

# Sauk Rapids-Rice 2021-2022 World's Best Workforce Plan



**The World's Best Workforce Plan**  
is a publication of the Sauk Rapids-Rice School District

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## Table of Contents

<b>World's Best Workforce Plan Overview.....</b>	<b>3</b>
<b>The Sauk Rapids-Rice School Board.....</b>	<b>4</b>
<b>District Vision, Mission, Beliefs and Strategic Initiatives.....</b>	<b>5</b>
<b>Assessment and Accountability.....</b>	<b>7</b>
<b>World's Best Workforce Goals .....</b>	<b>9</b>
<b>Committees to Improve Teaching and Learning.....</b>	<b>10</b>
<b>Strategies and Supports for Improving Curriculum.....</b>	<b>13</b>
<b>Programing to Improve and Support Student Growth and Achievement.....</b>	<b>17</b>
<b>District Contacts.....</b>	<b>22</b>

## Overview

In accordance with Minnesota Statutes 2013, Section 120B.11, The Sauk Rapids-Rice School District annually develops, approves and communicates a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the World's Best Workforce Plan (WBWF). In accordance with Minnesota Statutes 2013, Section 120B.11, the Sauk Rapids-Rice School District also develops, approves, and communicates information related to its comprehensive strategic plan, which includes the following:

- Clearly defined District and site goals and benchmarks for instruction and student achievement for all student subgroups identified in Section 120B.35, Subdivision 3, Paragraph (B), Clause (2)
- A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the World's Best Workforce
- A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal and teacher evaluations
- Strategies for improving instruction, curriculum, and student achievement
- Practice integration relating to educational effectiveness that implements high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance and success
- An annual budget for continuing to implement the District plan

The Sauk Rapids-Rice World's Best Workforce Plan serves as a blueprint that demonstrates how current District initiatives and plans work together to prepare students to be successful in the 21<sup>st</sup> Century.

According to the Minnesota Department of Education, the World's Best Workforce means striving to do the following:

- Have all students meet school readiness goals?
- Have all third-grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students, and between students living in poverty and their more privileged peers
- Have all students graduate from high school?
- Have all students attained college and career preparedness?

Source: Minnesota Department of Education



## The Sauk Rapids-Rice School Board



Back row left to right: Mark Hauck, Lisa Loidolt, Jan Solarz, Ryan Butkowski  
Front row left to right: Lisa Braun, Tracy Morse, Robyn Holthaus

The Sauk Rapids-Rice School Board consists of seven members, elected by the public, who serve four-year terms. Elections are held in conjunction with the general election in November of even-numbered years. The High School Student Council appoints a non-voting student representative to the Board, and the Superintendent is an ex-officio member as well. School Board members are responsible for establishing the district budget and for generating district policies. The Board officially enters into contract agreements on behalf of the organization, though the delegation of responsibilities for the operation of the district flows through the office of the Superintendent of Schools and his/her administrative team.



## MISSION

### Our Core Purpose

The Mission of Sauk Rapids-Rice Public Schools is to provide a world-class education in a collaborative environment that inspires every learner to think, achieve, and care.



## BELIEFS

### Stimulus for the District's Words and Actions

Sauk Rapids-Rice Public Schools believe in:

1. A culture of continuous learning and growth in a caring, collaborative, and supportive environment.
2. Effective partnerships between students, staff, families and community members.
3. An inclusive, safe, caring and stimulating learning environment that promotes shared responsibility for performance and innovation.
4. Effective and ongoing communication with and outreach to students, staff, families and community members.
5. Transparency and good stewardship of resources.

## VISION

### What We Intend to Achieve, Create, and Experience

The Vision of the Sauk Rapids-Rice School District is to prepare learners for an interconnected and changing world through nurturing, collaborative educational experiences, while providing equal access and opportunity to inspire a lifetime of curiosity and discovery.

In accordance with the vision, the District will:

- Promote and celebrate high achievement and equal access for every learner.
- Create positive, enjoyable, and challenging learning environments for every learner.
- Ensure student achievement is not predictable by any demographic classification (i.e. race, socio-economic status, gender, or disability).
- Identify and address barriers to learning.
- Advocate for high quality academic and activity programs. Provide outstanding early childhood programs so that all children enter Kindergarten ready to learn.
- Foster and encourage ownership of learning.
- Measure growth and achievement, while being accountable for performance.
- Align time, talent, funds and space to learning standards and systems.
- Partner with community and businesses to enhance instructional achievement and effectiveness. Provide ongoing, relevant communications.
- Develop knowledgeable critical thinkers, communicators, collaborators, creators and contributors.
- Cultivate a high-performing team of professionals focused on our mission and goals.
- Deliver effective and efficient support for all learners, which includes providing mental health services.
- Promote a culture of active and healthy living.



