

ROUND LAKE/BREWSTER SCHOOL DISTRICT 2907

WORLD'S BEST

WORKFORCE PLAN

NOVEMBER, 2019

For The

2019-20 School Year

PERFORMANCE MEASURES:

1. Closing the Achievement Gap:

a. Round Lake/Brewster School has taken many steps in reducing the achievement gap. Here are a list of programs and steps that we have taken:

1. Response to Intervention Implementation: We are in our 10th year of RTI Services within our school, and we also hire a RTI Specialist, who comes 1x/week.
2. Title I Services:
We offer Title Services for students below grade level in reading and math. We have one Title Teacher.
3. We have an additional Intervention Teacher to work with students who are below grade level in reading, and/or math.
4. We will have hired a second ELL Teacher to address our high population of ELL students to be served.
5. We have implemented Professional Learning Communities to address student needs through use of data on assessment scores.
6. We have implemented a Teacher Induction Program for new teachers in our building.
7. We have implemented differentiated instruction through our Guided Reading and Guided Math classes for reading and math within the building. In the elementary level, all students receive 90 minutes of math instruction, as well as 2 hours of reading instruction. On top of this they get computer time, and added intervention time during the day to work on these skills.
8. We have implemented SIOP into our lesson design for ELL Language Learners.
9. We are now a School Wide Title School. All students receive interventions at their current levels.

2. All Students Ready For Kindergarten:

a. We are in our fifth year of all day every day pre-school for four year olds. Our program has received the highest rating of 4 stars from Parent Aware. All students are screened for Preschool and Kindergarten, and are given Kindergarten assessments prior to entering Kindergarten. We offer the

Voluntary Pre-K Program for our Pre School Students, who are four years old. We have also received and benefitted from MDE Early Learning Pathways II Scholarship for our program.

3. Reading Well By Third Grade:

- a. All students take the FAST ASSESSMENT Tests in the fall and spring looking for growth. This information is used to help identify students who are in need of additional intervention services. This information is then taken to our Professional Learning Communities where our RTI Specialist, Classroom Teacher, and Intervention Teacher address the needs of the students, and programming needed to assist this student. We use our intervention services and Title services to assist students who are reading below grade level.

4. All students attaining career and college readiness before graduating from high school:

- a. Presently, we do not have a high school. Our goal is to have all students' career and college ready by high school graduation. Our School District presently does not have a high school, as our grade 9-12 students attend local school districts as part of a secondary tuition agreement. These students receive their high school diplomas based upon these school districts' graduation requirements. In the past when MDE provided the EXPLORE test, we gave this assessment to our 8th Grade Students. Our school's social studies teacher in 8th grade will do a career unit in lieu of the EXPLORE test. We will track students reading proficiency in lieu of this, as reading proficiency is the key to students graduating high school, and we don't receive this information from the secondary tuition agreement school districts.

5. All students graduating from high school:

- a. Presently, we do not have a high school. Our School District presently does not have a high school, as our grade 9-12 students attend local school districts as part of a secondary tuition agreement. These students receive their high school diplomas based upon these school districts' graduation requirements. In 2013, we had 100% of our students graduate at Round Lake High School.

6. STAFF DEVELOPMENT

- a. RLB's annual staff development report has been submitted through the Minnesota Department of Education Data Submissions website.

7. GIFTED AND TALENTED

- a. All students will take the FAST Assessment in the fall and spring of the 2018-19 School Year.

- b. Teachers will compare this data with running records data from the previous year. From this, teachers' will develop a differentiated learning plan for each child in reading and math within their classrooms to ensure that students are learning material based upon their level of performance. This will be done in our small group instruction models of guided reading and guided math.

8. ACCELERATION

- a. The School District will look at past assessments of student progress, current assessment data, social maturity, and the student's readiness and motivation for acceleration.
- b. If data supports acceleration, and the parent and child are wanting to be accelerated, the school district will recommend IQ testing with the school psychologist to confirm acceleration readiness. This would need parent approval. The IQ testing must exceed prior school assessment data.
 - 1. The School District would have 30 School Days to complete the testing, the same as a special education evaluation requirement.
- c. This data again will be used to place the student in the correct grade level placement, and /or leveled small groups for instruction in their current classroom.

9. EARLY ADMISSTION TO KINDERGARTEN AND FIRST GRADE

- a. The School District will not allow students to begin Kindergarten until the student reaches the age of 5, which must be reached by September 1 of that school year.
- b. Students, who have not reached the age of 5, may register for school's Voluntary Pre-K Program.
- c. For Early Admission to First Grade, the School District will follow the School's Acceleration Policy, which is listed above.

10. EQUITABLE TEACHER DISTRIBUTION

- a. RLB School District will hire the best possible candidate that meets the needs of the school district for each position. This past summer we had 4 teacher openings. There were no applicants of diversity.

11. ACCESS TO DIVERSE TEACHERS

- a. This past summer for the upcoming 2019-20 school year, we had two elementary teacher openings. We had no applicants of diversity for these positions.

- b. We had two paraprofessional openings, which we were able to hire one applicants of diversity.

12. VOLUNTARY PRE-KINDERGARTEN

- a. We are in our 8th year of all day every day preschool for four year olds.
- b. Students will be monitored by their Kindergarten Readiness Assessment to measure the impact of the program.

