The mandated Annual Report of Curriculum, Instruction, was abolished by the 2013 Legislature and replaced with The World's Best Workforce Plan. The plan was approved by the District Advisory Committee on March 16th. **I recommend acknowledging receipt of the 2013-14 World's Best Workforce Plan** (enclosed

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 2013-2014
This report documents progress towards goals and strategies outlined in the District's World's Best Workforce Plan for 2013-2014

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

Section A: Performance Measures

Annual progress towards the goals indicated in the World's Best Workforce Plan is measured though the school district's assessment plan. The 2014-2015 District Assessment Plan details the various metrics used to ensure student success.

Student academic achievement data is housed in the Viewpoint data warehouse system for ease of access and reviewed on a regular basis by the superintendent, principals, teachers, and directors of curriculum and instruction and instructional technology. These data are used to monitor student progress and for program planning at all levels – classroom, school, and district.
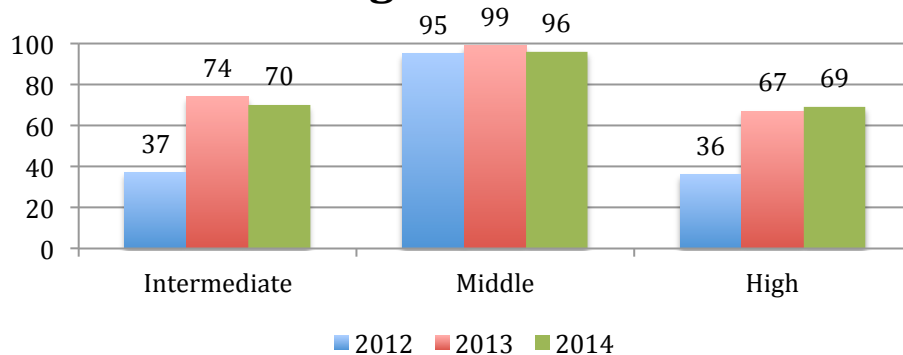
Minnesota Multiple Measures Rating 12-13 and 13-14

As part of the Minnesota Accountability System all schools are assigned an annual Multiple Measure Rating (MMR). The MMR consists of four measurements: Proficiency, Growth, Achievement Gap Reduction, and Graduation. The **proficiency** score is based on number of students proficient on the MCA IIIs. The **growth** score is calculated based on student's growth from the last assessment results. **Achievement gap reduction** is based on the academic performance of students of color, English language learners, students in poverty, and students receiving special education services. **Graduation** is based on numbers of students successfully graduating from High School. There are 25 possible points for each area. In order to generate the rating for each school the total number of points earned is divided by the total number of possible points. Scores for schools in the Becker School District are detailed in the table below.

Site		Proficiency Points	Growth Points	Achievement Gap Points	Graduation Points	Total Points	MMR
Intermediate School	2013	25	14.81	16.00	N/A	55.8/75	74.41
	2014	25	12.12	12.56	N/A	49.68/75	66.23
Middle School	2013	25	22.50	23.18	N/A	70.68/75	94.24
	2014	25	17.41	17.30	N/A	59.71/75	79.61
High School	2013	25	11.65	11.78	25	73.43/100	73.73
	2014	25	11.76	12.94	25	74.70/100	74.70

Becker Schools MMR Percentile Ranking All MN Schools

Becker MMR Ranking vs MN Schools	2012	2013	2014
Intermediate School			
Rank	571 of 902	238 of 914	273 of 920
Percentile	37	74	70
Middle School			
Rank	12 of 225	2 of 225	10 of 236
Percentile	95	99	96
High School			
Rank	305 of 477	153 of 466	147 of 469
Percentile	36	67	69

The **Becker Middle School** ranked 10th in the state out of 236 middle schools placing at the 96th percentile.

The **Intermediate School** placed at the 70th percentile and earned eligibility as a "celebration school".

