

I.S.D. 300

La Crescent-Hokah Public Schools



LA CRESCENT-HOKAH
PUBLIC SCHOOLS

World's Best Workforce Plan
2020-2021

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Overview

As part of a statewide accountability system, Legislation was passed in 2013 requiring all Minnesota school districts to create a “World’s Best Workforce (WBWF) Plan” that is locally owned, developed with parent and community involvement, supported by the Minnesota Department of Education, and consistent with Minnesota Statutes, section 120B.11. According to the legislation, the WBWF plan must include performance measures, five plan components and activities, an advisory committee, and annual summary reporting requirements—all of which are contained in this document.

Performance Measures

The La Crescent-Hokah District-Wide Assessment Plan outlines the assessments utilized as performance measures over the course of a school year. The La Crescent-Hokah District will measure its progress towards creating the world’s best workforce in the following areas:

- Ensuring that all students are ready for kindergarten
- Closing the identified achievement gap in the district
- Ensuring that all students in third grade achieve grade level literacy
- Ensuring that all students are career and college ready
- Ensuring that all students graduate from high school

Plan Components and Activities

District and School Site Goals and Benchmarks

Goals and benchmarks are established after analyzing student achievement results and growth data for K-12, including subgroups for White, Hispanic, Black, Asian/Pacific Islander, American Indian/Alaskan Native, 2 or more Races, Free/Reduced Priced Lunch, Special Education, and Limited English Proficiency. All goals established are SMART goals, meaning they are specific, measurable, attainable, results-focused and time-bound. As part of the WBWF Goals, once district and site goals are set, professional learning communities (PLCs) review grade and course level data to set annual PLC goals. The La Crescent-Hokah Public Schools will strategically work with all staff through our PLCs, a staff mentoring program, the oversight committee and the district wide staff development committee on integrating data-informed instruction, assessment and learning as a core competency in every classroom as this practice continues to lead to improved results. District/site goals and benchmarks will be reported annually in the WBWF Report.

Assessing and Evaluating Student Progress

For each area required by statute, the La Crescent-Hokah District has chosen formative and summative measures to assess and evaluate student progress. By assessing student progress throughout the school year, teachers are able to analyze data during PLC time to identify strengths and weaknesses of instruction and curriculum (and adjust instruction as needed during the course of the year) to ensure student and school proficiency. The four questions of a PLC guide this process:

- What is it that we want students to learn?
- How do we know they have learned it?
- What do we do if they don’t?
- What do we do if they do?

Closing the identified achievement gap in the district

La Crescent-Hokah Schools will use reading and math achievement gap reduction scores as reported

through the annual La Crescent-Hokah North Star Report from the Minnesota Department of Education to determine progress towards closing the achievement gap. Due to COVID-19, all state assessments were not conducted. We will continue to further break down our data via our educational effective practices model.

Ensuring that all students are ready for kindergarten (Goal Achieved)

The La Crescent-Hokah School District continues to strive for 100% of children screened prior to kindergarten entrance. The number of children screened at age 3, at age 4, at age 5, and at or after kindergarten entrance is captured by the annual Early Childhood Screening Report.

As we move forward in another pandemic impacted school year, our Early Childhood Screening team has adapted our systems and targeted screening efforts to continue to work toward earlier screening (between 3rd and 4th birthdays) in an effort to allow for greater amounts of time for early intervention prior to kindergarten entry if needed.

The La Crescent-Hokah School District offers a comprehensive school readiness program, Discovery Preschool, that partners with Head Start and Early Childhood Special Education to provide an inclusive and high quality learning environment for children. Discovery Preschool is a Four-Star Parent Aware rated program with a foundation that is based on Creative Curriculum and Teaching Strategies GOLD Assessment. The program has a strong social-emotional skill emphasis and is a Pyramid model innovation site with the MN Centers of Excellence.

Ensuring that all students in third grade achieve grade level literacy (Goal Achieved)

The La Crescent-Hokah Local Literacy Plan details steps and performance measures utilized to ensure reading success for all students by third grade.

