

## NRHEG 2016 - 2017 World's Best WorkForce Plan

**Kindergarten Readiness Goal** by June 2021, 80% of NRHEG kindergarten students will be Kindergarten ready as measured by the Kindergarten Readiness Assessment Tool which will be developed by the Early Childhood (EC) and Kindergarten staff during the 2016-2017 school year.

### **Benchmarks (Kindergarten Ready)**

June 30, 2017 –70%  
June 30, 2018 –74%  
June 30, 2019 –76%  
June 30, 2020 –78%  
June 30, 2021 --80%

### **Action Steps**

1. Create a district specific Kindergarten Readiness Assessment Tool by the end of the 2016-17 school year.
  - Meet as an EC Staff to discuss current Kindergarten expectations by October 31, 2016.
  - Develop preliminary Assessment Tool by January 31, 2017.
  - Collaborate with Kindergarten Staff to tweak assessment tool by February 28, 2017.
  - Present finalized assessment tool to Administration by May 31, 2017.
2. Implement an optional, free for families, preschool program available to 100% of the district's 4-year-olds with a 90% participation rate by the 2020-21 school year.
  - Conduct a feasibility study by June 30, 2018.
    - a. Determine components & resources for feasibility study by March 31, 2017.
    - b. Present outline of study to School Board by October 31, 2017 and review results of feasibility study October 31, 2018.
    - c. Create an action plan for a preschool program at NRHEG by 3-31-19.
3. Explore gradual inclusion of ECSE with full inclusion by the 2020-21 school year.
  - Develop a baseline of students enrolled in ECSE of literacy components as outlined through Reading Corps by October every year.
  - EC staff will observe a full inclusion preschool by end of 2016-2017 school year.
  - Will sit with administration to develop a schedule to allow full inclusion by 2020-2021 school year.

**Grade Level Literacy at Third-Grade Goal** by 2021 the NRHEG School District will increase proficiency to at least 82% as measured by the MCA III Reading Assessment.

## **Benchmarks**

June 30, 2017 – 74%

June 30, 2018 – 76%

June 30, 2019 – 78%

June 30, 2020 – 80%

June 30, 2021 -- 82%

## **Action Steps**

1. In order to better meet the needs of special education students (Pre K-5) increased collaboration between special education and general education teachers is needed.
  - Scheduled quarterly PLC meetings
  - Discussion ideas: data analysis/effectiveness of interventions/curriculum
2. Reading intervention training (MRC/Research Based) for all title-one and special education paras at the elementary site completed by October 1st of each school year.
3. Teacher training for all teachers in best practices (research based/proven to be effective) in the areas of student engagement and reading instruction.
  - Beginning with the 2016-2017 staff will be encouraged to attend professional development opportunities (best practices) in the area of literacy and report back to staff.
  - Staff in-service time allotted beginning with the 2017-18 school year.
  - Practices to be implemented during both core instruction and Rtl time.
4. Writing and implementing CSAs in reading based on MN Reading Standards.
  - 2016-2017 begin the development of learning targets while being trained throughout the school year.
  - 2017-2018 begin the development CSAs.
  - 2018-2019 implement and revise CSAs.
  - 2019- continue with revisions and implementation.

## **Closing the Achievement Gap** by June 30, 2021,

**ALL Students** - Increase yearly growth by 1.5% each year in **Math** and 2% each year in **Reading** as measured by the MDE.

<b>District Benchmarks</b>		
<b>Year</b>	<b>Math increase by 1.5% Yearly</b>	<b>Reading increase by 2% Yearly</b>
June 30, 2016	81.5%	71.7%
June 30, 2017	83.0%	73.7%
June 30, 2018	84.5%	75.7%
June 30, 2019	86%	77.7%
June 30, 2020	87.5%	79.7%
June 30, 2021	89%	81.7%

**Closing the Achievement Gap Special Education Goal** by June 30, 2021, **Special Education** Elementary and Secondary students will increase yearly growth by 2% in **Math** and **Reading** as measured by MDE.

<b>Elementary Special Education Benchmarks</b>			<b>Secondary Special Education Benchmarks</b>		
<b>Year</b>	<b>Math</b>	<b>Reading</b>	<b>Year</b>	<b>Math</b>	<b>Reading</b>
June 30, 2016	71.5%	57.1%	June 30, 2016	60%	48.1%
June 30, 2017	73.5%	59.1%	June 30, 2017	62%	50.1%
June 30, 2018	75.5%	61.1%	June 30, 2018	64%	52.1%
June 30, 2019	77.5%	63.1%	June 30, 2019	66%	54.1%
June 30, 2020	79.5%	65.1%	June 30, 2020	68%	56.1%
June 30, 2021	81.5%	67.1%	June 30, 2021	70%	58.1%

**Closing the Achievement Gap** by June 30, 2021,  
**Free/Reduced** Elementary and Secondary students will increase yearly growth by 2% in **Math** and **Reading** as measured by MDE.

