



MORA PUBLIC SCHOOLS WORLD'S BEST WORKFORCE 2020/2021



The World's Best Workforce is a comprehensive strategic plan that districts create intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to high school graduation. Districts should consider and use existing plans, documents, and strategies that may already be in place and/or are required by the Minnesota Department of Education. This district level strategic plan should illustrate how the various existing district plans fit together to create a quality workforce equipped with necessary skills for the 21st century.

In accordance with Minnesota Statutes 2013, section 120B.11, a school board 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 (WBWF) at a public meeting. Mora Public Schools, with multiple stakeholder input, developed a strategic plan outlining the district's mission, vision, and belief statements as well as six focus areas with goals and objectives that are directly aligned to the purpose and requirements of the WBWF.

*****The information contained in the WBWF is executed during a typical school year.*****

Mora Public Schools: Strategic Plan Elements

Mission Statement

Preparing self-directed and resourceful learners able to thrive in a changing global community.

Vision Statement

An innovative, dynamic learning environment driving our community forward.

Belief Statements

We believe:

1. Providing a quality education in a safe environment is the most important thing that we as a community can do for our children.
2. In developing a high standard of character by insisting on personal responsibility and accountability.
3. In recruiting, developing, and retaining a highly qualified staff that is able to adapt to change and provide meaningful educational opportunities.
4. Education is the responsibility of the entire community.
5. In providing opportunities in academics, arts, activities, and service that promote life long learning.
6. Partnerships among students, staff, community, and family are vital to educational success.
7. In the value and capacity of each child.

Focus Areas

1. Student Achievement
2. Student Support
3. Finance
4. Communications and Marketing
5. Educational Programming
6. Workforce

The complete Mora Public Schools Strategic Plan can be found here:

[http://www.moraschools.org/UserFiles/Servers/Server_365773/File/Mora-StrategicPlan%20\(1\)%20\(2\).pdf](http://www.moraschools.org/UserFiles/Servers/Server_365773/File/Mora-StrategicPlan%20(1)%20(2).pdf)

1. Goals

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. "World's Best Workforce" means striving to do the following:

- Have all students meet school readiness goals.
- Have all 3rd grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

World's Best Workforce Goals

Goal #1: All students ready for kindergarten.

The percent of all students tested in the fall 2020 enrolled in the Mora Community Education Preschool program who scored in the low risk category on the FAST letter naming assessment will increase from 31% in the fall 2020 to 70% in the spring 2021.

Goal #2: All students in 3rd grade achieving grade level literacy.

The percent of all students meeting enrollment criteria in 3rd grade at Mora Elementary who earn an achievement level of meets or exceeds the standards in reading on all state accountability tests will increase from 60.2% in 2019 to 65.2% in 2020.

*This goal is based on the ESSA Minnesota state plan goal of all students achieving 90% proficiency in reading by 2025.

Goal #3: Close the achievement gap(s) among the groups.

The proficiency gap between free/reduced lunch and non-free/reduced lunch students enrolled at Mora Public Schools meeting enrollment criteria in grades 3-8 & 10 as assessed on all state reading accountability tests will decrease from 23% in 2019 to 20% in 2020.

*This goal is based on the ESSA MN state plan goal of all special population student groups achieving the minimum of 85% proficiency in reading by 2025 while the opposite group achieves the minimum of 90% proficiency on reading.

The proficiency gap between special education and non-special education students enrolled at Mora Public Schools meeting enrollment criteria in grades 3-8 & 10 as assessed on all state reading accountability tests will decrease from 26.3% in 2019 to 22.7% in 2020.

*This goal is based on the ESSA MN state plan goal of all special population student groups achieving the minimum of 85% proficiency in reading by 2025 while the opposite group achieves the minimum of 90% proficiency on reading.

Goal #4: All groups career and college ready by graduation.

The percent of all students meeting enrollment criteria in 8th grade at Mora Public Schools who earn an achievement level of meets or exceeds the standards in math on all state accountability tests will increase from 56.2% in 2019 to 61.83% in 2020.

*This goal is based on the ESSA goal of all students achieving 90% proficiency in math by 2025 and includes ALC data. MDE uses 8th grade math results as an indicator of career and college readiness.

Goal #5: All students graduate.

The percent of all students enrolled at Mora Public Schools eligible to graduate spring 2019 will increase from 83.80% in 2019 to 90% in 2020 using the 4-year graduation rate.

