



World's Best Work Force Strategic Plan 2014

McGregor Public School District #4

“Creating a Learning Community Where Improvement is Continuous”

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5 Areas of Importance:

1. Prepare preschool students so they come to school ready to learn.
2. Students should be able to Read Well by third grade.
3. Close the achievement gap: data from MCA tests identifies Native American population as an area of concern.
4. Ensure all high school students graduate.
5. Prepare all students for college readiness.

Goals: Teachers and paraprofessionals will be offered more opportunities for collaboration and training.

Action:

Paraprofessionals will be provided with more training opportunities.

The district will provide staff meetings for paraprofessionals.

Teachers will be given opportunities for collaboration with colleagues.

Support/mentor opportunities for new teachers.

Hold monthly teacher collaboration sessions (PLT - Personal Learning Team).

Goal: All Students will graduate from McGregor High School.

High school graduation rate will increase to **90%** by the year 2018.

Free and reduced lunch student rate of graduation will increase to **90%** by 2018.

Goal: McGregor graduates are career and college ready.

Action Plan:

Students and parents receive information on graduation requirements, testing requirements, and college entrance requirements.

- Information is communicated via mail and school website

McGregor will work collaboratively with parents to help students be best prepared for the future. Staff, parents, and students monitor academic progress and grades online. Academic progress is updated regularly and easily accessible.

- Staff monitor struggling students both individually and in weekly high school staff meetings where student concerns and issues are discussed. Staff intervene with students and parents as appropriate.
- Parent-Student-Staff individual meetings for struggling students
- Parents and students are informed on progress toward graduation requirements
- Parents and students are informed of ALC credit recovery opportunities for 9th-11th graders
- Students will gain additional support with programs such as Homework Help and rotating study halls
- Parent-Teacher Conferences will continue to be strongly encouraged

Goal: McGregor graduates are career and college ready. (continued)

Students receive individual and group guidance lessons to prepare them for life after High School throughout 8th-12th grades.

- McGregor students will participate in College & Career readiness activities using MCIS in 8th-12th grades as well as other various resources available. Timelines and checklists are available for staff, student, and parent monitoring

- College & Career Visits and Fairs occur in 10th, 11th, and 12th grades so students may explore options beyond high school

Students will follow ISD #4's testing plan regarding college and career readiness.

- Results will be monitored and interpreted with students

McGregor will offer a variety of classes and electives to help students prepare for life beyond high school.

- College courses will continue to be offered such as: CITS and Honors Online

Goal: All students are Kindergarten ready

Kindergarten Preparedness Action Plan

ISD #4 will continue to provide a **school based inclusive preschool program** that serves children age 3 to Kindergarten.

ISD #4 will continue to take a **collaborative approach at Preschool Screening**. Screenings will be offered 2x per year and provide necessary support services or interventions to children that qualify ensuring all students are Kindergarten ready.

ISD #4 will continue to offer **Kindergarten Roundup** best preparing students for the first day of school.

ISD #4/Community Education will continue to improve readiness by providing **Kinder Kamp** in August easing the transition from preschool to all day Kindergarten.

ISD #4/McGregor Preschool will continue to excel in **best practices** in preparing kids for Kindergarten. With continued commitment to early care and education by our Early Childhood staff, a Parent Aware Rating and enhanced programming with Pathways Scholarship dollars will help ensure all students are ready.

Goal: To create and foster a safe, engaging and respectful learning environment among staff and students.

Goal created from the student survey: increase level of respect within student body

“Students in my school treat each other with respect.”

Average in 2013-2014: 2.89

Goal: 3.9

Action Plan:

Increase Leadership and School Spirit (based on survey results)

- PBIS Initiative in Elementary
- Adults in the building model respect and responsibility
- Offer schoolwide program to build cohesion. “Rachel’s Challenge”
- Team building activities with students throughout the year
- Continue to offer a variety of extracurricular activities that students can be involved with, including student led opportunities
- Staff, parents, and students proactively identify potential student conflicts and implement effective problem solving strategies

Goal: All students will Read Well at grade level by 3rd grade

DATA COLLECTION

STAR: Measures comprehension. Students will achieve STAR test scores in 40th percentile or above.

FAST/DIBELS: Measures fluency. Students achieve at or above benchmark scores.

