



Mora Public Schools Independent School District 332  
District 332 Mora Public Schools  
***“Serving Our Future In School Today”***  
Local World’s Best Workforce Plan



The World’s Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world’s best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five beliefs:

- All students are ready for Kindergarten
- Close the achievement gap
- 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.

The purpose for establishing the World’s Best Workforce Plan is to use this as a living-working document that demonstrates how current instruction in Mora is equipping our 21<sup>st</sup> Century Learners.

District Student Achievement Goals:

1. All students 100% College and Career ready by 2025.
2. Maintain and ensure growth for all students by providing a support system P-12 across proficiency levels.
3. Track all Multiple Measurement Rating System domains based on percentile ranks and allocate resources based on identified needs.

How are district and school site student achievement goals determined?

- Reviewed historical testing data trends, including Multiple Measurement Rating
- Analyzed 2015 AYP District Report and identified subcells of All Students and White, not of Hispanic Origin, in math and reading as a focus for instructional growth.
- Documented best practices applicable to positive student growth and achievement

- Created job-embedded Professional Learning Communities to support district-wide needs addressing student achievement as it relates to the Learning Progressions of students.
- Obtained input from Board Advisory Committee and community regarding current curriculum, testing, and programing for students.
- Collaborated vertically P-12 in department and grade level meetings regarding curriculum needs to find strengths and weaknesses using data from standardized tests.
- Wrote goals based on student data as evidenced in the Marzano Leadership Framework Domain 1 and we are continuing our work on DQ1: Communicating Learner Goals and Feedback (Scales/Learning Progressions/Tracking Student Progress and Celebrating Success) and Student Engagement.

## Sites

**Preschool GOAL: As a benchmark by 2017 students testing in Tier One on letter sounds correspondence will show growth from the existing 62 % to 70 % as monitored in the four year of program.**

### **Achieved by:**

- Students will participate in Splash Pre-K Curriculum, and Reading Corps Interventions.
- Receive early interventions through a variety of resources including Early Learning Scholarship II, Reading Corps, Splash Pre-K curriculum.
- Students will be tested on picture naming, alliteration, rhyming, letter names and sounds three times throughout the year in the 4 year old classroom.
- Pre-School Coordinator and Lead Title I Teacher will collaborate and share data to look for needs assessment in the 4 year program. Specifically in the areas of number identification, number sequence and matching quantity.
- Students will participate in the PRO-LADR assessment tool two times a year.
- Three-year-old program will continue to establish a focus on the goals of picture naming, and letter naming testing.
- Kinder Kamp experience for all children going into kindergarten attend a three-day “Kamp” in August. This experience will provide students an opportunity to practice and learn new literacy skills, bus safety, and meet and interact with the teacher and new friends. They will also walk through the lunch line, ride the bus, practice turn taking and becoming comfortable with the school building.
- Provide literacy book bags for all students to take home and read with families.

- Continue to provide financial support to families who otherwise may not be able to attend preschool, through Pathway II Scholarships.
- We have added an additional class to enhance our programs. We now offer a three day all day opportunity for students to attend preschool receiving 18 hours of quality service each week.
- We offer two sections of all day two day a week programming. Students in these classes receive 12 hours a week of high quality service.

**Measured and Assessments Used:**

We provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards through the utilization of:

- The Marzano Leadership and Instructional Frameworks.
- Teachers self-assess using iObservation and create professional growth plans to identify strengths and weaknesses in instruction.
- Annually District Leadership, including Administration, Curriculum and Instruction, and Community Education, meet with the Superintendent to discuss and expand upon self-assessment and goals identifying professional growth strengths and weaknesses within leadership.
- Growth plans are created to improve teacher and leader effectiveness and ultimately student achievement through a series of action steps including peer observations, instructional rounds, coaching, collaboration in professional learning communities, and the standard observation processes.
- Individual Growth and Developmental Indicators (IGDIs). IGDI's looks at 3 different areas including: Rhyming, picture naming and alliteration.
- Formative Assessment System for Teachers (FAST), which is letter naming and letter sounds.
- PRO-LADR assessment tools looks at math development, physical development and social development in our preschool programs.