*Achieving a graduation rate of 90% by the year 2020 was met in 2017.

*The 90% graduation rate by 2020 is set by MDE.

Staff Development Goals

District Staff Development Goals

- Incorporate strategies to educate students to achieve high standards through:
 - Teacher collaboration,
 - Providing clear learning goals with scales,
 - Data-driven instructional improvement, and
 - Licensure/federal/state/local mandates.

Mora High School Staff Development Goals

- Staff Development will encourage the utilization of evolving technology to enhance student learning, school-wide efficiency, and family communication.

Mora Elementary Staff Development Goals

- Staff Development will focus on the daily use of scales, rubrics, and learning progression scales to enhance student learning, school wide efficiency, and family communication while utilizing evolving technology.

Q Comp Goals

Mora High School: School-wide SMART Goal

The percent of all students meeting enrollment criteria in grades 7,8, and 11 at Mora Public School who are proficient on the math (academic content area) tests (MCA and MTAS) will increase from 54.48% in 2019 to 54.68% in 2020.

*This goal is measured using a weighted scale method

Mora Elementary: School-wide SMART Goal

The percentage of all students meeting enrollment criteria in grades 3-6 at Mora Elementary who are proficient on the math (academic content area) tests (MCA and MTAS) will increase from 64% in 2019 to 65% in 2020.

*This goal recognizes grades P-2 as preparation for grades 3-6 proficiency on MCA assessments.

2. Assessing & Evaluating Student Progress

Mora Public Schools uses a layered assessment approach gauging each student's academic level and progress. Data from assessments are regularly evaluated by stakeholders to screen, progress monitor, determine student support services, guide instruction, and inform parents. Assessment data is analyzed through grade level or content specific PLCs and other meetings during the year with K-12 instructors focusing on literacy, math, and/or science data. Teachers analyze trends, review current research, and discuss best practices relating to grade/subject level benchmarks and common assessments. Assessment data is shared with parents during designated fall and winter conferences as well throughout the year as needed.

FastBridge Learning: FAST aReading & FAST aMath. Curriculum Based Measurement

PreK-8 students are assessed three times per academic year using FASTBridge assessments in reading and math. Adaptive Reading (aReading) and Adaptive Math (aMath) are individualized, efficient computer-adaptive tests measuring broad skills in reading and math for grades K-12. The assessments are delivered in the student's classroom setting, take approximately 20-30 minutes. Results are analyzed using norm referenced cut scores looking for those students scoring below expected grade level performance for a given benchmark period. Students identified as being at risk or not making adequate progress will be given specific, targeted interventions based on individual student needs. Students will be frequently progress monitored in their area of academic need. Multiple locally developed assessments will be utilized as well to gauge student progress and academic achievement depending on appropriate grade and content level. These same assessments are used to identify and address the needs of our Gifted and Talented students. Students in Grade 1-5 are assessed using Curriculum Based Measurement (CMB) for reading fluency. Students are assessed 1:1 with a title one staff member. This assessment is performed three times per academic year. Results are shared with parents during fall and winter conferences. Results provide an additional reading data point to quickly identify students for being at risk in the literacy area.

MTSS & SAT & SST

Each school site has identified teams of educators that analyze specific student's progress. The elementary has a MTSS Committee and the high school has a Student Assistance Team (SAT) that meets every other week. Students struggling within general education core classes are identified, monitored, and recommended by classroom teachers as a candidate for analysis by these teams. The teacher presents data to the team concerning the child: assessments, social/emotional elements, tier one strategies that have been unsuccessful, and any relevant information about progress or lack of progress. The committee members review the data and recommend tier one and/or tier two intervention strategies and student support services. Team members, in conjunction with the teacher, develop a plan for the student. If improvement is not made within a specified period of time, the team will review current data to either recommend further intervention strategies/tier two services or refer the child for special education evaluation.

Each school site has an established Student Support Team (SST). These teams are composed of special education teachers from various disciplines, the Special Education Coordinator, and the principal. The team reviews special education services delivered to specific students as well as compliance information. The team makes service recommendations pertaining to innovative strategies and interventions for each child brought forward by their case manager. SST meets every other week at each site: elementary and high school.

