



Mora Public Schools World's Best Workforce 2016-2017



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 post 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, 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 (WBWF). 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.

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 enrolled in a Mora Public Schools school-based pre-school program who are able to identify 10 or more letter sounds as assessed using FAST will increase from 58% in spring 2016 to 60% in spring 2017.

*This goal is based on a reliable assessment indicating kindergarten readiness.

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

The percent of all students enrolled October 1st in 3rd grade at Trailview Elementary who earn an achievement level of at least meets the standards in reading on all state accountability tests (MCA, MTAS) will increase from 62.8% in 2016 to 88.7% in 2017.

*This goal is based on 2013 MCA reading data, cutting the gap between that score and 100% by 50% in 2017.

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 by October 1st in grades 3-8 & 10 as assessed on all state reading accountability tests (MCA, MTAS) will decrease from 26.5% in 2016 to 8.7% in 2017.

*This goal is based on 2013 MCA reading data for free/reduced lunch and non-free/reduced lunch students, cutting the gap between them by 50% in 2017. Reading was chosen due to being the focus at Mora Public Schools and these special populations were chosen based on the 2016 AYP report.

The proficiency gap between special education and non-special education students enrolled at Mora Public Schools by October 1st in grades 3-8 & 10 as assessed on all state reading accountability tests (MCA, MTAS) will decrease from 30.1% in 2016 to 9.6% in 2017.

*This goal is based on 2013 MCA reading data for special education and non-special education students, cutting the gap between them by 50% in 2017. Reading was chosen due to being the focus at Mora Public Schools and these special populations were chosen based on the 2016 AYP report.

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

The percent of all students enrolled October 1st in 8th grade at Mora High School who earn an achievement level of at least meets the standards in math on all state accountability tests (MCA, MTAS) will increase from 50.8% in 2016 to 71.2% in 2017.

*This goal is based on 2011 MCA math data for 8th grade students, cutting the gap between that score and 100% by 50% in 2017. MDE suggests that 8th grade math proficiency is a reliable indicator of career and college readiness.

Goal #5: All students graduate.

The percent of all students enrolled at Mora High School eligible to graduate spring 2016 will increase from 83.3% in 2015 using the 4year graduation rate to achieve a graduation rate of 90% by the year 2020.

*This goal is based on 90% graduation rate by 2020 as set by MDE. This goal includes the ALC program.

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

- Improve understanding and usage of learning progressions to increase student comprehension.
- Utilize evolving technology to enhance student learning, school-wide efficiency, and family communication.
- Assist teachers in incorporating reading strategies into their practice.

Trailview Elementary Staff Development Goals

- Utilize daily use of scales and rubrics along with expanding learning progression scales.
- Utilize evolving technology to enhance student learning, school-wide efficiency, and family communication.

Fairview Elementary Staff Development Goals

- Improve understanding and usage of learning progressions to increase student comprehension.
- Utilize evolving technology to enhance student learning, school-wide efficiency, and family communication.
- Improve understanding of effective research based strategies in educating the “whole child” to improve student growth and achievement, specifically as measured in the FAST Fluency Benchmarks.

Q Comp Goals

Mora High School: School-wide SMART Goal

The percent of all students enrolled October 1 in grades 7, 8, and 10 at Mora Secondary who earn an achievement level of at least meets the standards in reading on the MCA will increase from 54.3% in 2016 to 56.3% in 2017, which calls for an increase of 2% on the spring 2017 reading MCAs.

Trailview Elementary: School-wide SMART Goal

The percent of all students enrolled October 1 in grades 3-6 at Trailview Elementary who earn an achievement level of at least meets the standards in reading on the MCA will increase from 67.2% in 2016 to 69.2% in 2017, which calls for an increase of 2% on the spring 2017 reading MCAs.

Fairview Elementary: School-wide SMART Goal

The percent of all students enrolled October 1 in grades K-2 at Fairview Elementary who score in the *Low Risk* category on the FAST fluency spring benchmarks Class Impact Report in sounds for K and words per minute for grades 1-2 will increase by 2% from 71.51% in Spring 2016 to 73.51% in Spring 2017.

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 subject specific Data Retreats during the year. Data Retreats are held for K-12 instructors focusing on literacy, math, and 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.

FAST: aReading & aMath

As a base, PreK-8 students are assessed three times per school year using FAST aReading and aMath. Adaptive Reading (aReading) and Adaptive Math (aMath) are simple, efficient computer-adaptive measuring broad skills in reading and math for grades K-12 that is individualized for each student delivered in a group format in about 15-30 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.

