



LAKE OF THE WOODS
School

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Lake of the Woods School 2018-2019 World's Best Workforce Plan

To create a community where students are supported by a caring partnership among students, family, school, and community to reach their greatest potential as human beings so that they can live productive and fulfilling lives in a changing society.

Overview:

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. In order to create the world's best workforce, Lake of the Woods Public School must make progress toward:

- closing the identified achievement gaps in the district.
- increasing the number of students identified as kindergarten ready.
- increasing the number of third-graders reading at grade-level.
- increasing the number of students identified as career or college ready.
- improving the graduation rate.

This progress will be measured through any combination of the following:

- student performance on the Minnesota Comprehensive Assessments (MCA), FAST Assessments, various classroom assessments, Marzano's framework, and iObservation for teachers and administration.
- analysis of assessment data as it relates to achievement gaps in student sub-groups (Native American sub-group, students receiving special education services, and students in the free and reduced lunch sub-group).
- high school graduation rates.
- college and career readiness assessments (MCAs, ACT plus Writing, and ACT Aspire).

The World's Best Workforce Plan is intended to serve as a foundational document that aligns educational initiatives that serve students preschool through high school.

District Goals for Goal Areas

Early Learning: School Readiness Goals:

These goals can be found in the table at the bottom of the document.

A. Kindergarten Readiness Goal

- The percentage of Lake of the Woods students enrolled in Kindergarten that score at or above the Early Reading Benchmark scores for the following based on Fall to Spring FAST 2018-2019 assessments:

- Increase Rhyming from 55% to 75%
 - Increase Letter Recognition from 40% to 80%
 - Increase Letter Sounds from 48% to 75%
- The percentage of Lake of the Woods students enrolled in Kindergarten that score at or above the Early Math Benchmark scores for the following based on Fall to Spring FAST 2018-19 assessments:
 - Increase Number Identification from 58% to 80%
 - Increase Number Sequence from 80% to 90%

B. Third Grade Literacy Goal

- The percentage of Lake of the Woods third graders scoring proficient on the MCA III- Reading will increase from 43.3% in 2018 to 50% in 2019.
- The percentage of Lake of the Woods third graders achieving a FAST Composite aReading score of 487 or higher in the Fall of 2018 will increase from 43% to 50% with a cut score of 503 in the Spring of the 2019 school year.

C. Achievement Gap Closure

District Reading Goals

- By the end of the 2021-2022 school year, all student groups will be at or above the state average in MCA III-Reading results.
- The percentage of all Lake of the Woods students in grades 3-10 scoring proficient on the MCA-III Reading will increase from 42.7% in 2018 to 47.7% in 2019.
- Lake of the Woods students in grades 3-10 who receive free or reduced price lunch will decrease the current achievement gap (6.1%) compared to Lake of the Woods “All” student group. The measure used will be MCA-III Reading proficiency results.

District Math Goals

- By the end of the 2021-2022 school year, all student groups will be at or above the state average in MCA III-Math results.
- The percentage of all Lake of the Woods students in grades 3-11 scoring proficient on the MCA III-Math will increase from 41.2% in 2018 to 46.2% in 2019.
- Lake of the Woods students in grades 3-11 who receive free or reduced price lunch will decrease the current achievement gap (8.4%) compared to Lake of the Woods “All” student group. The measure used will be MCA-III Math proficiency results.

D. Career and College Readiness Goals

- The average ACT composite score for students who took the ACT offered by Lake of the Woods Public Schools will increase from 20.2 for Graduation Year 2018 to 21.0 for Graduation Year 2019.
- The percentage of Lake of the Woods 8th grade students who are on track to pass a college entrance exam in reading, according to the ACT Aspire test will increase from 24% in the 2017-2018 school year to 30% in the 2018-2019 school year.
- The percentage of Lake of the Woods 8th grade students who were on track to pass a college entrance exam in math, according to the ACT Aspire test will increase from 40.0% in the 2017-2018 school year to 46.0% in the 2018-2019

school year.

- The percentage of Lake of the Woods 9th grade students who are on track to pass a college entrance exam in reading, according to the ACT Aspire test will increase from 21% in the 2017-2018 school year to 30% in the 2018-2019 school year.
- The percentage of Lake of the Woods 9th grade students who were on track to pass a college entrance exam in math, according to the ACT Aspire test will increase from 31% in the 2017-2018 school year to 40% in the 2018-2019 school year.
- The percentage of Lake of the Woods 10th grade students who are on track to pass a college entrance exam in reading, according to the ACT Aspire test will increase from 41% in the 2017-2018 school year to 50% in the 2018-2019 school year.
- The percentage of Lake of the Woods 10th grade students who were on track to pass a college entrance exam in math, according to the ACT Aspire test will increase from 24% in the 2017-2018 school year to 30% in the 2018-2019 school year.

