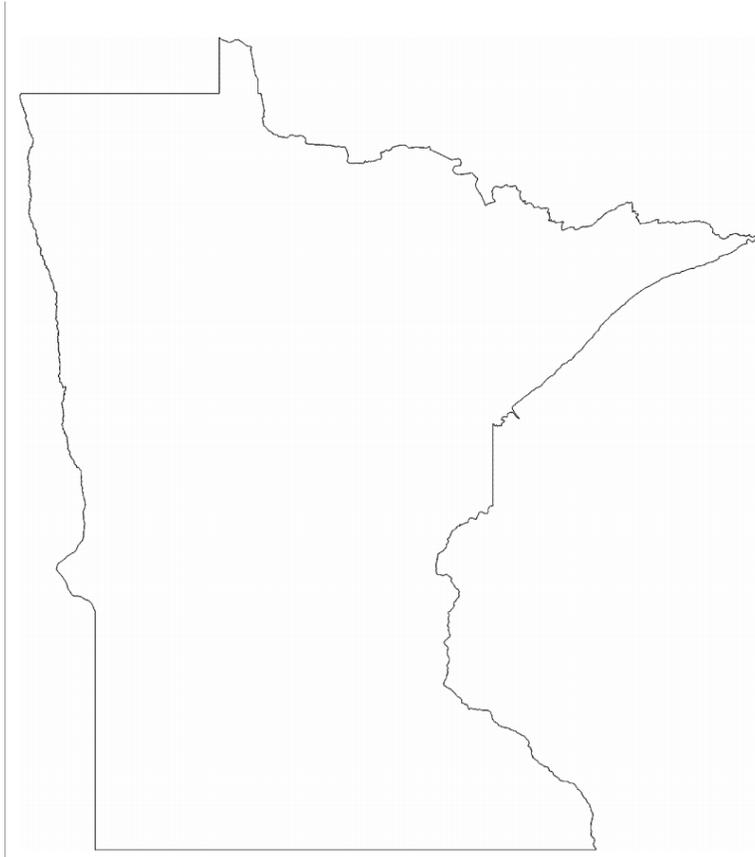


# World's Best Workforce

...an ongoing program.



## Osakis School District

### *Mission Statement:*

**Our mission is to engage and support all students in building a solid foundation of knowledge, skills and character.**



**World's Best Workforce has five priorities:**

- \* School Readiness**
- \* Grade Level Literacy**
- \* Closing the Achievement Gap**
- \* College and Career Readiness**
- \* Graduation Rate**

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.

The plan must support and improve teaching and learning that is aligned to the World's Best Workforce and includes:

- Clearly defined student achievement goals and benchmarks
- Process to evaluate each student's progress toward meeting the state and local academic standards
- System to review and evaluate the effectiveness of instruction and curriculum including evidence-based strategies for improving curriculum, instruction and student achievement
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology (part of ongoing Teacher Development and Evaluation program).
- Collaborative professional culture that support teacher quality, performance and effectiveness
- Annual budget for continuation of the district plan's implementation (included in staff development)

## District Strategic Plan Goals

- Increase Staff Development
- Effective Use of Technology
- Transparent Communication
- Positive School Climate

## Goals and Progress as part of improvement plan

**Goal:** Continue evaluation of the placement of standards and make changes if necessary. The review utilizing data including MCAs as part of the decision making process.

\*Continue to check standard placement. Teachers are aware of standards to be addressed within their curriculum. Teachers adjust curricula, teaching strategies, and areas of emphasis accordingly.

**Goal:** Work with teaching staff and administration to strengthen the articulation of curriculum and programs within elementary and high school systems.

\*This is ongoing and continuous.

**Goal:** Evaluate and review the level of rigor and thoroughness of rubrics used to measure student learning.

\*Curriculum is continuously evaluated and adjusted to meet the standards.

**Goal:** Continue training for staff to develop essential technology competencies for the integration of technology into the classroom instruction.

