SCHOOL DISTRICT 197

West St. Paul - Mendota Heights - Eagan Area Schools

Strategic Implementation Plan:

Creating the World's Best Workforce

2019-20

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INTRODUCTION

The purpose of this report is to summarize District 197's plans for achieving the goals identified in District 197's Strategic Framework and to fulfill the District's reporting responsibilities outlined in Minnesota Statute 120B.11.

Minnesota Statute 120B.11: School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce is legislation aimed at ensuring all Minnesota students graduate from high school career and college ready. It requires school districts to develop a plan that includes the following components:

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups;
2. A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying strengths and weakness of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness leading to the worlds' best workforce;
3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations, and teacher evaluations;
4. Strategies for improving instruction, curriculum, and student achievement;
5. Effective practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
6. An annual budget for continuing to implement the district plan.

STRATEGIC FRAMEWORK

Ensuring the success of each student begins with a clear idea of why we exist as a district, how we work to accomplish our goals, and what the end result will be. These are described in the district's mission, vision, core values, and strategic goals, which are stated in the district's Strategic Framework:

District 197 Mission Statement (*Our Core Purpose)*

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Vision *(What We Intend to Create)*

- Comprehensive and exemplary academic and co-curricular programs and services.
- Rigorous 21st Century curriculum and instruction based on current research and best practices.
- A safe and respectful learning community.
- A welcoming environment that embraces diversity.
- The leading educational choice in the community.

Core Values *(What Drives Our Words and Actions)*

- Accountability: Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication.
- Collaboration: Engaging in partnerships founded on interdependence, trust, and transparency.
- Curiosity: Inspiring a lifelong desire to learn and grow.
- Equity: Providing all students with equitable access to educational resources and opportunities.
- Excellence: Setting high expectations and focusing on continuous improvement.
- Innovation: Encouraging creative problem solving, critical thinking, and risk taking.
- Respect: Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives.
- Stewardship: Allocating resources in a wise and sustainable manner to cost-effectively achieve our vision.

Goals *(How We Focus the Allocation of Resources)*

A. Achieve measurable growth and continuous progress for each student.
B. Narrow the achievement gap.
C. Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.
D. Prepare students to be career or college ready.
E. Deliver high impact early learning opportunities.
F. Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.

The goals outlined in the Strategic Framework are ambitious. They are, however, possible to attain with the proper focus and a commitment to evidence-based practices with a proven track record.

Figure 1. District Strategic Framework

THEORY OF ACTION FOR RAISING STUDENT ACHIEVEMENT

District 197 strives to ensure the success of all students. We believe literacy is the foundation for all students. It provides the access point for acquiring skill, knowledge, and understanding in all other subjects. Mathematical literacy is also a foundational skill on which one's ability to manage in the world depends. Both are gateways to employment and pursuing a wide range of career opportunities, enabling self-sufficiency, and achieving personal success.

Our theory of action for improving student outcomes in reading and mathematics is as follows:

- If we develop and provide a guaranteed and viable curriculum from preschool to grade 12, then students will attain the knowledge, skills, and dispositions to be career or college ready upon graduation.
- If we provide high-quality instruction and targeted intervention and supports in a timely manner to students from birth to grade three, then all students will be able to read by third grade.
- If we provide those reading below grade level in grades four through 12 with immediate support in a manner that is tailored to students' individual needs, then they will be more likely to make greater gains in a shorter amount of time, and eventually be on grade level with their peers.
- If we provide students in all grades with high-quality instruction in math that meets their individual learning needs and allow time, targeted intervention, and differentiated support to be a variable, then they will acquire the necessary skills and concepts to progress in math without difficulty
- If instruction and the learning environment is engaging and relevant to students' needs, interests, and abilities, then students will be motivated to learn and succeed at high levels.
- If we have highly trained teachers, and if we match teacher expertise to learners' needs, then students will achieve at higher levels and in less time.
- If we provide teachers with high-quality professional development, then their expertise will continually grow and develop throughout their entire career.
- If we create purposeful partnerships with parents, then we will have a significant impact on student achievement.
- If we discover and cultivate "the unique gifts, talents, and interests of all students, including students of color and other marginalized students," then we will remove the "predictability of academic success or failure based on social, economic, or cultural factors."

CORE STRATEGIES

While the District Strategic Framework provides a roadmap for the district, a number of Core Strategies have been identified as actions necessary to achieve the six goals outlined in the Framework.

A summary of the Core Strategies can be found in Table 1. Action plans for each strategy are included in the Appendices. Action plans are adjusted annually and demonstrate the dynamic aspects of the plans.

Table 1. Summary of District 197 Core Strategies

Strategic Goals					
Goal A: Measurable Growth	**Goal B: Achievement Gap**	**Goal C: Personalized Learning**	**Goal D: Career and College Ready**	**Goal E: Early Learning**	**Goal F: Technology and Innovation**
Achieve measurable growth and continuous progress for each student.	Narrow the achievement gap.	Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.	Prepare students to be career or college ready.	Deliver high impact early learning opportunities.	Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.
Core Strategies					
A1: Create a multi-tiered educational model in math and reading that serves all students. A2: Explore ways to expand gifted programming in the district. A3: Develop a comprehensive and viable curriculum. A4: Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhance administration's capacity to lead and manage change. A5: Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).	B1: Increase staff cultural competency throughout the entire district. B2: Provide educational opportunities for families to support learning at home and at school. B3: Increase the ways in which school information is communicated in multiple languages.	C1: Develop a long-term district strategy for personalizing learning. C2: Expand pathways for learning based on individual interests. Personalized learning is also addressed in the following goals: • Goal A1, A2 • Goal D1	D1: Develop an electronic college and career portfolio beginning in 7th grade. D2: Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students "job ready" upon graduation. D3: Increase the quality, fidelity, intensity, and consistency in AVID implementation at the secondary level.	E1: Increase early learning opportunities for families. E2: Develop an effective kindergarten transition model, including the creation of vertical curriculum and instructional alignment from Pre-K to grade three. E3: Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice	F1: Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices. F2: Create blended learning environments. F3: Redesign learning spaces to accommodate 21st century learning.

2019 – 2020 Implementation Targets

The current Strategic Implementation: Creating the World's Best Workforce Plan was written through the 2017-2018 school year. In 2019-2020 the District will be designing the next iteration of Strategic Framework. In this in between year, implementation targets have been written to align with the current six strategic goals. 2019-2020 will be a year of designing and planning for the future. Implementation targets in bold represent the priority focus for the year.

Strategic Goals					
Goal A: Measurable Growth	**Goal B: Achievement Gap**	**Goal C: Personalized Learning**	**Goal D: Career and College Ready**	**Goal E: Early Learning**	**Goal F: Technology and Innovation**
Achieve measurable growth and continuous progress for each student.	Narrow the achievement gap.	Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.	Prepare students to be career or college ready.	Deliver high impact early learning opportunities.	Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.
Implementation Targets for 2019-2020					
Complete curriculum review in English Language Arts, Science, Health and middle school Special Education. Complete year 1 of K-6 ELA implementation. Embed common instructional expectations in our work. Implement new assessment system. (FASTBridge Learning) Implement new literacy intervention model at all K-4 sites.	**Complete equity professional development for all E-12 licensed staff.** **Complete equity leadership training for administration, instructional coaches and/or teacher leaders.** **Examine our E-12 teaching practices and program systems to assure equity.** Implement strategies to increase parent/community membership in advisory councils and committees that better align with district demographics. Examine and determine strategies to reduce disproportionality in K-12 suspension rates.	Provide personalized learning training and implement personalized learning models for a fourth wave of teachers. Incorporate district priorities into personalized learning training.	Expand opportunities for students to explore career pathways, mentorship and internships at High School. Increase student/parent/staff understanding of career pathways. Review graduation requirements. Implement opportunities for students to earn bilingual/multilingual seals.	**Complete equity professional development for all E-12 licensed staff.** **Complete equity leadership training for administration, instructional coaches and/or teacher leaders.** **Examine our E-12 teaching practices and program systems to assure equity.** Implement a new curriculum aligned with the State of Minnesota Early Childhood Indicators of Progress and aligned with kindergarten standards.	Develop and implement K-12 digital citizenship curriculum. Use new spaces created during recent construction and renovation for student learning.

2018-2019 Implementation Targets

The current Strategic Implementation: Creating the World's Best Workforce Plan was written through the 2017-2018 school year. In 2018-2019 consideration was given to revise the plan, but revision was delayed in 2019-2020. The implementation targets for 2018-2019 are shown in the table below.