# STRATEGIC INITIATIVES (2017-2022)

## Focused Allocation of Resources

### ACHIEVEMENT

- Upon entering Kindergarten, children will be prepared for their educational journey and continued success.
- By the end of the third grade, students will achieve at or beyond grade level expectations in reading and math.
- Racial and economic achievement gaps between students will be closed, while achievement will not be predictable by any demographic classification.
- Students will graduate from high school prepared for college, career, and life.

### COMMUNICATION AND ENGAGEMENT

- Students, families, staff, and community members will communicate, foster positive and supportive relationships, and be positively engaged.

### FISCAL ACCOUNTABILITY

- Employees will fulfill professional responsibilities with honesty and integrity, while pursuing good stewardship of the District's resources.

### WELLNESS

- Students, families, staff, and community members will feel and promote a sense of belonging to the school district where social-emotional, physical, and mental health needs are nurtured, respected and met.

### LEADERSHIP EFFECTIVENESS

- District leaders will promote and foster continuous learning through intentional goal setting, allocation of resources, implementation, and evaluation of systems, programs and self to maximize effectiveness.

### PERSONALIZED LEARNING

- Learners will have access to appropriate support and resources, taking ownership for their educational journey through continuous and purposeful collaboration, communication, critical thinking, and creativity.

## Assessment and Accountability

Using data to inform decision-making is essential to any comprehensive plan. When putting together the comprehensive assessment plan, staff considered the appropriateness of the assessment tools, cost, technology needs, training, validity, purpose, use, and how information was reported. Assessment tools provide timely, reliable, and appropriate information to inform decisions related to students who are falling behind and students who may benefit from accelerated learning opportunities.

Sauk Rapids-Rice Public Schools is committed to the guidelines set forth by the Minnesota Department of Education in regard to testing limitations; grades 1-6 maximum of 10 hours of testing annually and grades 7-12 maximum 11 hours of testing annually (excluding state mandated tests). The Testing Plan shows the variety of tools used to measure student academic growth and proficiency.

### Sauk Rapids-Rice 2021-2022 Assessment Plan

This plan is located on the District Website at: <https://www.isd47.org/academics/assessments> Please reach out to Daniel Athman, Academic Achievement and Support Services Specialist at [daniel.athman@isd47.org](mailto:daniel.athman@isd47.org) with any questions you might have.

### Using Data and Assessment Results

Building principals and District staff use assessment results to identify curricular strengths and to make modifications to curriculum and materials. Instructional staff and administration also use the data to set site achievement goals, make instructional changes, implement interventions and to better meet individual student needs. Data from formative and summative assessments is evaluated and monitored closely. Assessments include, but are not limited to classroom assessments, MCA, FastBridge, NWEA, and ACT tests.

### **Student Assessment Results on Minnesota Comprehensive Assessments (MCA) and other State and Local Assessments**

Included in this report is a description of local and state assessments used to evaluate programing and guide instruction. A summary of the 2018-2019 World's Best Workforce goals is located on the District's website.

### **College Entrance Exams: ACT**

The ACT is the most common college admission examination, which consists of curriculum-based tests of educational development in English, Math, Reading, and Science designed to measure the skills needed for success in first year college coursework. Beginning in 2015, all juniors at Sauk Rapids-Rice High School took the ACT as part of the Minnesota Department of Education's Accountability System, and the most recent and trend data is displayed in the chart below.

Graduation year	English	Mathematics	Reading	Science	Composite
<b>2021</b>	<b>17.7</b>	<b>20.3</b>	<b>20.7</b>	<b>20.6</b>	<b>20.0</b>
2020					
2019	18.8	21.9	22.0	21.6	21.2



2018	20.3	22.2	22.2	21.8	21.7
2017	18.5	21.0	21.1	20.8	20.5

**District Performance on the Advanced Placement Assessments**

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. This program gives high school students exposure to college-level material through the involvement in an Advanced Placement course. It also gives students an opportunity to demonstrate what they have learned by taking an AP examination. Colleges and universities are then able to grant credit, placement, or both to these students depending on their performance on the AP examination. In order for students to obtain college or university credit, they must obtain at least a 3 out of 5 on each exam.