\*This is ongoing and continuous. Ipad use k-12, Smart projection, sound amplification and responder technology has been incorporated into classrooms. The web page continues to be updated, replete with

an up-to-date schedule, lunch account information, parent portal and teacher web pages with schedules and lesson plans.

## Staff Development Goals 2015-2016

- Continue to implement and monitor standards-based curriculum.
- Continue to educate students/staff on the use of current technology and continually evaluate technology effectiveness.
- Best practices will be embedded in Teacher development and evaluation
- Osakis will maintain a positive school climate through asset building, in-service programming, and mentorships.
- Monitor and utilize student growth data with easily understood and implemented technology.
- Explore and utilize various technologies for the purpose of effective communication (alerts ...)



## Staff Development Update

Staff development opportunities continue to be offered in response to staff requests as need ties into District goals. This year's staff development has an emphasis on balanced literacy and is articulated with the support of the National Joint Powers Alliance (NJPA). Special Education and General Education opportunities continue to be supported.

Mentorship opportunities and new teacher induction have been updated and supported. New teachers meet with mentors and administration to review the faculty/district handbook, master agreement, insurance, security, technology applications, and crisis response procedures.

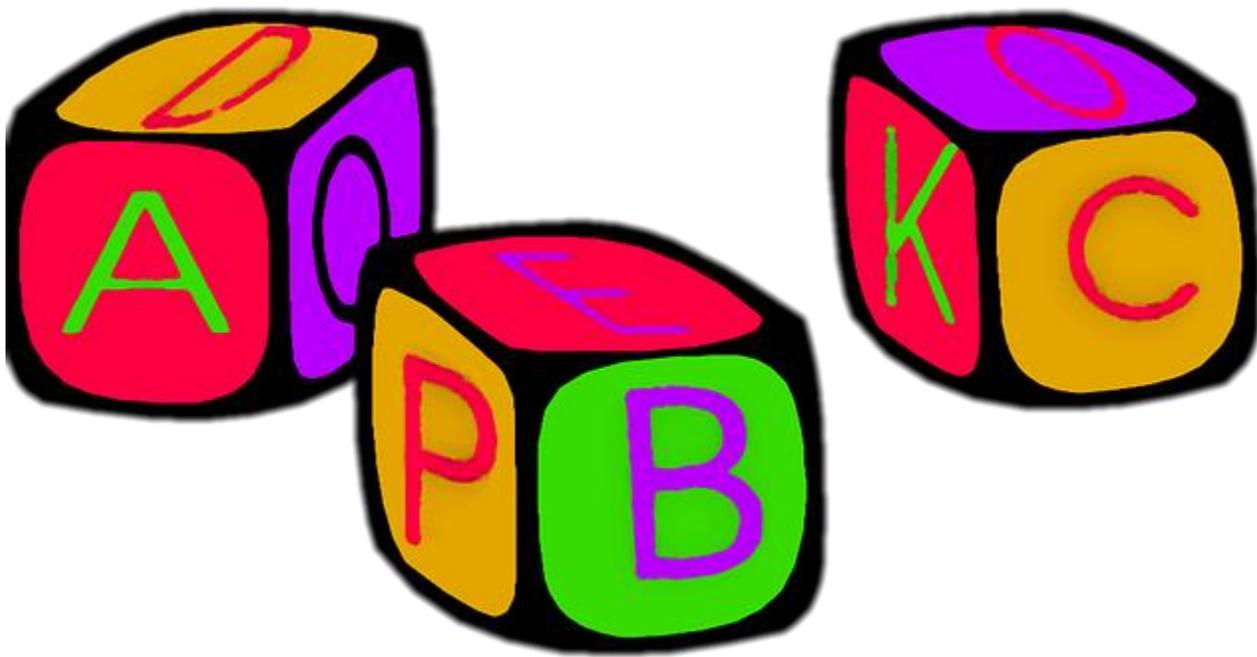
## Student Assistance Programs

To assist students who are struggling in academic areas, the Osakis School District provides the following programs: Special Education services, Study Island, IXL (math), Targeted Services (math and reading assistance after school), LEAP (Learning to enhance academic performance) and Title I. More students have access to Ipads and networks so more individual learning needs can be addressed.



