



*Preparing self-directed learners to thrive in
a changing global community*

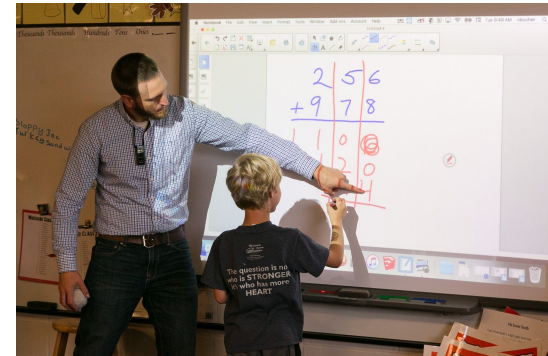
Becker School District #726

The Becker School District [World's Best Workforce Plan](#) is a comprehensive, long-term strategic plan designed to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. This plan serves as a foundational document that aligns current district initiatives and plans that serve students Pre-K through High School.

World's Best Workforce Report 2016 - 2017

World's Best Workforce Plan Goals:

- All students ready for kindergarten
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All students graduate from high school
- Close the achievement gap:
 - Between all racial and ethnic groups of students
 - Between students living in poverty and those that are not
 - Between students receiving special education services and those that do not



Performance Measures

Annual progress towards the goals indicated in the World's Best Workforce Plan is measured through the school district's assessment system. Each spring district and school leaders develop an assessment plan for the following year. Decisions on which assessments will be used for each grade level and building are guided by the following needs:

1. To ensure information on annual progress and achievement over time is available for building MTSS teams to make informed decisions about placement and programming for every student.
2. To ensure the availability of information on achievement and progress of groups of students with which to evaluate curriculum and instruction.

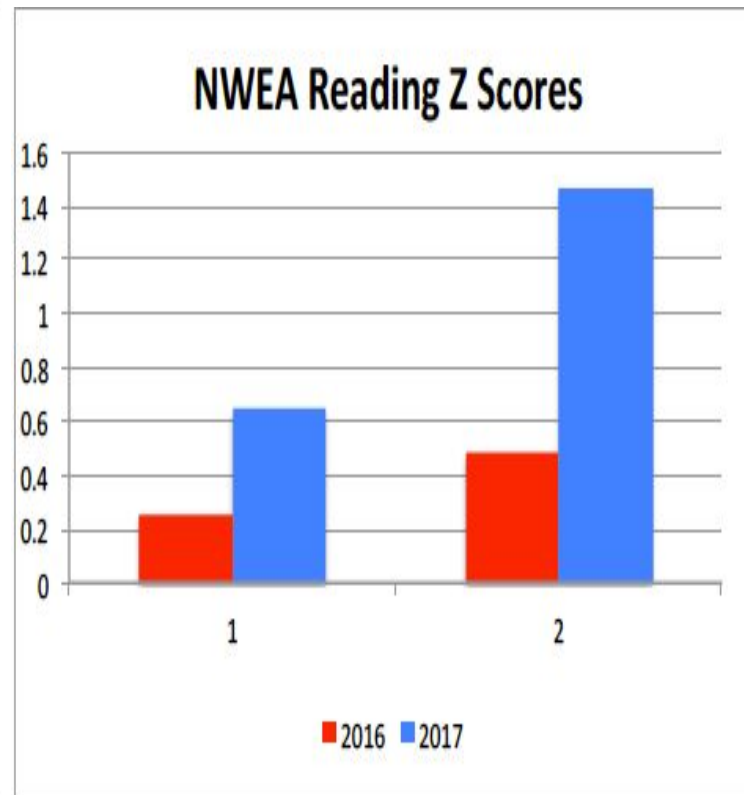
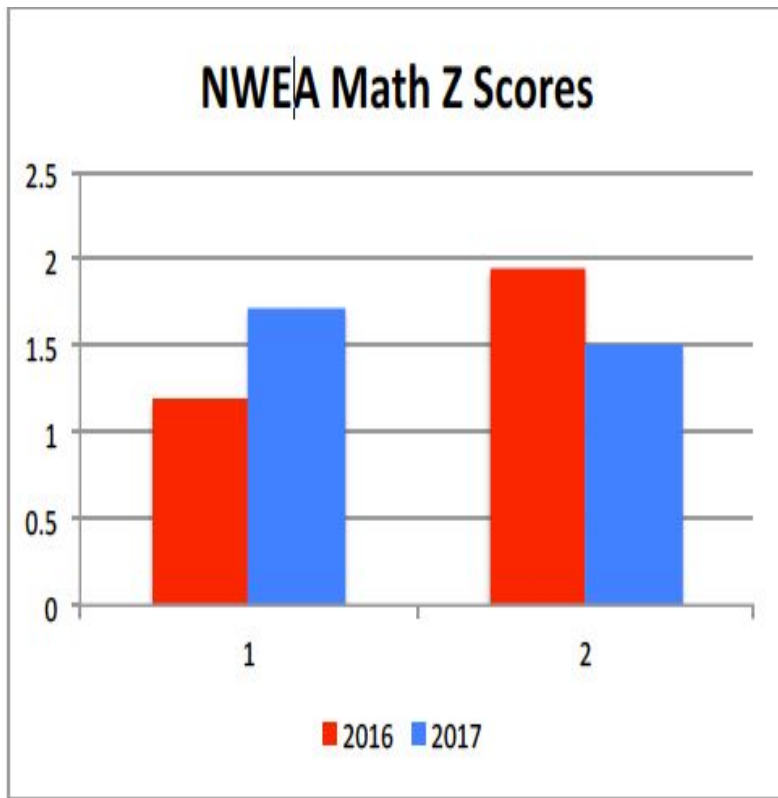
The [2016 – 2017 District Assessment Plan](#) detailed the various metrics. Student achievement data is housed in the Viewpoint data warehouse system for ease of access and reviewed on a regular basis by the superintendent, principals, directors of curriculum and instruction and instructional technology. Additional information on students assessment can be found [here](#)



