

ISD #671 HILLS-BEAVER CREEK

WORLD'S BEST WORK-FORCE PLAN

2019-2020

This plan has been developed to comply with MN Statute 201.B11. The plan is developed to provide a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. Our plan was started in conjunction with our district plan that was developed and adopted in 2015. The five goals that are the focus of the plan include: Ensuring that all students are ready for kindergarten, making progress to close the achievement gap among our students, preparing all students in third grade to achieve grade level literacy, ensuring that all students attain career and college readiness before graduation from high school, and striving to have all students graduate from high school. This plan is a blueprint that demonstrates how current district initiatives, policies, and plans work together to create a quality workforce that will be equipped with the necessary skills for the 21st century.



Supporting Teaching and Learning

MN Statute 120.B11: Striving for the world's best workforce:

Subd. 1. Performance Measures

District 671 will use National and local assessment results to determine school site progress in creating the world's best workforce.

Subd. 2. Adopting Plans and Budgets

District and Building-Level Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

1. Each school will assess and evaluate each student's progress toward meeting academic standards.
2. District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce.
3. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, principal evaluations and teacher evaluations.
4. District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.
5. District teaching practice will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that supports teacher quality, performance and effectiveness.
6. The School Board will adopt an annual budget for implementation of the district plan.
District's Technology Plan

Subd. 3. District Advisory Committee

The District 671 Curriculum, Instruction and Assessment Advisory Committee comprised of teachers, parents, support staff, students, and other community residents is established to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments and program evaluations.

Subd. 4. Site Teams

School site teams are in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Report

A report will be published on the Hills-Beaver Creek ISD #671 website www.hbcpatritos.com that outlines the strategic plan for developing the world's best workforce. The School Board will submit an electronic summary of the report to the commissioner.

