



INDEPENDENT
SCHOOL
DISTRICT 728

ELK RIVER | OTSEGO | ROGERS | ZIMMERMAN



WORLD'S BEST
WORKFORCE
2015 – 2016



ISD 728 MISSION & CORE VALUES

ONE MISSION

Our mission is to **educate, inspire & empower** our diverse learners, to shape their futures, to accomplish their dreams and to contribute positively to our local and global communities.

7 CORE VALUES

- 1 All people have value.
- 2 Valuing & respecting differences strengthens the individual & the community.
- 3 People thrive when they feel connected, supported & affirmed.
- 4 Everyone can learn.
- 5 Hope inspires and empowers.
- 6 Lifelong learning is essential for personal growth.
- 7 Change is an opportunity for growth.

ABOUT ISD 728

Independent School District 728, the eighth largest school district in Minnesota, is a high performing district located 35 miles northwest of Minneapolis. We proudly serve nearly 13,000 neighborhood students and more than 50,000 total lifelong learners in the areas of Albertville, Baldwin, Big Lake, Burns, Dayton, Elk River, Livonia, Nowthen, Orrock, Otsego, Ramsey, Rogers, Stanford, St. Michael, and Zimmerman.

We have 9 elementary schools, 4 middle schools and 4 high schools. We also offer Science, Technology, Engineering and Math (STEM) magnet programs at Rogers Elementary School and Salk Middle School. Our Community Education program serves learners of all ages from birth to senior citizens.

Everything we do is aligned with our mission: to educate, inspire & empower our diverse learners, to shape their futures, to accomplish their dreams and to contribute positively to our local and global communities.



WORLD'S BEST WORKFORCE

In 2013, State Legislature passed a bill to ensure every school district within the state is making strides to increase student performance. This bill, the World's Best Workforce, is a strategic plan that is to be implemented in every school district which addresses the following five goals:

- » All children are ready for school.
- » All third-graders can read at grade level.
- » All racial and economic achievement gaps between students are closed.
- » All students are ready for career and college.
- » All students graduate from high school.

In this report, you will see highlights of the progress made in these specific areas within ISD 728 during the 2015-16 school year.

Stay Engaged!

- » View our World's Best Workforce report online at www.isd728.com/WBWF.
- » Attend the World's Best Workforce public meeting in January to hear the plan for this year and review the updated goals, outcomes and strategies from 2015-2016.
- » For more information on the World's Best Workforce visit www.education.state.mn.us/MDE/fam/wbwf.

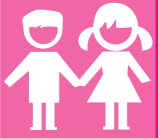
World's Best Workforce Committee

The purpose of the World's Best Workforce Committee is to address continuous improvement, community involvement and annual public reporting on curriculum, instruction and student achievement. This committee is comprised of parents from each of the district's schools, community members, teachers, administration and district office personnel to ensure that a broad range of issues and viewpoints are examined and discussed. The members from the 2015-2016 committee are listed below.

Building	Position	Name	Building	Position	Name
DO	Paraprofessional	Wendy Schwab	MIDDLE	Principal Rep	Marcia Welch
DO	Director	Erin Talley	OE	Parent	Rosa Anayeli
DO	Teacher	Ena Rasmussen	PE	Parent	Dana Olson
DO	Teacher	Susan Potvin	RE	Parent	Shannon Ajibesin
RHS	Parent	Greg Heinecke	RHS	Parent	Kristen Scott
ELEM	Principal Rep	Stephanie Amberg	RMS	Parent	Tracy Smith
ERHS	Parent	Josh Purcell	Sch. Brd.	School Board	Sue Farber
HE	Parent	Jim Pereda	SMS	Parent	Leah Kotzer
HFC	Parent	Becky Hanson	TLE	Parent	Jessie Keckeisen
HIGH	Principal Rep	Greg Martin	VMS	Parent	Kristina Nelson
ISCS	Parent	Michelle Nesbitt	WE	Parent	Jan Baker
LE	Parent	Karen Wingard	ZE	Parent	Nate Vassar
ME	Parent	Chris Borum	ZMHS	Parent	Donna MacGregor

World's Best Workforce 2015-16 Goals and Results (At a Glance)