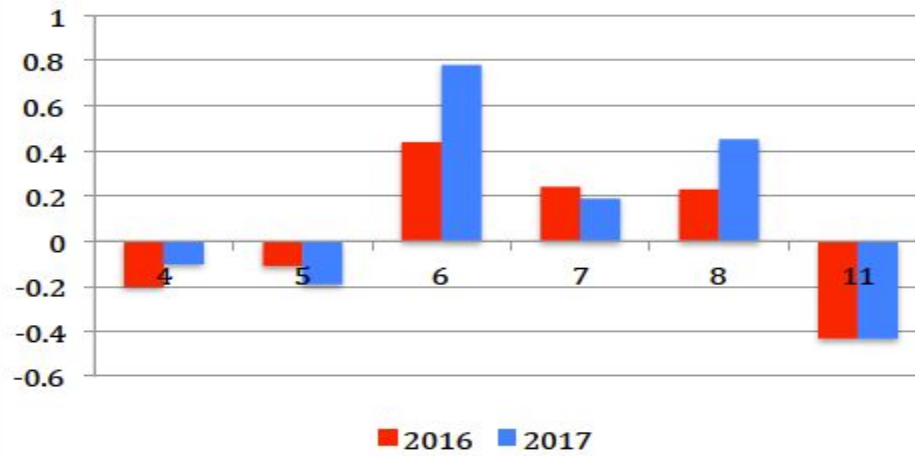
School Board Academic Goals 2016 - 2017

Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by testing in the Fall of 2016 for NWEA to the Spring of 2017 and Spring of 2016 to Spring of 2017 for MCA.

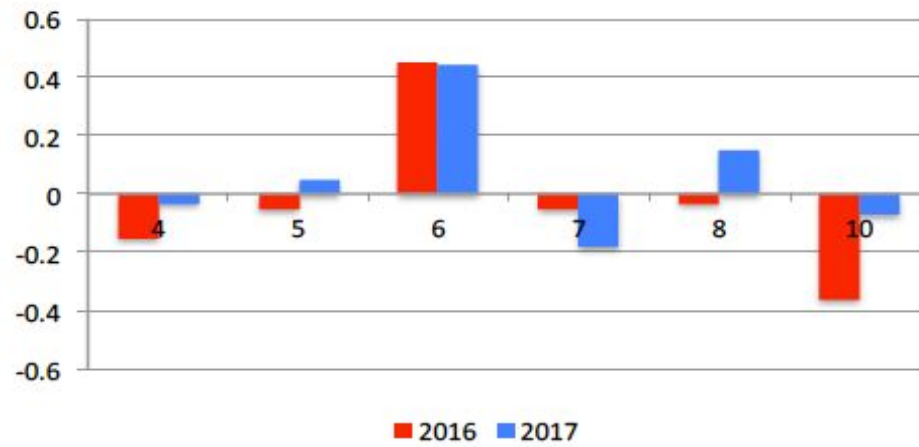
These graphs provide Z score information for the 2015 - 2016 and 2017 - 2017 school years



MCA Math Z Scores



MCA Reading Z Scores



The tables below indicate the percentages of Becker School District students scoring at or above proficiency on Minnesota Comprehensive Assessments (MCA III)