The goal of our Local Literacy Plan is to ensure reading proficiency for all students by the end of 3rd grade. We will strive to accomplish this goal by:

- Assessing all PK-3 students' level of reading proficiency to identify those who are at-risk for learning to read. We currently use TS GOLD, Early Literacy, Fountas & Pinnell Reading Assessment, MCA III, Fastbridge Early Reading and aReading, Lexia Core 5, Sonday E system and S1 / S2, and informal assessments.
- Providing comprehensive scientifically research-based core reading instruction for all students that is aligned with MN State Standards
- Notifying and involving parents of all at-risk learners
- Providing staff development opportunities to improve instructional techniques and strategies geared towards at-risk learners.
- Title I and ADSIS Reading Instruction to close the achievement gap among at-risk students.

La Crescent-Hokah Schools uses a variety of assessments to gather information about students' levels of reading proficiency, beginning with preschool screening and continuing throughout the elementary years. These assessments give teachers, families, and students current and specific information about reading progress. We are aligning our instruction to our needed areas in Reading via the PLC process. We have implemented an Independent Reading Level Assessment (IRLA) and provided American Reading Company - Toolkits for literacy instruction, as well as training for our teaching staff. The goal

is to focus on Minnesota Standards Aligned tier I instruction for classroom teachers. Due to COVID 19, no 2020 Fastbridge Assessments were completed. Our goal for the school year 2020-21 will remained the same with 68% of students in grades K-4 achieving proficient reading as measured by the Fastbridge aReading assessment. We did achieve this goal with spring 2021 Fastbridge aReading scores (K-4) achieving an average score of 69% proficient.

Ensuring that all students are career and college ready (Goal Achieved)

La Crescent-Hokah Schools will utilize the career assessments in 8th grade and also in 10th grade as well as working with our counselors to identify post secondary needs to pursue these careers. This personal plan moves with students through graduation. Students in 10th, 11th, and 12th grade will participate in pre-ACT and ACT assessments to predict college readiness. HS students will attend job and career fairs through out their time in high school to also identify potential careers available right after graduation.

Ensuring that all students graduate (Goal Achieved)

La Crescent-Hokah School District's high school graduation rate has consistently been in the 98-100% range over the last several years. This high rate has been due to the commitment of our staff to provide quality education and supports. Our counseling staff meets regularly with students to ensure there plan is working and to provide supports as needed. We also have an MTSS teacher full time that works with students identified as at risk to graduate.

Evaluation of the Effectiveness of Instruction and Curriculum

Effective teacher collaborative teams (PLCs) are in place at La Crescent-Hokah Schools to regularly review and evaluate the effectiveness of instruction and curriculum, along with alignment with state and academic standards in all grade levels.

The La Crescent-Hokah Teacher Evaluation Plan focuses on three main components: teacher practice, student engagement, and student growth. Teacher practice is based on Charlotte Danielson's Framework for Teaching, which provides a research-based set of instructional components aligned to the professional teaching standards as outlined in Minnesota Statute 122A.40. Other components of the rubric include regular walk-throughs and peer/principal observations where teachers are observed a minimum of three times a year and are provided feedback on their instruction by trained summative evaluators. Observations are used to improve teacher strategies and practices related to student outcomes. La Crescent-Hokah principals are annually evaluated using a tool aligned with Minnesota Statute 123B. Portfolio evidence and survey data are an integral part of this process.

Strategies for Improving Instruction, Curriculum, and Student Achievement

La Crescent-Hokah Schools' PLCs are engaged in collaboration with educational consultant: Jen Goepfert to guide continuous improvement of instruction, curriculum, and student achievement. This work directs the attention of the PLC to issues that most impact teacher practice and improve student achievement.

Student achievement improvements and growth are the outcome of team dialogue regarding implementation of the Minnesota Academic Standards in the classroom through instruction, curriculum, and assessment strategies. Annual progress on this continuum is monitored in each building and at the district level. The La Crescent-Hokah Curriculum Steering Team ensures a regular review of curriculum effectiveness, alignment with the Minnesota Academic standards, and professional development

centered on current strategies and best practices for each content area.

