

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

## **Becker School District #726 World's Best Workforce Plan**

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.

This plan is in effect for the 2013 – 2014 school year and beyond.

### **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

<b>A. Performance Measures</b>			
<b>Date</b>	<b>WBWP must include:</b>	<b>Who</b>	<b>Actions/Documents That Meet The State Statute</b>
	<p>Measures to determine school district and school site progress in striving to create the world’s best workforce: specifically progress towards;</p> <ol style="list-style-type: none"> <li>1. Closing the identified achievement gap in the district</li> <li>2. All students ready for kindergarten</li> <li>3. All students in third grade achieving grade level literacy</li> <li>4. All students attaining career and college readiness before graduating from high school</li> <li>5. All students graduating from high school</li> </ol>	<p>Principals Director of Curriculum &amp; Instruction</p>	<p>The Achievement and Integration Program includes goals to reduce economic disparities based on students’ diverse racial, ethnic, and economic background.</p> <p>The district <a href="#">Reading Well by Third Grade Literacy Plan</a> details efforts to ensure all students leave Third Grade reading at grade level.</p> <p>The district Early Childhood curriculum and assessment measures are designed to ensure kindergarten readiness.</p> <p><a href="#">Ramp-Up to Readiness</a> curriculum is used in grades 6-12 in order to prepare students for post-secondary success.</p> <p>Specific measures for each of these are detailed in the section below.</p>
	<p>Measures to assess student progress must included at least:</p> <ol style="list-style-type: none"> <li>1. Student performance on the NAEP</li> <li>2. The size of the academic achievement gap by student subgroup</li> <li>3. Student performance on the Minnesota Comprehensive Assessments</li> <li>4. High school graduation rates</li> <li>5. Career and college readiness under section 120B.30, subdivision 1.</li> </ol>	<p>Principals Dir. of C &amp; I Data Specialist</p>	<p>Formative and summative information is gathered on each student using the tools below in order to determine progress towards meeting state and academic standards and items 1-5 in section above.</p> <p>Link to 2013 - 2014 <a href="#">District Assessment Plan</a></p> <p><b>Minnesota Comprehensive Assessments</b>, taken each spring by students in Grades 3-10, provide information on student progress and growth in state standards.</p> <p><a href="#">IGDI</a> (Individual Growth and Development Indicators) are used in Pre-K programs to determine Kindergarten Readiness.</p>

		<p>Achievement gap data is included in the Achievement and Integration Program Plan.</p> <p>The <a href="#">Dynamic Indicators of Early Literacy Skills (DIBELS)</a> are administered to all students in Kindergarten through Fifth Grade three times a year and are used to determine student progress in Core Curriculum and Intervention.</p> <p>The <a href="#">Northwest Evaluation Association (NWEA) Measurement of Academic Progress</a> is used in Grades K-10. These data provide information on the proficiency and growth of each student in acquisition of state standards and college and career readiness.</p> <p>The <b>EXPLORE</b> and <b>PLAN</b> test are given in Grades 8 and 10 in order to determine college and career readiness. Beginning in 2015-2016 the state selected College and Career Readiness measure will be used in Grades 8, 10 and 11.</p> <p><a href="#">National Student Clearing House</a> data is used to track post-secondary enrollment and success of graduates of Becker High School.</p> <p>In addition to district and school level standardized assessment each grade level develops common assessments on standards-based essential outcomes. These essential outcomes have been developed through a rigorous vertical and horizontal standards alignment process. Beginning in 2013 – 2014 a standards-based report card will be used to report student growth and progress to parents in Kindergarten through Fifth Grade.</p>
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<b>B. District Plan Components and Activities</b>			
<b>Date</b>	<b>SCHOOL BOARD ENSURES:</b>	<b>Who</b>	<b>Actions/Documents That Meet The State Statute</b>
	<p>1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all students subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);</p>	<p>School Board Executive Council</p>	<p>The school district follows an annual cascading goal setting process. The School Board, Executive Council, Building Principals, and Teachers set student achievement goals.</p> <p style="text-align: center;"><b><u>2013-2014 Students Achievement Goals:</u></b></p> <p><b>District:</b> 90% of High School students will apply to a post-secondary institution or the military.</p> <p><b>High School:</b> Students will score at least 3% above the state average in proficiency on the 2014 MCA math assessment.</p> <p><b>Middle School:</b> The percent of students proficient on the 8th grade science MCA III's will be above the state average on all strands in spring 2014. The average scale score on the MCA III reading test will increase by 5 points for the 6th grade class in the spring of 2014. The 6th grade students who did not meet proficiency or who partially met proficiency will make one year's growth as measured by the MCA III reading test in the spring of 2014.</p> <p><b>Intermediate School:</b> Third grade students at Becker Intermediate will exceed the state average in the area of reading on the 2014 MCA Reading Assessment.</p> <p><b>Primary School:</b> The 2nd grade mean RIT growth for Mathematics, fall to spring, will exceed the national mean</p>