Reading

YR	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	State	Dist	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST
2013	57.8	64.9	55.9	57.4	59.5	54.2	67.7	63.1	71.4	58.8	67.6	53.9	63.9	53.8	68.2	62.2
2014	59.1	68.5	71.7	58.2	52.2	55.2	76.6	66.9	70.0	60.2	71.7	55.8	67.7	55.6	67.0	60.0
2015	59.5	65.0	62.7	58.9	65.1	57.9	62.1	66.7	73.3	63.9	66.5	55.7	61.5	56.2	62.6	57.2
2016	59.9	69.1	73.1	57.5	64.5	58.4	73.0	67.7	75.5	62.3	71.7	56.7	65.3	57.3	61.5	59.1
2017	60.2	71.5	67.3	56.8	72.5	57.0	75.1	67.5	78.9	63.4	66.7	57.6	74.6	58.9	64.5	60.5

Mathematics

YR	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	State	Dist	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST
2012	61.3	74.5	83.6		78.9		64.7	55.0	73.9	55.0	80.9		84.0		40.7	
2013	60.2	70.9	78.9	71.5	77.6	71.3	65.9	59.1	70.0	55.9	71.4	54.3	77.1	57.3	52.7	51.5
2014	60.5	69.6	83.2	71.9	71.0	70.3	69.6	60.9	66.8	56.1	72.4	55.6	71.6	58.2	54.7	49.8
2015	60.2	71.7	80.4	70.9	73.4	70.0	66.5	59.7	74.5	57.9	70.5	55.0	76.0	58.0	60.6	48.7
2016	59.5	73.5	82.8	69.6	75.6	68.8	63.8	58.8	78.3	56.1	76.3	56.2	75.9	58.2	60.8	47.2
2017	58.7	73.6	76.9	68.1	78.0	66.8	61.8	57.1	76.0	55.5	79.2	54.9	86.2	58.2	55.3	48.4

Additional information can be found at the Minnesota Department of Education [Data Center](#)

Science Proficiency on Minnesota Comprehensive Assessments (MCA III)

YEAR	Becker Gr. 5	State Gr. 5	Becker Gr. 8	State Gr. 8	Becker HS	State HS
2013	65.2	59.9	42.0	44.3	65.9	53.1
2014	73.8	61.4	56.8	45.4	62.9	53.4
2015	62.1	59.3	61.9	45.9	63.1	54.9
2016	68.5	61.6	61.3	47.5	69.3	55.8
2017	64.5	60.0	67.2	46.2	67.3	56.3



All Students Ready for Kindergarten

The Becker School District is committed to partnering with parents and community agencies to ensure ALL student enter Kindergarten ready to learn

This table indicates the percentage of Becker students entering Kindergarten with adequate early literacy skills

	Percentage of entering Kindergarten Students
Fall 2014	59.3% - DIBELS Early Literacy Assessments
Fall 2015	70.0% - DIBELS Early Literacy Assessments
Fall 2016	Did not gather enough data - Fastbridge Early Literacy Assessments
Fall 2017	70% - Fastbridge Early Literacy Assessments

STRATEGIES AND ACTION STEPS 2014 - 2017

- a) The district assessment task force researched four systems recommended by the Minnesota Department of Education and selected Fastbridge Learning for use in Pre-Kindergarten and Kindergarten. This system can be used to screen students at risk in Early Literacy and Mathematics and can also be used to monitor student acquisition of important Developmental Milestones.
- b) The Early Learning Scholarship Pathway II application was written to provide 6 hours a day of Literacy Intervention for students at-risk on early literacy assessments beginning Fall 2016.

Goals 2016 - 2017

- 1) Continue to build capacity for data collection by fully integrating School Readiness Fastbridge data into Viewpoint - the District Data Warehouse.
- 2) Build capacity for data usage by analyzing winter and spring data to determine the success of the literacy intervention and appropriately expand use of this tool and using these data to plan kindergarten programming for fall 2017.
- 3) Determine changes that may need to be made to School Readiness curriculum, instruction, and scheduling based on data.
- 4) Collaborate with the Indian Education Program to reduce the achievement gap of American Indian students in this program.

College and Career Readiness

In order to meet the goal of all students *graduating college and career ready* the [Ramp-Up to Readiness](#) Curriculum has been implemented in Grades 6-12 since 2012. As part of this program every high school student develops a post-secondary plan for success.

Percentage of Grade 11 students meeting College and Career Readiness Benchmarks on the ACT test

College and Career Readiness Benchmarks are the minimal ACT test scores required for students to have a high probability of success in credit-bearing college courses in English, Social Sciences, Algebra and Biology.

	# Students tested		English		Math		Reading		Science		Met All Four	
	BHS	State	BHS	State	BHS	State	BHS	State	BHS	State	BHS	State
2013	115	44,676	78	78	62	62	55	57	47	52	37	39
2014	138	45,305	80	77	54	61	55	56	52	53	31	39
2015	123	46,862	82	74	72	58	60	57	58	53	40	39
2016*	215	64,145	60	61	52	46	48	45	43	40	31	29
2017*	218	61,101	58	63	51	48	41	50	39	42	22	31

*Note that beginning in 2015 - 2016 the ACT test was taken by all 11th grade Becker Students during school hours. The school district has continued to offer and cover the cost of this opportunity.