## School Readiness

School Readiness is a public school program available to children ages 3 years to kindergarten enrollment. The goal of School Readiness is to help preschoolers enter school with the skills and behaviors necessary to be successful in future learning. Parent involvement is a priority. Research shows that when parents are involved in their child's learning at an early age they stay connected to the school. There is increasing research that shows the importance of quality preschool environments. Young children learn and experience their world in the context of play that is intentionally planned to enhance growth in all areas of development. Preschoolers will be engaged in easel painting, music and creative movement, science and discovery activities, pre-math, early language and literacy, dramatic play and building with blocks. Preschool programs are the perfect place for children to be guided in the development of their social-emotional skills. The ability to anticipate and follow the classroom routines, learn how to resolve conflicts, communicate needs and feel secure in a group setting eases the transition to kindergarten. School Readiness programs collaborate with other programs and services that serve parents and their young children.



### *Opening the World of Learning: OWL*

*OWL is a comprehensive early literacy program that Integrates All Domains of Early Learning. It provides the strongest research-based early literacy curriculum and seamlessly weaves solid content that captures children's natural curiosity about the world into an activity-centered day. The curriculum covers all domains of learning: Language and Literacy, Social Studies, Science, Mathematics, The Arts, Physical Development, and Social and Emotional Development. Preschool staff will be trained*

in OWL the fall of 2015.

## Osakis K-6 Comprehensive Literacy Program

Osakis Elementary utilizes Benchmark Literacy as a research-proven solution aligned to current State Standards. This empowers teachers with:

- 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention
- Assessment-driven instruction that is differentiated and includes responding to text
- Gradual release and built-in choice that support student progress and teacher creativity
- Precisely leveled texts for your full range of students
- Leveled Reader's Theater and diverse genres that engage students and extend learning
- Research-based resources and professional development
- Interactive technology
- Balanced literacy for Tier 1 differentiation, T1- Whole group based on comprehension strategies, word work, and mini lessons. Small Flexible Grouping, Daily 5.



*Write to be understood,  
speak to be heard,  
read to grow...*

Lawrence Clark Powell  
(American Librarian, Writer and Critic, 1906-2001)

### Goals and Objectives:

A concerted effort toward reading well by 3rd grade (proficiency) will be directed through the use of balanced literacy instruction and interventions. Proficiency indicators will be targeted in phonemic awareness, phonics, fluency, vocabulary and comprehension.

### Grade Level Results for 2014-15:

The percentage of students that have met grade level proficiency as determined by grade level testing (AimsWeb through 2014-15, FastBridge 2015-future). \*Indicates not measured at this level. CBM: Curriculum Based Measurement. ^Includes high partial proficiency.

	<u>Decoding</u>	<u>CBM</u>	<u>MAZE</u> <u>Comprehension</u>	<u>Comp.</u> <u>MCA^</u>	<u>STAR Reading</u> <u>at or above GL</u>	<u>%BelowAimsWeb</u> <u>Reading Level</u>
Kdg	65%	54%	*	*	*	59
1st	49%	56%	*	*	*	42
2nd	*	58%	59%	*	2.7	29
3rd	*	53%	82%	69%	3.8	*
4th	*	49%	76%	71%	5.3	*
5th	*	55%	62%	84%	5.9	*
6th	*	70%	78%	85%	7.0	*

Assessment:

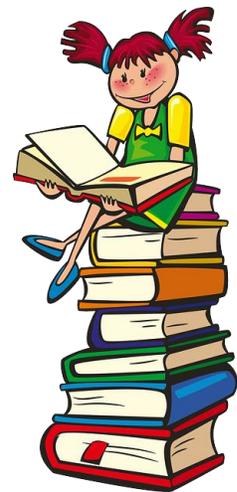
- Aimsweb
- STAR (AR) Reading (2-6)
- Benchmarking (Fountas and Pinnell)
- Study Island
- FASTBridge multiple times per year
- MCA OLPA
- Benchmark Literacy with 3 week assessments
- Site Word Identification
- Curriculum Based Measurements k-6