Educational Effectiveness Practices

The La Crescent-Hokah District's Strategic Staff Development Goal (embedding professional development and collaboration into our daily work focused on student achievement) supports job-embedded professional development that fosters collaborative professional reflective practice. This work largely occurs in PLCs. In addition, areas of ongoing training and focus are determined at the district and building levels, including:

Response to Intervention / MN MTSS Compass

Response to Intervention (RtI) and Minnesota MTSS Compass program training is the practice of providing high quality instruction and interventions that match students' needs while using students' learning rate over time and level of performance to make important instructional decisions. La Crescent-Hokah Schools support a Response to Intervention model in addition to planned work through the MN MTSS (Multi-Tiered Systems of Support) Compass program - sponsored by MDE (Minnesota Department of Education).

- Collective responsibility by all staff for all students
- Access to a high quality - Standards Aligned - core curriculum
- True and Robust differentiation in the classroom
- Universal screening using Fastbridge products
- Analysis of student work to evaluate overall curriculum and diagnose individual student needs through PLC work
- Tiers of intervention (Tier 2 and Tier 3)
- Systematic, explicit, and research-based programs, diagnostically chosen and taught by the most effective educators

Multiple Systems of Literacy Instruction

Synthetic and Analytic phonics are a curricular methodology currently implemented in grades K-4 in La Crescent - Hokah Elementary. These approaches integrate various forms of literacy instruction: Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading Level Assessment (IRLA), Shared Writing, Interactive Writing, Guided Writing, and Independent Writing. Assessment-based planning is at the core of this model. We have implemented Sonday System for Phonics in the classroom (E system) as well as the System 1 and System 2 for Sonday Interventions. These are the synthetic approach to explicit, direct phonics instruction. The analytic literacy approach is characterized by explicit skill instruction and the use of authentic texts in the Reading and Writing Model. In this model, the teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students. Instruction in the analytic phonics methods are taught using the American Reading Company's Toolkits for Instruction, and leveled reading texts. La Crescent-Hokah Schools has a 'What I Need' system of instruction to differentiate instruction and meet the needs of students with lagging skills, as well as extend the curriculum for those more advanced learners.

Formative Assessment

La Crescent-Hokah teachers continuously develop assessments for learning to be administered to

all students in a grade level or course several times during the year. Assessments are collaboratively designed based on essential learning targets, and aligned to district and state standards. Results are analyzed in PLCs in order to differentiate instruction and ensure that grade level standards are met. Additionally, all students K-8 are screened three times per year using the Fastbridge suite of assessment products. These results guide instruction, and intervention needed for students at all levels.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum but a framework that defines core elements that can be achieved through a variety of strategies. PBIS is being implemented district-wide. Classroom curriculum includes ‘Second Step’ Social Emotional Learning lessons in Grades Pre-K-8. At the Elementary school - PBIS is branded as “The Lancer Way”, and at the Middle School level - it is referred to as ‘Lancer Pride’. Students at the High School level can achieve similar incentives through their academic achievement and responsibility by earning P.R.I.D.E (Personal Responsibility through Individual Discipline and Effort) cards - which allow additional personal freedoms and responsibilities during the school day.

Advisory Process

The La Crescent-Hokah District utilizes the advisory process to build relationships at the Middle School level. Via this process, students receive social emotional instruction using ‘Second Step’ SEL Curriculum. At the Elementary School, all students receive SEL lessons as a part of their classroom curriculum, mostly during morning meeting. These curricula are designed to address the need for explicit instruction in Social Emotional Learning (SEL).

Community Partners

The La Crescent-Hokah District partners with: La Crescent Rotary Club, La Crescent Lions Club (Leos student group), La Crescent Chamber of Commerce and Tourism, Ministerial council (Local Religious Leadership), Knights of Columbus, Boys and Girl Scouts, 4-H, United Way, Healthy Community Partnership, and other local businesses through a newly formed Manufacturing and Engineering Consortium. These partnerships directly support the goals of the district (closing the academic achievement gap, improving the graduation rate, improving attendance, achieving kindergarten readiness, and achieving career and college readiness).

Parental Involvement

Another La Crescent-Hokah District goal is to enhance student, parent, staff, and community connections. The district enhances parental involvement through an app, social media, website, and parent portals such as Infinite Campus Parent Portal. Family Nights, Fabulous Fridays, Community Nights, Academic celebrations by content, attendance campaign, expanded early childhood programming, and increased opportunities for positive parental contact are all examples of the La Crescent-Hokah District’s vision for student success. We find that parents engage mostly on social media, and the Marketing and Outreach Committee has redoubled efforts to positively connect with parents and families through this medium.