MINNESOTA WORLD'S BEST WORKFORCE GOAL	2015-16 DISTRICT GOAL	2015-16 DISTRICT RESULT
<p>All Children Are Ready For School</p>	<p>ISD 728 will increase the % of students meeting fall benchmarks on the FASTBridge Reading and Math tests to 80% by 2016.</p>	<p>The percentage of students meeting the fall benchmark on the FASTBridge assessments was 63% in reading and 70% in math.</p>
<p>All Third-Graders Can Read at Grade Level</p>	<p>ISD 728 will increase proficiency on the grade 3 reading MCA to 72% in 2016.</p>	<p>The percentage of students meeting proficiency on their grade 3 reading MCA was 68%.</p>
<p>All Racial And Economic Achievement Gaps Between Students Are Closed</p>	<p>ISD 728 will decrease the proficiency gap of students of color meeting standards on the math and reading MCA to 11% in 2015-16.</p>	<p>The achievement gap of students of color was 13% in 2015-16 (the gap was 15% in math and 11% in reading).</p>
<p>All Students Are Ready For Career and College</p>	<p>ISD 728 will increase the percentage of students meeting at least one of the ACT readiness benchmark to 87.5% in 2015.</p>	<p>The percentage of students meeting at least one college benchmark on the ACT was 78% in 2015-16.</p>
<p>All Students Graduate From High School</p>	<p>ISD 728 will increase the graduation rate to 92% in 2015.</p>	<p>The graduation rate for 2015 was 89.5%.</p>

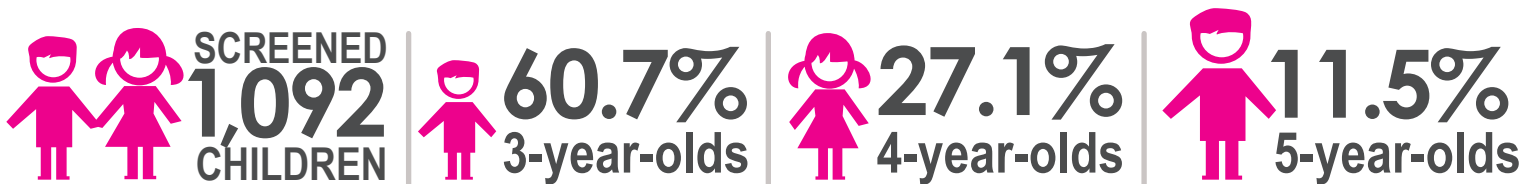


ALL CHILDREN ARE READY FOR SCHOOL

Parents are a child's first and most important teacher. Strong school-based early learning environments and programs are intended not to replace the parent(s), but to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high quality early learning experiences can close achievement gaps for at-risk children before they begin their K-12 careers.

Early Childhood Screening

Early Childhood Screening is an ISD 728 program providing free screening to preschool children ages 3 and older. Early screening can reveal concerns with vision, hearing, speech and language, cognition, fine and gross motor skills and social and emotional issues. Early detection provides the opportunity to intervene and address issues that could affect later learning. In Minnesota, this screening is mandated prior to a child attending public school kindergarten.



Of the 1,092 children, 475 had 1 referral area and 92 children had multiple referral areas identified.

multiple referral areas identified



68 REFERRALS to School Readiness

375 REFERRALS to ECFE and parenting classes

Early Childhood Family Education

Early Childhood Family Education (ECFE) combines parenting and early childhood education through classes, home visits and other services.

ECFE enhances and supports parent competence by providing parent education and quality early learning environments for children birth to age 5.



School Readiness

School Readiness, which includes the Discovery Learning (DL) and Discovery Learning Extra (DLX) programs, provides preschool education for 3, 4 and 5-year-olds along with parent involvement. DLX provides half-day programming for four or five days per week with bus transportation included, all at no cost. School Readiness is also a vehicle for inclusion of ECSE preschool children with non-ECSE peers. School Readiness uses a strong research-based curriculum, the same Professional Learning Committees (PLC) and Response to Intervention (RtI) approaches as the District's K-12 programs, and Minnesota Reading Corps volunteers to support early learners.