In the 2020-2021 school year, there was a total of 342 exams given across a variety of courses including Biology, Calculus AB, Calculus BC, English Literature and Composition, Psychology, Spanish Language and Culture, Statistics, United States Government, United States History, and World History Modern. Fifty three percent of the 342 exams taken by Sauk Rapids-Rice students received a score at a 3 or higher.

## Sauk Rapids-Rice World’s Best Workforce Goals

The World’s Best Workforce Plan is intended to serve as a document that aligns educational initiatives that serve students Pre-K through High School. The following SMART goals are developed to meet the initiatives set forth in the WBWF plan.

World's Best Workforce Focus Area	District Goal
<b>All children are ready for school</b>	<p><b>Social Emotional:</b> In the 2021-2022 school year, 90% or more of students in Sauk Rapids-Rice Early Childhood programming will be able to manage their feelings as measured on the Spring TS Gold.</p> <p><b>Early literacy:</b> In the 2021-2022 school year, 90% or more of students in Sauk Rapids-Rice Early Childhood programming will be able to say at least 10 letter sounds, recognize and create words that rhyme as measured on the Spring TS Gold.</p> <p><b>Early numeracy:</b> In the 2021-2022 school year, 90% or more of students in Sauk Rapids-Rice Early Childhood programming will be able to identify and print numbers 0-10 and create a basic pattern as measured on the Spring TS Gold</p>
<b>All third-graders can read at grade level</b>	In the 2021-2022 school year, at least 80% of students in grades K-5 will be on Target or achieve “typical” or “aggressive” growth from fall to spring based on the FastBridge Reading assessment appropriate to their grade level.
<b>All racial and economic achievement gaps between students are closed</b>	In 2021-2022 school year, the district will decrease racial and economic achievement gaps by at least 8%, while maintaining overall growth as measured on the Reading and Math MCAs.
<b>All students are ready for career and college (SRRHS)</b>	In 2021-2022 school year, 100% of our students will continue to have a grade appropriate postsecondary plan by the end of trimester 2.
<b>All students graduate from high school</b>	In 2021-2022 school year, 90% of our students will graduate in 4 years; 93% will graduate within 5 years.

Each building sets goals that align to and support the District goals in each of the World’s Best Workforce Focus areas. These goals are implemented, monitored and adjusted by the Student Success/Achievement Team in each school.

## Committees to Improve Teaching and Learning

### District Curriculum Advisory Committee

The Sauk Rapids-Rice School District has a District-wide Curriculum Advisory Committee that consists of students and parent representatives, as well as teachers and administrators. The purpose of the committee is to advise the District on curriculum content, instructional practices, and assessments.

In accordance with Subdivision 1A and Sections 120B.022, Subdivision 1, Paragraphs (b) and (c), and 120B.35, committee members make recommendations to the Board of Education regarding rigorous academic standards, achievement goals, District assessments, and programming.

Sauk Rapids-Rice parents and community members are invited to apply for membership on the District Curriculum Advisory Committee and may do so by contacting Jenny Bushman, Director of Teaching and Learning, [jenny.bushman@isd47.org](mailto:jenny.bushman@isd47.org) or by calling (320) 258-1822 for additional information.

Name	Title	Term
1. Brad Bergstrom	Superintendent	Ongoing
2. Ryan Smith	Parent	2022
3. Mike Rogers	SRRMS Science Teacher	2022
4. Jill Zimpel	Parent/PVES Teacher	2022
5. Amy Buttweiler	Parent	2022
6. Sandy Coyle	Early Childhood Teacher	2022
7. Megan Rogholt	Parent	2022
8. Jenny Bushman	Director of Teaching and Learning	Ongoing
9. Sue Linn-Hasbrouk	Parent	2022
10. Aby Froiland	Elementary Principal/Parent	2022
11. Kristina Tykwinski	Parent	2022
12. Katie Wilson	Parent/PVES Teacher	2022

14. Lisa Loidolt	School Board Member	2022
15. Tracy Morse	School Board Member	2022
15. Tracey Fiereck	Parent	2022
17. TBD	SRRHS Student	2022
18. TBD	SRRMS Student	2023

### **Assessment Advisory Committee**

Per the amended Minnesota Statute, Section 120B.304, the District has created and facilitated an Assessment Advisory committee. The make-up of this committee includes teachers, administration and at least one parent of a student in the District. The primary purpose of this committee is to review the [District Assessment Plan](#) and advise the school board on administrating standardized assessments to students in addition to the assessments required under section 120B.30. This committee meets a minimum of three times annually, and recommendations from this committee are shared with the Board of Education and the District’s Curriculum Advisory Committee. Feedback is than utilized to make appropriate modifications in order to best serve Sauk Rapids-Rice students.