The **High School** ranked at the 69th percentile moving up from 67th last year.

Reading, Math, and Science Proficiency 12-13 and 13-14

Reading Proficiency on Minnesota Comprehensive Assessment (MCA III)

YEAR	State All Gr.	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2013	57.6	65.0	55.9	59.5	67.7	71.4	67.6	63.9		68.2
2014	58.8	68.2	71.7	52.2	76.6	70.0	71.7	67.7		67.0

Mathematics Proficiency on Minnesota Comprehensive Assessments (MCA III)

YEAR	State All Gr.	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011	56.0	63.6	76.2	76.2	49.1	54.9	66.0	68.7			55.2
2012	61.3	74.5	83.6	78.9	71.3	73.9	80.9	84.0			39.4
2013	60.2	70.9	78.9	77.6	65.9	70.0	71.4	77.1			52.7
2014	60.5	69.6	83.2	71.0	69.6	66.8	72.4	71.6			54.7

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	59.7	42.0	44.3	65.7	53.1
2014	73.8	61.2	56.8	45.4	62.9	53.4

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 - 2013. As part of this program every high school student will develop a post-secondary plan for success. Beginning 2014-2015 all students in Grades 8, 10 and 11 will participate in the Explore, Plan, and ACT college ready assessments. These data will provide a clear picture of Becker students' academic college and career readiness in the future. In addition, National Student Clearinghouse data and Minnesota SLEDS data will continue to be used to track post-secondary enrollment and persistence rates of Becker High School graduates.

Percentage of students enrolled in post-secondary education fall of graduating year

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Becker	63%	71%	75%	73%	68%	68%	69%	*67%	*76%
State	63%	66%	69%	69%	69%	68%	70%	N/A	N/A

Data taken from MN Statewide Longitudinal Data System at http://sleds.mn.gov/
*Data taken from National Student Clearinghouse Dec. 2014 report

Performance Measures Analysis Summary

- *Efforts to improve **kindergarten readiness** for all students will continue. The addition of all day kindergarten for every student in fall 2014 will support this improvement. Collaboration between Early Childhood, K-12 programming, and community partners will be strengthened through the creation of an Early-Childhood Community Task Force. This group will begin meeting in Spring 2015 and will focus on identifying the needs of low income and minority students. The district is also working towards integration of Early Childhood Individual Growth and Development Indicators (IGDI's) data into the district data warehouse. This will allow kindergarten teachers to respond quickly to students entering without adequate readiness skills and will also allow for analysis of improvements in Kindergarten Readiness over time.*

- *3rd **grade** MCA III reading scores indicate 15.8% increase of the number of students **meeting grade level** standards from Spring 2013 to Spring 2014. Goals and strategies detailed in **the Alternative Delivery of Specialized Instructional Services (ADSIS)**, **Title I**, **Title II Professional Development**, and the **Local Literacy** plans are all directed towards improvement in this area.*

- *In order to monitor progress towards the goal of preparing all students for **post-secondary success** the district has created a series of NWEA aligned College and Career Readiness benchmarks goals for each grade level. These goals connect and align progress in this area through the entire system. Although not yet reflected in the SLEDS data, the National Student Clearinghouse Report indicates an increase of 9% in post-secondary fall enrollment of prior spring graduates from 2013 and 2014.*

- ***Achievement Gap** data in the MMR reports indicates district efforts need to be focused towards reducing this gap. Goals and strategies identified in the **District Achievement and Integration Program** are directed towards these efforts.*

- ***Graduation rates** for the district are excellent!*

Section B: District Plan Components and Activities

School Board and District Goals

The school district follows an annual cascading goal setting process. The school board first set goals and based on these the executive councils, principals, and teachers set related student achievement goals. This process ensures all efforts are focused in the same direction.

Goals met in 2013-2014 include:

High School: 54.7% of Grade 11 students were proficient on the Math MCA III in Spring 2014. This exceeded the state average of 49.8% by 4.9%.

