



Minnewaska Area Schools

2023-2024

World's Best Workforce Goals and Action Plan

Minnewaska Area Schools World's Best Workforce Plan, coupled with the district's Operational Plan, provide a solid foundation to accelerate student achievement.

OUR MISSION

ENGAGE EVERY STUDENT EVERY DAY

The 2013 Minnesota Legislature passed a law that changed the school district process for reviewing curriculum, instruction and student achievement.

The World's Best Workforce (WBWF) Plan is intended to serve as a foundational document that aligns educational initiatives that serve students Pre-K through high school. The plan replaces the state-mandated "Annual Report on Curriculum, Instruction and Student Achievement."

The World's Best Workforce legislation is based on five goals:

1. All students meet school readiness goals.
2. All students in third grade achieve grade level literacy.
3. Closing the identified academic achievement gap(s).
4. All students attain career and college readiness before graduating from high school.
5. All students graduate from high school

DISTRICT ADVISORY COUNCIL (DAC)

The DAC provides advice, direction, and support to the school district regarding the design, integration, implementation, and evaluation of curriculum, instruction, and assessment. The DAC membership includes parents, students, teachers, administrators, business, community, and school board representatives to ensure that a wide range of perspectives is represented.

The 2022-23 World's Best Workforce Report Summary is a publication prepared by the District Office of Teaching & Learning and the District Communications office.

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CORE VALUES

Be mindful, accountable and successful and to do what is best for all students.



SCHOOL BOARD

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GOAL 1

All Students are Ready for Kindergarten



SMART GOAL:

By May 2026, 90% of students leaving Little Lakers Preschool will be able to identify all 26 letters in lower/upper case as well as numbers 1-10.



ACTION STEPS

1 Provide professional development opportunities and data days to staff.

Who is responsible?

- Coordinator/Principal: Align district wide school calendar to include EC staff for PD. Scheduled intentional time throughout the year for teachers to review data, work with staff to understand and implement a robust assessment and curriculum system.
- Staff: Responsible for attending PD opportunities and data days.

Resources Needed: Professional development funds to provide collaboration and training experiences.

How will we measure? The school calendar will reflect the PD days.

3 Research, determine and implement a guaranteed and viable preschool curriculum for literacy, numeracy and social skills.

Who is responsible? Coordinator/Principal

Resources Needed:

- Curriculum samples
- Staff development time
- MDE - Early Learning
- Services recommendations
- READ act guidance

How will we measure? Student progress monitoring data and classroom walk throughs will allow for guaranteed and viable curriculum to be seen.

2 Expand programming to meet the needs of families in our community and provide developmentally appropriate practices that best prepare children for Kindergarten.

Who is responsible?

- Coordinator/Principal: Add programming that offers full day options.
- Staff: Carry out instruction for a variety of programming options.

Resources Needed: Additional funding to accommodate additional staff hours, adequate space for programming.

How will we measure? Program offerings will reflect the updated times.

4 Implement Professional Learning Communities (PLCs) among School Readiness teachers.

Who is responsible?

- Coordinator: Responsible for ensuring staff development is carried out.
- Staff: Responsible for attending and contributing to PLCs.

Resources Needed: PLC time to fully implement PLCs.

How will we measure? PLC notes, PLC goals and progress towards those goals.

GOAL 2

All Students in Third Grade Achieving Grade-level Literacy



SMART GOAL:

By 2027, MAES will rank as #1 compared to the board identified Benchmark school districts.



ACTION STEPS

- 1** MAES will implement Benchmark ELA curriculum building-wide. This will include the essential compliments of Reader's Workshop, including guided reading, conferencing with students, mini-lesson and word work.

Who is responsible?

- Principal: Responsible for working with the Building Leadership Team to determine needed professional development.
- Staff: Responsible for engaging in learning and implementing all components.

Resources Needed: Professional development dollars will be used to provide training and collaboration on the essential elements of Benchmark and the workshop reading model.

How will we measure? We will track NWEA progress 2-3 times each year. The MCA Reading assessment will serve as a summative assessment. FAST assessment will also be used to monitor progress.

- 2** MAS staff will implement Science of Reading strategies based on research based learning experiences approved through MDE.

Who is responsible?

- Principals
- Teaching Staff
- Director of Teaching, Learning & Tech

Resources Needed:

- Science of Reading Training
- Science of Reading Curricular materials
- PLC Time

How will we measure?

- Staff learning opportunities
- Curricular items purchased and being used
- PLC logs

- 3** MAES will implement the practice of Professional Learning Communities [PLCs] building-wide with fidelity. This is a multi-year action item.

Who is responsible?

- Principal: Ensure staff development is carried out.
- Staff: Responsible to attend and contribute to PLC culture.

Resources Needed: When COVID-19 related concerns are reduced, MAES leadership team will take part in formalized training on PLC structure and effective implementation.

How will we measure?

- Principal will attend PLC meetings to monitor progress.
- A formal recording of PLC dialogue and important actions will be in place.

- 4** MAES and MAMS will begin to research and implement Science of Reading curriculum approved by MDE.