 **347**
CHILDREN ENROLLED
IN DISCOVERY LEARNING

82 AT RISK 4-YEAR-OLDS
ENROLLED IN DISCOVERY
LEARNING EXTRA *for* **FREE**

44
44 of the 347 DL students were children with Individual Educational Plans (ECSE students)

230
230 of the 347 students were ages 4 or 5

132
132 (38%) of these students were in classrooms with additional Minnesota Reading Corps volunteers providing RTI interventions and support

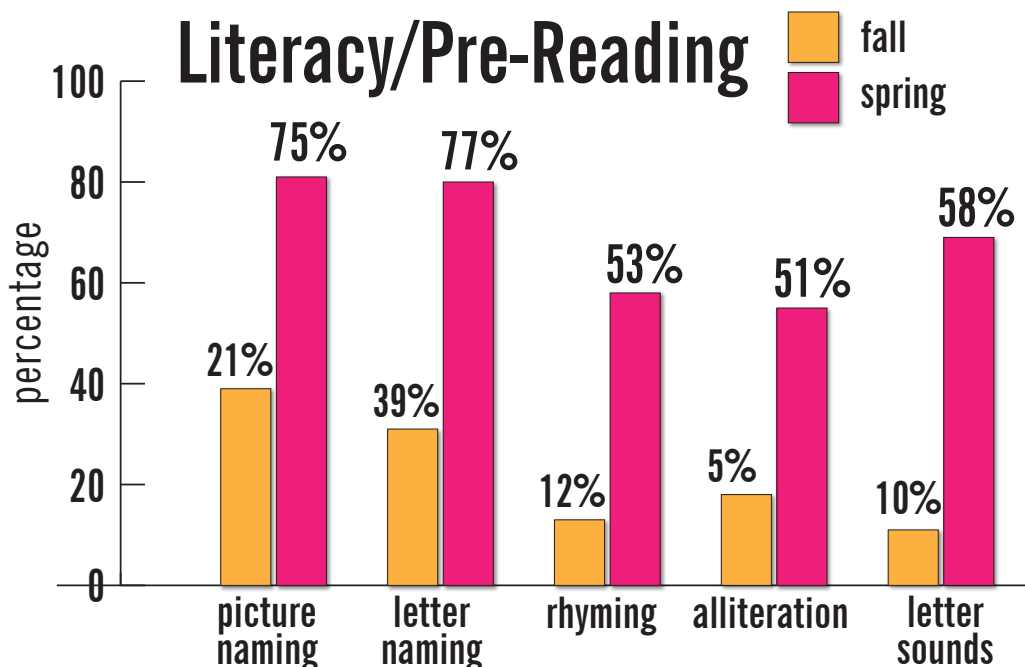
All children were benchmarked at entry to the program in the fall, with a mid-year assessment in the winter and a final assessment in the spring.

Assessments were made in:

5 areas of literacy or pre-reading

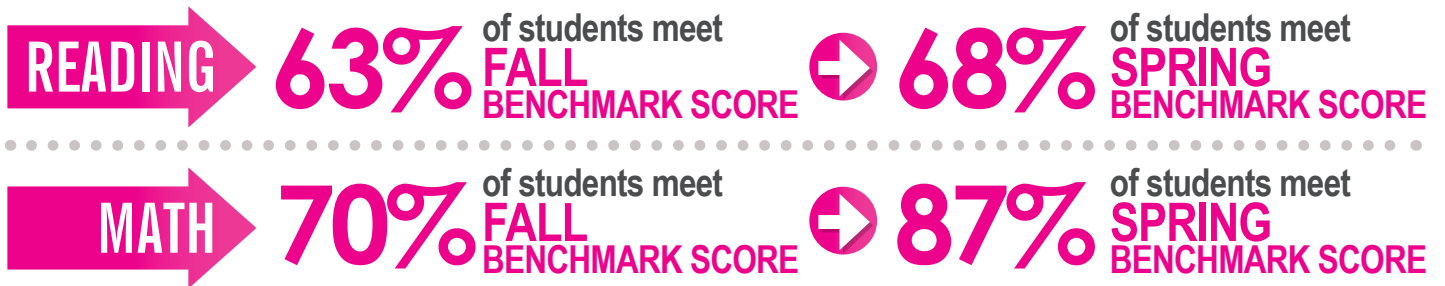


Percentage of children 'at target' upon entry and at the close of the year for each assessment area



Kindergarten

For the 2015-16 school year, all-day every day Kindergarten was offered to all students. Kindergarten provides an essential bridge between prekindergarten and the primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. By laying a strong foundation, full-day kindergarten can boost student performance, access and attainment later in school. To measure kindergarten readiness, the district chose to use fall benchmark data from the FAST Early Reading and FAST Early Math tests. These assessments are delivered within the first three weeks of kindergarten and provide research-based data to identify students who are at risk of reading failure.