**Primary School GOAL: As a benchmark, by 2017 students will reduce the achievement gap by 50%, currently residing at 65% to 82.5% (approximately 6% per year on average)**

**as measured by the Multiple Measurement System.**

**Achieved by:**

- Analyze individualized needs based on subgroup data for Free-Reduced Lunch, Hispanic, American Indian and Special Education.
- Data obtained through test results will allow us to gauge ongoing progress monitoring and flexible grouping
- Enter student subgroup identification using FAST (Formative Assessment System for Teachers) when child enters Kindergarten.
- Isolate the progress of individuals in each specific subgroup as compared to the grade as a whole. Results will be used to individualize specific interventions for each student.
- Utilize FAST data from subgroups to determine: Targeted Services, Gifted-Talented, Title I, and Interventions for our reading/math delivery (ISDM/WIN times).
- Sharing screening results, diagnostic, and progress monitoring data with parents occurs Fall and Spring and on-going throughout the year through the use of Early Childhood Screening results, intervention reports, quarterly report cards, parent teacher conferences, website parentvue, and Title One Parent Nights.
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<b>Grade</b>	<b>Primary Current Instructional Practices (Core Series)</b>	<b>Successful &amp; Data Supported Interventions (Tiers 2-3 Interventions)</b>
P-Kindergarten	Journeys SPLASH Into K Splash Pre-K	Literacy Tool Kit Early Childhood Screening Close Reading Strategies Targeted Services MN Reading Corp Kindergarten Round Up Kinder Camp ISDM Progress Monitoring Bi-Weekly Peer Tutors/Foster Grandparents

Grade 1	Journeys (HMH)	Literacy Tool Kit Write In Readers THINK Central Close Reading Strategies Leveled and Vocabulary Readers ISDM Targeted Services MN Reading Corps Progress Monitoring Bi-Weekly Peer Tutors/Foster Grandparents
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Grade 2	Journeys (HMH) Study Island	Literacy Tool Kit Write In Readers THINK Central Close Reading Strategies Leveled and Vocabulary Readers ISDM Targeted Services MN Reading Corps Progress Monitoring Bi-Weekly Peer Tutors/Foster Grandparents
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**MATH**

<b>Grade</b>	<b>Primary Current Instructional Practices (Core Series)</b>	<b>Successful &amp; Data Supported Interventions (Tiers 2-3 Interventions)</b>
Grade K	Expressions Number Corner Math Journals	Kindergarten Plus ISDM THINK Central Reading Corp.
Grade 1	Expressions	ISDM

	Number Corner	THINK Central Study Island Reading Corp.
Grade 2	Expressions Number Corner	ISDM THINK Central Study Island Reading Corp.

**Measured and Assessments Used:**

We provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards through the utilization of:

- The Marzano Leadership and Instructional Frameworks.
- Teachers self-assess using iObservation and create professional growth plans to identify strengths and weaknesses in instruction.
- Annually District Leadership, including Administration, Curriculum and Instruction, and Community Education, meet with the Superintendent to discuss and expand upon self-assessment and goals identifying professional growth strengths and weaknesses within leadership.
- Growth plans are created to improve teacher and leader effectiveness and ultimately student achievement through a series of action steps including peer observations, instructional rounds, coaching, collaboration in professional learning communities, and the standard observation processes.
- FAST progress monitoring in reading/math and fidelity checks. Lead Title I teachers will meet with classroom teachers after four data points to review the data growth line to determine if a change in services is required.
- On-going performance assessment tools are used to guide instruction and bi-weekly progress monitoring on sounds and words per minute.
- Computer reports from such technology resources as: Study Island, Spelling City, Think Central, Tumblebooks, Discovery Education, etc.
- FAST is used to measure student growth in literacy and math substrands.