E. High School Graduation Goal

- Lake of the Woods High School will have a graduation rate of 100%.
- Lake of the Woods School District will increase its 4-year graduation rate from 89.6% in 2018 to 91.1% in 2019.

Lake of the Woods Public Schools' Strategic Plan 2019-2024 (add link here)

Lake of the Woods strategic plan will be revised in the spring of the 2018-2019 school year. The strategic plan will be developed with the assistance of MSBA staff. Through the process, the plan will be generated through several meetings including a variety of stakeholders. These stakeholders include parents, school support staff, teacher, community members, school board members, and administration. The strategic plan is a focus in district planning and initiatives.

Assessing and Evaluating Student Progress

Lake of the Woods Public school uses a variety of assessments to continually monitor students' growth and development. Multiple data points are used to determine support services, if applicable. Teachers use assessment data to help adjust instructional practices, curriculum, and identifying students' academic strength and areas of improvement.

PK-12 Assessment System

Lake of the Woods Public Schools Assessment System	
Grade	Assessment
P	Individual Growth and Development Indicators (IGDIs)
K	Formative Assessment System for Teachers (FAST) three times a year
1	Formative Assessment System for Teachers (FAST) three times a year
2	Formative Assessment System for Teachers (FAST) three times a year

3	Formative Assessment System for Teachers (FAST) three times a year, MCA Reading, Math
4	Formative Assessment System for Teachers (FAST) three times a year, MCA Reading, Math
5	Formative Assessment System for Teachers (FAST) three times a year, MCA Reading, Math, Science
6	Formative Assessment System for Teachers (FAST), MCA Reading, Math
7	Formative Assessment System for Teachers (FAST), MCA Reading, Math
8	Formative Assessment System for Teachers (FAST), MCA Reading, Math, Science, ACT Aspire
9	ACT Aspire
10	MCA Reading, MCA Science, ACT Aspire
11	MCA Math; ASVAB; ACT plus Writing

Data Utilization

- Elementary and High School teachers utilize MCA, FAST, and ACT data to identify academic standards that need to be improved and to identify areas of strength.
- Elementary grade-level teams meet regularly to check student progress towards meeting academic standards and realign support services that students receive, if needed.
- Multi-Tiered Student Support (MTSS) model is used to monitor and provide students with appropriate interventions based on benchmarks.
- Elementary, high school, and district leadership teams conduct a data retreat during summer months to target and develop particular district and school- wide strategies in reading and math to better meet academic standards.
- Elementary and high school department teams examine appropriate assessment (MCA, FAST, and ACT) data to determine student placement in academic support programming.
- Evaluation of programs, curricular resources, instructional practices, and action plans.
- The High School Principal meets with students to review graduation requirements as well as college and career plans of each student based on data from various assessments.
- Curriculum maps are continually updated and reviewed to identify gaps and overlaps of academic standards.
- Data is analyzed at the subgroup level when available. Our focus groups are addressing free and reduced, Special Education, and Native American. Our district is committed to reducing the achievement gap of these groups compared to our “All” student population.

Systems of Review and Evaluation

PreK-12 Curriculum System

- All grade levels and courses will build curriculum maps.
- All curriculum maps will be aligned with state and/or national standards.
- All curriculum maps will be available for review and update at www.lakeofthewoodsschool.org.
- All curriculum maps will be continually reviewed and modified at the department level.

- All curriculum maps will be continually reviewed at the district level.
- MCA, FAST, and classroom data is frequently monitored at the district level, building level, content level, grade level, and classroom/teacher level. This data is analyzed to identify curriculum and instruction effectiveness. This data is then brought to the local administration team, school board, World’s Best Workforce Committee, building leadership teams, district’s instructional leadership team, and district / building and staff surveys to identify trends, create action plans, and to identify areas of professional development.
- A Technology Committee has been established to assist with creating a plan to enhance technology, curriculum, and instruction within the Lake of the Woods School District.

Teacher Development and Evaluation Plan (TDE)

Teacher development and growth are core tenets of the TDE. By utilizing a three- year professional review cycle for tenured teachers and an annual review cycle for probationary teachers based the Marzano’s Framework for Teaching, administrators will evaluate the quality of individual teachers and provide feedback to ensure continued growth. Teachers will complete annual individual growth and development plans. These growth and development plans are built on data from the assessments used by the district. In addition, teachers will participate in PLCs three to four times per month.

Administrator Evaluation

Lake of the Woods Public School currently use Marzano’s Framework for School Leaders. The district uses the iObservation platform for Principals and Dean of Students evaluation to better meet the needs of our school district and to enhance the growth and development evaluation process for principals. The superintendent evaluation is completed using the MSBA model on a yearly basis.