### **District Staff Development Committee**

The School Board must also establish an advisory staff development committee (122A.60) to develop the District plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. The advisory committee must include teaching staff from a variety of grade levels, subject areas and special education, nonteaching staff, parents, and administrators who will:

- Provide opportunities for teachers to practice and improve their instructional skills over time
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement
- Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology
- Align with state and local academic standards
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and align with the plan of the District or site for an alternative teacher professional pay system See the District 2015-2016 Staff Development Report in Appendices A

### **Site Staff Development Committees**

Each level Elementary, Middle and High School has a staff development committee that is facilitated by a teacher. The purpose of the site team is to develop and implement a school improvement plan, which includes achievement goals, job-embedded professional development strategies to improve curriculum, instruction, and student achievement at each level. The facilitator of each of these committees also

serves on the District Committee, so professional development can be planned and measured across the District.

### **Standards and Credits/Programming Committee**

This committee is an open meeting for any interested staff members. The primary goal is to consider programming within the High School by focusing on keeping our curriculum and offerings current, aligned, and meeting the needs of our students. In addition, the committee addresses the graduation requirements.

### **Title I Parent Advisory Committee**

The Title I Parent Advisory Group helps in the development of the plan for the Title services. As part of a school-parent partnership, Sauk Rapids-Rice School District seeks parental input on how the District and families can work together to best meet the needs of students. Families are also invited to attend Literacy/Math nights where parents eat together and learn more about the Title I program, what Title teachers do to support their child and how they can provide literacy support at home.

### **Multicultural Parent Network**

The purpose of this committee is to develop recommendations in consultation with the curriculum advisory committee required by section [120B.11, subdivision 3](#). This committee provides parents the necessary information and the opportunity effectively to express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school or program.

### **Student Success/Achievement Teams**

The purpose of the Achievement Team is to build consensus about school goals and priorities and guide school wide decisions that positively impact student achievement. Members of the team are actively involved in determining, implementing, monitoring and adjusting the school goals.

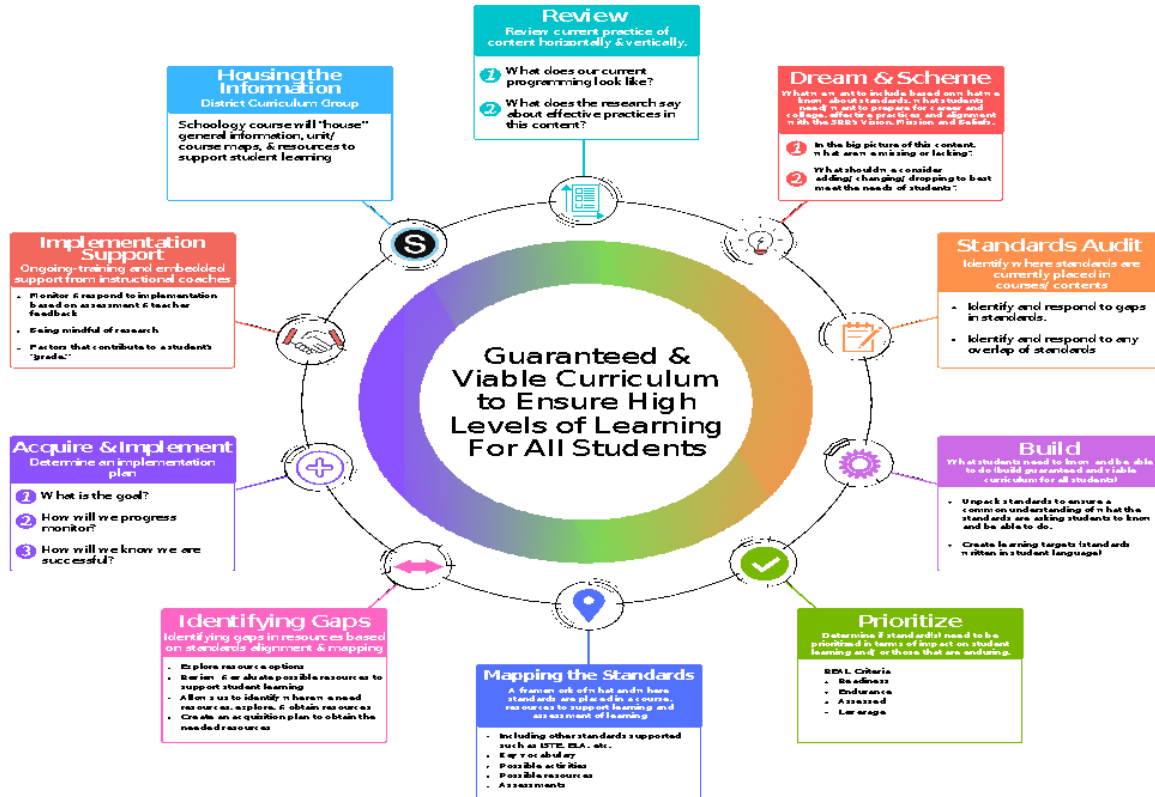
This team:

- Reviews data
- Helps determine what the key indicators of success look like in the school
- Creates a goal(s) that supports what data shows as a need for growth and key indicators
- Brainstorms and creates a plan (strategies, people responsible, timelines, evidence of implementation) that brings current reality (data) closer to the school's key indicators of success
- Determines the best way to implement the plan
- Monitors and adjusts the plan through monthly meetings where successes, challenges and next steps are discussed and acted upon
- Identifies the goal and creates plan to ensure goals are met
- Remains focused on and responsive to the needs of students

## **Strategies and Supports for Improving Curriculum**



# Sauk Rapids-Rice Content/ Curriculum Review & Alignment Process



## Teacher Evaluation and Continuous Improvement

Academic excellence is dependent upon quality teaching, which requires much deliberation and support. The Sauk Rapids-Rice School District is committed to continuous learning, reflection, and assistance for all. As a result, teachers, administrators, and members of the Board of Education worked collaboratively to develop and implement a systematic program for continuous learning, reflection, and evaluation in accordance with Minnesota Rule 8710.2000 and Minnesota Statute 122A40. This information is provided to assist employees, while outlining the key components to the continuous learning, reflection and evaluation process.

## Assumptions:

1. Continuous learning is essential to the success of all Sauk Rapids-Rice stakeholders.
2. All teachers are committed to continuous learning and academic excellence.
3. Professional development is supported through effective performance evaluation.
4. It is the responsibility of every teacher to continuously learn, and thus, work collaboratively to support growth activities.
5. The District will provide various learning opportunities for teachers. However, it is assumed that each teacher will be a self-motivated learner, seeking out additional opportunities for growth.
6. Teachers will understand the needs of the students they serve and work individually and collectively to address those needs.
7. All teachers, regardless of tenure, are expected to demonstrate a level of performance at or above the level of proficiency, or to demonstrate progress towards proficiency, as defined by the Sauk Rapids-Rice Standards of Performance highlighted in the evaluation tool.

**Purpose of the Continuous Learning, Reflection, and Evaluation Plan:**

1. To maintain and enhance quality learning experiences for students.
2. To provide support and guidance for teachers and administrators.
3. To reinforce the importance of continuous learning for all employees.
4. To communicate specific standards of proficiency, while fostering continued dialogue about professional growth.
5. To maintain a written document of professional staff performance and service as an acknowledgement of effective job performance.
6. To assist staff with gaining insights related to areas of strength and/or areas in need of improvement.
7. To serve as a tool to recommend continuing contract status or to develop a targeted plan for needed support.

Note: Professional growth is an ongoing process, requiring effective collaboration between teachers, administrators, and School Board members. In addition, activities including, but not limited to, peer coaching and observation, professional learning communities, continued open and honest dialogue, and support are essential to the success of Sauk Rapids-Rice children, employees, and community.

**Framework for Teacher Evaluation:**

Information related to this framework for teacher evaluation is provided below.

<b>Domain 1: Planning and Preparation</b>	This domain focuses on the teacher’s knowledge of his/her subject area, prerequisite relationships, and content-related pedagogy, all of which include the effective integration of technology.
<b>Domain 2: Classroom Environment</b>	This domain relates to the organization of the classroom and interactions within. The culture for learning, classroom management, and student behavior are also assessed.