- Staff Development has provided and will continue to provide the opportunity for Vertical Vision to discuss student growth and instructional changes needed to support sub cells identified in the 2015 AYP District Report.
- Student growth at the local and state levels are built into the Teacher Evaluation Plan

**Intermediate School GOAL:As a benchmark, by 2017 students will reduce the achievement gap by 50%, currently residing at 65% to 82.5% (approximately 6% per year on average) as measured by the Multiple Measurement System.**

**Achieved by:**

- Analyze individualized needs based on subgroup data for Free-Reduced Lunch, Hispanic, American Indian and Special Education.
- Data obtained through test results will allow us to gauge ongoing progress monitoring and flexible grouping
- Grade-level data retreats to breakdown previous grade level concerns, testing results, current test results, and targets.
- Enter student subgroup identification using FAST when child enters school.
- Isolate the progress of individuals in each specific subgroup as compared to the grade as a whole. Results will be used to individualize specific interventions for each student.
- Utilize FAST data from subgroups to determine: Targeted Services, Gifted-Talented, Title I, and Interventions for our reading and math delivery (ISDM/SPIE times).
- Sharing screening results, diagnostic, and progress monitoring data with parents each Fall and Spring and on-going throughout the year through the use of intervention reports, quarterly report cards, parent teacher conferences, website parentvue, and Title One Parent Nights.

**READING**

	<b>Primary Current Instructional Practices (Core Series)</b>	<b>Successful &amp; Data Supported Interventions (Tiers 2-3 Interventions)</b>
<b>Grade</b>		
Grade 3	Journeys (HMH) Study Island	Literacy Tool Kit Write In Readers THINK Central



Close Reading Strategies  
 Leveled and Vocabulary Readers  
 ISDM  
 Targeted Services  
 MN Reading Corps  
 Progress Monitoring Bi-Weekly (wpm)  
 Peer Tutors/Foster Grandparents

Grade 4	Benchmark Literacy GOURMET Reading Study Island	ISDM Close Reading Strategies Targeted Services
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Grade 5	Benchmark Literacy GOURMET Reading Study Island	ISDM Close Reading Strategies Targeted Services
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Grade 6	Benchmark Literacy GOURMET Reading Novel Based Instruction Study Island	ISDM Close Reading Strategies Targeted Services
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**MATH**

<b>Grade</b>	<b>Primary Current Instructional Practices (Core Series)</b>	<b>Successful &amp; Data Supported Interventions (Tiers 2-3 Interventions)</b>
Grade 3	Expressions Number Corner Study Island	Targeted Services Math Interventionist

Grade 4	Expressions	Targeted Services
	Number Corner	Math Interventionist
	Study Island	Math Corp
Grade 5	Expressions	Targeted Services
	Number Corner	Math Corp.
	Study Island	
Grade 6	Flex Books-ECMECC digital	Targeted Services
	Study Island	Ability Grouping
		Math Corp.

### **Measured and Assessments Used:**

We provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards through the utilization of:

- The Marzano Leadership and Instructional Frameworks.
- Teachers self-assess using iObservation and create professional growth plans to identify strengths and weaknesses in instruction.
- Annually District Leadership, including Administration, Curriculum and Instruction, and Community Education, meet with the Superintendent to discuss and expand upon self-assessment and goals identifying professional growth strengths and weaknesses within leadership.
- Growth plans are created to improve teacher and leader effectiveness and ultimately student achievement through a series of action steps including peer observations, instructional rounds, coaching, collaboration in professional learning communities, and the standard observation processes.
- FAST and MCA scores from previous years, Unit tests, Gourmet Reading, Data Retreats, Study Island 6th grade Literacy Benchmarks.
- Quarterly review of Targeted Services groups through the use of Study Island growth.
- The Lexile ranges from aReading are used to help identify appropriate books for guided

reading and small group learning.

- FAST Benchmark scores are used to help identify student placement in flexible groups.
- Staff Development has provided and will continue to provide the opportunity for Vertical Vision to discuss student growth and instructional changes needed to support sub cells identified in the 2015 AYP District Report. Some vertical discussion in 6th grade will include vocabulary between flexbooks and Expressions from 5th grade.

**High School GOAL: As a benchmark, by 2017 students will reduce the achievement gap by 50%, currently residing at 37% to 68.5% (approximately 10.5% per year on average) as measured by the Multiple Measurement System.**

**Achieved by:**

- Provide job-embedded staff development opportunities such as: data retreats/data dissemination, technology initiatives, and professional learning communities allow for collaboration, which increases student achievement.
- Increase Math graduation credit requirements for all students will ensure college and career readiness. (special emphasis on support for those students who are American Indian)
- Analyze individualized needs for all students in Math by tracking the grade level benchmarks that students record while working in the Math Resource room.
- Analyze individualized needs for all students in reading by on-going progress monitoring for students qualifying for Reading Class.
- Triangulate three pieces of data (past MCA scores, past FAST scores and most recent English/Math grades) to identify students for appropriate course placement/interventions.
- Review of college and career readiness screens/assessments by the assessment team to ensure all students meet their future goals. (Naviance replaced by MCIS, PLATO Above and Beyond High School used to prepare and practice students for ACT, SAT, ASVAB, etc.)
- Collaboration between students, parents, administration and school personnel to ensure on time graduation.