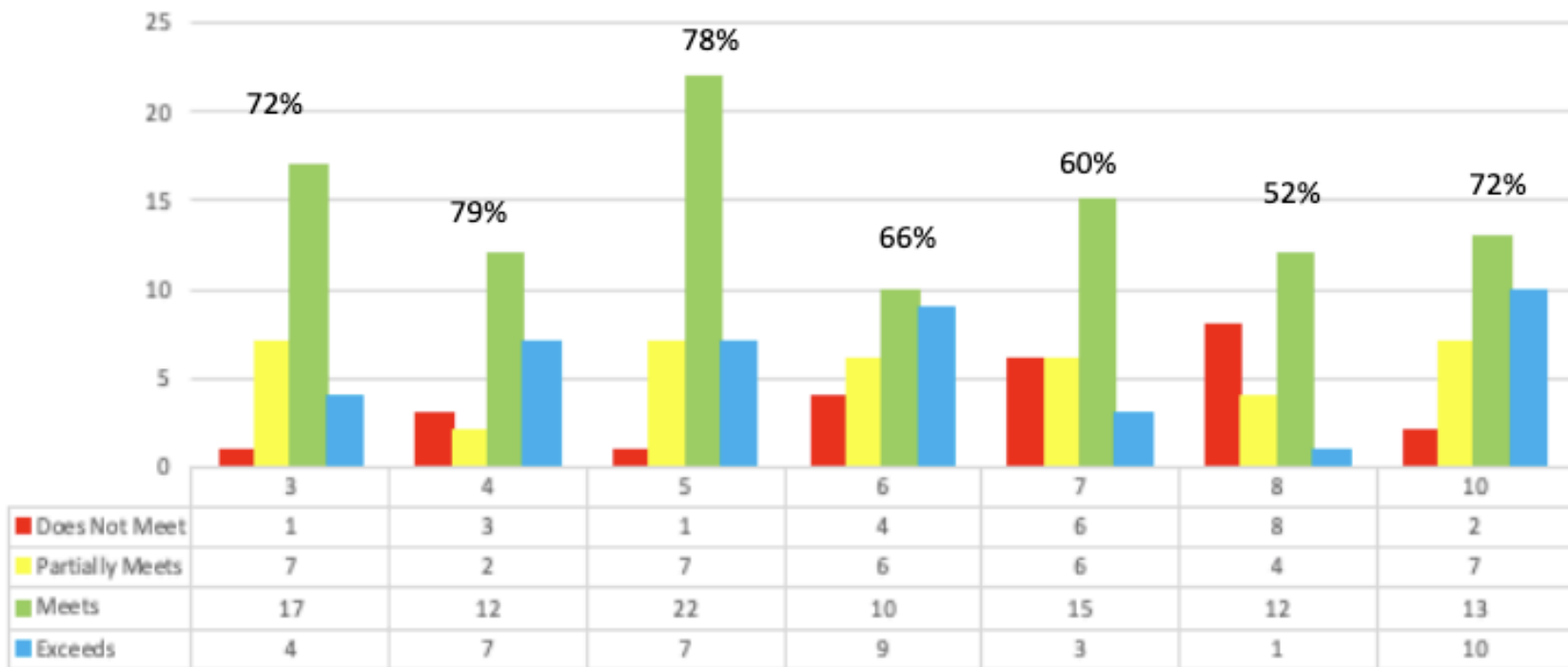
Subd. 7. Periodic Report

District 671 will periodically survey the community in regard to their connection and satisfaction with school. The results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120.11, Subd.1a.-9

2019 Reading Proficiency by Grade Level

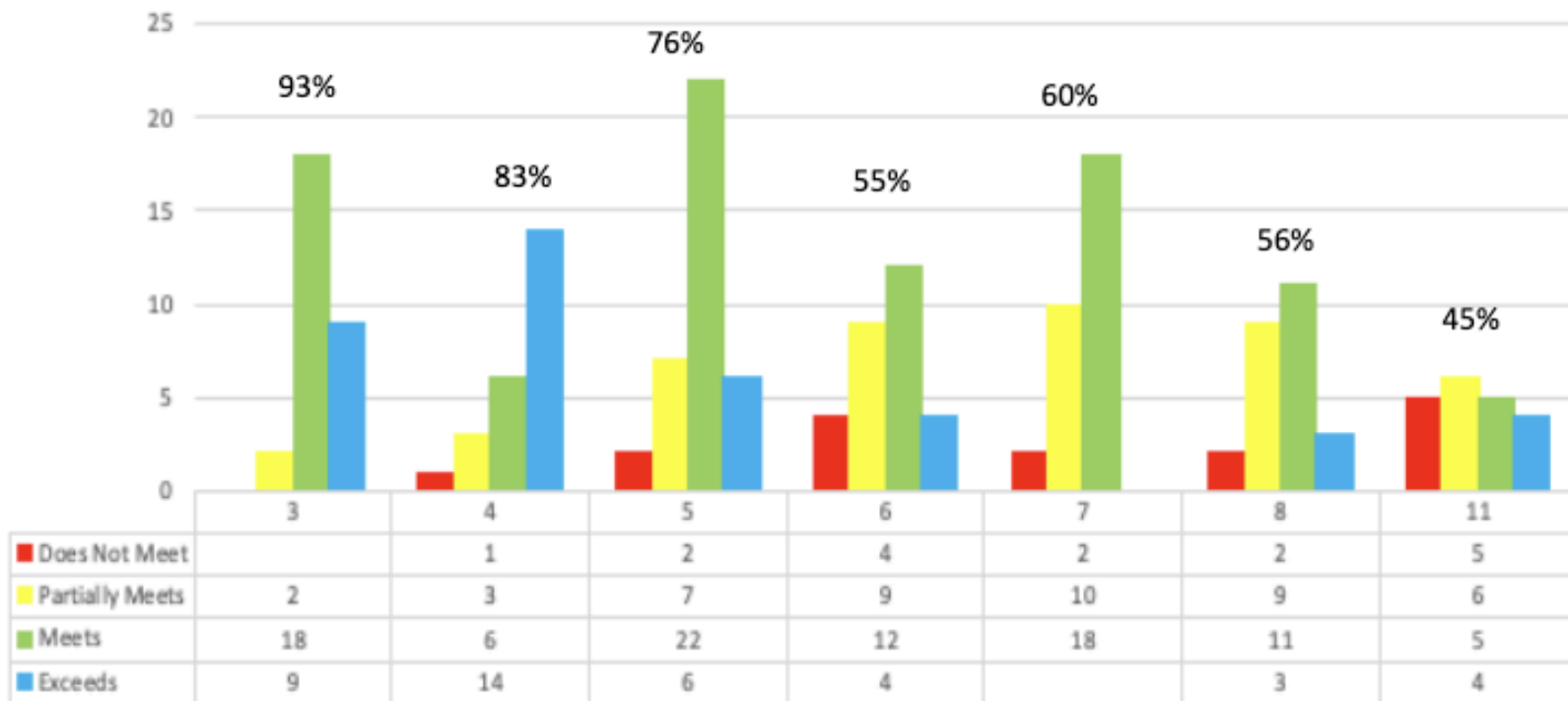
2019 MCA III Reading Proficiency by Grade Level