Strategic Goals					
Goal A: Measurable Growth	**Goal B: Achievement Gap**	**Goal C: Personalized Learning**	**Goal D: Career and College Ready**	**Goal E: Early Learning**	**Goal F: Technology and Innovation**
Achieve measurable growth and continuous progress for each student.	Narrow the achievement gap.	Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.	Prepare students to be career or college ready.	Deliver high impact early learning opportunities.	Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.
Implementation Targets for 2018-2019					
Secondary schools will focus on using daily assessment to inform instruction. Analyze our multi-tiered system in math and reading in partnership with the University of Minnesota. Continue in the implementation of total school cluster grouping and year 4 of the Purdue University grant. Study the implementation of the Gifted and Talented model in partnership with the University of Minnesota Complete curriculum review in English Language Arts and Business. Develop common instructional expectations. Implement a common lesson template and use as part of the observation process. Pilot literacy assessment screener and partner with the University of Minnesota on implementation.	**Elementary schools will focus on culturally responsive strategies for engaging all learners.** Continue to provide equity professional development to the school board, administration, coaches and/or teacher leaders. Increase the role of building cultural liaisons in Parent Academy. Implement strategies to increase parent/community membership in advisory councils and committees that better align with district demographics.	Provide personalized learning training and implement personalized learning models for a third wave of teachers. Incorporate district priorities into personalized learning training.	Expand opportunities for students to explore career pathways, mentorship and internships at High School. Increase student/parent/staff understanding of career pathways. Revise the high school registration guide to show career pathways in course selection.	Provide professional development around vocabulary and bilingual language development. Implement new assessment tool to benchmark and monitor vocabulary growth in bilingual student.	and HS general education classrooms. Expand implementation of SeeSaw in elementary classrooms. Design common spaces through facilities design work that promote personalized learning.

DISTRICT SCORECARD and OTHER PERFORMANCE MEASURES

A District Scorecard is used to measure progress towards attaining our strategic goals. The District Scorecard identifies performance measures that indicate both a desired outcome and degree to which individual schools and the district are making progress towards those outcomes. The District Scorecard also measures progress towards creating the world's best workforce. The Scorecard is updated and reviewed annually, in the summer of 2019 it was determined that the scorecard and annual report would be combined to show the 2018-2019 results. The new annual report will meet all of the reporting requirements described below.

In addition to the Scorecard, Annual Achievement and Program Targets are set based on the previous year's performance. The Annual Targets differ from the Scorecard in that they break down the aspirations specified in the District Scorecard into incremental, specific, measurable, attainable, results-based, and time-bound (SMART) goals on a yearly basis.

The Scorecard and Annual Targets measure the degree to which individual schools and the district are accomplishing the following:

- Closing identified achievement gaps in the district
- Preparing students for kindergarten
- Students achieving grade level literacy by grade three
- Students attaining career and college readiness before graduating from high school
- All students graduating

Measurements used to assess progress minimally include the following assessments:

1. The size of academic achievement gap by student subgroup
2. Student performance on the Minnesota Comprehensive Assessments (MCAs)
3. High school graduation rates
4. Career and College readiness

PLAN FOR PROGRAM IMPROVEMENT

Schools and departments set annual continuous improvement goals aligned to the District Strategic Framework Goals. A needs assessment occurs each year by reviewing achievement trends. This assists schools and the district in identifying the strengths and weaknesses of instruction in pursuit of student and school success.

Schools complete their assessment by reviewing student achievement data that is disaggregated by subgroup,[10] by site, and by district in annual data retreats in August. District and school goal setting follows. A Continuous Improvement Plan (CIP) is then developed. After district and site goals have been established, teachers develop goals in their Collaborative Teams.

Figure 2: District 197 Continuous Improvement Model

Every teacher in the district must participate as a member of a Collaborative Team (CT). As part of the district, site, and team goal-setting and action-planning process, staff examine strategies for improving instruction, considering and selecting best practices.

2019-2020 Annual Achievement and Implementation Targets

Goal A. Achieve measurable growth and continuous progress for each student.

Achievement Targets

Elementary School	Middle School	High School
Increase the percent of students in grades 3 and 4 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Math MCA-III test by 2%. Spring 2017 Actual: 68% Spring 2018 Actual 68% Spring 2019 Actual: 65% **Spring 2020 Target: 67%**	Increase the percent of students in grades 5 and 6 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Reading MCA-III test by 2%. Spring 2017 Actual: 69% Spring 2018 Actual: 65% Spring 2019 Actual: 66% **Spring 2020 Target: 68%**	Increase the passing rate of students in grades 9 and 10 by 2% in the 2019-2020 school year for first semester. Spring 2017 Actual: 72% Spring 2018 Actual: 63% Spring 2019 Actual: 77% **Spring 2020 Target: 79%**
Increase the percent of students in grades 3 and 4 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Reading MCA-III test by 2%. Spring 2017 Actual: 60% Spring 2018 Actual 60% Spring 2019 Actual: 58% **Spring 2020 Target: 60%**	Increase the percent of students in grades 7 and 8 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Reading MCA-III test by 2%. Spring 2017 Actual: 55% Spring 2018 Actual: 56% Spring 2019 Actual: 57% **Spring 2020 Target: 59%**	

Goal B. Narrow the achievement gap.

Achievement Targets

Elementary School	Middle School	High School
Increase the percent of Hispanic students in grades 3 and 4 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Math MCA-III test by 4%. Spring 2017 Hispanic: 46% Spring 2018 Hispanic: 46% Spring 2019 Hispanic: 38% **Spring 2020 Target: 42%**	Increase the percent of Hispanic students in grades 5 and 6 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Reading MCA-III test by 4%. Spring 2017 Hispanic: 54% Spring 2018 Hispanic: 52% Spring 2019 Hispanic: 46% **Spring 2020 Target: 50%**	Increase the percent of Hispanic students in grade 10 who meet or exceed the MCA Proficiency Level* on the Spring 2020 Reading MCA-III test by 4%. Spring 2017 Hispanic: 51% Spring 2018 Hispanic: 34% Spring 2019 Hispanic: 37% **Spring 2020 Target: 41%**
Increase the percent of Hispanic students in grades 3 and 4 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Reading MCA-III test by 4%. Spring 2017 Hispanic: 37% Spring 2018 Hispanic: 33% Spring 2019 Hispanic: 30% **Spring 2020 Target: 34%**	Increase the percent of Hispanic students in grades 7 and 8 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2020 Reading MCA-III test by 4%. Spring 2017 Hispanic: 34% Spring 2018 Hispanic: 39% Spring 2019 Hispanic: 37% **Spring 2020 Target: 41%**	

MULTI-TIERED INTERVENTION MODEL

Annually, each student's progress toward meeting state and local academic standards is assessed. The assessment measures vary by grade level. In the primary grades, the Benchmark Assessment System is used in reading. In grades two through eight, the Measures of Academic Progress (MAP) test is used for reading and math. Selected students are assessed using the MAP test in high school.

When data indicate a student is not making progress towards meeting standards, a student is referred to the school's Problem-Solving Team (PST). The Problem-Solving Team is a general education initiative, which provides support for teachers in meeting the unique learning and behavioral need of students. The goal of the PST is to assist students needing differentiated instruction or other interventions to ensure their success in the general education setting.

The PST model should not to be confused or combined with Special Education Child Study. PST focuses on problem solving by intervening early and providing effective instructional, social, and behavioral interventions. Through this process, assigned staff collect data to determine whether the student has shown improvement following consistent implementation and evaluation of targeted interventions.

The array of interventions that are available to students needing additional support varies somewhat by grade level, but several key supports are used in the district:

- Intervention services funded by Alternative Delivery of Specialized Instructional Services (ADSIS)
- Basic Skills Instruction
- Title I Services
- Targeted Services (after school and summer school, grades K-8)
- Credit Recovery (grade 9 – 12)
- Alternative Learning Center (ALC) Services (high school)
- Family Support Program

REQUIRED NOTICES

Equitable Teacher Access

Annually the human resources department provides data on tenure and probationary status to each site. The district's Alternative Teacher Pay for Performance System (ATPPS)/Teacher Development and Evaluation (TDE) plan is located on the district's website under Academics and Curriculum. http://www.isd197.org/. ATPPS/TDE, pairs teachers with peer coaches who help teachers develop annual goals and action plans that address professional growth and student achievement. Throughout the school year, the administrators and peer coaches observe and evaluate teachers, then meet with teachers to discuss progress on their goals and provide constructive feedback on their teaching methods and classroom interactions. An annual summative assessment is completed to determine proficiency. During the staffing process, data from the annual summative assessment is used to assure equitable distribution of effective and experienced teachers. The Curriculum Advisory Committee (CAC) also makes recommendations to assure equitable distribution of effective and experienced teachers.