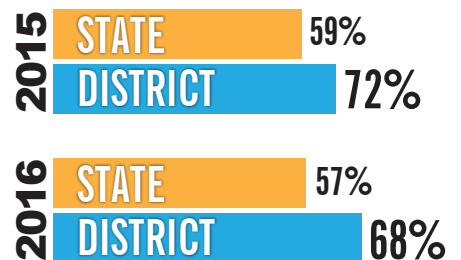
ALL THIRD GRADERS CAN READ AT GRADE LEVEL

The Read Well by Third Grade Literacy Plan

ISD 728 is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices, and supports for students in grades E-3 so that all students are reading at or above grade level no later than the end of Grade 3. District and Building teams met regularly to promote and ensure implementation of the ISD 728 Literacy Plan, serve as communication conduits between buildings and the District Leadership Team, and promote family-school-community partnerships. This plan addresses District and Building Leadership Teams, Interventions, Assessments, Parent Notification and Involvement, Curriculum and Instruction and Professional Development. Visit www.isd728.org/LiteracyPlan for more information.

ISD 728 ensures that a literacy plan is in place to provide a solid foundation of literacy skills to enable students to be successful. To measure third grade literacy, the district chose to use data from the Grade 3 MCA. This test provides the most relevant data on a student's ability to read and comprehend information. As noted, our grade 3 proficiency scores decreased and therefore we reviewed building and strand level data to determine areas of improvement to increase our scores on the 2017 MCA test.

Grade 3 Proficiency



FAST Assessments

In 2015-16 ISD 728 began implementing the FAST assessments as the benchmark goals associated with FAST are set at a higher level than they are for the DIBELS.

Students in grades K-5 are assessed three times per year to determine which students are not on track.



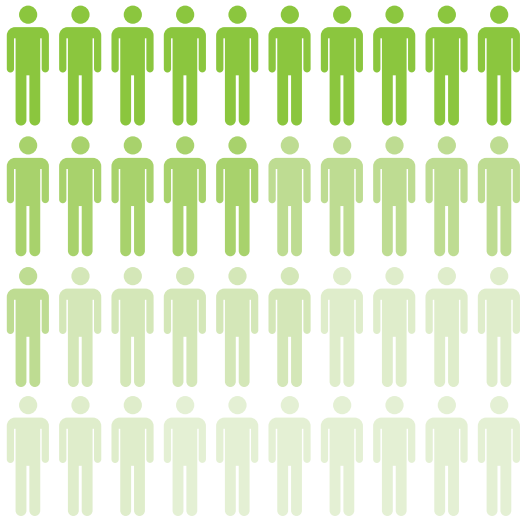
Data indicates that percentage of students ending the year at the benchmark level has consistently been at about 70%.

Benchmark goals on the spring FAST assessments

	2012-13	2013-14	2014-15	2015-16
Grade K >	75%	85%	84%	68%
Grade 1 >	75%	72%	73%	70%
Grade 2 >	78%	78%	77%	73%