Annual Budget

The La Crescent-Hokah District sets aside two percent of the annual budget for Professional Development. We encourage staff to participate in activities that will improve staff and student performance.

Staff Development Committee

The District Wide Staff Development Committee meets monthly, and includes Administration, Teacher representatives from all buildings and levels, non-certified staff and community representatives. We work together to address needs as defined by staff surveys, and district wide feedback. Most recently, we've completed full staff training in Mental Health First Aid, as well as partnered with consultant Jen Goepfert to address system wide climate, culture, and psychological safety improvements as well as re-focus PLC (Professional Learning Communities) on student data, and continuous improvement of instructional practices.

District and School Site Staff Development Goals

- Expand learning opportunities for students
- Implement a consistent plan through PBIS
- Increase parent and community involvement
- Improve learning opportunities for staff
- Expand technology access and training

Access to Excellent and Diverse Teachers

Equitable Teacher Distribution

Based on current teacher input, assessments, demographics, and special needs, our students are distributed to classes or teachers equally rather than on an income basis or minority basis. We also utilize Gifted and Talented and Title One funds to ensure that all students are receiving enrichment.

Access to Diverse Teachers

Our administration recruits and hires highly qualified staff in order to ensure that our students are taught by excellent teachers. We utilize various regional job fairs, edpost, and local newspapers for recruitment purposes. Furthermore, we partner with local colleges and universities, embedding pre-service teachers alongside our highly qualified staff in order to prepare future educators, as well as offer our students a diverse and inclusive experience. Retention is an issue for us because we are a rural school; however, we address this by building a collaborative team in which all of our staff are valued and rewarded.

District Advisory Committee

The District Advisory Committee works to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards. The committee (which reflects the same diversity represented in the district and school sites) includes teachers, parents, support staff, students, and other community leaders and residents.

Meetings consist of reviewing academic data and existing district plans, listening to stakeholder feedback, and reviewing current curriculum. Meeting minutes and action items are created during each meeting and recommendations are provided to district administration.

2020-2021 World's Best Workforce Goals

Ensuring that All Students are Ready for Kindergarten (Goal Achieved)

For the 2020-21 school year, the percentage of total children completing the Early Childhood Screening in the La Crescent-Hokah School District between their 3rd and 4th birthdays will increase from the 2018-19 percentage of 44% to 50%. This goal supports the idea that the sooner we can identify children not on track for Kindergarten, we can offer opportunities for intervention to help the child get on track for being ready for K.

The Kindergarten Entry Profile (KEP) has been explored by our Kindergarten Teaching Team. This framework more closely aligns with the TS Gold Assessment used in our Discovery Preschool. Our goal is to increase implementation of the KEP from 0% to 50% of Kindergarten sections using it in 2022-2023 School Year.

Ensuring that All Students in Third Grade Achieve Grade-Level Literacy (Goal Achieved)

Our goal is to increase student literacy achievement by increasing student proficiency from 64% in 2019 to 70% as measured by the Fastbridge aReading assessment in spring of 2022. We will achieve this through implementation of ARC Toolkits for instruction, as well as Sonday E system for explicit direct phonics instruction (synthetic method) in classrooms.

Closing the Achievement Gap(s) Among All Groups (Goal not achieved - in process)

In effort to close the achievement gap among all groups, we intended to expand summer programming in the summer of 2021, as well as improve outcomes for students with disabilities through our Extended School Year (ESY) program and Summer Oak Street Academy (Targeted Services). Our goal was to re-open these programs which were shut down due to Covid 19 in summer of 2020.

Ensuring that All Students are Career- and College-Ready by Graduation (Goal in process)

The ISD300 Community has invested over twenty five million dollars in building and infrastructure improvements to our entire K12 physical campuses. These include update to science labs, family / consumer science, engineering, robotics, manufacturing, and our Elementary School. The goal is to see an increase in student enrollment in skilled career and technical pathways as a result of this investment. Specifically, we'd like to see a 10% increase in enrollment for skilled trade classes in the year 2022 over the 2021 enrollment period.

Ensuring that All Students Graduate (Goal Achieved)

Our goal continues to be that 100% of eligible students graduate each academic year. This has been an area of strength for the La Crescent-Hokah School District.