Access to Diverse Teachers
Annually the human resources department provides data on effective teachers which includes demographic information including, race. The data is reviewed at each site during the staffing process to assess the degree to which licensed teachers in district and/or school reflect the diversity of students enrolled. The Curriculum Advisory Committee (CAC) also makes recommendations regarding the means to improve students' equitable access to effective and more diverse teachers.

Gifted and Talented Identification Process
At the end of each school year, the academic performance of students in grades 2-7 is evaluated to identify children who should receive Gifted and Talented (GT) services or be placed on District 197's Talent Development and Watch list for the following year. Performance measures include, but are not limited to, the Cognitive Abilities Test (CogAT), the Northwest Evaluation Assessment (NWEA) reading and math tests and Formative Assessment System for Teachers (FAST) in reading (aReading) and math (aMath).

Alternate Identification is an additional option for students who may be very high academic performers but do not qualify for GT services using the standard measures. Please contact the program coordinator for more information regarding Alternative Identification. See appendix for specific identification criteria.

Acceleration
District 197 recognizes MN State Statute 120B.15 and supports the need for academically gifted students to receive appropriate accelerated instruction. Whole Grade Acceleration or Single Subject Acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in the next grade level/subject/course. The goal of acceleration is to match the curriculum with the readiness and motivation of the learner.

The district uses the processes outlined in the Appendices to determine if there is evidence to support acceleration however, final determination to accelerate resides with the parent(s)/guardian(s).

Early Entrance to Kindergarten
State of Minnesota regulations mandate that children reaching the age of five on or before September 1 of the school year are eligible for kindergarten. Children reaching the age of five after that date are not eligible for kindergarten until the following September. Exceptions will be considered when a child demonstrates, through assessments, above average social, emotional, physical, and intellectual maturity and the child will be five on or before November 1. Please see the Appendices for the application procedures.

School Readiness
The district's school readiness programs provide partial and full day options that include a comprehensive curriculum aligned with state early childhood guidelines and kindergarten standards. The curriculum includes cognitive, social, emotional, physical and academic skills that prepare students for success in kindergarten. Students participate in assessments three times a year that measure their progress and growth in academic content as well as social/emotional skills. The Early Learning Advisory Committee (ELAC) provides input on programs, curriculum and transition practices into kindergarten. All early learning teachers participate in ongoing professional development throughout the school year including specific strategies for working with students whose native language is not English.

PARENT, COMMUNITY, and STAFF ADVISORY COMMITTEES

A number of parent and staff advisory committees engage stakeholders in the process of reviewing programs and making recommendations for improvement, as well as general communication and advisement. Membership is generally open to anyone who has an interest in promoting and supporting the program or initiative.
The standing advisory committees for District 197 are listed below:

- District Curriculum Advisory Committee (CAC)
- District Special Education Advisory Committee (SEAC)
- District Gifted and Talented Advisory Committee (GTAC)
- Tri-District Community Education Advisory Council
- Early Learning Advisory Council (ELAC)
- District Staff Development Committee (DSDAC)
- District Wellness Committee
- American Indian Parent Advisory Committee
- Padres Latinos en Acción
- Title I Parent Advisory
- Parent Ambassador Network (PAN)

CONSTITUENT FEEDBACK

Every year the district hires an external evaluator to do a random phone survey of a minimum of 400 district constituents. The survey provides a longitudinal look at how well residents feel the school district is educating our students, how well we are managing our resources, and how well the school board is performing in its role. The results are reported at a school board meeting, and the entire report is available for the public to access online.

ANNUAL REPORT

An annual World's Best Workforce report on the state of student achievement and curricular improvements in District 197 is published each fall after school board approval. The report is available on the district website. In addition, the results are reported in an annual meeting in which key messages are prioritized and highlighted. Other reports are tailored to relevant audiences as deemed appropriate.

The following, in support of the District plans, are reported annually to the Minnesota Department of Education as part of Minnesota's World's Best Workforce Initiative:

- District Strategic Implementation Plan and World's Best Workforce Initiative
- Alternative Delivery of Specialized Instructional Services (ADSIS) Plan
- Alternative Teachers Performance Pay System (ATPPS) Plan
- District Integration Plan
- District Staff Development Plan
- Read Well by Grade 3 Literacy Plan

ANNUAL BUDGET

Minnesota's World's Best Workforce legislation requires districts to identify how resources will be dedicated to accomplishing the goals of their plan. The plan need not be dependent on new funding. In most cases, resources can be redirected. However, in other cases, additional expenditures will be necessary and are subject to school board approval.

District 197 reviews its budget annually to determine how existing funds will be used to support the plan and whether additional resources are needed. Requests for additional resources are considered in the context of the regular budgeting process, which begins annually in January and ends in June.

APPENDICES

STRATEGIC GOAL A: Achieve measurable growth and continuous progress for each student.

Vision Outcome: All students will achieve **measurable growth** on an annual basis.

Definition of Measurable Growth and Continuous Progress: Students will demonstrate a minimum of one year's growth on goals and/or content standards in reading and math as measured by assessments determined by the District at each grade level.

Core Strategy A1: **Create a multi-tiered educational model in math and reading that serves all students.**

IMPLEMENTATION PLAN: A1 – Create a multi-tiered educational model in math and reading that serves all students.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Collect baseline data; Analyze data, determine needs, review strategies and select models for each tier. Develop a multi-year plan for implementation to begin in 2014-15, including identifying a sustainable budget* Implement District Wide Tier 2 Math Interventions 5 & 9 Implement District Wide Tier 2 Literacy Interventions for 1-2 Pilot Tier 2 Literacy Intervention for K, 3-4	Implement District Wide Tier 2 Math Interventions 6 & 10 Implement District Wide Tier 2 Literacy Interventions grade K	Implement District wide Tier 2 Math Interventions 7 & 11 Implement Tier 3 Math Interventions in Grades 5, 6 and 7. Implement District wide Math Intervention at Elementary sites based on grade level needs. Conduct a model review for targeted services and make recommendation. Investigate a sustainable funding stream for intervention.	Implement District wide Tier 2 and Tier 3 Math Interventions for grade 8. Implement new Tier 2 model for literacy (elementary) and math (middle school) Develop the next iteration of the K-12 intervention model, including identifying ways to strategically shift resources	Implement year one of K-12 instructional coaches. Continued refinement of Literacy and Math intervention models.

*Implementation in 2014-18 will be dependent on availability of resources to support an intervention model.

Core Strategy A2: Explore ways to expand gifted programming in the district.

IMPLEMENTATION PLAN: A2 - Explore ways to expand gifted programming in the district.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Evaluate the current GT model and identify strengths and areas of growth and evaluate the need for a self-contained Gifted and Talented Program. Review models for GT programming in other districts. Review best practices for GT programming. Evaluate the current core subject area middle school programming for the effectiveness of meeting the needs of non-identified students with high achievement.	Make recommendations for future K-12 gifted programming for implementation in 2015-16.	Implement professional development for GT teachers on the new GT model and differentiation. Implement new K-12 gifted model and monitor and adjust. Investigate unbiased methods for GT entrance criteria and make recommendations for implementation in 16-17.	Complete data tests on selected entrance models and make final recommendations for implementation in 2017-18. Continue to implement, monitor, and adjust the district's GT model. Professional Development: Year 2 of the *Jacob K. Javits Gifted and Talented Students Education Program Grant* provided by Purdue University.	Continue to implement, monitor, and adjust the district's GT model. Professional Development: Year 3 of the *Jacob K. Javits Gifted and Talented Students Education Program Grant* provided by Purdue University. Implement recommended GT entrance criteria.

Core Strategy A3: Develop a comprehensive and viable curriculum.