ALL RACIAL AND ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

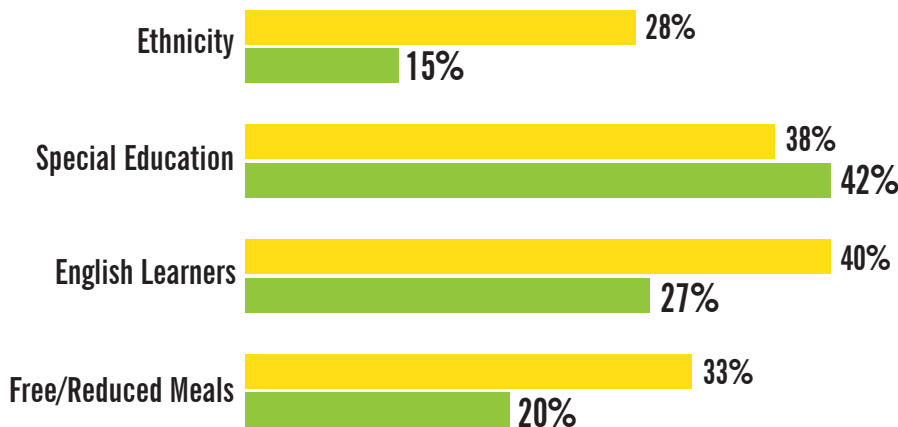


Closing the achievement gap was a focal point for the district well before the state made it a priority. The district made a commitment to the phrase “ALL means ALL” when it adopted the philosophy of Effective Schools Research over 7 years ago. For more information on Effective Schools Research visit www.effectiveschools.com. To view the ISD 728 audit visit www.isd728.org/EffectiveSchoolsAudit.

To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of four different groups on both the MCA math and MCA reading tests. To effectively measure all students, the results from grades 3-11 are combined to measure the math gaps and grades 3-10 are used to measure the reading gaps. Results from achievement gap analysis indicate that ISD 728 is effectively closing the gap in three of the four areas.

2016 Achievement Gaps in Math

state gap district gap

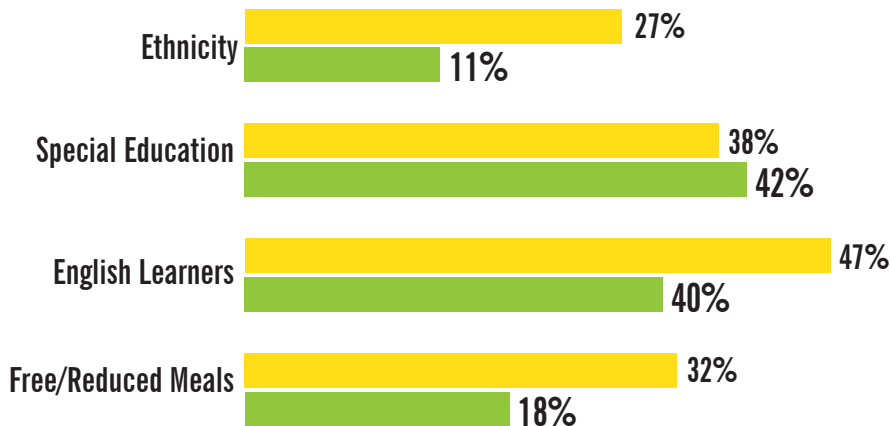


NOTE: Lower percentages indicate closure of the achievement gap.

For more information see the ISD 728 Integration Plan at www.isd728.org/IntegrationPlan

2016 Achievement Gaps in Reading

state gap district gap



NOTE: Lower percentages indicate closure of the achievement gap.

For more information see the ISD 728 Integration Plan at www.isd728.org/IntegrationPlan

Achievement and Integration for Minnesota (AIM)

The purpose of the Achievement and Integration for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. The Achievement Data Requirement includes information on student growth, identification of achievement gaps and analyzing trends. Targets within our district were created based on 2011 Math MCA and 2013 Reading MCA results.