Measures To Assess Progress Must Include:

- A. Student Performance on the National Association of Education Progress.
 - a. This information is released by the state of Minnesota. The district believes it's strategies for improvement on FAST Testing and MCA Testing compliments the NAEP Achievement.
- B. The Size of the Academic Achievement Gap by Student Subgroup.
 - a. RLB Schools will continue to strive to reduce the academic achievement gap for all students in all subgroups. The district will focus on NON-FRP and FRP students to reduce the gap between these two subgroups.
 - b. Also, according to the MDE's requirement for student growth, RLB made the required growth as required by statute.
- C. Student Performance on the Minnesota Comprehensive Assessments.
 - a. Please see information above.
- D. High School Graduation Rate: Does Not Apply to RLB 2907 as we do not have a high school. Our School District presently does not have a high school, as our grade 9-12 students attend local school districts as part of a secondary tuition agreement. These students receive their high school diplomas based upon these school districts' graduation requirements. Our goal is for 100% of our students to graduate.
- E. Career and College Readiness: Does NOT Apply to RLB 2907, since we do not have a high school. Our 8th grade students did take the EXPLORE test in 2014-15. Unfortunately, due to MDE Funding, we will not be offering this assessment this year.

District Plan Components and Activities:

- A. RLB Teachers will provide 120 minutes of core reading instruction for grades K-6, while grades seven and eight will have 60 minutes per day of instruction, plus intervention time for those students who did not meet or exceed on the spring 2018 MCA Math Assessments.
- B. RLB Teachers will know and teach the ELA Grade Level Standards and Benchmarks.

- C. Teachers will provide small group, differentiated instruction.
- D. Teachers will assess students regularly via teacher observation, running records, student writing, benchmark assessments, DRA, and other district assessments. Based upon the data, teachers will group or re-group students regularly.
- E. Teachers will strive for 80% proficient on FAST Assessments for Intervention students and FAST measures with just core instruction.
- F. Students below grade level will receive interventions in math and reading through the Title Teacher or Intervention Teacher.
- G. Each teacher in collaboration with the Title I teacher and Intervention teacher will determine students in need of Tier 2 Intervention.
- H. All staff will continue work in their Professional Learning Communities. They will meet a minimum 1x/week in the middle school, and four times per week within the elementary school.
- I. RLB School will provide an after school program for students who are behind or struggling.
- J. RLB School will provide a Summer School Program for students in grades K-3 who are below grade level. Last summer we offered summer school to students in grades K-5.
- K. RLB School will use FAST testing, and MCA Assessments to monitor student progress during the course of 2019-20 School Year.
- L. RLB School will provide reading literacy and math intervention programming that includes formative assessment practices to reduce achievement disparities.
- M. RLB School has implemented the Peer Solutions Principal Evaluation System. RLB School recognizes the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional, and developmental growth for all students. Indicators of student growth will include standardized test data to meet accountability requirements.
 - a. The evaluation process is to provide feedback to promote a high level of performance and support their personal and professional growth.
 - b. Support district continuous progress and connected to our school district improvement goals.
 - c. Principal Evaluation Occurs Annually.
- N. RLB School District will continue to enforce a Teacher Evaluation System for the 2019-20 School Year, which ensure a high performing teaching staff and promote continuous improvement.
 - a. This model will meet all state requirements of the teacher evaluation program.
 - b. Student Growth will be 35% of the teacher's evaluation.

- c. Teacher Improvement Process will be based on the model.
 - d. Coordinated Staff Development will be addressed based upon district goals and teacher need.
 - e. 3 year review cycle for each tenured teacher. Probationary teachers will be evaluated 3x/year.
 - f. Summative Evaluation by a Qualified and Trained Evaluator.
 - g. Individual Growth and Development Plan.
 - h. Peer Review Process: this goal is met through utilization of Professional Learning Communities.
- O. All students will be Kindergarten Ready.
- a. Implement Pre-School Screenings and provide necessary support services to families (ECFE and ECSE) or interventions for families to achieve school readiness.
 - b. Continue with our All Day Every Day Pre-School Program for four year old children.
 - c. Continue using the Parent Aware Program and approved Curriculum.
- P. The School District will have a District Advisory Committee to review this plan's progress.
- Q. The School District will address this plan on an annual basis.
- R. The School District will post this information on this plan on its' website each year.

District Goals:

SMART GOAL: in association with the Nobles County Integration Collaborative

ACADEMIC: The percentage of students who are proficient in reading will increase from 45.8% in 2019 to 72.9% in 2022 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 30% in 2019 to 4.8% in 2023. The district reduced this gap in 2017, but with our growth of enrollment this number increased this past year. Our ELL Scores were in the top 5% in the state for 2017-18.

2018-2019 Progress: The percentage of all students proficient in reading in 2018-2019 was 45.8%; this is a decrease of 14% from the year of 2018-2019. The state proficiency average was 59.1%. RLB District scored 11.8% proficiency for ELL students, compare to the state average of 12.5%.

INTEGRATION: All students in grades K-8 will have at least one integrated, cross district learning experience each year which focusses on increasing cultural understanding and competency.

SMART GOAL: District

MATHEMATICS: RLB School District will increase its' percentage of students who meet or exceed proficiency on the MCA III Math Test from 39% in 2019 to 65% in 2020.

READING: RLB School District will increase its' percentage of students who meet or exceed proficiency on the MCA Math III Reading Test from 45.8% in 2019 to 65% in 2020.

EQUITABLE ACCESS TO EXCELLENT TEACHERS: The school district will strive to continue to train teachers through usages of professional learning communities, by hiring a response to intervention specialist and Instructional Coach to promote student learning and achievement. The school district will continue to evaluate teacher performance through the use of the teacher evaluation system.