Criteria:

- Multiple: ...cbm...
- Below Grade Level, below 25 percentile
- k- <C, 1- <I, 2- <L
- 1.5 Grade levels below
- 25% or below
- Partial or Below Meeting Standards
- 1.5 Grade levels below
- k-25, 1-100, 2-200 words
- Individually-defined need, typically if scoring below grade level

**How to Qualify for additional assistance:**

Students meet benchmark if they are at, or above the 50th percentile, non-proficient/partial MCA score, fluency score below 25th



percentile, Students not making satisfactory progress through the use of screening tools. Students selected by performance on assessments, performing below grade-level expectation provided with intervention in area of need, reading intervention for the bottom 20% of 1st graders.

**Time:**

Flexible Grouping K-5. Grade 3-5 (90 minutes), grade K-2 (70 minutes), writing (50 minutes), Tier 2- 15 weeks for 30 minute sessions, 3 times a week, 75 minutes of reading, 45 minutes of writing, 30 minutes of word work grade k-3 (total 150 minutes of literacy.)

**Interventions:**

RtI student support team, Fountas and Pinnell, Tier 1- in classroom, Tier 2- 4-5 kids 20 minutes of reading 5 times a week- LLI, Tier 3- intensely focused, in addition to tier 2,1-2 students, 30 minutes 3 times a week with reading specialist

T2/T3- Small flexible grouping for those struggling in core reading, take place in the classroom using the next steps in guided reading , LLI supplementary intervention 30 minutes at least 4 times a week.

- Tier 1- Classroom Teachers progress monitor Interventions progress monitor 2 to 3 x per month students on Aimsweb... Letter names/ sounds. additional instruction using classroom materials.
- Targeted services program after school 5x per week, small Group intervention 30 minutes daily for Tier 2, for students not meeting grade level. Based on formal and informal assessments, AimsWeb/Fast monitoring.
- Planning on hosting local Literacy Nights by literacy intervention staff
- Title I aide support
- 30 minutes of LEAP Time- five days per week, grades k-6. Tier 2,3 interventions as well as extensions of the regular curriculum.
- Targeting students performing in the lowest 25% in reading.
- Use of Study Island
- Leveled Library utilization

**L.E.A.P.** (Learning to Enhance Academic Performance): LEAP uses Leveled Literacy Interventions. This is based off a guided reading approach using student reading levels and providing them with instruction at their level. Students are benchmarked using Fountas and Pinnell to find their instructional reading level.

**Targeted services:** This service provides extra reading and math support outside of the school day for grades 1-3. This program meets M-T- Th.

**Parent Notification:** Parents are notified either through parent-teacher conferences or by notes/calls home. **Parents as partners:** Learning activities for parents to use with their children are communicated through conferences, parents nights, newsletters and/or conferences. **Professional Development:** Professional development is on-going and supports teacher-child learning. This year there is a concentration of PD in the area of guided reading as Osakis Elementary gets up-to-speed with Benchmark Literacy.

**Communication System for Annual Reporting:** This plan will be posted annually on the school web-site.

*Instructional Level Expectations for Reading:*

[www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf](http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf)

*Determining Instructional Level:*

<http://www.heinemann.com/fountasandpinnell/supportingMaterials/DeterminingInstructionalIndepthHardLevels.pdf>



## Osakis School District Testing

**Student Achievement and Minnesota Standards:** The “No Child Left Behind Act” (NCLB), the federal education law, requires states to develop academic standards and test students’ progress toward achieving the standards. The law requires students be tested in reading and math in grades 3-8 and one year in high school. Annual tests for science in grades 5, 8, and once in HS—Osakis tests in grade 10, are also required.

**The GRAD** measures the reading, writing, and mathematics proficiency of high school students. By requiring high school graduates to reach a specified level on each of these assessments, Minnesota is making sure its students are on track to have the essential skills and knowledge necessary for graduation in the 21st century.

This variety of assessment tools to ensures that Osakis students are learning and determines whether the instructional program is effective. Assessment results compared over time help teachers monitor individual student achievement as well as help in program evaluation and plans for improvement.