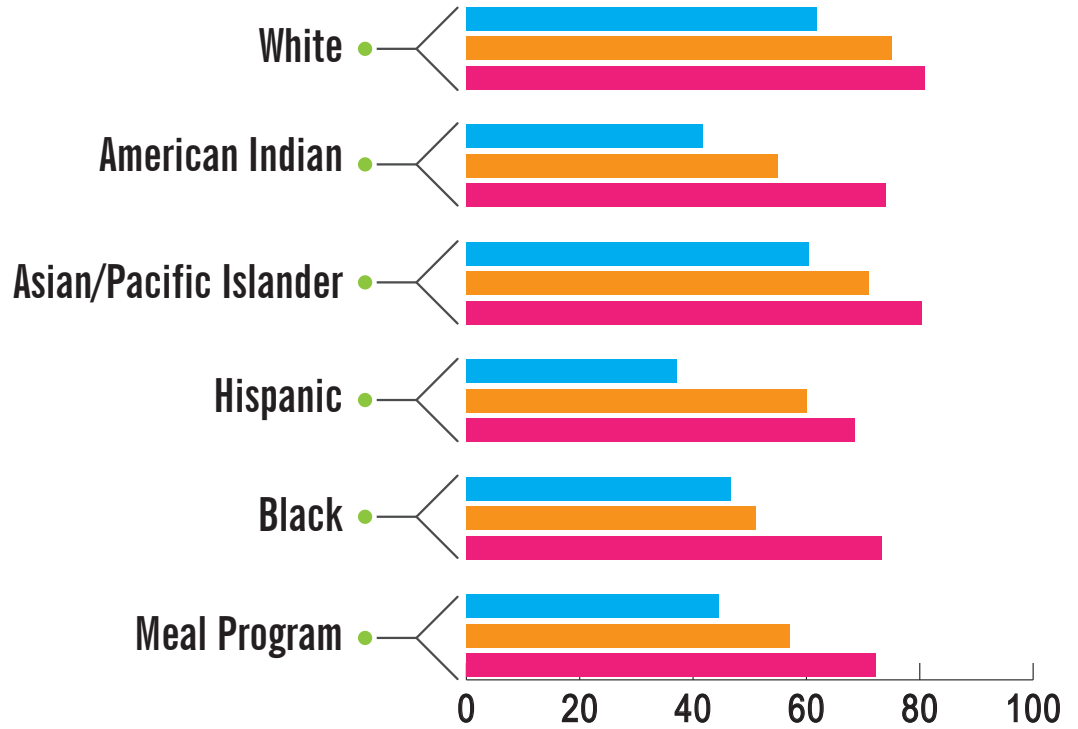
Data shows that we have been on an upward trajectory and are on pace to meet the targets by 2017. We continued our work toward our targets by implementing strategies to meet our four AIM goals, including School Enrollment Choice, Student Engagement/School Connection, Academic Achievement and College and Career Readiness.

+ **-** **MATH**

2016 Performance in Math



- 2011
- 2016
- 2017 (Goal)

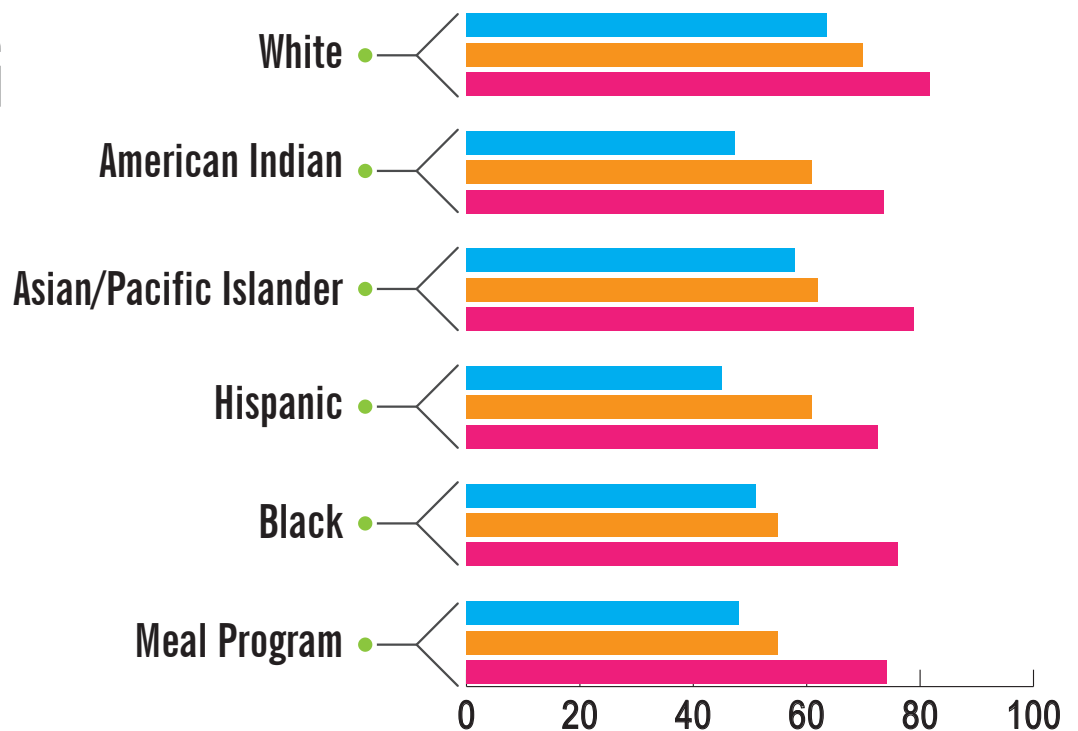


READING

2016 Performance in Reading



- 2011
- 2016
- 2017 (Goal)