<b>Domain 3: Delivery of Instruction</b>	This domain emphasizes the delivery of instruction as it relates to student engagement, which is evidenced by effective communication, questioning, discussion, assessment, teacher responsiveness and the effective integration of technology with instruction.
<b>Domain 4: Student Engagement</b>	This domain highlights student engagement and the student’s role as a learner and active participant in the classroom.
<b>Domain 5: Professional Responsibilities</b>	This domain recognizes the importance of the teacher as a professional educator. Professional educators reflect, maintain accurate records, communicate effectively with families, and participate in community. This domain also highlights the importance of continuous learning and representing oneself professionally at all times.

### **Principal Evaluation and Continuous Improvement**

Academic excellence is dependent upon effective leadership, which requires much deliberation and support. The Sauk Rapids-Rice School District is committed to continuous learning, reflection, and assistance for all. As a result, administrators and School Board members worked collaboratively to develop and implement a systematic program for continuous learning, reflection, and evaluation in accordance with Minnesota Statutes, Section 123B.147.

#### **Purpose**

The purpose of the evaluation is to enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement. The Sauk Rapids-Rice School District developed and implemented a performance-based system for annually evaluating school principals assigned to supervise a school building within the District.

The evaluation is designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

#### **Evaluation Specifics**

- Evaluations occur annually
- Formative and summative components are included
- Evaluations are consistent with the job description, the District's long-term plans and goals, and the principal's own professional multi-year growth plans and goals
- Evaluations include on-the-job observations and previous evaluations
- Evaluations allow surveys to help identify a principal's effectiveness, leadership skills and processes, as well as his/her strengths and weaknesses
- Evaluations use longitudinal data on student academic growth as an evaluation component
- Evaluations incorporate District achievement goals and targets
- Evaluations link to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture
- Evaluations implement a plan to improve a principal’s performance; and specify the procedure and consequence if the principal's performance is not improved

### **Performance Measures**

The five performance measures in the evaluation of principals are listed below.

1. Establish a vision and mission focused on shared goals and high expectations
2. Provide instructional leadership for high student academic performance
3. Manage human resources for quality instruction and professional growth
4. Build professional and ethical relationships through collaboration and effective communication
5. Strategically manage resources for systemic performance accountability

### **Process for Evaluation**

The evaluation process consists of eight steps, which are listed below.

1. Orientation about the process at which a complete set of materials are outlined and discussed.
2. Pre-planning on the part of the principal, which includes reflection, self-assessment and identification of priorities
3. A goal-setting conference between the superintendent and principal to reach agreement on goals and review the process
4. An evidence collection period for the principal and the superintendent to gather information and for the supervisor to observe practice
5. A mid-year review to provide ongoing and timely feedback
6. An end-of-year summative review to assemble all summary information and a conference to review and discuss
7. Summative performance rating to complete the review and to be signed by both the principal and evaluator
8. Development of a growth plan and/or implementation of consequences

### **School Performance Data**

In addition to the supervisory evaluation, the evaluation includes two additional components as outlined in statute. The components are the use of longitudinal data on student academic growth, as well as feedback from stakeholders.

The use of longitudinal data on student academic growth occurs during the goal-setting process. The principal sets specific goal related to student achievement and school performance, and is then evaluated on the attainment of those goals during the evaluation period. The goal setting is done in collaboration with the evaluator.

Identified goals include proficiency or growth measures using MCA scores along with other NCLB areas such as graduation rates and reducing achievement gaps.

School performance data often includes the use other student data points such as other assessments (NWEA, MAP, ACT, NAEP), course completion information, attendance, suspensions or disciplinary referrals.

### **Other Feedback Measures from Stakeholders**

The use of feedback from other school community stakeholders is also considered when evaluating school principals. Multiple measures that seek information from students, parents, colleagues and staff are often used to inform the evaluation.

## **Programming to Improve and Support Student Growth and Achievement**

The Sauk Rapids-Rice School District works diligently to provide clearly defined District and school goals, which include instructional benchmarks related to quality programming and support for all children. This section contains pertinent information related to said programming and support.

### **Student Support System for English Learners (EL)**

English Learner services are provided to all eligible students within the Sauk Rapids-Rice School District. Licensed teachers primarily use pullout services to improve speaking, listening, reading, and writing skills across content areas.

The EL teachers collaborate with classroom teachers to align and provide services that are appropriate for students. The focus of this instruction is to nurture the development of English language proficiency in all language domains, while supporting the acquisition of content area skills, concepts, and knowledge. Working with content area teachers, the teacher develops and implements lessons, which support classroom content at a level that is appropriate for each student. The selection of instructional materials reflects the need to integrate English lessons with the mainstream content.