Middle School: 56.8% of Grade 8 students were proficient on the Science MCA Science III in spring 2014. This exceeded the state average of 45.4% by 11.4%.

Intermediate School: 71.7% of Grade 3 students met or exceeded the Reading MCA III. This exceeded the state average of 58.2% by 13.5%.

Goals for 2014-2015:

Becker High School: By spring 2015, student proficiency in reading will increase by 4% in grade 10 as measured by the MCA's.

Becker Middle School: Increase MCA proficiency by 4% over the previous year's scores in grades 6, 7, and 8 as measured by the Spring 2015 MCA test results in reading.

Becker Intermediate School: By spring 2015, student proficiency in reading will increase by 4% in grades 3, 4, and 5 as measured by MCAs.

Becker Primary School:

- 40% of Kindergarten students will attain a NWEA Reading RIT score of 170.
- The grade 1 mean growth will exceed the national mean growth target for reading by 5 RIT points from Fall 2014 to Spring 2015.
- The grade 2 mean growth will exceed the national mean growth target for reading by 3 RIT points from Fall 2014 to Spring 2015.

BEST PRACTICE STRATEGIES AND ACTION STEPS

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

In order to continuously evaluate the progress of each student towards meeting state and local academic standards, teachers and grade level teams supported by building Response to Intervention teams and building principals, monitor the progress of each student using multiple measures. 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 reading specialists and other intervention staff.

Beginning in 2014-2015 a program linked to the school district data warehouse (Viewpoint) will be used to write a detailed individual plan for all students receiving Tier 3 support. This plan will outline the research-based intervention used, fidelity checks, data-based decision making, and student response. Because this plan will be available in Viewpoint it will provide for continuity of programming when a student moves to the next grade level or building by ensuring information is available on how individual student needs were addressed. 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.

Curriculum Review Process

The Curriculum Review Process ensures continuous evaluation and review of all programming. During 2013-2014 reviews of K-5 English Language Arts, 9-12 Business Education, and 7-12 Special Education/Tier 3 Mathematics culminated in the selection of new instructional materials. A comprehensive implementation process including appropriate professional development will be utilized in order to ensure the success of these programs. Teachers in grades 6-12 completed the identification essential outcomes and continued to work on common assessments for all required classes. These are detailed in course templates linked on the school district Curriculum and Instruction page and on each 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 will be 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

Educational Effectiveness

[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. During 2013-2014 the district focused on the practices of 'providing clear learning goals and scales'. Beginning 2014-2015 the professional development focus will be on strategies shown to improve student engagement. These strategies are detailed in Design Question 5 of the framework.

Instructional Rounds
In order to improve the quality and reliability of feedback provided to teachers, school principals and other administrators will collaborate with staff from Resource Training and Solutions in Instructional Rounds. During Instructional Rounds observers deepen their skills in observing the elements of the Instructional Framework and coaching teachers for improved instruction. Administrative rounds will take place between October and November 2014 and building principals will lead teacher rounds during the remainder of the year.

Literacy Training
In order to complement the selection of instructional materials and ensure continuous improvement in the area of reading instruction, all K-5 teachers will be provided with opportunity for training and coaching in strategies specific to teaching reading. The focus for 2014-2015 will be on the use of 'Interactive Read Aloud' to teach Minnesota standards in comprehension of both literature and informational text. This will help to ensure the goals of the Local Literacy Plan – all students reading well by the end of third grade.

Digital Learning Mentors
Beginning in 2014-2015 Digital Learning Mentors, under the leadership of the Director of Instructional Technology, will provide opportunities for teacher growth in the development of Communication, Collaboration, Critical Thinking, and Creativity in students. Building level cohorts will meet monthly. 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 by the district 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.

Section C: Reporting Requirements and Communication

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.

The District Advisory Committee and the School Board will review this report and a summary will be submitted to the Commissioner of the Minnesota Department of Education.