AIM Goal 1: School Enrollment Choice

- » Continue Magnet schools for racial integration and educational choice for all students
- » Qualifies our district for student incentive revenue (\$10 per pupil)
- » Committed to keep Magnet school 80-100% of capacity
- » Monitored through lottery and school reporting

AIM Goal 2: Student Engagement/School Connection

- » Direct service programming for students both inter-district and intra-district programming
- » Equity Specialists
- » Clubs and groups
- » 8th grade boys Step Up
- » Community outreach
- » Linked to MN Student Survey data, student data, community feedback

AIM Goal 3 – Academic Achievement

- » Advancement Via Individual Determination (AVID) in 7 secondary schools
- » AVID training for teachers
- » AVID elective courses for 8-12th grade students
- » College coursework opportunities
- » Leverage Professional Learning Committees (PLC) and Multi-tiered Systems of Support (MTSS) structures to identify students for intervention and monitor achievement gaps
- » Inform and train administrators and teacher groups about achievement gap data
- » Monitored through AVID Certification system, achievement gap data (MCA)

AIM Goal 4: College and Career Readiness

- » Maintain College and Career Readiness Specialists
- » Host College Knowledge Month
- » Assist in creating Individual Student Plans for post-high school
- » Maintain and grow College Career Centers
- » Host college and career fairs
- » College field trips
- » ACT/PSAT preparation with students
- » Classroom presentations/guest speakers

In addition, we used the World's Best Workforce Plan to leverage all educational programming and created community conversations regarding specific student groups.





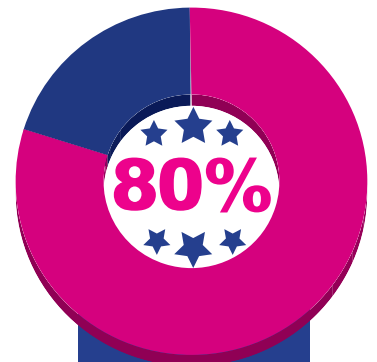
ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

Adequately preparing students for career and college readiness is a major component of the World's Best Workforce legislation. Presently, the district is gauging its success by using two different measures. One measure is by tracking the percentage of students who attend some form of post-secondary education by using data from the National Student Clearinghouse.

The National Student Clearinghouse data tracks participation in post-secondary school and/or training, not readiness. Therefore, this data serves as a proxy until a clearer data source is identified. Currently, 80% of our graduating students attend some form of formal post-high school training or education in the year immediately following their graduation.

The other measure that the district uses is the percentage of students who earn "College Readiness" scores on the ACT exam. College Readiness scores reflect the minimum score needed in a subject area to ensure that a student will be successful on college-level work.

As a district, the percentage of our ACT examinees who meet the college readiness benchmark on each of the four subject areas of the ACT exceeds both the state and the national percentages. Unfortunately, the percentage of students meeting at least one benchmark dropped from 92% in 2015 to 78% last year. Part of the reason for the drop is that participation on the ACT test increased by 30% in 2016 (to 93%) as the state required all school districts to offer the ACT to their students.



80% of graduating students attend post-high school training or education in the year after

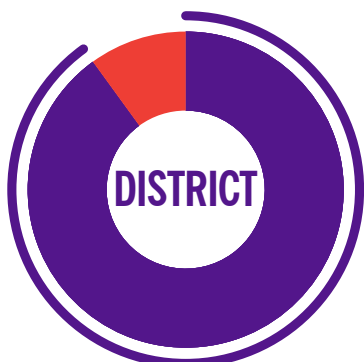
2016 ACT College Readiness Results

	DISTRICT	STATE	NATIONAL
English >	70%	61%	61%
Math >	57%	46%	44%
Reading >	48%	45%	41%
Science >	45%	40%	36%
Meeting all 4 >	32%	29%	26%

78% of students meet at least one ACT College Readiness benchmark



ALL STUDENTS GRADUATE FROM HIGH SCHOOL



89.5%
of students graduate on time in ISD 728
state average is 81.9%

Ensuring that all students graduate on time is imperative to both ISD 728 and to the state of Minnesota. The 4-year graduation rate for ISD 728 has remained at about 90% for the past five years.