Multiple measures are used to determine quantity and focus of services. The Assessing Comprehension and Communication in English Learners test is used to determine English proficiency levels annually. Measures of Academic Progress (MAP), Minnesota Comprehensive Assessment (MCA) and Assessing Comprehension and Communication in English State-to-State (ACCESS) tests provide data about the level of support students need in order to access the mainstream curriculum. Data from these assessments, together with teacher recommendations, inform decisions about the quantity and focus of instruction within each student's program.

- Teachers receive training and support to effectively recognize and meet the unique needs of students
- All teachers identify and apply students' cultural strengths and experiences in providing culturally appropriate and responsive instruction
- Teachers utilize data to inform instructional planning and implementation
- District leadership support effective programming

### **Alternative Delivery of Specialized Instructional Services (ADSIS)**

Sauk Rapids-Rice staff believe literacy, math, and social emotional wellness are critical to student success. As a result, the Sauk Rapids-Rice School District applied for and received funding from the

State of Minnesota to provide additional support for students who struggle with literacy, math and social emotional wellness but do not receive special education services in these areas. Monies are used to support students in literacy and social emotional learning at all three elementary buildings and math support for students at the middle school.

### **Description of Intervention Program and Goals**

Literacy support provides varying levels of service to students based on benchmark and formative assessments in Fast. Fast is a scientifically based measurement tool that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators. Social emotional services provide students with additional time and support needed to be successful, while math services provide students with additional support for students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade through additional time and intervention.

ADSIS provides opportunities for students, parents, classroom teachers, literacy specialists, social workers, and administration to collaborate in every phase of development and support. Currently, this includes the development and enhancement of personalized programming, implementation of researched based interventions, and the evaluation of student success.

### **Achievement and Integration**

The Sauk Rapids-Rice School District seeks to create a culturally competent environment, empower diverse learners, and encourage academic success for all students through equitable educational opportunities and innovative programs. Integration staff is meant to serve as a resource to staff, students, families, and community members throughout Sauk Rapids and Rice.

The overall purpose of the Integration Program is to develop and nurture a welcoming, culturally proficient environment that is respectful, inclusive, and inviting for all through increased and sustained inter-racial contacts; measured by an increase of three percent participation in both staff and students each school year.

### **Specific Achievement and Integration Plan Components**

- Family engagement initiatives that involve families in students' academic life and success
- Professional development opportunities for teachers and administrators to improve the academic achievement of all students
- Increased programmatic opportunities focused on rigor and college and career readiness for underserved students
- The implementation of research-based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments

### **Continuous Improvement Monitoring Process (C.I.M.P.)**



The Sauk Rapids-Rice School District voluntarily participates in the Continuous Improvement Monitoring Process (C.I.M.P.) to ensure that appropriate special education services are provided and due process guidelines are followed. The Sauk Rapids-Rice School District is one of six school Districts that work collaboratively with Benton-Stearns Education District (BSED) to ensure students who have disabilities are properly identified and receive appropriate educational services.

As part of the C.I.M.P. process, each of the six school Districts works on a four-year cycle to complete the requirements. BSED is currently in the Minnesota Department of Education Review Cycle. During the 2021-2022 school year, each District will complete file reviews and online interviews from various team members to gather data and to identify ways staff can best meet student, District, and community needs. MDE will also conduct an onsite visit in early March to complete in-person interviews and to visit our district buildings to ensure they are adequate for meeting the needs of our students. Following the review cycle, the leadership team will analyze the data, implement changes based on data-based decision making, and revises the CIMP plan as needed.

### **Title I, Part A**

Title I, Part A of the Elementary and Secondary Act (ESEA) provides financial assistance to local education agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards. Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach--at a minimum--proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement. In the 2021-2022 school year, Pleasantview Elementary receives Title I funds and is in the third year of a schoolwide program which allows for schoolwide reform.

### **High Potential Services**

Sauk Rapids-Rice School District staff, administration, and School Board members believe education should provide for the maximum development of each student. Students often require differentiated and challenging educational programs and/or services beyond those provided in the general school program.

Students capable of high performance may include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts. Options for students, grades K-12, are provided within and outside the general classroom setting through activities that challenge, accelerate and enrich each student, while encouraging self-development and service.