DOLCH: Sight words. 90% Accuracy

DAZE (DIBELS NEXT): Measures comprehension. Students will score 80% or higher

SME: Students make at least one year's growth.

MONDO: Oral Language assessment. Score of 5 or more indicates intervention needed.

ACTION

Students will be benchmarked four times during the year for reading. In addition to core reading instruction, students who score below the benchmarks or percentiles will be carefully monitored and or provided with extra support through Title One, Special Education, or Reading Corps.

Read Well Assessment By Grade

Instruction	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Core Instruction	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin
Time Spent	60 minutes	60 minutes	60 minutes	60 minutes
Assessments	<ul style="list-style-type: none"> * <u>FAST(LSF)</u> * <u>MONDO(OL)</u> * <u>DIBELS(Blending)</u> 	<ul style="list-style-type: none"> * FAST (NWF) * <u>MONDO(OL)</u> * Oral Fluency 	<ul style="list-style-type: none"> * DOLCH (Sight) * <u>MONDO(OL)</u> * <u>DIBELS/FAST(ORF)</u> * STAR (COMP) 	<ul style="list-style-type: none"> * <u>DAZE(COMP)</u> * <u>FAST(ORF)</u> * <u>STAR(COMP)</u> * <u>MONDO(OL)</u>
Interventions and Supplemental Instructions	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education * Reading Corps 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education * Reading Corps 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education * Reading Corps 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education * Reading Corps

Goal: Closing the Achievement Gap

McGregor has three (3) significant special populations identified by the Minnesota Department of Education (MDE): Special Education, Free/Reduced Lunch, and Native American students.

In spring 2013, our testing scores for these populations showed McGregor's Special Education students and Free/Reduced Lunch students scored higher than the state average for the percent of students who met or exceeded standards for both Reading and Math. However, our Native American population was below the state average. Therefore, our goal of closing the achievement gap will focus on this population.

Goal: Increase math and reading test scores for our Native American population. Note: goals are based on MDE's reported average for those Native American students who "Meets/Exceeds" testing standards in 2013.

Math: Increase from 28% "Meets/Exceeds" in 2013 to at least 36% "Meets/Exceeds"

Reading: Increase from 24% "Meets/Exceeds" in 2013 to at least 35% "Meets/Exceeds"

Action:

Students will be assessed and monitored throughout the school year. Students who do not meet benchmarking goals will be offered additional support through staff and our Native American Liaison and the culture room support.

Closing the Achievement Gap

% of McGregor Student Population:

Free and Reduced: 71%

Native American: 19%

Special Education: 17%

Closing the Achievement Gap: MCA test scores (% at or above proficient)

Student Population	McGregor Math average	State Math average	McGregor Reading Average	State Reading Average	
Free and Reduced	46%	42%	49%	39%	
Native American	28%	36%	24%	35%	
Special Ed	35%	32%	35%	33%	

Summary of Elementary Performance Measures for Reading and Math

FAST: Assessment of reading and math; continuous progress monitoring.

MCA Tests: End of year

STAR/ AR: Reading Comprehension

SME: Math and Reading adaptive program

IXL: Targeted math skill practice

Math Facts In a Flash: Computer Program

High School Performance Measures

MCA testing:

Reading- 7th, 8th, 10th grades

Math- 7th, 8th, 11th grades

Science- 8th and 10th grades

College & Career Readiness Assessments:

EXPLORE- 8th grade

PLAN- 10th grade

PSAT- optional for high achieving 11th graders

COMPASS- 11th grade for identified students by PLAN scores

ACT- 11th graders

ASVAB- 11th graders

Goal: Increase Reading and Math proficiency in grades 3 - 6.

	Gr. 3		Gr. 4		Gr. 5		Gr. 6								
	M	R	M	R	M	R	M	R							
2011-12	76	70	66	79	73	89	72	72							Percent Proficient
2012-13	72	58	46	38	53	55	57	57							Percent Proficient
2013-14	80	63	50	43	40	50	72	71							Percent Proficient
2015 Goal	85	70	70	70	70	70	80	80							

Goal: Increase Reading and Math proficiency in grades 7-11.

Numbers provided are percentages who were proficient in the subject area.