MN Proficiency Percentage: 3rd: 55% 4th: 55.9% 5th: 66.2% 6th: 63.2% 7th: 57.9% 8th: 58.2% 10th: 61.1%

2019 Math Proficiency by Grade Level

2019 MCA III Math Proficiency by Grade Level



MN Proficiency Percentage: 3rd: 66% 4th: 64.3% 5th: 52.4% 6th: 50.9% 7th: 52.5% 8th: 55.7% 11th: 45.4%

District and School Goals

District and Building-Level Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

The Hills-Beaver Creek School District establishes, implements and monitors a continuous process of improvement that focuses on student learning and achievement.

An education system is successful when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained, and the system and its schools demonstrate progress in improving student learning and achievement. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness and assessment of the improvement process.

2019-2020 District 671 Hills-Beaver Creek Continuous Improvement Goals

District Level Goals	Improve instruction for H-BC students: <ol style="list-style-type: none"> a. Implement new math curriculum and instructional practices b. Provide students with effective feedback that improves achievement
	Strengthen support for the social and emotional development of students--Continue development of PBIS at Elementary School and PBIS Implementation at High School
H-BC Elementary	Increase teachers' instructional comfort and use of the new math curriculum
	Improve instructional clarity through Learning Targets focused on differentiation
	Increase student understanding in all academic areas via the refined utilization of formative assessments, one to one technology initiative tools, and teacher participation in the southern collaborative
H-BC Jr./Sr. High School	Increase student performance in the areas of reading and mathematics through strategic and purposeful interventions delivered through RTI program-Focus on implementation of new Math Curricular Materials
	Expand instruction to include tools that are connected to the newly adopted one to one technology initiative.
	Increase student understanding in all academic areas via the utilization of formative assessments, learning targets, and teacher participation in the southern collaborative.

Goals and Benchmarks for Instruction and Student Achievement

The Hills-Beaver Creek school district has used the continuous improvement goals that have been set by school board and specific schools to develop specific goals for the categories of the World's Best Workforce Plan. The following are specific and measurable goals for each area in 2019-2020.