SAT & SST

Each school site has identified teams of educators that analyze specific student's progress. Fairview, Trailview, and MHS have Student Assistance Teams (SAT) that meet every other week. Students struggling within general education core classes are identified, monitored, and recommended by classroom teachers as a candidate for analysis by SAT. 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 the child's progress or lack of progress. The SAT members review the data and recommend tier one and/or tier two intervention strategies and student support services. SAT members, in conjunction with the teacher, develop a plan for the student. If improvement is not made, SAT will look at the child again either recommending further intervention strategies/tier two services or a referral to special education evaluation.

Each school site has an established Student Support Team (SST). These teams are comprised of special education teachers from various disciplines, the Special Education Coordinator, and the principal. This 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 Fairview, Trailview, and MHS.

Assessment Calendar

Our assessment calendar informs our community of the various testing windows or specific assessment dates for district-wide or school-wide testing. There are three main assessment "seasons": Fall (September-October), winter (January-February), and spring (March-May). District assessments, such as the 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.

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 programs for all young children 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 par of the 4 year old program. The Preschool Coordinator and the Title I teacher collaborate and share data looking for needs assessment for 4 year old students, specifically in the areas of number identification, number sequence, and matching quantity. Students also participate in the PRO-LADR 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 1 of any year 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 and all 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, the student must demonstrate academic success and social maturity as defined by preschool personnel or assessments if 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 decision.

Gifted & Talented

Mora Public Schools identifies and addresses the needs of Gifted and Talented 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 receive supplemental reading and math enrichment instruction during WIN time (What I Need). Each school site has a certified "challenge" teacher that works to accelerate the instruction for these students. 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 process is to develop a guaranteed and viable curriculum aligned to essential content, standards, and skills, which directly correlate to student achievement. The curriculum cycle revolves around the adoption of new standards in a subject area by the Minnesota Department of Education (MDE). After a new standards adoption by the state, 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.

Q Comp

Mora Public Schools applied for and received a Q Comp grant spring 2016. The Mora Q Comp Plan was approved and with implementation designated as fall of 2016. 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, Instructional Coaches, PLC Facilitators, Mentorship Coordinator, and Mentor Teachers. The Q Comp Coordinator will lead and support implementation of the Q Comp Plan. Instructional Coaches will conduct peer observations for teachers providing feedback about instructional practices. They will 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 set SMART goals based off an analysis of various data. Groups of instructors with similar focuses developed PLCs consisting of 4-8 members. These PLCs meet once per week for 60 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 3 times per year followed by receiving feedback about observed instructional practices.

Performance pay is based off 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), and attend a percentage of PLC meetings.

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

The last component of Q Comp is 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 60 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 trained evaluators using the frameworks of the Marzano Model. The framework consists of 4 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

Mora Principals 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. 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, 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 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 picture naming, alliteration, rhyming, letter names and sounds 3 times during the year.
- Reading Corps assisting with 3-year-old program testing in alliteration, rhyming, and picture naming.
- All incoming kindergarten students participate in a 3day Kinder Kamp experience prior to beginning kindergarten with the hopes of insuring a smoother transition into kindergarten. Students meet teachers and classmates as well as practice necessary skills for a successful first day 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 including benchmarks, assessments, and curriculum.
- Communicate kindergarten readiness strategies to families with young children.

Elementary

- Tier 2 student support services provided by Title I staff, Special Education staff, 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.
- 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 supporting the education of all students through an integrated service delivery model, 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 and Studies Weekly for 2nd grade, which provides an updated resource addressing social studies standards while at the same time increasing the use of ELA informational text standards.
- Including STEAM programming as part of the specialists rotation.
- Scheduled conferences to communicate student progress and growth with parents.
- Providing after school Targeted Services 2 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 and Study Island for K-1st-2nd-3rd; Benchmark Literacy, GOURMET Reading, and Study Island for 4th-5th-6th
 - Math: Expressions, Study Island, and Number Corner for grades K-1st-2nd-3rd-4th-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, MN Reading Corps, intentional progress monitoring, peer tutors, Foster Grandparents.