IMPLEMENTATION PLAN: A3 – Develop a comprehensive and viable curriculum.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Curriculum Review Cycle Self-study: K-12 Writing, ESL, Gifted and Talented, World Language Developing: Chemistry, Physics, K-4 Social Studies New curriculum framework implemented: 5-12 Social Studies, 9-12 Language Arts	**Curriculum Review Cycle** Self-study: AVID, PE, Health, Tech Ed, FACS Developing: K-12 Writing, ESL, Gifted and Talented, World Language New curriculum framework implemented: 4th Social Studies, Chemistry, Physics	**Curriculum Review Cycle** Self-study: K-12 Math, Art, Counseling Developing: AVID, PE, Health, Tech Ed, FACS New Curriculum framework implemented in: K-12 Writing, ESL, Gifted and Talented, World Language	**Curriculum Review Cycle** Self-study: Music Developing: K-12 Math, Art, Counseling, Health New Curriculum framework: AVID, PE, Health (5-12 Sexuality Education) Tech Ed, FACS	**Curriculum Review Cycle** Self-study: K-12 Advanced High School Math Courses, Business Developing: Music, Health Implement New Curriculum framework: K-12 Math, Art, Counseling Implement K-12 common assessments in math.
Professional Development for secondary staff on common assessments (accurate assessment design and effective use)	Professional Development for elementary staff on common formative assessments	Completed		

Core Strategy A4: Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhancing administration's capacity to lead and manage change.

IMPLEMENTATION PLAN: A4 – Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhancing administration's capacity to lead and manage change.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Implement a redefined teacher collaborative team model Evaluate the district's current capacity to provide teachers with easy access to student achievement data to use for instructional planning	Increase the capacity and efficacy of collaborative teams by training team leaders in effective facilitation skills	Pilot Performance Matters online assessments tool Examine scheduling and calendar options to increase teacher collaboration time and effectiveness	Implement Performance Matters for district common assessments for areas under curriculum review Expand collaborative teams' ability to use electronic tools for accurate data analysis (summative measures) Evaluate collaborative teams' ability to respond to student data to provide just in time interventions and supports	Continue to support collaborative teams in using student achievement data to inform instruction and respond to student needs
Balanced Leadership training for all building and district administrators and curriculum/special program coordinators	Train individuals to provide Balanced Leadership training within the district Host an annual Balanced Leadership Academy for teacher leaders Develop a plan to have district trainers in *Classroom Instruction that Works*	Host an annual Balanced Leadership Academy for teacher leaders. Host an annual *Classroom Instruction that Works* Academy for teachers.	Host an annual Balanced Leadership Academy for teacher leaders. Host a *Classroom Instruction that Works* Academy for new teachers. Provide administrators with training in the new "What Matters Most" component of Balanced Leadership	Continue to expand staff understanding of Balanced Leadership and incorporate it into daily practice Implement the "What Matters Most" component of Balanced Leadership

Core Strategy A5: Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).

IMPLEMENTATION PLAN: A5 – Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
	Research effective instructional practices and/or strategies.	Pilot the lesson template created in 2015-16 (K-8) Focus on "Creating the Environment for Learning with Technology" (Grades 5-12) Align work with Strategy C.1/Personalized Learning	Focus on "Helping Students Develop Understanding, Extend and Apply Knowledge with Technology" (Grades 5 – 12) Focus on "Helping Students Develop Understanding" and "Extend and Apply Knowledge" with technology differentiated to align with grade level/specialist area common projects. (Grades K-4) Offer Classroom Instruction that Works: Creating the Environment for Learning for new teachers through Training Academy. Align work with Strategy C.1/Personalized Learning	Complete Classroom Instruction that Works training for all staff K-12 Offer Classroom Instruction that Works for new teachers through Training Academy Monitor Classroom Instruction that Works through Power Walkthrough tool Align work with Strategy C.1/Personalized Learning

STRATEGIC GOAL B: Narrow the achievement gap.

Vision Outcome: All student groups will perform similarly to the majority student population.

Definitions -
Achievement GAP: The academic performance of the seven groups as defined by NCLB (Black, Hispanic, Asian, American Indian, free and reduced, special education, ESL) as compared to the performance of the White and non-free and reduced groups *(*Black, Hispanic, Asian, American Indian, free and reduced, special education, ESL*).*

Definition of Narrowing: Increase the level of performance of the groups (Black, Hispanic, Asian, American Indian, free and reduced, special education, ESL) that are not achieving at the same levels as White and non-free and reduced groups through accelerated academic growth.

Core Strategy B1: Increase staff cultural competency throughout the entire district.

IMPLEMENTATION PLAN: B1 – Increase staff cultural competency throughout the entire district.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Investigate training models and identify a district equity implementation leadership team.	Complete a needs assessment that will be used to develop a cultural competence/equity model for each building and the administrative team.	Develop a five year plan for implementing a comprehensive professional development model based on the results of the needs assessment. Start professional development groundwork with the administrative team. Develop a marketing, hiring, and recruitment plan to ensure a more diverse workforce. Develop a hiring protocol/ rubrics that includes assessment of cultural proficiency skill set.	Implement year one of the professional development plan for lead teachers and/or coaches, as well as pilot implementation with two building leadership teams. Implement year two of professional development for the administrative team. Develop a professional development plan for support staff	~~Implement~~ year one of the professional development plan for instructional coaches Implement year one of the professional development plan for admin assistant staff Implement year three of professional development for the administrative team.

Core Strategy B2: Provide educational opportunities for families to support learning at home and at school.

IMPLEMENTATION PLAN: B2 - Provide educational opportunities for families to support learning at home and at school.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Research an evidence-based parent education model. Partner with the East Metro Integration District (EMID) on researching models.	Implement a Parent Academy using the Parents Involved in Quality Education curriculum/model. Partner with appropriate agencies to create linkages for families (e.g., Adult Basic Education, Dakota County, health agencies). Provide school booster and parent organizations with strategies to increase involvement of underrepresented families.	Expand the number of parent participants in training.	Implement new Parent Academy model: • One district-wide Elementary class (English and Spanish) • One district-wide Middle School class (English and Spanish) • One district-wide High School class (English and Spanish) • One district wide Somali class. • Multiple one nights of topic specific sessions.	Continue to implement, monitor, and adjust Parent Academy based on 2016-17 outcomes

Core Strategy B3: Increase the ways in which school information is communicated in multiple languages and formats.

IMPLEMENTATION PLAN: B3 – Increase the ways in which school information is communicated in multiple languages and formats.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Review the translation and language needs of the families we serve. Review district and building practices for the translation of materials into Spanish.	Develop a comprehensive plan that includes all aspects of the district including transportation, child nutrition, curriculum, etc.	Implement Translation/ Interpreting plan and monitor and evaluate success by surveying staff and families. Create "bank" of often-used translated documents. Review fiscal resources dedicated to translation and interpreting.	Implement translation/ interpreting district-wide guidelines.	Monitor and Evaluate Implement translation/ interpreting district-wide guidelines

The strategies in Goal A will contribute to closing the achievement gap, in particular, Strategy A1, which also addresses gap issues for students in Special Education and English Language Learners (ELL).

STRATEGIC GOAL C: Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.

Vision Outcome: Redesign the traditional school model to one in which the following aspects of personalized learning are evident:

- Flexible, anytime/anywhere learning
- Teacher as facilitator of learning
- Project-based, authentic learning
- Learning tailored to student interests and abilities
- Competency-based progression

Core Strategy C1: Develop a long-term district strategy for personalizing learning.

IMPLEMENTATION PLAN: C1 - Develop a long-term district strategy for personalizing learning.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
	Investigate what aspects of personalized learning should be implemented in the district and at what grade levels Articulate a district strategy for personalizing learning Identify early adopters (teachers, teams, or schools) who would be good candidates for initial implementation	Develop a 5 year vision what Personalized Learning will look like in classrooms. Explore adaptive curriculum. Align to A5, (common instructional strategies) Align to F2, (blended learning environments)	Communicate the vision for Personalized Learning. Design and pilot a portfolio of Personalized Learning Instructional Models. Develop an implementation plan for Personalized Learning.	Continued support of Vanguard teachers in use of Personalized Learning Instructional Models and resources Expansion of Personalized Learning Instructional Models and resources to teams at all sites Building district capacity to support The Core Four of Personalized Learning Identify measures of success for PL, collect baseline data

Core Strategy C2: Expand pathways for learning based on individual interests.

IMPLEMENTATION PLAN: C2 – Expand pathways for learning based on individual interests.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Identify and develop pathways to continue the magnet themes through middle and high school	Explore dual language Spanish immersion as a potential program option in the district through the following discussions: ● Moreland's plan for addressing racial isolation ● ESL program review ● World Language Curriculum review	Conduct a feasibility study of a Dual Language program. Develop a plan for development of expanded pathways. Align to D2 – Expand options to earn postsecondary credit	Identify potential career pathways that include opportunities for earning post-secondary credit or industry certification concurrent to earning a high school diploma through the TriDistrict career and college readiness initiative	Re-work high school registration guide to show pathways

Personalized learning is also addressed in the following goals:

- **Goal A1, A2**
- **Goal D1**

STRATEGIC GOAL D: Prepare students to be career or college ready.