Elementary Free/Reduced Benchmarks			Secondary Free/Reduced Benchmarks		
Year	Math	Reading	Year	Math	Reading
June 30, 2016	84.3%	70.8%	June 30, 2016	80.6%	61.5%
June 30, 2017	86.3%	72.8%	June 30, 2017	82.6%	63.5%
June 30, 2018	88.3%	74.8%	June 30, 2018	84.6%	65.5%
June 30, 2019	90.3%	76.8%	June 30, 2019	86.6%	67.5%
June 30, 2020	maintain	78.8%	June 30, 2020	88.6%	69.5%
June 30, 2021	maintain	80.8%	June 30, 2021	90.6%	71.5%

### Action Steps

1. Increase communication between classroom teachers and Title/SPED/Intervention teachers by having classroom teachers meet with these specialists at least twice a year to discuss individual student needs. (Reference Objective 2B, Action 1)
2. By the end of 2017-2018 school year all staff will have training on ACES/Generational Poverty.
3. By start of 2018-2019 an intervention program in secondary school will have been established and will be functioning.
  - Implementation of STARS program in secondary school in 2016-2017 school year.
  - During the 2016-17, explore different ways to use current staff to start implementing RtI in the secondary building.
  - Based on the data from STARS, begin searching for an intervention program by the end of the 2017-2018 school year.
4. Offer training to all staff members on Growth Mindset during the 2016-17 school year.

- Offer a voluntary book study twice per year, once in the fall and another opportunity after winter break.
- The first book study will be set up at an organizational meeting where the groups would be created. Each group would then create a schedule for when to meet.
- A guideline for the discussion group will be set up and questions/discussion set up in Schoology.
- Request a budget of \$300 to purchase books at the September meeting of the DWPD committee.

5. Provide a comprehensive database for teachers to access interventions and resources for the classroom.

- *By October 2016, create an Rtl Toolkit using Schoology. This will be a common collection of quality, research based interventions organized by skills and easy to use/find ideas and stored in Schoology.*
- *Prior to winter break of 2016, teachers will add to this collection by adding at least one research based intervention or resource that they have used successfully such as a video, website, scripted activity. Time for discussion of these interventions will be scheduled during monthly staff meetings. A guideline for the discussion group will be set up and questions/discussion set up in Schoology.*

**College and Career Readiness Goal** - by 2021, sixty percent of students taking admission tests for post-secondary education will score 21 or higher on ACT tests or achieve scores of 75 in Math and 70 in English Language Arts on an Accuplacer (or equivalent) test. Scores at this level will at least allow them to gain entry to area institutions without remedial training.

**College and Career Readiness Goal A** - by 2021, sixty percent of students taking admission tests for post-secondary education will score 21 or higher on ACT tests or achieve scores of 75 in Math and 70 in English Language Arts on an Accuplacer (or equivalent) test. Scores at this level will at least allow them to gain entry to area institutions without remedial training.

#### **Benchmarks**

June 30, 2017 - Fifty-two percent of students will achieve specified scores.

June 30, 2018 - Fifty-four percent of students will achieve specified scores.

June 30, 2019 - Fifty-six percent of students will achieve specified scores.

June 30, 2020 - Fifty-eight percent of students will achieve specified scores.

June 30, 2021 - Sixty percent of students will achieve specified scores.

**College and Career Readiness Goal B** - A high percentage of secondary students will achieve scores on MCA III tests which reflect a solid foundation for future careers and training. By 2021, 67 percent of students taking the sophomore reading test, 70 percent of those taking the junior-level math test, and 65 percent of students taking the sophomore science test will achieve a rating of “proficient.”

#### **Benchmarks**

June 30, 2017 - At least 59% “proficient” in sophomore reading, 62% in junior math, 57% in

- sophomore science.
- June 30, 2018 - At least 61% “proficient” in sophomore reading, 64% in junior math, 59% in sophomore science.
- June 30, 2019 - At least 63% “proficient” in sophomore reading, 66% in junior math, 61% in sophomore science.
- June 30, 2020 - At least 65% “proficient” in sophomore reading, 68% in junior math, 63% in sophomore science.
- June 30, 2021 - At least 67% “proficient” in sophomore reading, 70% in junior math, 65% in sophomore science.

### **Action Steps**

1. By October 2016, administer the STAR test to all 6th-12th grade students.
2. By 2021, use STAR test data and other resources to assure all students are provided with needed interventions.
3. In 2016-17, implement an introductory program which allows students access to intervention during weekly SSR / WIN time.
4. During 2016-17, begin skill-level specific instruction for language arts classes in grades 7-8.
5. By 2021 have a fully functional RTI system at the secondary school which will include the following:
  - Intervention classes in both reading and math which include training aimed specifically toward the Accuplacer and ACT tests.
  - All staff educated in using the RTI model.
  - All teachers use Tier I teaching strategies in their classes
  - Investigation and likely implementation of math and reading labs.
6. By the end of school year 2016-17, all teachers will have identified the essential learner outcomes for all courses.

**All Students Graduate** — by 2021, the NRHEG District will achieve and take steps to maintain a graduation rate of at least 97%.

### **Benchmarks**

- June 30, 2017 – Graduation rate of at least 94%
- June 30, 2018 – Graduation rate of at least 94%
- June 30, 2019 – Graduation rate of at least 95%
- June 30, 2020 – Graduation rate of at least 96%
- June 30, 2021 -- Graduation rate of at least 97%

### **Action Steps**

1. During 2017, incorporate “College and Career Knowledge” training into required junior

level Money Management course.

2. Strengthen communication with parents to assure assignments and tests are completed; gradebooks brought up to date and published at least weekly beginning with 2016-17 school year.
3. Secondary counselor will meet periodically with students, especially seniors, to assure they are monitoring their own progress toward graduation.
4. Information and systems analysis for an Alternative Learning Program (ALP) begins in 2016-17 school year. Development and initial steps occur during 2018-19 school year.
5. Local ALP begins operation in 2019-20 school year.