**READING**

**Primary Current**

**Successful & Data Supported**

<b>High School</b>	<b>Instructional Practices (Core Series)</b>	<b>Interventions (Tiers 2-3 Interventions)</b>
	Daily Fluency Practice	Close Reading Strategies
	Six-Minute Solutions by Sopris Learning	
	Timed Readings Plus by Jamestown Publishers	
	Flocabulary.com	High School/Middle I ALC's
	Tingoad	Elite Reading
	<a href="http://myvocabulary.com">myvocabulary.com</a>	Advisory for 7 <sup>th</sup> grade
	Online dictionaries	Focus Program
	Scholastic "Action Magazine"	
	Mora's "Times" Newspaper	
	Fiction class novel	

## **LITERACY/ENGLISH**

<b>High School</b>	<b>Primary Current Instructional Practices (Core Series)</b>	<b>Successful &amp; Data Supported Interventions (Tiers 2-3 Interventions)</b>
	Novels	Junior High ALC
	Anthologies/short stories	High School ALC
	Variety of text genres	Remedial Literacy Class
	Study Island	Elite Reading
	Study guides & graphic organizers	Advisory for 7 <sup>th</sup> grade
	Web-based programs	Focus Program

## **MATH**

<b>High School</b>	<b>Primary Current Instructional Practices (Core Series)</b>	<b>Successful &amp; Data Supported Interventions (Tiers 2-3 Interventions)</b>
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Holt McDougal Texts	Focus Program
Study Island	Math Resource Room
Kahn Academy	SPED Resource Room
ECMECC Flex Books	High School ALC
Flipped Classroom	Advisory for 7 <sup>th</sup> grade
Technology applications	Junior High ALC
	Math League

### **Measured and Assessments Used:**

We provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards through the utilization of:

- The Marzano Leadership and Instructional Frameworks.
- Teachers self-assess using iObservation and create professional growth plans to identify strengths and weaknesses in instruction.
- Annually District Leadership, including Administration, Curriculum and Instruction, and Community Education, meet with the Superintendent to discuss and expand upon self-assessment and goals identifying professional growth strengths and weaknesses within leadership.
- Growth plans are created to improve teacher and leader effectiveness and ultimately student achievement through a series of action steps including peer observations, instructional rounds, coaching, collaboration in professional learning communities, and the standard observation processes.
- FAST aREADING: Grades 7-8
- Spring FAST aReading: Grade 9
- MCA's Reading: Grades 7-8 & 10
- MCA's Math: Grades 7-8 & 11
- MCA's Science: Grades 8 & 10
- ACT, SAT, ASVAB: Grades 11-12
- ACT PLUS Writing, SAT, and ASVAB or other college equivalency Grade 11 (College & Career Ready)

## World's Best Workforce Indian Education Plan, District Goals:

The percent proficient in Math for American Indian students, all grades assessed at the District Level, will increase from 50% 2015 to 60% in 2016 as measured on the MCA. All American Indian students at Mora High School and the Alternative Learning Center (ALC) will graduate on time in 2016.

### **Achieved by:**

- Analyze individualized needs based on subgroup data, American Indian.
- Data obtained through test results will allow us to gauge ongoing progress monitoring and flexible grouping.
- Grade-level data retreats to breakdown previous grade level concerns, testing results, current test results, and targets.
- Sharing screening results, diagnostic, and progress monitoring data with parents each Fall and Spring and on-going throughout the year through the use of intervention reports, quarterly report cards, parent teacher conferences, website parentvue, and Title One Parent Nights.
- Expand the Career and College Readiness program via the Counselor's Office to provide greater support to the American Indian students on career choices, grades, credits and scholarships. (MCIS, PLATO, College Visits, individual counseling opportunities)

