4059 Crosslake Community Schools' World's Best Workforce Plan

FY22-FY24

Seat-Based and Online Programs

In accordance with 2013 Minnesota Statutes, section 120B.11, **a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.**

Date this Plan was Adopted by the CCS Board: _____

The school board must hold an annual public meeting *to review, and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review district success in realizing the previously adopted student achievement goals and related benchmarks in the comprehensive district wide strategic plan leading to the World's Best Workforce.*

Annual Public Meeting to discuss WBWF Summary and Plan:
Before the regular December board meeting (4:30 PM).

District World's Best Workforce Advisory Committee Members and role (Updated July 2022):
- Holly Amaya, Director of Online Learning
- Cheryl Cole, District Assessment Coordinator and Executive Assistant
- Mindy Glazier, Seat-Based Teacher
- Jared Griffin, Board Chair and Parent
- Annette Klang, Director of Seat-Based Learning
- Amy Ledin, Parent
- Karen Teff, Online Teacher

As written in 2013 Minnesota Statutes, section 120B.11, (from here forward referred to as the "World's Best Workforce Plan" or "WBWF Plan") strategic plans must include:

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2)

Measures must specifically include progress towards:
- closing the identified achievement gap(s) in the district [AGC]

- all students ready for kindergarten [R4K]
- all students in third grade achieving grade level literacy [RG3]
- all students attaining career and college readiness before graduating from high school [CCR]
- all students graduating from high school [GRAD]

Crosslake Community Schools' goals and benchmarks:

Measure 5.1 [RG3] – From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in grade 3 will increase from the baseline proficiency index score (FY21 baseline: 33.3) OR will be greater than that of the state for the same grade (3).

Measure 5.2 [CCR] – From FY22 to FY24, the school's percent proficient in Reading for seat-based students will increase each year from the baseline proficiency index score (FY21 baseline: 66.7) OR will be equal to or greater than that of the state for the same grades (4-8).

Measure 5.3 [AGC] – From FY22 to FY24, the school's percent proficient in Reading for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 5.4 [AGC] – From FY22 to FY24, the school's percent proficient in Reading for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 5.5 [CCR] – From FY22 to FY24, the school's percent proficient in Reading for online students in grades 3-8 and 10 will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 10) each year.

Measure 5.6 [AGC] – From FY22 to FY24, the school's percent proficient in Reading for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 10).

Measure 5.7 [AGC] – From FY22 to FY24, the school's percent proficient in Reading for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 10).

Measure 6.1 [CCR] – From FY22 to FY24, the school's percent proficient in Math for seat-based students will increase each year from the baseline proficiency index score (FY21 baseline: 40.0) OR will be equal to or greater than that of the state for the same grades (3-8).

Measure 6.2 [AGC] – From FY22 to FY24, the school's percent proficient in Math for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 6.3 [AGC] – From FY22 to FY24, the school's percent proficient in Math for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 6.4 [CCR] – From FY22 to FY24, the school's percent proficient in Math for online students in grades 3-8 and 11 will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 11) each year.

Measure 6.5 [AGC] – From FY22 to FY24, the school's percent proficient in Math for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 11).

Measure 6.6 [AGC] – From FY22 to FY24, the school's percent proficient in Math for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 11).

Measure 8.1 [R4K] – From FY22 to FY24- Of the students enrolled in CCS PreK at least 4 days per week for at least 80% of the year, at least 85% will meet or exceed kindergarten readiness standards as measured by the locally-developed Kindergarten Readiness checklist that is administered annually each spring.

Measure 9.1 [GRAD] – From FY22 to FY24, the CCHS graduation rate will improve from the school's 2021 baseline rate of 57% OR be equal to or higher than the average of the comparison online schools* each school year for the duration of the contract .

2. 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:
- Staff meet regularly to aid with the placement of students into multiple levels of support (SPED, Title I, RtI, online learning coaches, student support services, etc.).
- Data is used to drive instructional practices and create personalized learning plans.
- Assessment data is regularly reviewed as part of MTSS team meetings and is used to develop intervention plans for tiered supports.
- CCS is always reviewing, analyzing, communicating and responding to student academic achievement results. This includes standardized testing as well as testing/quizzing, assignments, project progress, attendance, etc., in the normal course of teaching and learning. We celebrate successes and address issues on a daily basis both at the individual and systemic level and we implement broad range solutions to raise performance across our student population.
- Staff members are trained in how to interpret and use STAR assessment results in their work with students.
- At least 4 testing site options throughout the state are available for online students to take the MCAs - based on actual student locations.

3. 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

- All instructional staff receive an administrative evaluation at least once every three years.
- School leaders receive a formal evaluation from the board annually.
- Additional evaluation and mentorship is done by the QComp leads in each program.
- We have a clear curriculum review cycle and have modified practices as research and experience suggests other approaches are more effective (single-grade math, for example). All courses are aligned with state standards and the online program employs a Curriculum Coordinator who ensures that all curricular requirements are met, in addition to pursuing additional options to create a broad, deep and rich curriculum.
- Involving the entire ecosystem of support from the onset…teachers, coaches, students, families, partners, etc., increases the odds of student success. We continue to ideate on elevating our "student experience." To be successful, we are working to effectively involve parents in a way to increase accountability at home and help them be more proactively engaged in their learner's experience.
- Each year, our school's programs are evaluated by students, staff, and parents. Additionally, staff provide evaluations of the administrators which are used in the board's annual leadership evaluation.