2019-2020 Goals
Achievement Gap
In 2019, Free/Reduced Price Meals Students attained a 65% proficient rating for math in 2019 on the MCA III. In 2020, the Free/Reduced Meals Students will achieve 67% proficient on the MCA III Math Assessment. In 2019, Free/Reduced Price Meals Students attained 64% proficient on the MCE III Reading Assessment. In 2020, on the MCA III Reading Assessment the Free/Reduced Students will achieve at 66% Proficient.
Third Grade Literacy
H-BC will increase all students third grade reading proficiency from 72% of Students Proficient on the MCA-III (2019) to 75% of students proficient on the 2020 MCA-III Reading Assessment.
Career and College Readiness
<p>Current Career and College Readiness Activities: Freshman begin their individual learning plans, Sophomores attend the college/career fair, PSEO CTE Courses, Juniors offered ASVAB, PSAT, On to College ACT Preparation Course, Individual College Visits, PSEO Courses, Attendance at the College Fair, Collaborative CTE Course Offerings, Seniors- PSEO Courses, Individual College Visits, Financial Aid Planning Session, School to Work offered, Collaborative CTE Course Offerings.</p> <p>Goal: The percentage of students at Hills - Beaver Creek High School who are college and career ready will increase from 75% to 85%, as measured by having career goals in a written format, completing a career assessment, having 90% or higher attendance rate, and meeting all graduation requirements.</p>
All Student Graduate Goal
Graduation rate is measured and reported by the state. The 2018 H-BC graduation rate is 96.6%. The number of students graduating from Hills-Beaver Creek Schools will increase to 97% in 2019, 98% in 2020 and 99% in 2021.
Kindergarten Readiness
H-BC Elementary uses the FastBridge test to assess the readiness of all Kindergarten students. 62% of students that participated in the district Pre-K program were proficient in early math the fall of 2019. In the fall of 2020, 70% of students entering the Kindergarten program will score at a proficient level in the early math composite assessment of the FastBridge assessment. 72% of students that participated in the district Pre-K program were proficient in Early Reading the fall of 2019. In the fall of 2020, 80% of students entering the Kindergarten program will score at a proficient level in the early reading composite assessment of the FastBridge assessment. The district will be investigating the ECIP indicators to utilize in 2020-2021 School Year. Early Childhood Indicators of Progress Standards

Assessing and Evaluating Student Progress

Each school will assess and evaluate each student's progress toward meeting academic standards. The District 671 Assessment Plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

OBJECTIVES

- To Measure the effectiveness of district curriculum in meeting MN academic standards
- To make informed curriculum and instruction decisions based on student achievement results

USE OF TEST RESULTS:

- Assist in instructional planning and progress monitoring
- Develop focused interventions for increased student achievement
- Inform and assist in the placement of students for participation in programs
- Provide data for evaluation and development building level and district Continuous Improvement Plans
- Adhere to state and federal regulations and requirements
- An accountability measurement for the district and state

WHAT ARE THE TESTS AND WHAT DO THEY MEASURE?

Test	Grades	Subjects	Purpose
Access for ELL	K-12	English	English language proficiency for ELL students
FastBridge	K-2	Reading and Math	Screen for reading fluency and math skills. Identify individual student needs for use in the RtI process. Refine interventions based on specific learning skills.
STAR	2-8	Reading and Math	Screen for reading comprehension and math skills. Identify individual student need for use in the RtI process. Connect learning targets and state standards to skills and use data to help guide instruction.
MCA's	3-8, 10, 11	Reading, Math, and Science	The assessments are based on state standards and provide information concerning student proficiency in reading, math, and science. Results can be used to help identify instructional needs and effectiveness.
PSAT/NMSQT	11	Reading, Math, and Writing	This assessment provides firsthand practice for the SAT and gives students access to college and career planning tools.
ASVAB	11-12	Vocational Interests and Skills	This is an elective assessment and includes an interest inventory and career cluster test
ACT	11-12	English, Math, Reading and Science	This assessment is offered to Juniors and Seniors. Students prepare for the test through participation in John Baylor Prep Curriculum.

Effectiveness of Instruction and Curriculum: Review Process

District curriculum will be reviewed on a continuous-cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum and student achievement will be identified and implemented.

Shaping Teaching and Learning Through Curriculum, Assessment, Technology, and Professional Development

Best Practice in a rigorous and comprehensive curriculum involves Planning, Teaching, Assessment and Data Analysis. Elementary and Secondary Content Area Specialists, under the leadership of Building Principal, guide staff in an on-going process of aligning curriculum, instruction and assessment to Minnesota State and National Standards. Curricular teams identify and implement strategies for improving instruction, curriculum and student achievement.

Preparing students for the future means providing them with a 21st Century skillset integrated across all learning areas:

- Critical Thinking and Problem-Solving
- Collaboration across Networks
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Written and Oral Communication
- Accessing and Analyzing Information
- Creativity and Imagination

We believe this is accomplished by focusing on differentiating instruction, personalizing education for students, utilizing technology to maximize student achievement, and ensuring best practices in instruction and assessment in every classroom.