**The system in place to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations and teacher evaluations.**

Mora's PreK-12 focus has been to ensure and strengthen core teaching to academic subjects through recently adopted Teacher and Principal evaluation models. The Marzano Teacher Evaluation Model contains sixty elements designed to inform the instructional practices of teachers. There are forty-one elements in Domain 1 (Classroom Strategies and Behaviors), eight in Domain 2 (Planning and Preparing), five in Domain 3 (Reflecting and Teaching), and six in Domain 4 (Collegiality and Professionalism). District Leadership, including Administration,

Curriculum and Instruction, and Community Education, meet with the Superintendent to discuss and expand upon self-assessment and goals identifying professional growth strengths and weaknesses within leadership. Both Teacher and Principal models include student achievement as an integral part of the annual evaluation.

The Marzano model for the Teacher Evaluation Plan, there are sixty researched-based elements to assist in through the evaluation feedback process, using observable evidence based on a scale to provide accurate feedback to those observed: Innovating (4) Applying (3) Developing (2) Beginning (1) Not Using (0)

From this feedback, staff utilizes the Marzano Model to ensure best practices are used and reflected throughout daily instruction. Formative and informative measures emphasized as high yield strategies used reflected in “The Art and Science of Teaching” include: rubrics, scales and learning goals. Based on the outcome of these measures, staff create a learning environment composed of flexible groups, periodically review test scores and establish placement into courses at the High School level, and make academic adjustments through a child’s academic career. Instructional Coaches are readily available throughout the duty day for consultation with staff to support professional and instructional growth. These coaches work with administration to incorporate training sessions into collaborative work teams/professional rotations.

Within the frameworks of the Marzano Model, summative feedback on instruction is provided with the use of trained evaluators. An annual observation cycle is utilized to define effective instruction, initiative implementation, well-defined teaching strategies, and the professional standards that district used expects.

From the needs expressed by staff, Staff Development Committee has identified, continuously supported staff with job-embedded opportunities in order for them to acquire scientifically best practices training correlational with academic gains. All teachers participate in quality professional development opportunities that are directly linked to increasing student achievement and growth (i.e. data retreats, ELA standards, “I Can” statements, QAR, Daily 5, Flipped classroom, Google Academy, Department PreK-12 Meetings to discuss curriculum of Literacy, Math, Science and Social Studies, etc.). A District focus in 2014-2015 was reading across the content areas so all staff K-8 were trained in Close Reading Strategies and Grades

9-12 in placing the ELA Content Standards in their curriculum via the lens of Marzano during the Fall back to school workshop on August 28, 2014.

Mora's Staff Development Committee meets quarterly to discuss the comprehensive needs assessment to identify and review teaching and learning needs. Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research-based strategies including learning how to utilize benchmarks to provide the academic knowledge and skills to increase student proficiency in math and reading and increase the Multiple Measurement Rating. Utilizing evolving technology to enhance student learning, school-wide efficiency, and family communications have also been significant needs identified, district-wide.

Administration assist with schedules to provide time for opportunities to participate in high quality professional development in an aligned, planned manner. Weekly, professional staff rotations provide clearly organized, job-embedded collaboration to improve classroom practice in the areas of technology, instructional coaching, data retreats, and mental health of children.

Title I funds are also set aside funds to be used for the purpose of providing high quality professional development that targets the needs of instructional staff to address district identification area, including Instructional Best Practices through The Art and Science of Teaching: Marzano Model and Instructional Coaching team located at each building site.

**Provide specific information on strategies for improving instruction, curriculum, and student achievement.**

Staff Development District goals overall is to improve instruction, curriculum and student achievement through incorporating strategies to educate students to achieve high standards through:

- Teacher collaboration,
- Provide clear learning goals with scales and learner progressions,
- Data-driven instructional improvement,
- Relicensure Federal/State/Local Mandates



District Staff Development monies can be used to support the district goals of improving instruction through the budget allocation of 1% of district's annual budget. School board supports the partnership with Resource Training & Solutions through yearly contracts for service delivery and Professional Development Implementation support. Staff can use this 1% of funds to take Staff Development Leaves and/or write grants. In addition, the District Staff Development maintains a curriculum writing budget where staff update curriculum areas based on needs and changes legislatively (i.e. All Day Everyday Kindergarten, ELA, College and Career Ready) as well as utilize Instructional Coaches and Marzano Instructional Framework Protocols to improve instruction and support the Teacher Evaluation Plan.