### **Program Design and Development**

The Sauk Rapids-Rice School District, recognizes the unique potential of these students. Enrichment opportunities are planned and implemented at each site. The enrichment programs look different at each site to best meet the developmental and intellectual needs of its students. However, despite different

strategies and models, the District remains committed to providing enrichment activities, equal access, and opportunities to accelerate learning for all students.

The earliest form of enrichment comes in the form of early admission to kindergarten. The District has developed a comprehensive process to ensure early admission is the best options for a child. The early entrance to kindergarten procedures and information packet can be found on the District website: <https://www.isd47.org/academics/kindergarten>.

At the high school, students are provided enrichment opportunities through Advanced Placement courses, College in the Classroom, Postsecondary Enrollment Options (PSEO) as well as through a variety of enrichment opportunities that take place outside the school day. More information regarding the academic options above can be found on the SRRHS webpage: <https://www.isd47.org/academics/high-school>.

Academic acceleration is another option available to students who may need to be challenged either in a single subject or grade level. Decisions for acceleration are made using a wide range of data by an acceleration committee, including the student’s principal, teacher(s) and the high potential specialist. Information and input are also gathered from the student and parent(s)/guardian(s). Decisions on acceleration are made on an individual basis.

Acceleration is an effective intervention for certain students and the following factors are analyzed using the Iowa Acceleration Scale. These factors include:

1. Ability—a student’s general cognitive potential compared to others
2. Aptitude—a student’s problem solving and critical thinking abilities
3. Achievement—a student’s learning within specific content area(s)
4. Additional factors—other factors that can impact the success of acceleration

Once it is determined that acceleration is the best option for a student, an Accelerated Learning Plan is created for the student that includes details of the plan such as who is responsible, timeline for implementation, transition plan, monitoring plan and communication/logistical considerations. This plan is then signed off on by the parent(s)/guardian(s) and the student.

The District is committed to academic achievement and excellence, which include 21<sup>st</sup> century skills and knowledge and will continue to strive to provide programing that meets the needs of all learners.

### **Literacy Plan (Read Well by Grade 3)**

According to a statement released by the Minnesota Department of Education and embraced by Sauk Rapids-Rice Public Schools, “Literacy is the cornerstone of all learning. In each subject area, the ability to read and produce written material is the highest importance. Supporting the development of capable readers at every level is our goal as educators, parents and as a community.”

With this philosophy, the state of Minnesota passed legislation that seeks to have all of Minnesota’s children reading well by third grade. The bill requires local school Districts to adhere to certain

expectations, including the following.

- All students are provided reading instruction that is scientifically-based
- Parents are notified of student progress at least annually for all students and schools must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered; services available and strategies parents can use at home to support their child(ren)
- Students not reading at or above grade level are given intervention using evidence-based practices to accelerate their growth toward grade level expectations
- Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually
- Sufficient training is provided for all licensed staff to improve reading instruction
- The District Literacy Plan is posted to the official District web site:  
<https://www.isd47.org/academics>.

### **Teaching and Learning Department**

The Director of Teaching and Learning works collaboratively with administration and teachers to analyze student data, set goals, determine the best plan of action and provide support in meeting the set goals. The Director works with individual school teams and principals to develop plans based on the specific building needs. The Director regularly confers with the superintendent, principals, and leadership teams to ensure systems and structures are in place to meet the needs of all students

### **Instructional Coaches**

Currently, the District has instructional coaches to support teachers and administrators improve student learning. Coaches challenge and support teachers in classrooms throughout the District to be innovative and responsive to the varying needs of students. In addition, they help teachers identify solutions for instructional challenges, apply and test shared ideas, increase pedagogical and content knowledge and skills, and implement best practices and protocols. In addition, coaches engage in Jim Knight's Impact Cycle with all teachers in years one, two and three of their teaching careers. The purpose of the Impact Cycle is to provide job-embedded, individualized professional growth.

### **Sauk Rapids-Rice Early Childhood Programming**

Sauk Rapids-Rice School Readiness preschool program brings preschool aged children together offering an engaging, nurturing, and creative learning environment.

Staff at both Rice and Hillside implement Creative Curriculum which is aligned with Minnesota's Early Childhood Indicators of Progress and the goals of Sauk Rapids-Rice Public Schools. Children's progress is continually assessed using the Teaching Strategies Gold Assessment (TS Gold).



All preschool staff are highly qualified and licensed by the State of MN. Sauk Rapids-Rice Early Childhood programs are proud to be four-star rated—the highest rating possible through the Minnesota Parent Aware Program.



**If you have any questions or would like more information, please contact**

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