Assessment Calendar

The assessment calendar informs the Mora Community of various testing windows or specific assessment dates for district-wide or school-wide testing. There are three main assessment times: Fall (September-October), winter (January-February), and spring (March-May). District assessments, such as FAST, are used to monitor student growth throughout an academic year and from year-to-year. The Minnesota Comprehensive Assessments (MCAs) are required for all students (reading 3-8 & 10; math 3-8 & 11; science 5, 8, & 10) in Minnesota to determine student proficiency of academic standards. Minnesota Test of Academic Skills (MTAS) is required for all students (reading 3-8 & 10, math 3-8 & 11, and science 5, 8, & 10) who receive special education services and meet eligibility requirements in Minnesota to determine student proficiency of academic standards. For students identified as English Language Learners in grades K-12 the Assessing Comprehension and Communication in English assessment is given. The ACCESS test for EL students is administered annually in February or March by a certified EL teacher. The ACCESS assessment monitors student's progress in acquiring academic English language. College and career readiness exams are not required for graduation, however these assessments are scheduled and offered throughout the school year for juniors and seniors on and off campus.

Early Childhood

Mora Public Schools has a school-based pre-school program that includes ECFE, ECSE, and 3 to 4-year-old preschool classes. The early childhood program provides high quality, developmentally appropriate programming for young students and their families. Mora Public Schools is committed to providing safe and nurturing environments that promote the physical, social, emotional, academic, and language development of each child while being sensitive to the needs of families. Preschool students are tested on picture naming, alliteration, rhyming, letter names, and letter sounds three times per year as part of the 4-year-old program. Students also participate in the Houghton Mifflin Big Day assessment tool two times a year.

Early Admission to Kindergarten

Mora Public Schools policy 528 addresses early entrance to kindergarten. A student must be five years old on or before September 1st to be eligible for kindergarten enrollment. Mora Public Schools recognizes that a determination of best age to enter school is a complex issue, which cannot be considered in isolation. An early entrance process and criteria have been established for requests for early admission to kindergarten. If a student meets the guidelines, the district will pay for associated costs. If a student does not meet the guidelines, associated costs will be paid by the parents/guardians. A deposit of 100% must be made prior to the start of any assessments. Costs include assessment materials; professional time for assessing, scoring, and reporting; and substitute for teacher (if necessary).

The process for early admittance includes selection criteria and an application procedure. The selection criteria states that a child has to be five by October 1st and the student must demonstrate academic success and social maturity as defined by preschool personnel or assessments if a child did not attend preschool. The application procedure consists of filling out the form, holding an interview with parents and child, data from assessments and observations, completing medical check-up with immunizations requirements fulfilled, and a post assessment interview to review decisions.

Gifted & Talented

Mora Public Schools identifies and addresses the needs of high performing students through data analysis and student support services. Students are identified using FAST assessments three times per year: fall, winter, and spring. MCA data is also reviewed looking for students performing well above state expected performance and assessment norms. Teacher recommendation is also considered.

Students identified in the top percentage of each grade level may receive supplemental reading and math enrichment instruction during WIN time (What I Need). Each school site has certified teachers that work to accelerate the instruction for these students. The program also focuses on project-based instruction emphasizing students' strengths. Students are reevaluated at semester break for continuous support in the enrichment programming.

3. Assessing & Evaluating Instruction and Curriculum

Mora Public Schools employs a comprehensive approach to reviewing and evaluating the effectiveness of all district curriculum and instruction.

Curriculum Review

The primary goal of the curriculum review cycle is to develop a guaranteed and viable curriculum (GVC) aligned to essential content, standards, and skills that directly correlate to higher student achievement. The six-year Mora Curriculum Cycle revolves around the adoption of new standards in a subject area by the Minnesota Department of Education (MDE). After the state adopts new standards, content teams of Mora educators collaborate evaluating the new standards to determine alignment between the standards, locally designed current assessments, and existing curriculum resources. Teams explore new curriculum resources if it is determined that the current resources do not address the new standards in a given subject area.