District 671 Academic Areas of Focus:

- Reading, Writing, Speaking, Listening, and Viewing in the English Language
- Mathematics
- Science
- History and Social Studies
- The Arts: Visual, Music, and Theatre
- Wellness: Health and Physical Education
- Career and Technical

District Advisory WBWF Committee Members, Terms, and Selection

The Advisory Committee is a cross section of people from all levels of school personnel, community members, Board of Education Representatives, and support staff. Terms are on an annual basis. Committee membership is solicited annually in the fall to serve for that current school year.

The District Advisory Committee for the 2019-2020 school year consisted of the following members:

Curriculum and WBWF Advisory Committee Members	
Tami Rauk	School Board Member
Blake Wysong	School Board Member
Arlyn Gehrke	School Board Member
Todd Holthaus	Curriculum Director/Elementary Principal
Molly Schilling	Secondary Principal
Emily Opheim	Support Staff/Parent
Kale Wiertzema	Secondary Instructor/Parent
Stephanie Bass	Secondary Instructor
Nora Wysong	Secondary Instructor
Halden VanWyhe	Elementary Instructor
Haley Tollefson	Elementary Instructor
Lexi Moore	Community Member
Lauren Tatge	Student

Staff Development

The mission of the school district's Staff Development Committee is to review, interpret, develop and recommend systematic improvement plans for the H-BC School District. This objective is met through the staff development process. The Staff Development Committee establishes goals for district improvement. The following goals were established for this year:

H-BC Elementary & H-BC High-School 2019-2020 Goals

The staff at Hills-Beaver Creek Schools will increase student achievement by:

- Implementing a plan to increase student achievement
- Participating in the Southern Collaborative
- Expanding RTI and targeted intervention programs
- Implementing learning activities involving one to one technologies
- Implement PBIS at Secondary school

Board of Education Goal

The School Board of the Hills-Beaver Creek District will develop and implement a plan to increase student achievement by providing training in educational best practices.