			growth projection by 1.5 growth index points. This will be measured by the Spring 2014 NWEA test.
	2. Specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the World's Best Workforce;	Teachers Principals Dir. of C & I Data Specialist	Teachers and grade level team supported by the Response to Intervention Team and Building Principals monitor the progress of each student using multiple data points. The Title I and ADSIS programs support a <a href="#">Response to Intervention</a> tiered system of instruction and intervention designed to ensure the success of all students.  The Teacher Evaluation process identifies strengths and weakness of instruction. Professional Development in the <a href="#">Instructional Framework</a> provides teachers with a repertoire of research-based instructional strategies with which to improve classroom practices and student outcomes.
	3. Description of a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations;	Superintendent Dir. of C & I Dir. of Inst. Technology Principals	The <a href="#">Curriculum Review Process</a> ensures continuous evaluation of curriculum and instruction.  The Instructional Technology program support delivery of best practice classroom instruction and assessment.  Principals, Director of Curriculum and Instruction, and Teachers review summative and trend data on an annual basis and plan for improvement.  During the process of Principal and Teacher Evaluations best practice instruction and achievement data is analyzed and goals for improvement are set.
	4. Specific information on strategies for improving instruction, curriculum, and student achievement	Principals, Dir. of C & I Dir. of Inst.	The district <a href="#">Research-Based Instructional Framework</a> provides opportunity for professional growth in specific strategies to improve student achievement.

		Technology	
	5. Description of educational effectiveness, practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness	Principals, Dir. of C & I Dir. of Instructional Technology	The <a href="#">Professional Learning Community (PLC)</a> 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.
	6. An annual budget for sustaining Professional Development Implementation of the district plan.	Superintendents Dir. of Business Dir. of C & I	A budget to sustain Professional Development activities is developed annually.

<b>C. District Reporting Requirements</b>			
<b>Date</b>	<b>COMMUNICATIONS</b>	<b>Who</b>	<b>Actions/Documents That Meet the State Statute</b>
	<p>1. The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.</p> <p><i>Public report to be titled: District Number, District Name, Local World’s Best Workforce Plan will be prominently displayed on the district’s official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11, in a manner that is accessible and relevant.</i></p>	Dir. of C & I	<p>The World’s Best Workforce Report will be published annually on the school district website.</p> <p>This will replace the Annual Report on Curriculum, Instruction, and Student Achievement. Past reports can be found <a href="#">HERE</a>.</p>
	<p>2. The school board shall hold an annual public meeting to:</p> <ol style="list-style-type: none"> <li>a. Review, and revise where appropriate student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction</li> <li>b. Review district success in achieving the previous adopted student achievement goals and related benchmarks and improvement plans leading to the world’s best workforce</li> </ol>	Superintendent School Board Dir. of C & I	<p>The School Board annually:</p> <ol style="list-style-type: none"> <li>1. Reviews student achievement on Minnesota Comprehensive Assessments.</li> <li>2. Reviews progress on previously adopted School Board student achievement goals.</li> </ol>
	<p>3. The school board must transmit an electronic summary of its report to the Commissioner of Minnesota Department of Education each fall.</p>	Dir. of C & I	<p>The World’s Best Workforce Report will be submitted annually to the Commissioner of Education.</p>
	<p>4. Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with the school. The district shall include the results of these surveys in the summary report.</p>	Superintendent School Board	<p>The School Board receives input from students, parents, staff, and community members during annual stakeholder meetings.</p>

<b>D. Committees and Roles (District Advisory Committee and School Site Teams)</b>			
<b>Date</b>	<b>District/Building Instructional Leadership Teams</b>	<b>Who</b>	<b>Actions/Documents that meet the State Statute</b>
	<p>1. Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards.</p> <p>(1) The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students, and other community residents.</p> <p>(2) Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.</p> <p>(3) The district advisory committee shall provide recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.</p>	Dir. of C & I	<p>The <a href="#">Becker School District Advisory Committee</a> meets three times a year.</p> <p>Membership is comprised of parents, students, community members, school board members, and the Director of Curriculum and Instruction.</p>
	<p>2. The district may establish school site teams as subcommittees of the district advisory committee.</p>	Principals	<p>Building site-based teams meet on a monthly basis. Membership is comprised of parents, community members, teachers and other staff and the building principals. At the secondary level students are also represented on this committee. Agendas and minutes of these meets are posted on the school website.</p>