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

With the establishment of a trained representatives of a school leadership team will assist in the implement the Marzano Leadership and Instructional Frameworks. Some of these members will be involved with and report to the Board Advisory Committee. Teachers and principals become more proficient in the study of strategies through leadership academy, high yield instructional practices, on-site coaching and job-embedded professional development, the use of iObservation and collaboration in professional learning communities. We continue to define and enhance our existing Mentorship Program to support and share educational practices with our new employees.

**Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report.**

Mora's constituencies are involved throughout the community as well as participate in a number of different committees, which include students, parents, community members, school staff and other community stakeholders. A variety of engagement activities are practiced locally as well as community-wide. Engagement strategies and feedback collection occur through Title I Evaluation Parent Survey, Attendance involvement in Early Childhood Education Advisory

Board, Early Childhood Screening, Kindergarten Round-Up, KinderKamp, Parent Teacher Organization, Substance Abuse Coalition of Kanabec County, Senior Parent Survey, Marzano Leadership Framework, Principal Evaluation Processes, Board Advisory, WOLD/FJJ Facilities Meeting and School Board Community Meetings.

Routinely constituent input is obtained as a component of Mora's school-level parental involvement plan. Based on information obtained from the surveys, building/site and Administrative goals are disseminated and used to celebrate strengths, report challenges and increase actions including educational improvements. Input is obtained formally as well as informally through examples listed below:

- Each school staff conducts a parent/teacher conference in elementary schools, semi-annually to discuss as the individual child's achievement.
- Provide reports to parents on their children's progress in flexible groups and weekly achievement through the use of ParentVue/StudentVue.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- Through Administrative evaluation process, stakeholders have the opportunity to obtain information and input from a number of constituents through Survey Monkey, Google Surveys, and informal exit tickets from in-services held.
- Inform parents through technology resources and local publications to get information out to our constituents in a timely and accurate fashion through the use of: School Messenger, Remind 101, #332 In Review, website, Facebook and Twitter.
- Based on information obtained from the surveys, building/site and Administrative goals are disseminated and used to celebrate strengths, report challenges and increase actions including educational improvements.

### **Committees and Roles (District Advisory Committee and School Site Teams)**

**Each school board shall establish a district advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state academic standards including: using this team to review, revise where appropriate, be knowledgeable about student achievement goals, local assessments outcomes, plans, strategies, and practices for improving curriculum**

## **instruction similar to the Annual Curriculum Report.**

Mora School's hosts multiple venues for obtaining, sharing, and planning instructional improvement Board Advisory Committee, Parent Teacher Organization, Early Childhood Advisory Committee and Community Education Meetings with active community participants to discuss the District Assessment Curriculum Report, Facilities Planning, Improving Instruction, and adoption of a number of different initiatives including 1:1 Learning Initiatives to All Day Everyday Kindergarten. Each building site committee advises and provides input to administration about developing, identifying and recommending instructional and curriculum improvement affecting state academic standards.

**Mora's Administrative Team** is composed of a Superintendent, High School Principal, Primary/Intermediate Principal, High School Assistant Principal, Primary/Intermediate Assistant Principal, Dean of Students who meets weekly to discuss district-wide topics, procedures, and make educationally relevant decisions. The Team brings information and community input to the table to discuss future planning and current practices regarding student achievement and curriculum based decisions that need to be made. Including sharing successes of current programming.

The **Board Advisory Committee** is made up of: Joan Donner, Barb Johnson, Julie Johnson, Robert Lanoue, Jean Mork, Kris Sampson, Fred Sawatzky, Jinx Greski, Shari Hartog, Jake Olson, Jean Mork, Amanda Visser, Chad Barnick, the Administrative Team with Board Members: Scott Moe, Karen Kirschner, Ethan Elvehjem, Tammy Bohachek, Bob Jensen, and Bob Woods.