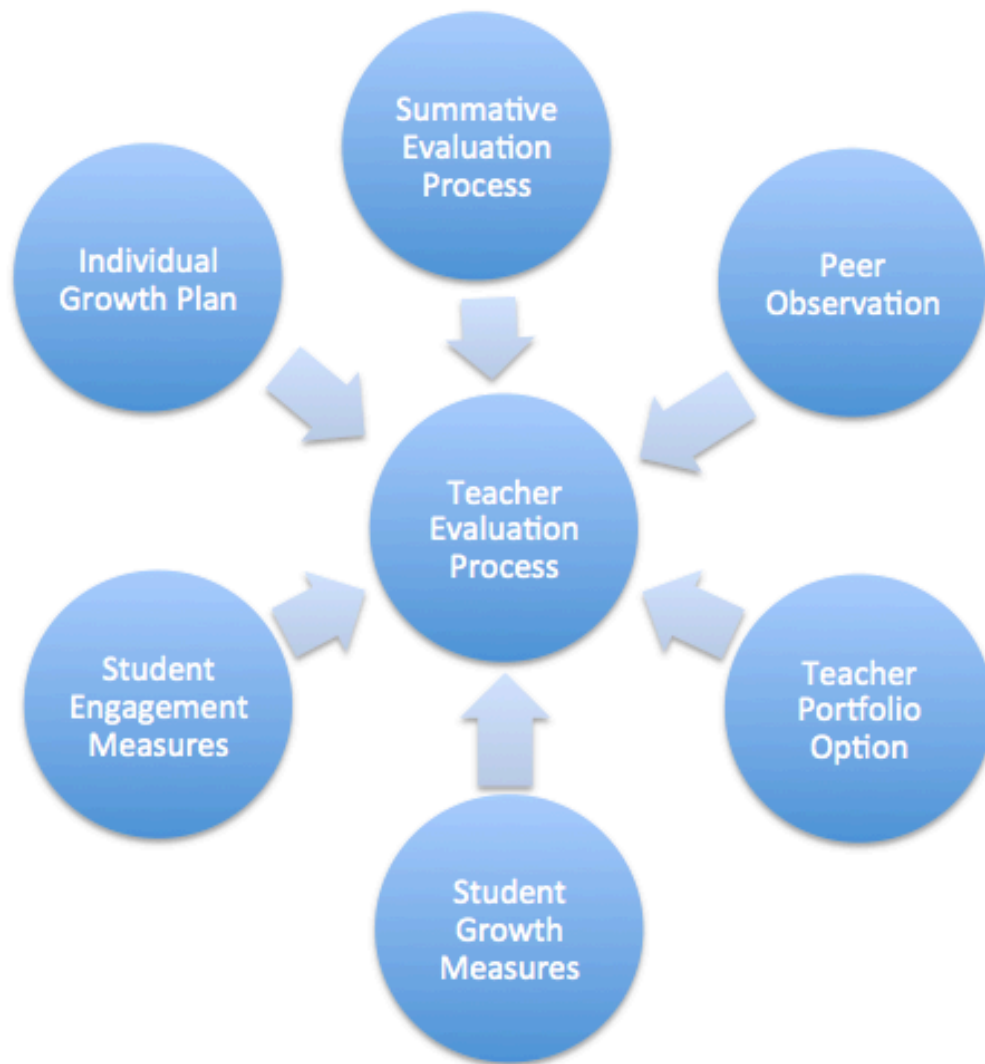
Educational Assistant Goal

Assist students to meet academic needs and goals as it pertains to state standards.

Effectiveness of Instruction and Curriculum: Review Process: Teacher Evaluation

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations.

The district uses the Charlotte Danielson Model as a framework for teacher evaluation. The framework includes the following different components to form a well-rounded evaluation of teacher effectiveness. The summative evaluation process includes formal evaluations and walk-throughs. The peer observation process includes our teacher induction program and Professional Learning Communities (PLC's). The individual growth plan includes teacher goal setting each year. The goal setting is a combination of student achievement goal and teacher growth goal. Each year, staff considers a specific area for growth and develops a SMART goal to measure student growth through the year. Results are reported at the end of the year and included in a summative evaluation.



THE DISTRICT 671 TEACHER EVALUATION MODEL ENCOMPASSES ALL REQUIREMENTS OF MN STATE STATUTE 122A.40.

District Administration is responsible for:

- Coordinating staff development activities to engage teachers in understanding and implementing all parts of the statute.
- Implementing all components outlined in the Framework for Teacher Evaluation.
- Providing a vehicle for staff in communicating Individual Growth Plans.
- Connecting the Peer Review Process to building-level goals, providing training for staff in peer coaching.
- Assisting with coordination of the District's Teacher Induction program.
- Providing staff the opportunity to participate in a Professional Learning Community.

Teachers are responsible for:

- Understanding and implementing the requirements of MN State Statute 122A.40.
- Measuring and documenting Student Growth.
- Measuring and documenting Student Engagement explicitly aligned with elements of their content specific curriculum.
- Participation and documentation of Peer Review Process.
- Participation and documentation of an Individual Growth Plan that includes:
 - Annual goal setting based on building-level goals
 - Administrative Learning Walk reflection
- Peer Learning Walk documentation and reflection

Professional Development:

Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, rigorous curriculum and technology. Professional development will embrace a collaborative professional culture that supports teacher quality, performance and effectiveness.

PROFESSIONAL LEARNING IS A CONTINUOUS-IMPROVEMENT PROCESS.

The fundamental goal of professional development in the Hills-Beaver Creek School District is to improve student learning by:

- refining the quality of classroom instruction
- enabling individuals to grow professionally
- introducing practitioners to practical applications of research-based strategies
- assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are those for educators. The globalization of business and industry and the explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. The Hills-Beaver Creek School District strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs.

