

Developing self-directed learners to thrive in a changing global community



World's Best Workforce Report 2023-2024 SY Becker School District #726

The Becker School District [Strategic 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.

Goals for WBWF and Achievement & Integration can be found [here](#).

World's Best Workforce Plan Goal Areas:

All children are ready for school.

All racial and economic achievement gaps between students are closed.

All students are ready for career and college.

All students graduate from high school.

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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 with input from school leadership teams for the following year. Decisions regarding which assessments will be used for each grade level and building are guided by the following needs:

1. To ensure the availability of information regarding annual growth and achievement for each student. This enables building MTSS teams to make informed decisions about placement and programming for every student.
2. To ensure the availability of trend data on achievement and progress of groups of students. This enables administrators and teachers to evaluate the effectiveness of curriculum and instruction.

The [2022-2023 District Assessment Plan](#) details the various assessments used. Student achievement data is housed in the eduCLIMBER data warehouse system for ease of access. Additional information on student assessment can be found [here](#).



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All Students Ready for School

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

This table indicates the percentage of Becker students entering Kindergarten with adequate early literacy skills as measured by Fastbridge eReading assessment.

	Number of Students Screened	Percentage Low Risk	Percentage Some Risk	Percentage High Risk
Fall 2020	184	85.0*	12.0*	3.0*
Fall 2021	197	80.0	18.0	2.0
Fall 2022	192	75.0	21.0	4.0
Fall 2023	222	86.7	16.0	2.0
Fall 2024	213	79.8	17.4	2.8

*Due to COVID, a Tier 1 intervention was administered before students' were assessed.

GOAL: 80% of students enrolled in BPS early learning programs who are eligible to enter kindergarten in the fall of 2024 will be on track to score in 'low risk' as measured by the FastBridge earlyReading assessment in the Spring of 2024.

STRATEGIES AND ACTION STEPS 2023-2024

1. Implementation of curriculum aligned with the Science of Reading Pre-K
2. Professional development opportunity in the Science of Reading for all licensed staff
3. Ongoing efforts align early learning standards and essential outcomes to K-5 programming through lead staff attendance and collaboration at curriculum meetings.
4. Determine adjustments that may need to be made to School Readiness curriculum, instruction, and scheduling based on data.

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All Students Career and College Ready

All Minnesota students need to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options.

Percentage of students enrolled in postsecondary education fall of graduating year or 16 months post graduation.

	2017	2018	2019	2020	2021	2022
Becker	68%	71%	74%	76%	67%	61%
State	70%	63%	71%	69%	67%	61%

*These data from 2017 - 2019 are obtained from the [National Student Clearinghouse](#).
Data after 2019 are from the [MN Report Card](#).

GOAL: 100% of students who complete the 21st Century course will develop a post-graduation plan demonstrating career and college readiness by Spring 2024.

STRATEGIES AND ACTION STEPS 2023-2024

1. Middle school students are introduced to many career pathways through Career Day, integrated personal finance in Mathematics classes, along with Social Emotional Learning and digital citizenship units embedded into their advisory.
2. Every high school student is provided an opportunity to select from multiple Career and Tech Ed courses and is required to develop a post-secondary plan for success in the 21st Century course.

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Closing the Achievement Gap

The 'achievement gap' is the difference in academic achievement or educational outcomes among different groups of students. The Minnesota Department of Education (MDE) administers four initiatives that include addressing the achievement gap among their statutory goals:

**World's Best Workforce
Achievement and Integration for Minnesota
American Indian Education
Regional Centers of Excellence (Resource Training and Solutions)**

Becker Public Schools focuses on the achievement gap in two areas: Students living in poverty compared to those not living in poverty and students receiving Special Education services compared with those not receiving Special Education services. The graphs below indicate the percentages of students proficient in reading and math in each group for multiple years. Goals are designed to increase the proficiency of all students and reduce the achievement gap.

Percent of Students Proficient on MCA III Reading				
Year	Non-FRPL	FRPL	Non-SpEd	SPED
2019	67.70%	52.60%	70.10%	31%
2020	No data due to COVID			
2021	59.80%	37%	60.10%	34.30%
2022	61.20%	44%	62.50%	35.70%
2023	60.10%	44.20%	60.10%	31.70%
2024	59.70%	41.60%	60.40%	26.40%

GOAL: The achievement gap in Reading between students eligible for free and reduced lunches and students not eligible for free or reduced lunches will decrease from a baseline of 17.1% in 2022 to 12.1% in 2024 as measured by the MCA III Reading assessment (while increasing scores for both groups).