4. Strategies for improving instruction, curriculum, and student achievement;

- The seat-based program is examining the addition of a Curriculum Coordinator or stipend Curriculum Committee chair role.
- The online program already has the Curriculum Coordinator position in place and this individual ensures standards alignment of the online program content.
- Summer curriculum funds are available for staff to work on additional standards alignment as needs are identified.
- We are putting numerous measures into place to address students' reading skills. The seat-based program has brought in 2 full time and 1 part time reading Americorps tutors and a full-time interventionist that splits her time between reading and math for children in grades K-5. The online program will be bringing in one Americorps tutor to work with students on reading. The online program incorporates MyPath Reading to provide targeted interventions and supports, and employs two staff to provide reading interventions. We are incorporating the easyCBM progress monitoring in all seat-based classrooms, Title1 and SPED. This monitoring helps keep instruction on track and paces how delivery is monitored.
- We have been working diligently on our math goals. The seat-based program has secured a full time math corps tutor who is working in the middle school math classroom as well as tutoring small groups of students grades 4-8. Beginning in the 22-23 school year, the online program will also be bringing in an Americorps math tutor. The online program uses MyPath Math to provide targeted interventions and employs a staff member who provides one-on-one interventions to identified students, as well as additional math supports (1-on-1 office hours) for any student who needs math support. Interventionists are working with students and have been increasing intervention skills in the classroom through activities and adult personnel.

5. Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness

- Each program's professional development outlines are shared with the board, at least annually.
- Academic goals will be shared with all staff, and progress on each goal will be communicated with staff annually at a minimum.
- School directors will track and monitor academic progress on an ongoing basis, and will keep the board posted on needs that arise.
- Developing our entire staff is essential to sustained and improved student academic performance as well. We will continue to leverage our partnerships with Sourcewell and other partners for relevant training and development. The primary emphasis of our work is on the Marzano protocols for instructional best practices, targeting learning goals and targets for student learning. We will continue to focus on engaging in EnVoy non-verbal classroom management techniques and as a staff we will work to educate all CCS staff on these protocols. Online staff development additionally includes a focus on motivational techniques for improving student performance.
- On-going job-embedded professional development incorporates the work of Robert Marzano, Envoy, Quality Matters, a strong Qcomp model, and content-specific training for all staff.
- Mission-focused environmental education training is provided by outside entities.

6. An annual budget for continuing to implement the district plan.
See below.

Crosslake Community School - Budget Projections		FY23 Original Budget	FY24 Projection	FY25 Projection
	ADM	415.00	425.00	440.00
	PPU	468.00	479.28	496.19

Fund 01 - General Fund

Revenue
State Revenue	5,209,833	5,491,666	5,850,240
Federal Revenue	163,142	171,968	183,196
Other Revenue Sources	12,726	13,414	14,290
Fund 01 - Total Revenue	**5,385,701**	**5,677,048**	**6,047,726**

Expenditures
Administration	691,498	721,991	761,912
Elementary Instruction (K-4) - Seat Based	418,418	436,868	461,025
Secondary Instruction (5-8) - Seat Based	398,247	415,809	438,800
Online Program - K-12	1,585,497	1,655,412	1,746,947
Federal Funds	163,142	170,336	179,755
State Special Education	702,792	733,782	774,356
Instructional Support	190,724	199,134	210,145
Pupil Support	348,896	364,281	384,424
Operations and Maintenance	886,487	925,578	976,757
Fund 01 - Total Expenditures	**5,385,701**	**5,623,191**	**5,934,121**
Fund 01 - General Fund Net Income (Loss)	**-**	**53,857**	**113,605**

Fund 02 - Food Service Fund

Revenue
State Revenue	2,169	2,287	2,436
Federal Revenue	101,272	106,750	113,720
Other Local Revenue	13,516	14,247	15,178
Fund 02 - Total Revenue	**116,957**	**123,284**	**131,334**
Expenditures	**116,957**	122,115	128,867
Fund 02 - Total Expenditures	**116,957**	**122,115**	**128,867**
Fund 02 - Net Income (Loss)	**-**	**1,170**	**2,467**

Fund 04 - Community Ed Fund

Revenue

Tuition	29,250	30,832	32,845
Fees from Patrons	34,000	35,839	38,179
Other Revenue	29,115	30,690	32,694
Fund 04 - Total Revenue	**92,365**	**97,362**	**103,719**
Expenditures	**92,365**	96,438	101,771
Fund 04 - Total Expenditures	**92,365**	**96,438**	**101,771**
Fund 04 - Net Income (Loss)	**-**	**924**	**1,948**
All Funds - Net Income (Loss)	**-**	**55,950**	**118,021**