Planned professional development for the 2019-2020 School Year include/planned:

Participation in the Southern Collaborative (On-going through school year)

- Throughout the school year teachers participate with similar sized schools to analyze student achievement and effective methods for improving achievement
- Staff members attend content-based meetings to collaborate with similar teachers from other districts.
- Staff members contribute lessons, interventions, and strategies to a common database
- A data team participated in a Data Mine and share information with staff and other stakeholders

August 26, 2019 – Further ALICE Training and Crisis Management

- Staff members participated in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training.
- Staff members gained understanding of how to respond in crisis situations
- Utilized CrisisGo emergency Application
- E-Learning Day Planning

November 1, 2019 - School Level Meetings (Teacher Goals and Technology Integration)

- E-Learning Day Planning
- End of Quarter Teacher Worktime.

January 20, 2020 – South Collaborative Common In-service

- Presenter Author—Teach like a Pirate
- In District Meetings and Semester Closure

March 27, 2020 – Goal Setting/End of Quarter Activiites

- Staff finalize the end of quarter and prepare for next
- Goal setting—Student Achievement
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Effectiveness of Instruction and Curriculum: Review Process: Principal Evaluation

District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.

HILLS-BEAVER CREEK SCHOOL DISTRICT PRINCIPAL GROWTH & EVALUATION PROCESS

District 671 school principals will establish one goal in each of the following core competencies:

