Austin Public Schools
World's Best Workforce Plan
2020-2021

Overview

In accordance with MN Statute 2013, section 120B.11, Austin Public Schools (APS) has developed its World's Best Workforce Plan. The content of the plan aligns current district initiatives including the district strategic roadmap, district literacy plan, integration plan, Title I, II and III plans and site and department continuous improvement plans.

Strategies and Performance Measures

The chart below identifies APS strategic directions, strategies aligned to these strategic directions, and performance measures for each strategic direction. APS utilizes the Baldrige criteria for strategic planning. At the district and site level, the board and site teams conduct annual environmental scans which examine strategic challenges, strategic opportunities, and disaggregated data. From this scan, district and site goals are established along with corresponding measures. The Teamworks International framework for improvement planning is utilized that identifies strategies under three different stages: learning work, implementation work, and standard work. Required professional development to support the strategies is also identified. District strategies are identified in this way below:

District Strategic Direction	A. Align district structures, systems, partnerships, and resources to assure post-secondary education or workforce readiness for ALL students	B. Ensure that each student has access to high quality curriculum and instruction for individual success	C. Develop an equitable school culture for ALL students, families, and staff in order to represent our broader community	D. Design, fund, implement and support technology as a critical asset for teaching and learning	E. Provide support that leads to satisfied, engaged, and effective staff	F. Manage district resources effectively and efficiently to meet student needs, demographic changes, and facilities upgrades/maintenance
World's Best Workforce Measures	Increase the percent of students entering kindergarten who meet benchmark	Increase percentage proficient on 3rd grade MCA reading from	Increase the number of groups that saw a reduction in achievement gap	N/A	N/A	N/A

	as measured by FASTBridge from 47.8% in 2019 to 50.0% in 2020. Percentage of students screened Increase 4 year graduation rate from 79.5% in 2019 to 81.5% in 2020	44.9% in 2019 to 50.0% in 2021. Increase percentage proficient on 8th grade MCA math from 37.8% in 2019 to 45.0% in 2021.	from 4/6 in reading in 2019 to 5/6 in 2020 and 3/6 in mathematics in 2019 to 4/6 in 2021			
District Measure	Increase composite ACT scores from baseline of 18.5 in 2020 to 19.5 in 2021.			Measured annually by BrightBytes C.A.S.E. technology framework and shared with School Board and at site levels C.A.S.E. score increase from 1082 in 2020 to 1090 in 2021.	Measured at the site level	Unassigned general fund at level of board policy Bond rating
District Learning Work	Middle Level College	Tier 2 and 3 intervention	ACES	Online learning provider opportunities	Different ways to engage employees	Operating referendum working group

	Supporting students with disabilities at secondary level with Riverland	additions/subtractions New science standards Elementary literacy model	Newcomer populations Conscious Discipline		and support their wellness	Facilities working group Tiered bussing working group Online registration working group
District Implementation Work	Ramp Up to Readiness SPARK Academy	New elementary math curriculu	PBIS/TACSEI	Standardizing to Global IMS OneRoster provisioning	District Wellness Committee District employee engagement survey deployed December 2020	Updating of the district HR and Finance software Digitization of records
District Standard Work	Success Coaches Be Your Best ABE at Riverland AVID REACH program Austin Transition Program	District Instructional Model Teacher and Principal Evaluation Model	Success Coaches Site Equity Teams	1:1 Computing Learning Management Systems Technology Standards Virtualization IT Support Request Workflow	Step challenges Summer wellness challenges Service recognitions Notes from superintendent	10 year capital needs schedule

				Online Grading and Communication		
				Professional Practice Partnership		
				Hormel Foundation Partnership		

Process for Assessing and Evaluating Student Progress

Student progress toward meeting state and local academic standards are done through the examination of student data during data meetings and at the individual classroom level. Corresponding adjustments in curriculum and instruction are made as well as interventions as necessary are implemented. Data that is utilized include Mondo assessments, FASTBridge, Scantron Performance Series, MCAs, and Cogat. Site plans take into consideration student achievement data when determining strategies and professional development for the year.

Note: The MCAs were not administered during the 2019-2020 academic year due to the Covid pandemic. Goals that involved MCA data were continued to the following academic year.

Process for Evaluating Curriculum

APS utilizes a seven-year curriculum adoption cycle. This cycle corresponds to the updating of standards by the Minnesota Department of Education. As standards are updated at MDE, APS evaluates the degree to which current curriculum is aligned to the newest set of standards and necessary changes are made. Additionally, APS examines student data to determine the effectiveness of the curriculum relative to student achievement.

Advisory Committee

APS has established a World's Best Workforce Committee to provide guidance on the district plan and instruction/curriculum for the district. Each school site will appoint a member of its site team to the committee. Each site will also present its improvement plan annually to the committee.

Funding

General fund dollars are allocated to support the strategic plan. Site and district professional development dollars support the strategies identified.