Quality Compensation (Q Comp)

Mora Public Schools originally applied for and received a Q Comp grant spring 2016. The Mora Q Comp Plan was approved and implemented fall 2016. This will continue in 2020/2021. There are 5 components to the Q Comp Plan:

1. Career Ladder/Advancement Options
2. Job-embedded professional development
3. Teacher evaluation
4. Performance pay
5. Alternative salary schedule

The career ladder/advancement options references supplemental positions funded by Q Comp: Q Comp Coordinator(s), Instructional Coaches, PLC Facilitators, Mentorship Coordinator, and Mentor Teachers. The Q Comp Coordinator(s) will lead and support implementation of the Q Comp Plan. Instructional Coaches will conduct peer observations for teachers providing feedback about instructional practices. They may also train staff and provide professional development support. The Mentorship Coordinator organizes, coordinates, and communicates with mentors and mentees ensuring the integrity of the program. Mentor Teachers meet and observe their mentee while maintaining records and providing instructional feedback. PLC Facilitators will develop meeting agendas and facilitate meetings to assure that the team is aligning discussion and activities with PLC SMART goal(s).

Job embedded professional development references the following components of the Q Comp Plan: school-wide SMART goals, PLCs, mentoring program, and instructional coaching. Each school site sets SMART goals based on an analysis of various data points. Groups of instructors with similar focuses form PLCs consisting of 4-8 members. These PLCs meet once per week for 45 minutes. Each PLC has its own designated SMART goal, which drives the discussion and activities conducted by the group throughout the year. The mentoring program matches a new teacher with a mentor teacher. Mentors meet with and observe mentees providing feedback on instructional practices. Instructional coaching involves all teachers being observed by an Instructional Coach followed by receiving feedback about observed instructional practices.

Performance pay is based on various elements with coordinating stipends. In order to receive each stipend an instructor must: meet the school-wide SMART goal, receive an average rating of developing/applying/innovating, meet individual student achievement goal as well as PLC goal, complete a professional growth plan (PGP), attend a percentage of PLC meetings, and engage in reflective practice of their teaching.

The alternate salary schedule references step advancements on the salary schedule based on performance indicators. These steps are called Performance Increments. To receive Performance Increments a teacher must complete at least one of the following performance pay components:

- School-wide site SMART goal identified in the Q Comp Plan is met.
- Show evidence of achieving a level 2 or higher according to the student achievement measurement form for the teacher's individual student achievement goal.

- Demonstrate implementation of the observed Marzano strategies at an average rating of the developing level or higher.

Teacher Evaluation

Mora Public School's teacher development and evaluation focus has been to ensure and strengthen core teaching in academic subjects through an adopted teacher evaluation model. The adopted model is the Marzano Teacher Evaluation Model, which contains research based elements designed to inform the instructional practices of teachers and assist in the evaluation process using observable evidence based on a scale to provide accurate feedback to those observed: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0). From this feedback, the Marzano Model is utilized to ensure best practices are used and reflected throughout daily instruction.

Feedback on instruction is provided to teachers by evaluators using the frameworks of the Marzano Model. The framework consists of domains with multiple elements for each domain: Domain 1 (Classroom Strategies and Behaviors) with 41 elements, Domain 2 (Planning and Preparing) with 8 elements, Domain 3 (Reflecting and Teaching) with 3 elements, and Domain 4 (Collegiality and Professionalism) with 6 elements. Formative and informative measures emphasize high yield strategies that are reflected in "The Art and Science of Teaching". This includes: rubrics, scales, and learning goals. Instructional Coaches are readily available throughout the duty day for consultation with staff to support professional and instructional growth.

Predetermined annual observation cycles are utilized for both tenured and probationary teachers. Principals, Instructional Coaches, and peers conduct observations. The complete observation is composed of a pre-observation meeting, the actual observation, and a post-observation meeting. The observations are focused on development of effective teaching and instructional practices as well as high student engagement.

Principal Evaluation

All administrators participate in a Professional Learning Community (PLC). A SMART goal is established to support the Q Comp goals as well as the school's strategic plan. In addition, Mora principals may meet annually with the superintendent to present goals based on the six focus areas of Mora Public Schools Strategic Plan: student achievement, student support, finance, communications and marketing, education programming, and workforce. It is suggested that each principal collects data throughout the year to provide evidence of successful completion of goal(s).

The purpose of the principal evaluation process is to enhance leadership skills, instructional practices, school performance, and, ultimately, student achievement. Through evaluation and goal achievement, principals shape the school's professional environment and climate as well as develop teacher quality, performance, and effectiveness all leading to higher student growth and achievement.