High School

- High School Stable for students missing homework and class assignment, provided during lunch so students can complete their work under supervision and support by a staff member.
- Revision of scheduling allowing for longer blocks of instructional time two days each week.
- Increase math graduation credit requirement for all students to ensure college and career readiness.
- FOCUS Program for Mora High School ALC and Mora Junior High School ALC.
- Analysis of individualized needs for all students in reading by on-going progress monitoring for student qualifying for Reading Class.
- Triangulation of data to identify students for appropriate course placement and interventions.
- Review of college and career readiness screens and assessments by the Assessment Team to ensure all student meet their future goals: MCIS and PLATE Above and Beyond High School used to prepare and practice for ACT, SAT, and ASVAB.
- Scheduled conferences to communicate student progress and growth with parents.
- Collaboration between student, parents, administration, and instructors to ensure on time graduation.
- Providing alternative programming for struggling students through a Junior High ALC and a High School ALC.
- High School has an eligibility and failure list, which they use to assess students not meeting classroom expectations and providing interventions for those students.
- Utilizing high quality standards-based curriculum resources and strategies in literacy and math:
 - Literacy: daily fluency practice and timed readings, close reading strategies, Flocabulary.com, Tingoed, Six-Minute Solution, Focus Program, Elite Reading, and Study Island among others
 - Math: Holt McDougal Texts, Study Island, Focus Program, ECMECC Flex Books, flipped classroom, Kahn Academy, and use of resource room among others

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.

- Resurrection of Data Retreats as a strategy to analyze student assessment information identifying trends, gaps, and insight with the focus of improving instruction and higher student growth.
- 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 Technology Integrationist whose primary 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 6-12 (iPads and Chromebooks), which facilitates communication, collaboration, access to digital resources/content, and promotes proper use of information and technology. Grades 4 and 5 have assigned iPad carts for each grade level. K-3 has enough iPads in each classroom allowing for technology based group work.

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 four staff development committees: District Committee, Fairview Committee, Trailview Committee, and High School Committee. 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 focus as well as planning workshop days based on 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 that will preside over meetings with a prepared agenda, monitor the site SD budget, serve on the district level committee, and complete end of the year paperwork. The chairperson may also be involved with preparing and coordinating site-based activities, including workshop days.

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, Fairview, Trailview, and the 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 should 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 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 venues 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
- Fairview Education Leadership Team (FELT)
- Trailview Education Leadership Team (TELT)
- Mora Education Leadership Team (MELT)
- Parent Teacher Organization (PTO)
- Early Childhood Advisory Committee
- Mora Administrative Team
- Community Education Committee
- Communication Committee
- Staff Development Committee
- Q Comp Committee

Mora Public Schools Advisory Committees

District Board Advisory Committee 2016-2017:

Board/Community Members: Tammy Bohachek, Ethan Elvehjem, Bob Jensen, Karen Kirschner, Scott Moe, Bob Woods; School Administration: Craig Schultz – Superintendent, Brenda Jordan – Elementary Principal, 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, Kris McNally – Human Resources Coordinator; District Representatives: Audri Erickson – Teacher, Janet Hawkinson – District Nurse, Barb Fredrickson – Food Service Supervisor, Lois Adams – DAC/Curriculum & Instruction, Sara Rossow – Social Worker/Parent; Community Members/Parents: Joan Donner, Robert Lanoue, Julie Johnson, Jean Mork, Fred Sawatzky, Amanda Visser, and Chad Barnick.

**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.

- **FELT** (Fairview Educational Leadership Team): Brenda Jordan, Principal; Carrie Sell, Early Childhood Coordinator; Sarah Berry, Kindergarten Teacher; Brian Doschadis, 1st Grade Teacher; Angie Nelson, 1st Grade Teacher; Angela Baker, Special Education Teacher; Lee Baker, Paraprofessional; Kim Schultz, 2nd Grade Teacher; Darcy Halverson, 2nd Grade Teacher; Sarah Johnson, Music Teacher; and Sara Miller, Kindergarten Teacher.
- **TELT** (Trailview Elementary Leadership Team): Randy Qual, Principal; Deb Huberty, Art Teacher; Chris Goebel, Teacher; Kay Monson, Special Education Teacher; Kayla Thor, Teacher; Sheila Nelson, Teacher; Donna Smith, Teacher; Lynda Westling, Teacher; and Jamie Wright, Teacher.
- **MELT** (Mora Educational Leadership Team): Brent Nelson, High School Principal; Nick Bakke, High School Assistant Principal; JoAnne Schuch, Social Studies Teacher; Daryl Lindstrom, Science Teacher; Patty Eustice, Math Teacher/Instructional Coach; Charlie Whitbred, Technology; Lance Strande, CTEs/Mentorship Coordinator; Lynne Headington, English Teacher; Barb Petersen, Counselor; and Jennifer Erickson, Dean of Students.

***At a noon meeting on November 14, 2016; the Mora Public Schools District Advisory Committee recommended the 2017/2018 MPS World's Best Workforce be forwarded to the Board for approval at their next meeting.

***At a 6:30PM meeting on November 17, 2016; the Mora Public Schools Board of Education approved the 2016/2017 World's Best Workforce