IEP, LEP and 504 at these grade levels have taken the Academic Standards Tests or an alternative assessment.

5-year Rate	82.7%	82.5%
Count	66,330	31

Post-Secondary Enrollment Options (PSEO)

Junior Students in the top 1/3 of their graduation class or Seniors in the top ½ of their graduation class are eligible to attend a Post-Secondary institution while earning High School graduation credits. This is an application process, and interested individuals should consult with the Principal or Counselor. Clearbrook-Gonvick also has College in the High School courses available to interested students that desire to take 1-2 courses while still in High School.

Clearbrook-Gonvick Testing Requirements (2017-2018)		
Current Seniors (2018)	Current 11th Grade	
Take or have taken ACT/ Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics	Take or have taken ACT/ Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics	Take Grade ASVAB
		AND
		Take ACT
		AND
		MTAS and Minnesota Alternate Assessment for Writing
OR	OR	
Have received score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics	Have received score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics	

Accountability Committee

American College Test Composite Scores 2010-11 to 2017-18

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Clearbrook	20.2	23.0	23.3	19.3	18.8	18.3	17.8	17.4
-Gonvick								
Minnesota	22.9	22.8	23.0	22.9	22.7	21.1	21.5	21.3
National	21.1	21.1	20.9	21.0	21.0	20.9	21.0	20.8

Clearbrook-Gonvick Graduates are Career and College Ready

Improvement Strategies:

- Supported by the same strategies listed for MCA improvement along with ACT Academy and promotion of College Coursework (Concurrent Enrollment) within our schools.

ACT has established the following as college readiness benchmark scores, which indicate a 50% chance of a student achieving a B or higher in a college course.

English: Composition 18 on ACT English
Algebra: 22 on ACT Math

Social Science: 22 on ACT Reading
Biology: 23 on ACT Science

Educator Effectiveness

QComp

Q Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule.

Approved school districts receive up to \$260 per student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program.

Currently, 60 Minnesota school districts and 62 charter schools have implemented programs or have been approved to implement Q Comp for the 2013-14 school year. These programs serve over 540 school sites

3) Post-conference is a meeting with the evaluator or peer observer and teacher to discuss and reflect on the lesson.

- i. Teachers will be responsible for scheduling their pre-conference, observation, and post-conference with the evaluator or peer observer.
- ii. Evaluators will be licensed administrators. Peer observers will be trained in the evaluation tool being used.
- vi. Rotating evaluation schedule will be established for each employee by district administration.
- iii. The secondary evaluator will be the administrator not acting as the primary evaluator.
- ix. Individual Growth and Development Plan (IGP) or Teacher Improvement Plan (TIP) will be turned in to district administration no later than the last school day in September of each school year.
- iv. A self-reflective statement based upon the IGDP or TIP, framework of teaching, and student achievement will be turned in before summer leave of each year.
- v. A portfolio option of evaluation is open to teachers who request it and it is agreed upon by the primary evaluator. This option can include but is not limited to presenting a portfolio demonstrating evidence of reflection and professional growth. The option can include a teacher's own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation.

4) State Requirement- Individual Growth and Development Plan (IGDP)

To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan.

5) Clearbrook-Gonvick- Individual Growth and Development Plan (IGDP)

The Individual Growth and Development Plan is used in setting and working towards goals for a teacher's professional growth. Individual Growth and Development Plan (IGDP) will include: Framework for teaching, student achievement goals, and student engagement. The IDGP will be due the last school day in September of each year.

5) State Requirement-Teacher Improvement Plan (TIP)

The teacher improvement process is necessary for those who do not meet standards under evaluation system. The evaluation process must discipline a teacher for not making adequate progress in the teacher improvement process. According to statute 122A.40 subdivision 8, "must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, non-renewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines appropriate."

6) Clearbrook-Gonvick- Teacher Improvement Plan (TIP)

The student achievement score will be based upon how many achievement goals the teacher achieves.

The student achievement scores will be based upon MCA data. For any grade level that does not receive MCA testing an alternate data source will be decided by administration. In the case where an alternate data source is needed, the teacher may not be the evaluator of the assessment.

C-G Plan-Overall score

The overall score shall be based upon the combined framework for teaching scores, student engagement, and student achievement in a 4.0 format.

Principal Evaluation Plan

Minnesota requires districts to develop and evaluate principals to improve leadership and instruction, as well as to increase student learning and success. Administrators required to hold a license shall be evaluated in accordance with the provisions of Minnesota Statute §§122A.40 during the applicable probationary period and all other administrators shall be evaluated annually. A Summative Evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

State Requirements-Evaluations

The plan must support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development.

Clearbrook-Gonvick Principal Evaluation Plan

The principal evaluation will be comprised of three different aspects. The principal evaluation will be first comprised of student achievement goals. The district leadership team will build a district goal as well as a building goal for the high school and elementary. The principal evaluation will be comprised of the district goal, one building goal, and one individual goal. The plan will include the areas of student achievement, strategic leadership, instructional leadership, managerial leadership, cultural leadership, communications leadership, school community leadership, ethical and professional leadership.

State Requirements include both formative and summative evaluations.

The Clearbrook-Gonvick plan will include a formal evaluation each year. The plan will also include a teacher survey.

State Requirements-Yearly Goals

Be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multi-year growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction.

Clearbrook-Gonvick Goals Plan

- a. In the school year 2020-2021, we will continue with the fourth year of Envoy implementation and decrease office referrals by 10%.
 - i. TAT meetings, Monthly lesson topics/class meetings, school connectedness.
Measurement tools: SHARE Survey and SWIS Data.
- b) Improve Achievement:
 - a. In the school year 2020-2021, MCA reading scores will increase by 3% in all areas.

Staff Development Activities Relating to Staff Development and Goals:

- * Work to develop Teacher Evaluation plan
- K-6 staff was trained to use the new Science series.
- PBIS was researched and implementation in grades K-12
- Professional Learning Communities were
- District Literacy Plan was developed
- Enhance Technology usage and literacy
- Teacher mentors worked with new teachers
- Used Aims Web to assess reading fluency grades K-5.
- Teacher resources were ordered for classroom use.
- NWEA test scores were shared with students and used to help students set personal academic goals.