Percentage of students enrolled in postsecondary education fall of graduating year*

	2011	2012	2013	2014	2015	2016	2017
Becker	68	69	67	76	73	72	68
State	68	70	70	69	74	70	70

*These data are obtained from the [National Student Clearinghouse](#). Reports are provided to the school district twice-annually

BEST PRACTICE STRATEGIES AND ACTION STEPS

Ensuring Individual Student Success: Multi-Tiered System of Support (MTSS)

In order to continuously evaluate each student's progress towards meeting state and local academic standards, teachers and grade level teams supported by building MTSS teams and building principals monitor the progress of each student using multiple data points. The **Title I** and **Alternative Delivery of Specialized Instructional Services (ADSIS)** programs support a Multi-Tiered System of Support. The progress of all students in core curriculum is reviewed during data meetings and PLCs. The progress of students receiving Tier 2 support is reviewed every six weeks in a PLC meeting facilitated by intervention staff.

A detailed plan is written for all students receiving Tier 3 support. This plan details the research-based intervention used, fidelity checks, progress monitoring, data-based decision making, and student response. In order to provide information on student needs and how they were addressed to subsequent grade levels and buildings this plan is linked to the student record in Viewpoint – the district data warehouse. The progress of students served in Tier 3 is reviewed on a frequent basis by a Tier 3 team that includes the School Psychologist and Special Education Staff.

Complete information on the district Multi-Tiered System of Support (MTSS) program can be found at this link:
<https://sites.google.com/a/isd726.org/curriculum/response-to>

Curriculum Review Process

The school district [Curriculum Review Process](#) ensures continuous evaluation and review of curriculum and instruction. During 2016-1017 reviews of 6-12 Special Education and Intervention culminated in the selection of new instructional materials for these areas. In addition, all high school course offerings were evaluated due to a change from a 4-period semester block schedule to a 5-period trimester schedule. A comprehensive implementation process including appropriate professional development will be utilized in order to ensure success of these programs. Details on course offerings can be found course templates linked on the school district Curriculum and Instruction page and school websites under curriculum. These documents are located in Google Documents allowing for continuous updating during PLCs.

Principal and Teacher Evaluation

In Spring 2014 the Becker School Board and the Becker Education Association approved a Teacher Evaluation Plan compliant with MS 122A.40. The plan was implemented beginning 2014-2015 and includes the following components:

- Individual growth and development plan
 - Teachers set an annual professional development goal
- Student survey to measure student engagement
 - Teachers survey a class of students annually and submit a reflection based on the results
- Student academic growth
 - Based on the content area taught each teacher monitors student growth on building goals, small group goals, and state or standardized testing
- Summative evaluation
 - Every third year teachers are provided with a summative evaluation by a licensed principal
- Optional portfolio
 - Teachers have the option of submitting a professional portfolio

In order to ensure effectiveness this plan is evaluated annually by a district team which includes teachers and administrators. Changes and adjustments are made based on the recommendations of this team.

Educational Effectiveness

[Reading Coach](#)

In order to support teachers in the delivery of effective research-based reading instruction the school district approved 1.0 FTE reading coach beginning 2016 - 2017. While filling this position the school district entered into a consulting contract with a reading expert to work with high school teachers on curriculum and instruction.

[District Instructional Framework](#)

The Becker Public Schools Instructional Framework based on the research of Dr. Robert Marzano provides many opportunities for teacher professional growth in research-based instructional strategies

Digital Learning Mentors

Under the leadership of the Director of Instructional Technology, Digital Learning Mentors provide opportunities for teacher growth in the development of [Communication, Collaboration, Critical Thinking, and Creativity](#) in students. This program is supported by 1-1 iPad learning environment in grades 7-12 and iPad carts in grades K-6.

Professional Learning Communities

The [Professional Learning Community \(PLC\)](#) model of Professional Development is utilized to ensure a collaborative professional development culture with a focus on continuous clarification of standards-based essential student outcomes and common formative and summative assessments. Instructional Technology is tightly aligned to essential curriculum and continuous improvement of instruction to improve student engagement and achievement.



Reporting and Communication

The Becker School District Advisory Committee will review this report on December 18, 2017

The Becker School Board will review this report at a public meeting on January 8, 2018

A summary will be submitted to the Commissioner of the Minnesota Department of Education.

In order to communicate with all constituents the World's Best Workforce Report will be displayed on the school district website. Additional copies will be available on request from the District Office.