The **Parent Teacher Organization** is made up of: Natalie Jensen, Casey Comstock, Beth Brandt, Amy Nelson, Kris Sampson, Anna Verdon, Kathy Beck, Kelly Gams, Shannon Long, Christine Sand, and Nichole Laven,

The **Community Education Committee** is made up of: Mavis Burk, Jessica Osterdyk, Kelly Erickson, Dan Johnson, Pastor Doug Larson, Pam Mattson, Mandi Yoder, Stacy McClanahan, Kennedy Anderson, Kris Osterdyk, Supt. Craig Schultz, Carrie Sell, and Pat Tracy.

The **Early Childhood Advisory Committee** is composed of the following Early Childhood Family Education parents: Kathy Nelton, Sarah Pace, Kim Hickey, Vanessa Isaacs, Angel Mattson, Shayna Hamiel Janelle Kunkle, Cassidy Gonsoski , Carrie Sell and Kristin Crider. This Early Childhood Advisory Committee meets four times throughout the year to discuss Early Childhood and discusses issues current to early learning.

The **Site Committees** are well established at each building site include: Moving Technology Forward, FELT, TELT, MELT, Student Assistant Team, Student Support Team, Instructional Coaching. The role of these site committees is to bring forward topics through a subcommittees grade level conversations, suggestions, and instructional improvement topics for Staff Development, program changes, and needs for Professional Learning.

The **Fairview Elementary Leadership Team** members (FELT): Lora Jacobson (Kindergarten), Jenny Rydberg (1<sup>st</sup> Grade/2<sup>nd</sup> Grade Teacher), Angie Nelson (1<sup>st</sup> Grade/2<sup>nd</sup> Grade Teacher), Angela Baker (Special Education), Chad Grahn (Specialist), Lee Wagner-Baker (Paraprofessional), Randy Qual (Assistant Principal), and Nichole Laven (Elementary Principal).

The **Trailview Elementary Leadership Team** members (TELT): Lynda Westling (Enrichment Teacher), Jamie Wright (6<sup>th</sup> Grade Teacher), Kayla Thor (5th Grade Teacher), Chris Goebel (4th Grade Teacher), Donna Smith (3<sup>rd</sup> Grade Teacher), Kay Monson (Special Education), Shelia Nelson (Paraprofessional), Randy Qual (Assistant Principal), and Nichole Laven (Elementary Principal).

The **Mora Educational Leadership Team** members (MELT): JoAnne Schuch (Social Studies), Daryl Lindstrom (Science), Patty Eustice (Math/Instructional Coaches), Lance Strande (CTEs), Charlie Whitbred (Technology), Kay Edberg (Foreign Languages), Audri Erickson (Special Education), Lynne Headington (English), Barb Petersen (Counselor), Jennifer Erickson (At-Risk), Nick Bakke (Assistant Principal), Brent Nelson (High School Principal).

The **District Staff Development Committee**: Jackie Stevens (Chair), Patty Eustice (IC & HS Rep), Jamie Wright (TV Chair), Judy Broekemeier (FV Chair), Pam Gray (SpEd Rep), Lee Baker (Paraprofessional), Jen McCauley (HS Chair/Relicensure), Brent Nelson (HS Principal),

Nichole Laven (Elem. Principal), Randy Qual (Asst. Elem Principal), Lois Adams (Curriculum & Assessment), and Craig Schultz (Superintendent).

**Instructional Coaching Team** is composed of seven members dispersed throughout the three school sites, Primary, Intermediate and High School. Instructional Coaching members attend frequent trainings from our regional leader “Resource Training and Solutions” and also lead monthly PLC / collaborative team / professional rotations on high yield instructional practices. Chana Lennox, Ashely Wojciechowski, Lynne Nelson, Roxy Lukenbill, Jackie Stevens, Patty Eustice, and Jen Strande, as instructional leaders pave the way, support, and facilitate ongoing instructional reflection.

Reporting requirements to complete the World’s Best Workforce requirement include:

- ✓ By October 1<sup>st</sup> of each year, provide Commissioner Cassellius and Minnesota Department of Education with a one-page electronic summary of the report.
- ✓ Publish this document on the district’s web page.
- ✓ Share with public groups and committees as per membership outlined above
- ✓ Annually, create a fiscally responsible and reasonable budget based on the District’s needs assessment, initiatives, and World’s Best Workforce Plan.