Vision Outcome: Students will graduate with the knowledge and skills necessary for post-secondary success. In addition, students will be able to earn college credit up to an Associate's degree while earning their high school diploma.

Definition of Career and College Ready: Career and college ready means that graduates of District 197 schools possess the knowledge and skills needed in order to successfully complete credit-bearing coursework at a two- or four-year college, technical school, or university or to secure employment in a career-track position, defined as one that pays a living wage, provides benefits, and offers opportunities for advancement through education and training.

Core Strategy D1: Develop a means by which each student is able to create an individual electronic college and career portfolio beginning in 7th grade.

IMPLEMENTATION PLAN: D1 - Develop a means by which each student is able to create an individual electronic college and career portfolio beginning in 7th grade.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Begin identifying the number of students in grade 2-11 who score at the College Eligible and ACT College Readiness Benchmark level using MCA and MAP correlation statistics	Implement 8th and 10th grade Career and College Assessment Research electronic portfolios Prepare plan to meet requirements of MS 120B,125 (Successful Transition to Postsecondary) and 120B.30 (MN Testing and Reporting) Implement Grade 11 ACT Assessment for College Admissions	Implement the career and college portfolio in grades 9 through 12 Develop a college and career readiness curriculum 7-12	Continue to track and monitor data 8 - 12 Implement the career and college portfolio in grade 8 Professional development for counselors on their role and how to help guide students in career planning and support teachers in knowing how they can support career awareness Hands-on experience for parents in using Naviance (e.g., parent night)	Continue to track and monitor data 7 - 12 Implement the career and college portfolio in grade 7 Continued professional development for teachers and counselors on their role and how to help guide students in career planning Implement Warrior Seminar in 9th Grade

Core Strategy D2: Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students "job ready" upon graduation.

IMPLEMENTATION PLAN: D2 – Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students "job ready" upon graduation.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Prepare for the first cohort of Henry Sibley High School students to participate in the Inver Prep program through Inver Hills Community College in 14-15 Plan for scaling the model up until 17-18, including student recruitment Begin planning coursework (curriculum development) for the Pathway to College track in collaboration with Inver Hills Community College	Explore ways to expand certifications in courses such as Project Lead the Way and the Culinary Arts Research ways to work with a local community college to offer more courses for credit at Henry Sibley High School Explore ways to offer Advanced Placement (AP) options for students in 9th grade	Continue to expand concurrent enrollment options courses available to 11th grade students Research ways to work with post-secondary institutions to offer more courses for credit at Henry Sibley High School Align to C2 – Expand pathways	Continue to expand concurrent enrollment options courses available to 11th and 12th grade students Implement Career Skills Assessments for Tech Ed, FACS and Business students. Review graduation requirements Launch the TriDistrict career and college readiness initiative: define potential career pathways; create business partnerships; develop a marketing strategy; and outline a sustainable financing plan	Continue to expand concurrent enrollment options courses available to 11th and 12th grade students Expand and explore opportunities for partnerships for internships, mentorships, and accreditations

Core Strategy D3: Increase the quality, fidelity, intensity and consistency in AVID implementation at the secondary level.

IMPLEMENTATION PLAN: D3 – Increase the quality, fidelity, intensity, and consistency in AVID implementation at the secondary level.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Expand AVID to grade 8 and 10	Expand AVID to grade 11 at Henry Sibley High School Examine expansion of AVID to grades 4, 5 and 6	Expand one cohort at grade 12 Focus on implementation of AVID elective grades 7-12 with fidelity Expand the number of staff who are trained in AVID Implement at least one strategy school-wide in grades 7-12	Focus on implementation of AVID elective grades 7-12 with fidelity Expand the number of staff who are trained in AVID Implement at least one additional strategy school-wide in grades 7-12. Implement recommendations from the Academic Return on Investment Report. ● Implement entrance criteria with fidelity ● Complete administrative (building and district) walkthroughs ● Ensure AVID students are in one rigorous course ● Complete monthly reviews of site plans and self-rate/monitor	Focus on implementation of AVID elective in grades 7-12 with fidelity Expand the number of staff who are trained in AVID Implement at least one additional strategy school-wide in grades 5-12 Monitor the recommended implementation from the Academic Return on Investment Report

Core Strategy D4: Complete a comprehensive review of the current K-12 counseling program to determine the role it currently serves and determine how it might be enhanced in the future to more fully prepare students for career and college readiness.

IMPLEMENTATION PLAN: D4 – Ensure the K-12 counseling program supports students' college readiness and career planning.		
2013-14	**2014-15**	**2015-16**
	Conduct a needs assessment of the current counseling program Conduct a needs assessment of the type of career counseling students need Identify the counseling department's mission and purpose Identify strategies for future programming	Implement the American School Counselor Association (ASCA) model, per the findings of the 2014-15 evaluation Continue to realign the role of the high school counselor to the ACSA model K-12 alignment of counseling curriculum following the curriculum review process and the implementation of Naviance ACTION STEPS COMPLETED continued work under Core Strategy D1

STRATEGIC GOAL E: Deliver high impact early learning opportunities.

Vision Outcome: All children will achieve their full Kindergarten readiness potential.

Definition of High Impact Early Learning opportunities - Programming that makes a measurable difference in preparing students birth to five for successful entry into Kindergarten.

Core Strategy E1: Increase early learning opportunities for families.

IMPLEMENTATION PLAN: E1 – Increase early learning opportunities for families.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Further define community interest in the kind of early learning programs that would best serve their needs through focus groups and other methods of generating stakeholder input (e.g., input on preferred location, length, and duration of programs, and childcare options)	Develop program recommendations for implementation in 2015-16 based on stakeholder input	Implement expanded program options (Phase I) as per space and resources allow	Implement expanded program options (Phase II) Develop expansion plans for ECFE classes	Implement expanded program options (Phase III) as per space and resources allow Implement expanded ECFE class options
District Facility Task Force investigate options for creating dedicated space for Early Learning and make recommendations to the School Board	Plan for Early Learning space as resources allow	Occupy dedicated space to accommodate early learning programs per recommendation (Phase I)	Occupy dedicated space to accommodate early learning programs for Phase II	Occupy dedicated space to accommodate early learning programs per recommendation (Phase III) Continue to investigate future space needs on the south side of the district

Core Strategy E2: Develop an effective kindergarten transition model, including the creation of vertical curriculum and instructional alignment from Pre-K to grade three.

IMPLEMENTATION PLAN: E2 – Develop an effective kindergarten transition model, including the creation of vertical curriculum and instructional alignment from Pre-K to grade three.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Convene a kindergarten transition committee that includes broad representation of district staff and community members and begin to develop a comprehensive K transition plan, which includes identifying the gaps of K transition for children, families and schools as well as community early education and care providers. A rubric will be developed to guide and monitor the process of the kindergarten transition plan.	Implement Phase I of the kindergarten transition plan	Implement Phase II of the kindergarten transition plan	Implement Phase III of the kindergarten transition plan	All phases of the Kindergarten transition plan are implemented and adjusted as needed to improve effectiveness
Participate in statewide testing a new electronic tool to track demographic indicators of students currently participating in School Readiness and ECFE	State electronic tracking system (testing and progress monitoring) is incomplete. Allocate joint professional development and planning time with Pre-K and K teachers to collaborate and align, understand curriculum, assessments, interventions and expectations in Pre-K and K	Define Kindergarten Readiness from pre-K through K and review assessments	Pre-K and K collaboration on writing instruction Develop a system to track assessment data in Infinite Campus and Performance Matters	Full implementation of student enrollment in Infinite Campus Start program-wide implementation of Teaching Strategies Gold, an online assessment data base

Core Strategy E3: Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice.