4. Strategies for Improving Instruction & Curriculum

Mora Public Schools employs an education system based on practices that integrate high-quality instruction, rigorous curriculum, current technology, and a collaborative professional culture. These practices develop and support teacher quality, performance, and effectiveness. The system aligns curriculum, instruction, and assessment to state academic standards and professional development to ensure all educators utilize standards-based engaging instruction.

School sites provide programming strategies that support many opportunities to improve instruction and curriculum in PreK-12. Q Comp and staff development are two prominent platforms utilized by the district for multiple strategies all targeted towards improvement of instruction and effective execution of curriculum, which ultimately will lead to higher student growth and achievement.

Early Childhood

- Receive early interventions through a variety of resources including Early Learning Scholarship, Reading Corps, Splash Pre-K curriculum
- Assessment for 4-year-old program in IDGI's picture naming, alliteration, rhyming, letter names and sounds 3 times during the year.
- Making sure that children participate in Early Childhood Screening between the ages of 3.5 and 4.
- All incoming kindergarten students participate in a reduced schedule and reduced class sizes the first week of school for a smoother transition into kindergarten. Students meet teachers and classmates as well as practice necessary skills for a successful first year of school.
- Continue to provide financial support to families who otherwise may not be able to attend preschool.
- Align early childhood, pre-k, and kindergarten programming, which includes benchmarks, assessments, and curriculum.
- Communicate kindergarten readiness strategies to families with young children.

Elementary

- Tier two student support services are provided by Title I staff, interventionists, special education staff, EL teacher, Foster Grandparents, Minnesota Reading Corps, challenge teacher, and highly qualified paraprofessionals both for core instruction support and pullout services for more individualized, focused intervention instruction.
- EL services for identified students both in the classrooms and individual instruction.
- Scheduling that allows for longer blocks of continuous instructional time and integrated collaborative time due to common prep for grade level teams.
- School-wide Title I supports the education of all students through an integrated service delivery model (ISDM), progress monitoring, and targeted services.
- Supplemental curriculum to address resource gaps; examples include: Reflex Math, to address stronger development of math fluency skills in 2-6 grades, IXL to strengthen K-12 Math, Literacy, and Science skills, Study Island grade 2-8 enhances student's reading, math, and science skills, and Studies Weekly for 1st and 2nd grades, which provides an updated resource addressing social studies standards while at the same time increasing the use of ELA informational text standards.
- Scheduled conferences to communicate student progress and growth with parents.
- Providing after school Targeted Services two days a week for students recommended by their teachers due to not performing at grade level in math and/or reading.
- Utilizing high quality standards-based curriculum resources in literacy and math:
 - Literacy: Journeys for K-3rd; Benchmark Literacy, GOURMET Reading, and Study Island for 4th-5th-6th, Benchmark Writing for grades K-6
 - Math: Expressions, Study Island, and Number Corner for grades K-5th; COURSE 1 – Houghton Mifflin and Study Island for 6th
- Multiple research-based effective supports and strategies including:

- Literacy Tool Kit, THINK Central, Close Reading Strategies, PRESS, MN Reading Corps, intentional progress monitoring, peer tutors, Foster Grandparents, and Daily 5 rotations.

High School

- The Stable: The Stable is an intervention room that specializes in academic assistance when students have missing work, struggle with content, miss class, and need a place to work during lunch. The Stable has staff and peer tutor support. It is available to all students at the high school.
- ARC Room: The Academic Resource Room (ARC) is a special education only intervention and support room.
- Math Resource Room (MRR): Available to all students and staffed by a licensed Math Teacher for individualized math support.
- EL services for identified students both in the classrooms and individual instruction.
- Student Assistant Team (SAT): Bi-weekly team meetings to discuss and possibly create an intervention plan for students who have some sort of academic, social/emotional, or physical concern that impacts their learning.
- Student Support Team (SST): Special education bi-weekly meetings to ensure IEP compliance and to discuss any special education concerns.
- Increased math graduation credit requirements for all students to ensure college and career readiness.
- FOCUS Program, Mora High School ALC, and Mora Junior High School ALC to help students in need of alternative learning experiences.
- 7-12 BLUE
- Bi-weekly grade check with a homeroom teacher.
- Connections: A monthly mentorship monitored by certified staff that is for students and led by students.
- DEAR (Drop everything and Read) monthly focused reading time.
- Review of college and career readiness screens and assessments by the Assessment Team to ensure all students meet their future goals.
- PLATO: Online curriculum and recovery for students.
- ACT, SAT, and ASVAB preparation for students.
- Four scheduled parent teacher conferences per academic year.