Strategies for Improvement of Instruction, Curriculum, and Student Achievement District

- Online curriculum maps in Google Docs allows for continual updating and monitoring of standard and curriculum alignment.
- Staff-driven Professional Learning Communities (PLCs) are focused on instruction and data review to improve student academic growth throughout the 2018-2019 school year.
- Ongoing training on use of MCA, FAST, and formative assessment data to identify instructional needs of students.
- The school district implements school level and district-wide Core Curriculum Committees to help drive instructional decisions.

Elementary

- Preschool and kindergarten teachers will continue use of the PRESS reading program in 2018-19. Lake of the Woods staff work to identify “at risk” students. Staff demonstrate best practices for reading with emerging readers.
- Elementary Professional Learning Communities (PLCs) are design to include opportunities for grade levels, support staff, and common curricular teachers to meet and analyze assessment data, instruction practices, construction of learning

initiatives, and evaluation of effectiveness.

- Kindergarten is in the second year of implementing Formative Assessment System for Teachers (FAST) in reading and math, during the 2018-19 school year.
- Elementary teachers are piloting three math curriculums in order to make a wise, actionable decision on a math curriculum that is appropriate for our student needs. All programs use, concrete-representational-abstract instructional methods. Using the progression of representation in their instruction. Teachers will include the use of manipulative, pictures, diagrams, number lines, tables, and graphs to help students learn mathematical concepts. The end goal is to make sure students have conceptual understanding of mathematics. Piloting teacher teams are visiting with other schools implementing the curriculums to compare data and implementation. Year end data review and teacher input on curriculum will impact curriculum adoption.
- Elementary teachers implement a balanced literacy instructional using classroom developed materials, Mondo units, and Saxon Phonics. Students identified as “at risk” will receive supplemental instruction in reading using the PRESS intervention program.
- The school district uses Core Curriculum Committees to help drive and support instructional decisions.

High School

- PLC structure is focused on instructional practices, construction of learning initiatives, and evaluation of effectiveness.
- Peer coaches/peer observation are being used to provide feedback and coaching to teachers to refine classroom instruction through collaboration on iObservation.
- The high school is increasing parent communication, teacher collaboration, and monitoring student achievement in all grade levels.
- The math department is implementing new curriculum for grades 7-12 in the 2018-2019 school year to improve student achievement.
- High school teachers are re-evaluating use of student assessment data. A focus is to effectively collect, analyze, and create an action plan using assessment data.
- The school district staff development committee supports trainings and teacher inservice days for teachers providing professional development.

Effective Practices

- The Teacher Development and Evaluation plan utilizes observations and evaluation using the IObserve platform. This platform provides teachers with feedback regarding areas of strength in their teaching as well as areas in need of improvement as well as a self-evaluation component.
- Professional Learning Communities meet every Wednesday to provide a collaborative and ongoing learning process so teachers can continue to develop their skills and strategies.
- A Technology Advisory Committee in the district guides technology purchases to enhance curriculum with continued access for all students.
- Grade-level teams and Grade band teams, in conjunction with interventionists,

meet at the elementary level which provide frequent opportunities for data analysis and movement of students within flexible groups.

- Lake of the Woods Schools currently uses Marzano's Framework for School Leaders. The district uses the iObservation platform for Principals and Dean of Students evaluation to better meet the needs of our school district and to enhance the growth and development evaluation process for principals. The superintendent evaluation is completed using the MSBA model on a yearly basis.

Annual Budget for Sustaining Implementation of District Plan

The budget will be reviewed annually. Staff development dollars will be set aside from the general fund to finance opportunities both within the school and outside of the school for Lake of the Woods Public School District employees to engage in professional development.

Staff Development

Staff development activities, guidelines, and progress toward staff development goals.

18-19 Staff Development Goals

1. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
3. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
4. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
5. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
6. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
7. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

Enrichment Program

Process to Assess and Identify Students for Participation in the Enrichment Program

Lake of the Woods Public Schools has a plan in place to assess and identify students for participation in enrichment programs. The main tools used for identification are parent and teacher recommendations, MCA, FAST scores including achievement levels and formative assessments by teachers.

Acceleration

Lake of the Woods School offers the following acceleration opportunities for students identified. At the elementary level pull-out programs for core classes are offered. At the high school level the following are offered: robotics, concurrent enrollment (College in the Schools), Distance Minnesota (Online College in the High Schools), and PSEO (Post-Secondary Enrollment Options).

Access to Excellent and Diverse Teachers:

Equitable Teacher Distribution

Lake of the Woods Public School District process to examine the distribution of experienced and qualified teachers across the district and within school sites is based on a review of a variety of information.