GOAL: The achievement gap in Reading between students receiving Special Education services and students not receiving Special Education services will decrease from a baseline of 28.9% in 2022 to 23.9% in 2024 as measured by the MCA III Reading assessment (while increasing scores for both groups).

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STRATEGIES AND ACTION STEPS 2023-2024

1. K-10 Reading intervention for students performing under target on universal screening assessments
2. Professional development in data analysis & data-driven decision making
3. Training in assessment fidelity of intervention implementation

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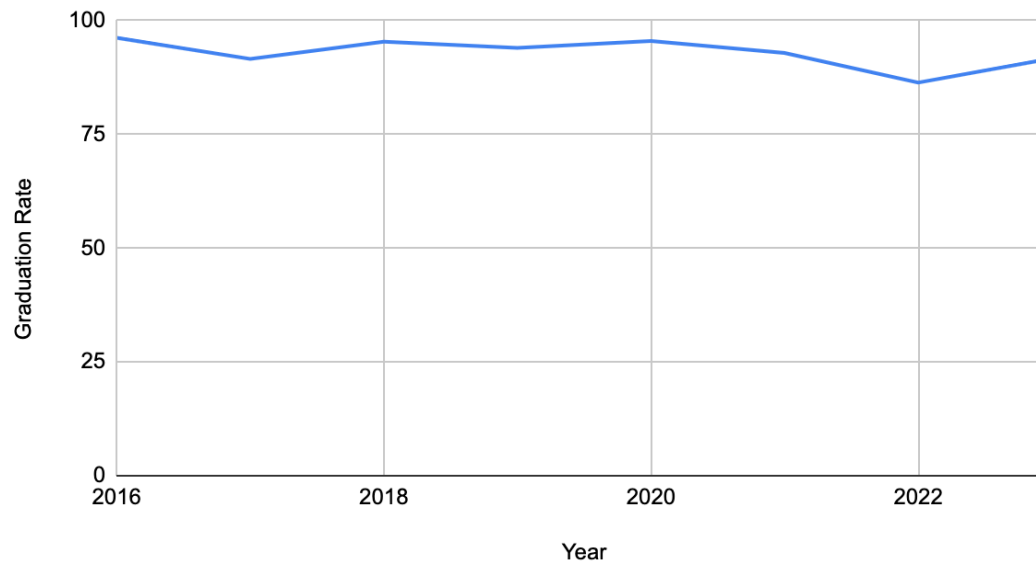


BECKER GRADUATION RATES

The graph below indicates the percentage of students who have graduated from 2019 to 2022. Graduation rates for 2023 have not been released at the time this report was written.

Data is found on the Minnesota Report Card.

Becker HS Graduation Rate



GOAL: The percentage of Becker students graduating from high school in four years will remain at or above 90% in 2024.

STRATEGIES AND ACTION STEPS 2023-2024

1. Professional development and implementation of consistent grading & assessment practices
2. Multi-tiered System of Supports (MTSS) refinement



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 the 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.

An individualized plan is written for all students receiving Tier 2 and Tier 3 support. This plan documents the research-based intervention used, fidelity checks, progress monitoring, data-based decision making, and student response to intervention. 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 Supports (MTSS) can be found at this link: [Multi-Tiered System of Support \(MTSS\)](#).

Curriculum Review Process

The purpose of the curriculum review process is to evaluate and improve the educational materials and instructional strategies used in schools. Curriculum includes the materials, resources, lesson plans, assessments and instructional practices teachers use to ensure all students master the state standards. This [presentation](#) articulates the process Becker Public Schools uses to determine priorities, gather stakeholder input, and select new curriculum. The Curriculum Review Cycle can be found [here](#).

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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.

Educator Effectiveness

District Instructional Framework

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

Equitable Access to Effective and Diverse Teachers

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to

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teachers who reflect the racial and ethnic diversity of students. All teachers at Becker public School meet the criteria as an effective teacher. 10.5% of teachers are considered to be inexperienced (taught for three or fewer years). Currently Becker Public School has 1% of teachers teaching out-of field.

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 a 1-1 iPad learning environment in grades K-12.

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.



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Reporting and Communication

The Becker School District Curriculum Advisory Committee reviewed this information on **October 7, 2024**.

The Becker School Board received the information at the board meeting on October 7, 2024.

A summary will be submitted to the Commissioner of the Minnesota Department of Education by **November 30, 2024**.

In order to communicate with all constituents, the World's Best Workforce report will be displayed on the school district website. Additional copies can be requested from the District Office.