Q Comp

Fully implementing Q Comp has provided many opportunities for strategic improvement of instruction and curriculum:

- A comprehensive mentorship program that provides guidance to paired mentor teachers and mentees with a clear process for meetings, documentation, observation, and feedback.
- Goal orientated, student centered PLCs with the focus of improving the delivery of data driven standards-based instruction, effective assessments, and increasing student engagement. PLCs also provide a platform for job-embedded professional development.
- Instructional coaching to all instructors by a highly qualified lead teacher through observations, feedback, and practice leading to more effective instruction and utilization of curriculum with fidelity.
- Teacher development and evaluation based on the Marzano Leadership Framework: Domain 1 with an established observation cycle utilized to define effective instruction, evaluate initiative implementation, provide well-defined teacher strategies, and feedback. Student achievement goals, personal growth plans, and self-reflection on practice are also included.

Technology

Mora Public Schools has invested in technology integration at all levels. The district employs a .5 Technology Integrationist whose function is to drive increased use of technology as a viable strategy embedded in instructional practice. Students are provided technology instruction throughout K-12. Students are also provided direct access to technology through having assigned one-to-one devices in grades K-2 iPads and 3-12 Chromebooks, which facilitate communication, collaboration, access to digital resources/content, and promotes proper use of information and technology. Google suite including Google Classroom is the main platform students, staff, and parents use to communicate various assignments, skills and announcements.

Staff Development

The Mora Public Schools Staff Development Plan begins with the following goal: incorporate strategies to educate students to achieve high standards through teacher collaboration, providing clear learning goals with scales, data-driven instructional improvement, and fulfilling licensure requirements/federal/state/local mandates. In addition to the overarching goal of staff development, each school site has specified staff development goals (please see goals section above for site goals). All goals and staff development requests must align with district and school goals.

There are three staff development committees: district, elementary, and high school. The District Committee meets quarterly and is chaired by the District Staff Development Coordinator. The purpose of the committee is to guide and review all staff development decisions, activities, and focuses as well as planning workshop days based on the needs of the district and schools. Each school site committee meets once per month with the intent of discussing and approving staff development requests at the site. Each school-based committee has a chairperson(s) that presides over meetings with a prepared agenda, monitors the site staff development budget, serves on the district level committee, and completes end of the year paperwork. The chairperson(s) may also be involved with preparing and coordinating site-based activities, including workshop days.

Staff development focuses on teacher collaboration by having teachers meet in PLCs to share ideas and monitor progress towards our student achievement goal. All PLCs have a student achievement goal related to improving math scores. Due to the cancellation of the MCAs, we were unable to determine if we met our student achievement goal.

Staff development initiatives focus on academic achievement; assessments, student engagement during any model of learning in-person, hybrid, and distance learning, and a Q Comp goal related to math and/or critical thinking skills, newer technology skills including google classroom, meets, and various other google suite products, IXL, Kami, Courseware, and cultural competency implementing the learning within PLCs weekly in addition to a school-wide staff guest presenter.

The Staff Development Plan outlines processes for managing and allocating budgets, requesting leave, using MyLearningPlan.com, and requesting staff development grants. The District Staff Development Committee allocates state mandated funds between the district, elementary, and high school. Individual or group staff development opportunities will be funded out of corresponding district or building budgets. The approval process for leave requests is completed using MyLearningPlan.com. Leave requests include an explanation of the training as well as any other important information. Staff development grant requests are also made through MyLearningPlan.com and approved by committees. The request should state the specifics of the grant including proposed budget, participants, and a timeline.

Equitable Access to Excellent Teachers

Mora Public Schools ensures students have equitable access to experienced, effective, highly qualified teachers throughout all grades. Grade level teachers, along with support teachers, counselors, both at the elementary and high school level, and administration involved with the instruction of those particular students, collaborate each spring designing the composition of classrooms for the upcoming school year. The assignment of each student is carefully considered with multiple elements in mind. The instructors organize students into optimal classroom rosters based on input in all realms of their academic growth/achievement; support services needs; and social emotional self-regulation abilities. During this process, students falling within special populations are ensured equitable access to highly effective, experienced instructors and the best possible learning environment for each student.