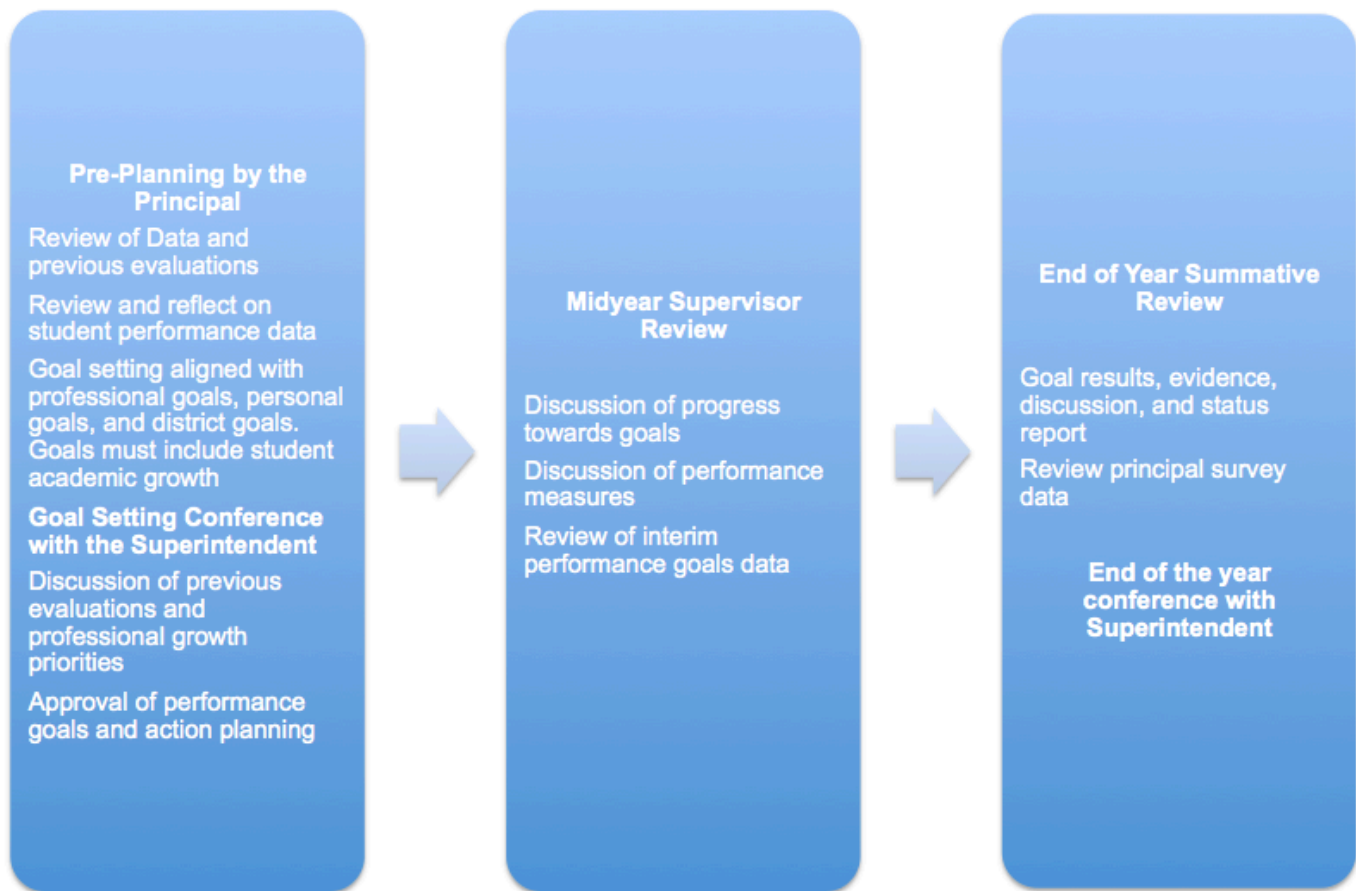
- Mission & Vision

- Instructional Leadership
- Human Resources
- Professional and Ethical Leadership
- Resource Management

Goals collaboratively set and approved by both the principal and evaluator. A minimum of three goals will be set with at least one goal based on student data or student learning measures. (Instructional Leadership)

Measures collaboratively set and approved by the principal and evaluator.

HILLS-BEAVER CREEK SCHOOL DISTRICT PRINCIPAL GROWTH & EVALUATION PROCESS



2019 Data Mine Summary

Each year when test score data is released in August, members of the H-BC data team participate in a one day data mine. The purpose of the data mine is to compile relevant data from test scores and identify strengths and weaknesses based on the findings. The information is all compiled and shared at a regular meeting of the H-BC school board. The presentation from the meeting is posted on the school website and can be accessed at the following address:

[MCA Data Presentation Link](#)

Annual Budget

The School Board will adopt an annual budget for implementation of the district plan.

The District 671 Hills-Beaver Creek School District allocates 2% of the general education revenue to support the implementation of the Strategic Plan for improving teaching and learning that is aligned with the developing the world's best workforce. MN Statute 120B.11.

District-Site Level Leadership Teams

Both the Elementary and Secondary school will create teams to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, and student achievement. These teams advise the School Board and Curriculum, Instruction and Assessment Advisory Committee on budgetary, instruction and curriculum improvement matters that align in meeting state and district academic standards and instruction.

Annual Reporting

This report shall be published annually on the Hills-Beaver Creek District website. It will be presented annually in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

An electronic summary of this report will be submitted to the commissioner of education by the school board.

Periodic Reporting

District 671 will periodically survey the community in regard to their connection and satisfaction with school.

As a part of the ISD 671 strategic plan we continue to gather information concerning community satisfaction. Our community survey will continue to be a portion of the strategic plan that

Gifted and Talented

The district has in place a gifted and talented program. Over the 2019-2020 school year we will continue to assess the process for identifying students to participate in the program. We will also consider possible procedures for the academic acceleration of gifted and talented students and the procedure for early admission to Kindergarten and First Grade.

Equitable Access to Teachers

The Hills-Beaver Creek School District has established practices that ensure student access to experienced and qualified teachers is equitable for all students. Practices include:

- Priority is given, and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.
- When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.
- Occasionally, teachers request to transfer positions within the district. Administration reviews the request and potentially will allow the shift, if equitable distribution can be maintained.
- The school district reviews teacher licensure data and identifies those who are on Tier I and Tier II teaching licenses. These individuals are placed throughout the system as to not create disparities due to distribution.

Assessment Advisory Committee

The assessment advisory committee in conjunction with the curriculum advisory committee each year considers the purpose and value of each student assessment. The goal of the committee is to garner the greatest amount of feedback without disrupting instructional time. The testing calendar is published each year prior to the school year and is posted on the school website. A link to the testing calendar is listed below.

[2019-2020 Testing Calendar](#)