IMPLEMENTATION PLAN: E3 – Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Utilize ELLCO administered by trained coaches and the Early Literacy Intervention Specialist to ensure fidelity of curriculum and research-based strategies as it relates to oral language development. Early childhood Literacy Coaches develop a curriculum for staff training related to early literacy assessment and intervention strategies. Conduct phase I trainings for teachers in Parent Aware 4-Star classrooms on assessment and intervention Quarterly data review meetings, modeling and coaching of teaching staff in all classrooms ECFE Home Visits expanded program-wide Trained personnel conduct all literacy assessments and interventions Program-wide focus on inclusive teaching strategies to address diverse learning needs in the classroom Take My Teacher Home Bi-lingual take home iPod project is implemented ECFE Curriculum is finalized and program evaluation is developed	Tier I literacy instruction is regularly observed in all Early Learning classrooms and implemented with fidelity School Readiness Parent workshops in collaboration with ECFE (as resources allow) Develop a strategic plan for increased PD development with early care and education providers in the community. Family Literacy curriculum is developed in alignment with ECFE curriculum	All early childhood teachers are trained in formative assessment and Tier II and III literacy intervention and conduct in their classrooms (as resources allow) Continue School Readiness Parent workshops in collaboration with ECFE (as resources allow) for parents of 1st and 2nd graders. Phase I of collaborative community PD Implement Phase 1 of Family Literacy curriculum	Pilot program-wide curriculum-based assessments Implementation of Tier II and III literacy intervention Orientation to the district- wide math curriculum Conscious Discipline training for parents Pre-K and elementary	Aligning the Early Learning Indicators of Progress to the District's math curriculum

STRATEGIC GOAL F: Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.

Vision Outcome: Students will acquire the necessary competencies to succeed in an ever changing and interconnected world. This will require a redesign of the traditional school model to one in which the following aspects of personalized learning are evident:

- Redefine the use of time by providing flexible, anytime/anywhere learning
- Redefine the role of the teacher as facilitator of learning
- Facilitate project-based, authentic learning
- Learning tailored to student interests and abilities
- Competency-based progression

Definition - Instruction using technology and other non-traditional methods to develop competencies in: curiosity, critical thinking, problem solving, collaboration, communication, creativity, accessing and analyzing information and the ability to think flexibly while acquiring content and procedural knowledge.

Core Strategy F1: Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices.

IMPLEMENTATION PLAN: F1 - Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Evaluate options for individual electronic student devices	Determine professional development needs to support the inclusion of individual devices in the classroom (dependent upon passage of technology levy)	Implement student devices at the middle school and high school. Increase access at elementary sites to ensure equitable access.	Implement increased student device access at the elementary level. • 1:1 for Grades 3-4 • 1:2 for K-2	Evaluate model based on new emerging technologies
Develop options for sustainable models for technology infrastructure	Provide professional development options to meet the various needs of staff to increase the integration of technology into instruction.	Implement a sustainable model for technology infrastructure	Continue to monitor, sustain, and support technology infrastructure	Ongoing maintenance and updates as needed

Core Strategy F2: Create blended learning environments.

IMPLEMENTATION PLAN: F2 - Create blended learning environments.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Develop additional HS Hybrid Courses Research learning managements systems Investigate offering fully online HS courses	Create PD opportunities in a blended environment for teachers Consistent implementation of learning management system Develop additional HS Hybrid Courses	Develop additional HS Hybrid Courses Develop an implementation plan for selected learning management system/s Expand the use of blended learning components in teaching and learning. Align to C1 (personalized learning)	Develop additional HS Hybrid Courses Implement learning management system, Canvas, through a 3 year teacher opt-in model.	Expand Implementation of learning management system, Canvas, through a 3 year teacher opt-in model Implement SeeSaw K-2

Core Strategy F3: Redesign learning spaces to accommodate 21st century learning.

IMPLEMENTATION PLAN: F3 - Redesign learning spaces to accommodate 21st century learning.				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Discuss 21st century learning spaces in and determine how to move forward	Gradually shift to purchasing furniture that is flexible and can be used for multiple purposes (ongoing)	As classrooms require new furniture, provide purchasing options that allow for flexible learning spaces.	As classrooms require new furniture, provide purchasing options that allow for flexible learning spaces.	As classrooms require new furniture, provide purchasing options that allow for flexible learning spaces Support recommendations from the facility study

Table 2: District 197 Benchmarks for College and Career Readiness Standards (K-7)

In 2019-2020 the district implemented a new suite of assessments, Formative Assessment System for Teachers (FAST) in the areas of reading and math. Benchmark scores will be established in the summer of 2020 for use in the 2020-2021 school year. The MAP (Measures of Academic Progress) is no longer in use in grades 1 – 8.

Grade	Achievement		Engagement	
	Measure	**Score**	**Measure**	**Score**
K	Kindergarten Literacy	TBD	Attendance	96%
	Kindergarten Math	TBD		
1	MAP R	188	Attendance	96%
	MAP M	187		
2	MAP R	200	Attendance	96%
	MAP M	200		
3	MAP R	199	Attendance	96%
	MCA R	350		
	MAP M	204		
	MCA M	350		
4	MAP R	208	Attendance	96%
	MCA R	450		
	MAP M	213		
	MCA M	450		
5	MAP R	214	Attendance	96%
	MCA R	550		0% Failures
	MAP M	225		
	MCA M	550		
6	MAP R	220	Attendance	96%
	MCA R	650	Grades	0% Failures
	MAP M	235		
	MCA M	650		
7	MAP R	223	Attendance	96%
	MCA R	750	Grades	0% Failures
	MAP M	238		
	MCA M	750		

Table 3: District 197 Benchmarks for College and Career Readiness Standards (8-12)

In 2019-2020 the district implemented a new suite of assessments, Formative Assessment System for Teachers (FAST) in the areas of reading and math. Benchmark scores will be established in the summer of 2020 for use in the 2020-2021 school year. The MAP (Measures of Academic Progress) is no longer in use in grades 1 – 8.

Grade	Achievement		Engagement	
	Measure	**Score**	**Measure**	**Score**
8	MAP R	227	Attendance	96%
	MCA R	850	Grades	0% Failures
	MAP M	243		
	MCA M	850		
	MCA S	850		
9	ACT Aspire		Attendance	96%
			GPA	>= 2.7
			Course Completion Rate	On-Track [4]
10	MCA R	1050	Attendance	96%
			GPA	>= 2.7
			Course Completion Rate	On-Track [4]
	Pre ACT			
11	MCA M	1150	Attendance	96%
	ACT w Writing	Benchmarks [3]	GPA	>= 2.7
			Course Completion Rate	On-Track [4]
12	ACT	Benchmarks [3]	Post-Secondary Plan	Complete
			GPA	>= 2.7
			Course Completion Rate	On-Track [4]

1. ACT CCR Benchmarks - English: 18 Math: 22 Reading: 21 Science: 24
2. Students on track have completed all required courses and earned sufficient credits to assure graduation within a 4-year timeline. (Grade 9: 6 credits, Grade 10: 12 credits, Grade 11: 18 credits, Grade 12: 23 credits)

Table 4: MAP RIT Targets for College and Career Readiness Studies

In 2019-2020 the district implemented a new suite of assessments, Formative Assessment System for Teachers (FAST) in the areas of reading and math. Benchmark scores will be established in the summer of 2020 for use in the 2020-2021 school year. The MAP (Measures of Academic Progress) is no longer in use in grades 1 – 8.

	Reading						Math					
	NWEA Median	MCA Proficiency [1]	2-year Open College	College Eligible	ACT College Ready Benchmarks	Select College	NWEA Median	MCA Proficiency	2-year Open College	College Eligible	ACT College Ready Benchmarks	Select College
1- Fall	160	161	150	161	171	183	163	159	150	163	171	190
1- Sp	177	180	165	178	188	203	179	178	167	179	187	204
2- Fall	176	177	165	176	189	203	178	174	165	179	186	204
2- Sp	190	193	179	190	200	215	191	190	179	192	200	216
3- Fall	190	190	179	191	199	216	192	188	180	192	204	217
3- Sp	199	202	189	200	208	224	203	201	190	203	216	234
4- Fall	200	201	190	201	208	225	204	201	192	204	213	228
4- Sp	207	211	197	208	215	231	213	214	200	213	224	240
5- Fall	207	207	198	209	214	231	213	216	200	213	225	241
5- Sp	212	214	203	214	220	235	221	229	208	221	236	253
6- Fall	212	216	204	214	220	236	220	226	207	220	235	252
6- Sp	216	221	208	218	224	239	226	234	213	225	242	258
7- Fall	216	220	209	217	223	239	226	232	212	225	238	254
7- Sp	220	225	212	220	227	241	231	239	217	230	244	260
8- Fall	219	223	212	220	227	241	230	238	217	230	243	259
8- Sp	222	228	215	223	230	244	235	242	221	234	249	265
9- Fall	221	230	216	222	229	244	234	242	222	234	246	262
9- Sp	223	231	217	224	232	246	236	244	224	236	251	268
10- Fall	223	231	218	224	232	246	234	243	225	235	250	265
10- Sp	224	232	219	225	234	248	237	246	227	237	254	271
11- Fall	223	234	220	225	236	252	236	246	226	236	255	270
11- Sp	224	234	221	225	237	254	238	248	229	238	258	275

[1] MAP Reading RIT scores predicting MCA proficiency revised in May 2015 following an outside study.