Who is responsible?

- Principal
- Reading Team
- Teaching Staff

Resources Needed:

- Collaboration Time
- Approved reading curriculum

How will we measure?

- Reading Team minutes
- New curriculum
- Implementation plan
- Training opportunities



GOAL 3

All Racial and Economic Achievement Gaps are Closed



SMART GOAL:

MAS will close the economic achievement gap by 20% each year in the areas of reading and math for the next 3 years to completely close the gap by the end of the 2026-27 school year as measured by the MCAs.



ACTION STEPS

- MAS will work to identify a cohort of comparable districts based on enrollment, socioeconomic and ethnic breakdown.**

Who is responsible?

 - Principals
 - Superintendent

Resources Needed: Access to state data through MDE.

How will we measure? A comprehensive list of comparable districts will be formed.

- MAES and MAMS will begin to research and implement Science of Reading curriculum approved by MDE.**

Who is responsible?

 - Principals
 - Reading Team
 - Teaching Staff

Resources Needed:

 - Collaboration Time
 - Approved reading curriculum

How will we measure?

 - Reading Team minutes
 - New curriculum
 - Implementation plan
 - Training opportunities

- MAS will develop a systemic process for curriculum review and implementation. This team will determine non-negotiables of a guaranteed and viable curriculum for all students.**

Who is responsible?

 - Principals
 - Teacher Leaders
 - Director of Teaching, Learning & Tech

Resources Needed:

 - Curriculum Professional Development
 - Collaborative time with teacher leaders as Curriculum Review Team

How will we measure?

 - A formal Curriculum Review Team will be formed.
 - Meeting minutes.

- A multi-tiered system of supports including remediation and enrichment will be provided to all students including daily, flexible intervention blocks at all elementary levels.**

Who is responsible?

 - Principals
 - Teachers
 - Title I Staff
 - ADSIS Staff

Resources Needed:

 - Access to Title I and ADSIS dollars.
 - Staff development time to conduct data digs three times each year.

How will we measure? Minnesota Comprehensive Assessment (MCA) data will be used to track progress.

GOAL 4

All Students are Ready for Career and College



SMART GOAL:

By spring 2027, 85% of MAHS seniors will participate in Apprenticeship/Coop programming, earn 3 more college credits or complete a CNA certification.



ACTION STEPS

- 1 MAHS School Counselor will conduct two meetings per year with Sophomores and Juniors followed by one meeting with Seniors to plan a student's high school track and challenge students into our career and college programming.**

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Who is responsible?

 - Principal
 - High School Counselor

Resources Needed: Time in the counselor's schedule to conduct these meetings throughout the school year.

How will we measure? Counselor will keep a log of student meetings and record of plan.

- 2 MAHS will expand the Apprenticeship program from one company to three companies in the 2021-22 school year.**

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Who is responsible?

 - Apprenticeship Program Coordinator
 - Principal

Resources Needed:

 - Time to coordinate meetings with area businesses.
 - Staff development dollars to support these meetings.

How will we measure? A document will be created for each business that participates within the Apprenticeship program.

- 3 MAS will build Career Pathways that coincide with the Youth Skills Training for upperclassman to develop skills to support their career and college needs.**

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Who is responsible?

 - Principal
 - Counselor
 - Teaching Staff

Resources Needed:

 - Partnerships with businesses to extend classroom to real world experiences.
 - YST Grant
 - Identified Career Pathways

How will we measure?

 - Identified Career Pathways for students to follow.
 - Students in the field working alongside business professionals.
 - YST Grant successfully ran with funding used for student learning.

GOAL 5

All Students Graduate from High School



SMART GOAL:

By Spring 2023, the three year graduation rate of all MAHS seniors [MAHS/WIN] will increase from 96.8% to 99%



ACTION STEPS

- 1** MAHS counseling staff will meet on a monthly basis to address poor attendance and create a plan with family to address barriers

Who is responsible?

- MAHS Counseling Staff
- Office Assistants
- Principal

Resources Needed:

- Synergy attendance data
- Western Prairie County Service Personnel

How will we measure? We will collect and analyze MAHS attendance and graduation data

- 3** MAHS will look to boost its credit recovery program with alignment of students and academic support through Edgenuity programming

Who is responsible?

- Staff
- Principal
- MAHS Counselor

Resources Needed:

- Edgenuity
- Classroom Space

How will we measure? We will review student growth and success through the credits that have been recovered.

- 2** MAHS will revise its Teacher Assistance Team [TAT] program for a systemic approach to identifying and assisting struggling students

Who is responsible?

- Teachers
- MAHS Mental Health Staff
- Principal

Resources Needed:

- Student grades
- Student assessments
- Student behavior **do**

How will we measure? We will collect and analyze student data to support those demonstrating a need.

- 4** MAS will use a summer school model through Edgenuity to allow for students to recover credits missed during the school year

Who is responsible?

- MAHS Counselor
- Teaching Staff

Resources Needed:

- Edgenuity
- Teaching Staff

How will we measure? Students recovering credits through Edgenuity



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EVERY DAY**

Minnewaska Area Schools

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