- Our districts most valuable asset for improving student achievement are caring and professional staff. Lake of the Woods Public School employs certified instructional staff that are licensed or receive Minnesota Department of Education permission for instruction in their field(s) of instruction. As the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, the unbiased and unfiltered student placement with highly qualified teachers satisfies the equitable distribution of teachers to and for students of all abilities and socioeconomic basis.
- MCA, FAST, and ACT data is analyzed by grade level and classroom level comparing the percent of students meeting or exceeding the standards in Reading, Math, and Science.
- Data is also reviewed at each grade level and grade band team to determine the percent of students meeting proficiency.
- Student data is reviewed at the classroom and teacher level to identify trends to better fulfill the needs and personnel assignments of our school district.

The Lake of the Woods School District continues to provide support for the district mentorship and instructional coaching programs. The goal of the district mentoring and instructional coaching programs are to support, guide, and encourage all teachers to develop and advance their skills and knowledge using reflective assessment and continuous collaboration.

The scope of the programs will include, but not be limited to, advancing knowledge and skills in logistical procedures, instructional strategies, curriculum planning, classroom management, student diversity, improving student achievement, understanding and creating formative assessments, ongoing self-assessment and reflection, and collaboration among teachers.

Lake of the Woods' World's Best Workforce Committee will also explore the equitable teacher options and look for continued guidance and tools provided by Minnesota Department of Education.

Access to Diverse Teacher

Lake of the Woods Public Schools, in an effort to recognize the diverse backgrounds of our students, provides staff the necessary training to be informed of such cultures within Lake of the Woods County. The district makes continual efforts of recruiting and retaining all

teachers to the Lake of the Woods Public School District, but has difficulty to get applicants in certain content areas and applicants of diversity.

ECFE Pre-K

- Lake of the Woods Public School District participates in the Voluntary Pre-Kindergarten Program for 3-4 year olds.

Charter Schools

- This is not applicable to the Lake of the Woods Public School District.

APPENDICES

Reporting Requirements

- The school board will publish this report on the Lake of the Woods Public School's website at www.lakeofthewoodsschool.org
- The school board will hold an annual public meeting to review the World's Best Workforce plan as well as the district's success in achievement of goals and the improvement plans leading to the world's best workforce.
- The school board will send an electronic summary of its report to the Commissioner of the Minnesota Department of Education by the MDE deadline each year. The World's Best Workforce Committee will compile this summary.

World's Best Workforce Advisory Committee and Roles (District Advisory Committee)

Lake of the Woods Public School District has established a World's Best Workforce Committee (District Advisory Committee). This committee advises and reviews plans for implementing and defining standards, reviewing curriculum, and performance goals for Lake of the Woods students.

This committee additionally serves as the Assessment Advisory Committee and will also investigate Lake of the Woods School District's access to diverse teachers.

- The committee is comprised of teachers, support staff, administrators, school board members, parents, and students. The district continues to make an effort to get at least 2/3 of the committee's membership to be parents or other community members.
- Anyone wishing to inquire about membership is encouraged to contact Jeff Nelson, Superintendent, Lake of the Woods Public Schools.
- The committee will meet at least 3 times a year in 2018-2019 and meetings are open to the public.
- Additional community input and representation is welcome.

Lake of the Woods Public Schools Early Learning: School Readiness Goals

Goal	Goal Statement	Strategies to Reach Goal	Indicators	Data Sources
<p>Increase the percent of children who are screened before their 3rd and 4th birthday.</p>	<p>In 2017, our district had 80% percent of children screened between their 3rd and 4th birthday</p>	<p>Increase the percentage of students screened from 80% to 85% between their 3rd and 4th birthday within the district.</p>	<p>Percentages of students screened.</p>	<p>ASQ-SE-2 and ESI-R, vision, hearing, Developmental, Speech/Language Cognitive, fine/gross motor, Social/Emotional behavior, Physical Growth, Health Care coverage: health history, well child exam, dental exam. Also, immunization found on the state records by the nurse.</p> <p>Some of this is done through parent questionnaires-parent reporting, testing with school nursing service and early childhood team the day of screening.</p>
<p>Increase numbers of families attending ECFE Community after school events.</p>	<p>Increase the number of the 20 ECFE School Readiness families enrolled attending ECFE Community after school events from 3 families in Fall 2018 to 5</p>	<p>Partnerships with community programs/services to reach families.</p> <p>Increase communication and early awareness.</p>	<p>Numbers of families attending</p>	<p>Attendance Sign In Sheets</p>

	<p>families in Spring 2019.</p> <p>Increase the number of ___ Head Start families enrolled attending ECFE Community after school events from ___ families in Fall 2018 to ___ families in Spring 2019.</p>			
Build capacity for data collection	We will add a winter benchmark assessment for 3 and 4-Year-Old School Readiness students.	Utilize district leadership to increase collaboration on data collection and academic student growth.	School Readiness	Developmental Milestones and/or FAST

*All documents referenced in this report can be found at: www.lakeofthewoodsschool.org.