Gifted and Talented Identification Process

At the end of each school year, the academic performance of students in grades 2-7 is evaluated to identify children who should receive Gifted and Talented (GT) services or be placed on District 197's Talent Development and Watch list for the following year. Performance measures include, but are not limited to, the Cognitive Abilities Test (CogAT), the Northwest Evaluation Assessment (NWEA) reading and math tests and Formative Assessment System (FAST) in reading (aReading) and math (aMath).

Alternate Identification is an additional option for students who may be very high academic performers but do not qualify for GT services using the standard measures. Please contact the program coordinator for more information regarding Alternative Identification.

Tier 1

Tier 1 of the Gifted and Talented Program focuses on the training and support of all teachers in the practice of differentiated instruction. This impacts all students, especially those achieving at high levels, as it offers different learning opportunities that extend beyond the general classroom expectation.

Tier 2

Tier 2 of the Gifted and Talented Program focuses on the practice of Total School Cluster Grouping. Clustering is a "common gifted education practice that places a group of high achieving, gifted, or high ability students in a classroom with other students and with a teacher that has received training or is willing to differentiate curriculum and instruction for these target students" (Gentry, 2008). Tier two elementary students also work with the Gifted and Talented teacher in their school.

Criteria for Tier 2 Identification is a combination of:

- Cognitive Ability Test - Composite Score of 125+
- Cognitive Ability Test - Single Subtest Score (Verbal, Non-Verbal, Quantitative) of 125+ and NWEA MAP Scores at the 96th Percentile or Higher in Both Reading and Math
- Teacher Recommendation
- ParentRecommendation

Tier 3

Tier 3 of the Gifted and Talented Program focuses on the implementation of curriculum extension projects. These projects serve as curricular extensions that allow students to grow in order to develop their academic and social skills through problem solving, higher level thinking skills and creativity. In order to offer students appropriate academic challenges, clustering is also used for Tier 3 students.

Criteria for Tier 3 Identification is a combination of:

- Cognitive Ability Test - Composite Score of 130+
- Cognitive Ability Test - Composite Score of 125+ and NWEA MAP Scores at the 98th Percentile or Higher in Both Reading and Math
- Teacher Recommendation
- ParentRecommendation

Grade Level Acceleration Procedure

District 197 Acceleration Procedure:
District 197 recognizes state statute 120B.15 and supports the need for academically gifted students to receive appropriate accelerated instruction. *A Nation At Risk,* and the recent response, *A Nation Empowered* identify 18 different types of acceleration. Two of which involve "grade skipping": Early Entrance to Kindergarten and Whole Grade Acceleration. Whole Grade Acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in the next grade level/subject/course. The goal of acceleration is to match the curriculum with the readiness and motivation of the learner.

The district uses the process outlined below to determine if there is evidence to support acceleration however, final determination to accelerate resides with the parent(s)/guardian(s).

Minimum Criteria:
Prior to requesting Grade Level Acceleration, District 197 has **established minimum criteria** for consideration. The criteria consist of:

Being identified as a Tier 3 student by the current district Gifted Identification Process,

OR

Academic Achievement results in math AND reading as measured by MAP 2-5 (for students in grades 1 - 4) or MAP 6+ (for students in grades 5 and up) at the 98 percentile or higher and two years ahead of their current placement

AND

Cognitive Ability Test (CogAt) - Composite Score of 130+

If a student has not taken the CogAt, MAP Math or MAP Reading tests, the district will arrange for the tests to be taken, but the student must have been enrolled in the district for at least six months. CogAT will be administered in the district testing window whenever possible. If a student needs to be assessed outside of this window, the assessment will occur in late April or early May. The exact date is dependent on the availability of the Minnesota Testing Center at the University of Minnesota. The district Gifted and Talented Coordinator will work with the Minnesota Testing Center to establish a window, when necessary.

Part 1: Starting the Process

If minimum criteria are met, to begin the process, the parent or guardian should fill out a Whole Grade Acceleration Request Form and Parent Inventory for Finding Potential (PIP) by April 15 for consideration for the following school year.

Copies of Whole Grade Acceleration forms will be available at all schools. Forms may also be available under Gifted and Talented on the district webpage or from the district Gifted and Talented Coordinator. Parents/guardians must sign the form giving the district permission to administer needed tests, and permission for a member of the evaluation team to invite their son or daughter to an interview.

Any qualified student, in grades 1-8, residing in the District may also be referred by a building principal, or a District staff member as long as the student meets minimum qualifications. Upon referring a child, the building principal would set up an initial meeting and review the procedure, share the Whole Grade Acceleration Request Form, and discuss possible expenses with the family.

Initial Screening

1. A staff member, parent or student may initiate grade acceleration. The Gifted and Talented Coordinator and building principal will review the procedures with staff and/or parent(s) who are considering acceleration for a student.
2. The parent must submit the acceleration request and the Parent Inventory for Finding Potential (PIP) to the building administrator.

Between April 15 and May 1 annually,

3. The administrator and Gifted and Talented Coordinator meet to discuss the request.
4. The Gifted and Talented Coordinator gathers existing student data including two documented strategies to meet the student's acceleration needs, previous test scores, work samples, teacher rating scales (academic and socioemotional) and a summary of classroom achievement.
5. The Acceleration Committee will review the existing data.

Acceleration Committee

The acceleration evaluation committee shall include the following:

A. Current teachers of the referred student
B. A teacher at the grade level or course to which the referred student may be accelerated
C. A district psychologist*
D. The district Gifted and Talented Coordinator
E. The building principal or designee

*It is recommended that the same psychologist is used for all acceleration evaluations.

Part 2: Data Gathering

Following the initial screening a meeting will be held between May 1 and May 8 with the parents/guardians, building administrator and Gifted and Talented Coordinator to discuss whether the process continues and/or next steps. If the process continues, the next phase will be additional data gathering.

Data Gathering

1. If the process continues, the Iowa Acceleration Scale-3 assessment will be completed by the building administrator or Gifted and Talented Coordinator.
2. As part of the IAS-3 assessment the most recent version of the Wechsler Intelligence Scale for Children (WISC) or the Stanford-Binet individual measure of intellectual ability is required.

a. Parents may choose to submit scores from an outside psychologist at their own expense.
b. If a family is not able to access outside resource, the parents/guardians may request testing by the district. The district would provide needed assessments at the expense of the parents/guardians - not to ever exceed $250. Families who qualify for free or reduced lunch would not be required to pay. If testing is done by the local district, the parent/guardian should understand that they may not have access to printed reports but rather reports that most likely will be hand-scored.

3. Additional assessments may include any combination of the following:

- End of the year assessments* for reading and math curriculum and other curriculums as requested by the acceleration committee. It will be necessary for the student to demonstrate competency of the grade level content that will be missed.
- A student interview with the school psychologist and Social Skills Rating System to determine social readiness and student motivation.
- Possible classroom observations
- Current grades
- Any other portfolio or digital portfolios of examples of student work or performance provided by teachers, the family or the building administrator.

*MCA scores

Part 3: Evaluation of Data Gathering

The Acceleration Committee will review the data and make a recommendation. A meeting will be scheduled with the parents/guardians, building administrator and Gifted and Talented Coordinator to discuss the recommendation and next steps between June 1 and June 15.

The Acceleration Committee reviews data from the data gathering process and recommends acceleration based on the following criteria:

- IAS-3 Recommendation

Total Numerical Value	**IAS-3 Recommendation**
60 - 80 total value	**Excellent** candidate for grade acceleration. Acceleration is recommended.
46-59	**Good** candidate for grade acceleration. Acceleration is recommended.
35-45 total value	**Marginal** candidate for grade acceleration. There is no clear recommendation-consider subject-acceleration as an alternative.
34 or fewer total value	Grade acceleration is **NOT recommended**- consider subject acceleration, enrichments, differentiation and/or other alternatives.