	Grade 7		Grade 8		Grade 10	Grade 11
	M	R	M	R	R	M
2011-12	50	58	20	39	72	18
2012-13	48	44	42	56	65	32
2013-14	35	42	62	38	32	TBD
2015 Goal	60	60	50	50	60	50

Elementary Student Achievement Initiatives



Review and provide curriculum that is relevant and aligned to state standards through the use of the curriculum review cycle.

Provide interventions to students that need extra support.

Implement PBIS behavior model

Implement FAST in 2014-15 grades K-3, expand through grade 6 in 2015-16.

Assess and analyze student progress regularly.

High School Initiatives

~Increase student response to “What do you plan to do after high school?”

2013-2014: 66% choose college, 25% either didn't know or replied 'work'

Goal: 70% choose college, 10% didn't know or 'work'

Action:

~Continue College & Career Readiness Curriculum

-MCIS, group guidance lessons, individual meetings & planning w/counselor, 4 year checklist and plan, financial aid parent meeting

~Implement time management and organization skills to increase responsibility for all 7th-12th gr.

Action: Floating study hall, planners are available to 7th & 8th grades, 7th grade orientation, JMC

~Inform parents, students, and staff of assessment changes and implement as legislation requires. Monitor and interpret results as appropriate.

Teacher Evaluation

Purpose:

McGregor teachers and administrators will work collaboratively to promote professional development and growth to ultimately increase achievement of all students served in our school.

Professional Learning Communities (PLC):

Grade and/or subject level teams comprise professional learning communities. All teams should strive to meet at least one time per week.

Peer Review:

Peer reviews take place as set up through professional learning communities once per non-observation year for tenured teachers. Peer reviewer will complete checklist that review has taken place.

Portfolio:

Teachers in any year of the process have the option to develop and present a portfolio for their own professional growth and reflection. This may be part of a summative evaluation at discretion of trained observers.

State and Local Standards and Assessments:

Data from valid and reliable assessments aligned to state and local academic standards along with state and local measures of student growth will comprise 35% of teacher evaluation results. Evaluation plan must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible.

Teacher Evaluation Process

Non-Tenured Teachers:

Evaluations by principal three times per year for three years

First evaluation must occur within first 90 days of the teaching service.

Probationary teachers will participate in the goal-setting portion of the tenured teachers plan.

Teachers who are new to the district but have previously been tenured in another district will participate in the Non-Tenured Teacher plan for one year, and then move to the Tenured Teacher track after completion of the first year at ISD #4 and earning tenure.

Teacher Evaluation Continued..

Tenured Teachers:

Part One

Evaluations by principal once every three years.

Part Two

Value-added Student Performance-Growth Measurement for Students
Benchmark Assessment System (Elementary Only)

Summative Year End Test

Projects

Pre-Post Tests

Measure Student Learning Objectives

Incorporate IEP Goals for Special Education Teachers and Students

Minnesota Comprehensive Assessments

Accelerated Reader (Elementary Only)

Something for Physical Education

Something for Industrial Technology

Something for Music

Part Three

Goal-setting and Measuring Personal Growth as an
Educator

Portfolios

Peer Review

Classes Taken or Workshops Attended

Action Research

Written Self-reflection

Curriculum Review Cycle

Curriculum Review	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K-12 Assessment	Science Social St World Lang	Guidance Fine Arts Industrial Ed	PE/Health Technology Special Ed	Reading Language Arts Math	Science Social Studies World Lang	Guidance Fine Arts Industrial Ed	PE/ Health Technology Special Ed
Development		Science Social St World Lang	Guidance Fine Arts Industrial Ed	PE/Health Technology Special Ed	Reading Language Arts Math	Science Social Studies World Lang	Guidance Fine Arts Industrial Ed
Implementation			Science Social St World Lang	Guidance Fine Arts Industrial Ed	PE/Health Technology Special Ed	Reading Language Arts Math	Science Social Studies World Lang
Measure and adjust				Science Social St World Lang	Guidance Fine Arts Industrial Ed	PE/Health Technology Special Ed	Reading Language Arts Math

Best Practices Summary

- Annual Curriculum Review
- Implement peer teacher review
- Assess and monitor students regularly
- Analyze data to adjust teaching practices
- Continue activities for Kindergarten Readiness
- Continue Read Well plan
- MCIS: College Readiness

Evaluation of Progress

Survey all staff, parents, and students annually.

Implement yearly curriculum review cycle.

Implement teacher evaluations.

Analyze student data.