<b>OBJECTIVES</b>	<b>TEST</b>	<b>GRADE</b>
<p>To monitor student achievement and help make curriculum and instructional decisions for K-6 students</p> <p>To assess the curriculum and guide curriculum planning and instruction</p> <p>Testing for RtI input</p>	<p>FastBridge (AimsWeb)</p>	<p>K-6</p>
<p>To measure student progress toward achievement of the MN Academic Standards</p> <p>To generate information for school improvement and school accountability, curriculum planning and determine assistance for students.</p>	<p>Minnesota Comprehensive Assessments (MCA's)</p> <p>    Reading (MCA-II)</p> <p>    Math (MCA-III)</p> <p>    Science (MCA-III)</p>	<p>3-8,10</p> <p>3-8,11</p> <p>5,8,10</p>
<p>To certify students for graduation</p> <p>To bridge gap between PLAN and MCA reading test. Determines</p>	<p>GRAD Test (last year)</p> <p>    Reading and Math</p> <p>    Writing</p> <p>Compass</p>	<p>10, 11</p> <p>9</p> <p>10, 11</p>

specific areas of reading weakness		
To determine student aptitudes, interest	PLAN & Explore	10
To assist students with post-secondary planning	Armed Services Vocational Aptitude Battery (ASVAB)	11
To serve the needs of college bound students	Preliminary Scholastic Aptitude Test (PSAT) (Voluntary)	11
	ACT, SAT (Voluntary)	11,12
	Accuplacer	10-12

## Closing the Achievement Gap / Testing

### Assessments

The Federal No Child Left Behind (NCLB) legislation requires that districts meet state-established levels of proficiency and demonstrate growth on the Minnesota Comprehensive Assessments (MCAs). Beginning in 2005-2006, students were given the MCA-IIs, which are aligned with the updated state standards.

Grades 3 through 8, reading and mathematics

Grade 5, 8 and HS (10<sup>th</sup> grade) Science

Grade 10, reading and writing, Grade 11, mathematics

### Integration Program Refocus

MDE announced that the Integration program for FY 2015 would focus more on improving math and/or reading scores rather than specifically addressing diversity issues.

Districts could decide whether to work on improving math or reading scores or both. Osakis has decided to work on improving reading scores. As part of the diversity program, at risk students were transported to Melrose to participate in a Study Island program that helped students improve reading skills. The program included students from Melrose, Osakis and Paynesville.

In conjunction with the diversity program, Osakis' effort to improve reading scores will take several avenues:

Aide time will be purchased for the purpose of helping individual elementary and middle school students improve reading skills and reading test scores.

Leveled reading books will be purchased with the goal of providing a variety of reading books at all reading levels for students in K-6.

Reading classes use some of the library to work on strengthening literacy skills via Study Island.

## **College and Career Readiness (careers 10, Exploration and Interest 9)**

Minnesota Statutes, section 120B.125: Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited.

(a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-1014 school year, must assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:

(1) Starting with eight grade registration for the high school, the school counselors and high school staff cover each student's individual plan each year throughout their four years at the high school. This plan is based on the curricular alignment with Minnesota Standards.

(2) Students take the Explore Test in 8th grade. They also take the PLAN Interest Inventory in 10th grade and review the results with their counselor. During their junior year, students are given more interest inventory information and take the ASVABS through MCIS.

(3) The counselor meets with all sophomores and juniors through homeroom visits where they receive a post-high school planning packet and interest inventory information. Both students and parents also hear more information regarding post-secondary information on an evening event - PSEO Night and Financial Aid Night.

(4) The following programs and classes aid in career-focused integration: Career Investigation offered to juniors and seniors as elective options; Project Lead the Way; and School to Work experience.

(5) The counselor is introduced at 7th grade registration orientation night and again at Back-to-School Open House evening for freshman and all new students. Materials on post-high school planning, scholarships and financial aid are all available on the counseling website and are emailed to parents.