- High achievement in current grade level in all academic areas
- Intellectual ability score of 130
- Academic achievement test results in 98 percentile or higher as measured by the MAP in Reading and Math
- Evidence of social/emotional maturity, academic motivation and persistence
- A desire to accelerate without pressure from parent(s)/guardian(s)

Part 4: Recommendation Procedures

If grade acceleration is recommended:

- A plan for class placement and transition considerations will be developed. The plan shall specify:
    - the placement of the student in an accelerated setting
    - strategies to support a successful transition to the accelerated setting
    - how the placement alters the student's ability to access classes at the middle school and high school prior to his or her peers
    - required meetings with the school counselor for social and emotional support
    - how this may impact eligibility at the middle school or high school for activities
- To assure student is being successful, a follow-up meeting will take place 6 - 8 weeks into the start of the school year with parent(s)/guardian(s).
- The building principal will be assigned to oversee the implementation of the plan, and to monitor the adjustment of the student to the accelerated setting. Parents will also understand that the plan is a guide.
- Gifted and Talented Coordinator will document acceleration in student's cumulative file.

- If grade acceleration is NOT recommended:
- The building principal will work with and be supported by the building Gifted teacher and/or Gifted and Talented Coordinator to ensure that the student is being appropriately challenged.
- Recommendations for current success in the current grade may be created by the evaluation committee.

Deadline for Submitting Forms:
Whole Grade Acceleration Forms should be submitted by April 15. Students referred for accelerated placement will be evaluated in a prompt manner, not to exceed 60 calendar days.

The Acceleration Committee shall be responsible for conducting a fair and thorough evaluation of the student. The committee will consider the student's own thoughts on possible accelerated placement in its deliberation.

Written Notification:
The Acceleration Committee shall issue a written decision of the evaluation process to the building principal and to the student's parent(s)/guardian(s). This notification shall include instructions for appealing the decision.

Parent's Rights Granted by the District:
At any time during the first quarter of the transition period, a parent/guardian may request in writing that the student be withdrawn from accelerated placement. In such cases the principal will remove the student from the accelerated placement without repercussions. The student's acceleration procedure shall be revised accordingly.

At the end of the two-month accelerated placement -- the placement shall become permanent. The student's records shall be modified accordingly if necessary by district or state procedures.

After six months the accelerated educational plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Single Subject Acceleration

Minnesota Statute 120B.15 indicates that a school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures must include how the district will:

- Assess a student's readiness and motivation for acceleration
- Match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student

Single Subject Acceleration
Single subject acceleration is defined as the delivery of curriculum by either physically moving a student into a higher-grade level classroom within the same district, or having him/her work with higher grade level curriculum either independently or in his/her own age-based classroom.

Elementary Single Subject Acceleration
No subject acceleration in math is available in the current elementary program, teachers will meet student needs through differentiation.

A Gifted and Talented teacher at each site provides support to students in grades three and four during the literacy portion of the classroom schedule. During that time students will receive instruction at their academic level through guided reading.

Middle School Single Subject Acceleration
Subject acceleration is available in math in the middle school and is an educational accommodation designed for exceptional math students. Subject acceleration requires an ongoing and committed partnership between the school district and the family. The subject acceleration procedures for math are designed to guide the process in determining if a student is a good candidate for this accommodation. To aid in the decision making process, more information about math pathways can be found through these resources: Middle School Courses and Math Pathways.

Subject acceleration is not available in any other content area. A Gifted and Talented teacher at each site provides support to students in grades 5 - 8 during Language Arts and will consult with social studies and science teachers to differentiate instruction.

Families need to apply for single subject acceleration by the **last day of school** in order to be considered for the fall of the upcoming school year. Criteria for acceleration are listed below.

General criteria for students
1. Student must demonstrate high achievement in math by scoring at or above 95th percentile on the Measures of Academic Progress (MAP) and achieve "exceeds" on the Minnesota Comprehensive Assessment (MCA). 2. An end of the year assessment may be given and a score of 80% or above will need to be achieved demonstrating mastery of district materials at least one year ahead of current placement. 3. The student's current teacher and previous teacher in the subject area will be consulted about student achievement and work ethic. 4. The student should exhibit all or most of the following traits: social and emotional maturity, strong independent study skills, motivation and persistence, and an intense interest in the subject area. 5. The student must show a desire to subject accelerate.

General Process

1. Students who meet the criteria in the first step under general criteria should complete the single subject acceleration application so that a time can be scheduled to take the end of the year assessment at least one year ahead of current placement. The application should be submitted to the building principal.
2. Parents will be contacted by the Gifted and Talented Coordinator to arrange a time for the assessment.
3. Results of the assessment will be shared within 1 week of completing the assessment.
4. The Gifted and Talented Coordinator, building principal, counselor and teacher of subject the student is requesting to accelerate in, will determine if appropriate, permission for single subject acceleration will be granted.
5. If it is determined that the request is not appropriate, recommendations will be developed for the current level and the teacher will monitor student progress.

Process for students going in grade 4 going into grade 5

1. Students that meet the criteria in first step under general criteria, will be given the end of year assessment that assesses grade 5 standards during the school day in mid-May.
2. Results of the assessment will be shared by Memorial day.
3. Students meeting the criteria of 80% or more on the end of year assessment that want to enroll in Accelerate Middle School Math 1 should complete the Acceleration form.

Note: Students who do not meet the entrance criteria for accelerated math in grade five will have other opportunities for acceleration throughout their middle and high school career in School District 197.

Procedures

1. The recommendation of the subject acceleration will occur at a natural transition time and be on a nine week (quarter) trial basis with the current teacher monitoring student progress. To be considered for the start of the year, requests should be made by the last day of school of the previous year.
2. Students **must maintain a 70% quarterly average** on all unit assessments in order to remain in the accelerated course.
3. Scheduling issues and transportation needs must be considered. Transportation is the responsibility of the parent.
4. Acceleration plans will be re-evaluated annually.

Students New to District

1. Complete appropriate testing, testing needed will be based on tests taken in previous school.
2. Submit a recommendation form from previous school

Early Entrance to Kindergarten

Minnesota Statute 120B.15, **GIFTED AND TALENTED STUDENTS PROGRAMS,** indicates that a school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures must include how the district will:

- Assess a student's readiness and motivation for acceleration
- Match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student

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Procedures for Early Entrance to Kindergarten

State regulations mandate that children reaching the age of five on or before September 1st of the school year are eligible for kindergarten. Children reaching the age of five after that date are not eligible for kindergarten until the following September. Exceptions will be considered when a child demonstrates above average social, emotional, physical, and intellectual maturity and the child will be five on or before November 1st.

Admission Procedures

1. The child's birthday must be between September 2nd and November 1st.

2. Parents/Guardians should submit a request to the principal of the school in the attendance boundary in which the family resides. An *Application For Early Admission to Kindergarten* will be sent to them to complete. Parents/Guardians must return completed applications along with a $50 assessment fee by May 30th to the principal. Proof of early childhood screening must be provided along with the completed application.

3. All families requesting early admittance must bring their children to a designated elementary school for a half-day screening in the kindergarten room. The screening day is held no later than June 20th each year. Families will be notified of the assessment date no later than May 1.

4. Children will be assessed using the Kindergarten Readiness Test developed by Slosson Educational Publications, INC., work samples, and developmental observations for kindergarten readiness. At this time, the team will review any independent outside evaluations done at the parents' expenses, but such assessments are not required.

5. A written report will be developed by the district team. The report will indicate either of the following: (1) early entrance would not be in the best interests of the child, or (2) the child demonstrates kindergarten readiness skills. The findings in the report are the final decision.

6. The District will mail home the written report within one week of testing. The building principal will follow-up with the applicant by phone within one week of the written report being received.

A record of assessments and recommendations will be filed in the student's cumulative file.

7. All early admission placements are subject to available space in the kindergarten classrooms and will be considered probationary for a period of four weeks. During that time the child's progress and adjustment to kindergarten will be monitored. Based on this information, if the team recommends the child not continue in kindergarten, the principal will notify the parents of that decision.

Procedures for Early Entrance to First Grade

Children reaching the age of six on or before September 1st of the school year will be eligible for first grade. Children reaching the age of six after that date and before November 2nd will not be eligible for first grade until they have successfully completed a kindergarten program or gone through our district Grade Acceleration Process. Applications for early entrance to first grade are due on April 15th.

If you have any questions regarding procedures for early entrance to kindergarten/ first grade, please call the Secondary Curriculum and Gifted and Talented Coordinator, Miles Lawson at 651-403-7215.