District and site advisory committees focus priorities on the elements of Mora Public Schools Strategic Plan and the goals of the World's Best Workforce Plan. The goals of the WBWF directly relate to student achievement. The focus areas of the strategic plan are: student achievement, student support, finance, communications, educational programming, and workforce. All these focuses directly relate to ensuring that all students have access to high quality, well-developed instructors that are provided the necessary tools and training for optimal academic growth of each student.

5. Committees & Roles

Mora Public Schools hosts multiple avenues for obtaining, sharing, and planning district/school improvement initiatives, budgets, instruction/curriculum practices, assessments, and results. Among some of the committees and groups are:

- District Board Advisory Committee
- District Instructional Leadership Team
- Mora Instructional Leadership Team (MILT - Elementary)
- Mora Education Leadership Team (MELT – High School)
- Parent Teacher Organization (PTO)
- Early Childhood Advisory Committee
- Mora Administrative Team
- Community Education Advisory Committee
- Communication Committee
- Staff Development Committee
- Q Comp Committee

Mora Public Schools Advisory Committees

District Board Advisory Committee 2020-2021

Board Members: Tammy Bohachek/Parent, Ethan Elvehjem/Parent, Bob Jensen, Karen Kirschner, Scott Moe/Parent, Bob Woods/Parent. **School Administration:** Dan Voce – Superintendent, Brent Nelson – High School Principal/Parent, Randy Qual – Elementary Principal/Parent, Nick Bakke – High School Assistant Principal/Parent, Kris Osterdyk – Athletic Director/Community Education, Chip Brandt – Transportation/Buildings & Grounds/Parent, Kelly Christianson– Human Resources Coordinator/Parent. **District Representatives:** Callymarie Hanson – Food Service Supervisor/Parent, Sara Rossow – Social Worker/Parent, Aimee Moske – District Administrative Support/Parent, Anne Grahn - School Nurse/Parent, Darcy Qual – District

Assessment Coordinator/Parent. **Community Members/Parents:** Jodi Bakke-Substitute Teacher/Parent, Joan Donner-Cumcommunity Member, Angie Doughty-Parent, Jesse Doughty-Parent, Julie Johnson-Parent, Deven Kelling-Community Member, Russ McAleese-Parent, Jean Mork-Community Member, Nancy Peterson-Community Member/Parent, Mike Rue-Parent, Kris Sampson-Parent, Fred Sawatzky-Community Member, Lance Strande-Parent, Amanda Thoreson-Community Member/Parent. **Student board representatives:** Sierra Thompson, Emmie Otto

**District Advisory Committee will serve as the District Assessments Advisory Committee.

Site Advisory Committees

In addition to the District Advisory Committee, each site has an education leadership team with members representing various stakeholders at the site. These well-established decision making teams bring forward educational topics through conversation and suggestions focusing on improving the school environment, instructional best practices, relevant standards-based curriculum resources, assessments, and any educational topic leading to higher student achievement and growth. These committees meet once a month focusing on district educational initiatives and best instructional practice. These committees were also utilized as a platform to advise the District Advisory Committee, which in turn advises the Mora Public Schools District Board.

- **MILT** (Mora Instructional Leadership Team): Randy Qual, Elementary Principal; Carrie Sell, Early Childhood Coordinator; Sarah Berry, 2nd Grade Teacher; Kayla Good, 1st Grade Teacher; Darcy Halverson, 2nd Grade Teacher; Chris Goebel, 5th Grade Teacher; Lynne Nelson 4th Grade Teacher; Sheila Nelson, Paraprofessional; Kelly Gams, 3rd Grade Teacher; and Chelsea Holscher, 6th Grade Teacher; Sara Rossow, Social Worker; Pete Balmer, Computer Teacher, Anna Verdon, Union Co-President

MELT (Mora Educational Leadership Team): Brent Nelson, Principal; Nick Bakke, Assistant Principal; Amanda Stenberg, Foreign Languages; Charlie Whitbred, Physical. Ed./Health; Denise Ganz, ALC; Samantha Rushmeyer, Counselor; Sarah Ellstrom, Counselor; Curt Grachek, Social Studies; Peters Larsen, Science; Audri Erickson, Reading; Jessica Larsen, Math; Laura Manley-Harmon, Arts; Katelyn Vickers, ELA; and Kevin Nolt, Electives, Patty Ennis Union Co-President