(6) Collaborative partnerships include post-secondary institutions, the economic development agency, and employers who support student transition to postsecondary education and employment and provide students with experiential learning opportunities. This includes Sneak a Peak in 9th grade, Career Day in 10, 11th, and the Tech and Alexandria Community College Fair.

(8) To ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the

need to first complete remedial coursework each student completes a registration worksheet and four- year plan that is signed off by the counselor and parent through a careers class. Every Senior is visited individually by the counselor in the Fall and Spring. Additionally every Junior is visited in the Spring and the counselor visits classrooms for life and career skills. In Careers, 9th graders develop a career plan through IDEAS (MCIS) as part of a career component in english class. This plan is developed into an on-line portfolio that feeds into 10th grade Careers and continued interaction with the Counselor.

**Osakis offers 20 courses for college credit which includes:**

Psychology            Biology I and II            German            Spanish            Calculus            PreCalculus  
 Statistics            Accounting            Chemistry            Computer Intro            Environmental Science  
 American History I & II            Speech            Government Literature Intro            Composition I and II  
 Reading in American Life            College Algebra            Analytical Geometry            Public Speaking  
 Theatre

Additional courses are offered off-campus with the total possible credits at 68.

Keep in mind that for every 1 PhD/Masters position, there are 2 Bachelors and 7 Associates positions!

**PLAN & ACT Assessments—Grades 10 thru 12**

ACT has identified benchmark scores for each of the four tests for students taking the PLAN assessment in tenth grade and the ACT in grade(s) 11 & 12. These benchmarks indicate students’ probable readiness for college-level work by the time they graduate from high school. The benchmark scores for the PLAN & ACT assessments are as follows:

<u>ACT PLAN Scores Grade 10</u>		<u>ACT Scores Grade(s) 11 &amp; 12</u>	
Test	Benchmark Scores	Test	Benchmark Scores
English	15	English	18
Mathematics	19	Mathematics	22
Reading	18	Reading	22
Science	20	Science	23

**Graduation Rate**

Year	Number of Students	Unknown # Graduate?	Foreign X & Transfer	Graduation Rate
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2015	87	1*	6	80/80= 100%
2014	64	1*	6	57/57= 100%
2013	75	2*	8	65/65= 100%
2012	61	2*	6	53/53= 100%

\*Those students either graduated from another school or transfer was not recorded at MDE

## Survey Results

WBWF Survey Results		Fall 2014									
Response	1 Strongly Agree	#1 %	2 Agree	#2 %	3 Disagree	#3 %	4 Strongly Disagree	#4 %	5 No Opinion	#5 %	
Question											
1	55	70.5%	6	7.7%	2	2.6%	5	6.4%	10	12.8%	
2	52	66.7%	10	12.8%	1	1.3%	8	10.3%	11	14.1%	
3	48	61.5%	14	17.9%	1	1.3%	2	2.6%	12	15.4%	
4	46	59.0%	13	16.7%	3	3.8%	4	5.1%	11	14.1%	
5	53	67.9%	7	9.0%	1	1.3%	5	6.4%	11	14.1%	
6	49	62.8%	10	12.8%	4	5.1%	3	3.8%	11	14.1%	
7	49	62.8%	10	12.8%	2	2.6%	4	5.1%	11	14.1%	
8	49	62.8%	9	11.5%	4	5.1%	4	5.1%	9	11.5%	
9	51	65.4%	9	11.5%	2	2.6%	3	3.8%	10	12.8%	
Survey Questions:											
1--strongly agree 2--agree 3--disagree 4--strongly disagree 5--no opinion											
1	I feel welcomed and respected at Osakis Public School.										
2	I am informed about my child's progress.										
3	There is an atmosphere of trust and mutual respect in this school.										
4	I trust the administration.										
5	I trust the teachers.										
6	My child is safe at this school.										
7	The school has high expectations of academic performance.										
8	The school has high expectations for student behavior.										
9	Overall, the school meets my child's academic and social needs.										
Comments:	Keep up the great work! Absolutely Strongly Agree will all										
	These are all of the reasons I keep my children here!! Excellent School :)										