The 2015 rate (89.5%) was nearly 8% higher than the state of Minnesota (81.9%), indicating a strength for the school district.



STRATEGIES TO ATTAINING GOALS

Common Core State Standards

ISD 728 utilizes the Common Core State Standards for Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects in order to help ensure that all students are college and career ready in literacy when they graduate.

The standards outline a vision of what it means to be a literate person in the 21st century and guide instruction so skills are developed in reading, writing, speaking, and listening.

Standards-Based Grading & Reporting

A K-5 Committee of teachers and administrators have guided the study and implementation of Standards-Based Report Cards (SBRC) at the elementary level. The team has successfully implemented SBRCs in kindergarten through fourth grade and training was provided to prepare fifth grade teachers for future SBRC implementation. The purpose of SBRC is to work toward ensuring that all students are successful at meeting grade-level standards and to communicate academic progress to parents. Compared to simply averaging all scores to get a grade, evaluating students on standards provides a clear picture as to whether or not a student is learning grade level material.

Equity Specialists

We currently have four educators who contribute to the mission of the district by building bridges at all school sites to promote culturally competent learning environments. Equity Specialists, formerly known as Cultural Liaisons, provide services throughout the school district working primarily with students, families and assisting staff members, working to close the achievement gap at all levels. Specialists construct partnerships between families, communities and schools in the elementary levels to develop and implement programs to facilitate cultural exploration and develop awareness. Students in the secondary schools participate in various groups lead by the Equity Specialists to increase understanding of social issues and influences, access to resources and opportunities as well as build capacity for leadership and advocacy for self and others.

Ed Services & Building Strategic Action Plans

The strategic plan sets forth the direction and goals of ISD 728. The Strategic Action Plans (SAPS) are the strategies to achieve the results. The district also provides an Educational Services SAP, which then allows building principals to create a SAP that aligns their goals and strategies. Each building has a data team that periodically reviews assessment, attendance, grading and behavior data. These teams evaluate the progress toward meeting the building goals in the Strategic Action Plans and determine the effectiveness of the strategies that they are using.

Data Retreat/Data Reviews

Each building has a data team that periodically reviews assessment, attendance, grading and behavior data. These teams evaluate the progress toward meeting the building goals in the Strategic Action Plans and determine the effectiveness of the strategies that they are using.

Educational Effectiveness Audit

The Educational Effectiveness Audit is a comprehensive analysis of the academic and achievement levels of our students. The audit is conducted every three years, and it compares the performance of ISD 728 to schools that share our demographic make-up both across the state and across the nation. The audit provides the district with benchmark measures that serve as the goals for the next 3-year period. The most recent audit can be found at: www.isd728.org/edaudit.



HOW DO WE PREPARE TEACHERS?

At ISD 728, we focus on one common goal: every student in ISD 728 will experience quality education with the greatest educators. Educators are the foundation of our success as a school district. When educators succeed, our students succeed. That is why ISD 728 is committed to supporting our great educators and promoting their growth.

In the 15-16 school year, all teachers participated in Dr. Robert Marzano's Observation and Feedback Protocol. This provided an evaluation framework to monitor and support use of research-based strategies for effective teaching in every classroom. Our district is working collaboratively with Resource Training Solutions in St. Cloud and Learning Sciences International to meet the expectations of the state, district and stakeholders to increase student achievement.

Professional Development

- » Teacher Development and Evaluation: www.isd728.org/Teacher-Dev-Eval
- » Teaching and Learning Wikis: www.isd728.org/TeachingLearningWikis
- » Avenues: www.isd728.org/avenues

Professional development is a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Teachers are provided with professional development in achieving learning goals, improving teaching, and assisting all students in meeting academic standards.



ISD 728 develops teacher leaders that can provide evidence based learning strategies that improve instructional effectiveness and student achievement. The kinds of activities that support this learning are classes, workshops, book studies, peer observations, PLCs and trainings. Data is collected through teacher surveys and provides input into further professional development.

Avenues

In response to the need to differentiate professional development and to grow leadership from within the district, the Teaching and Learning Team developed the concept of "Avenues" to indicate that there are multiple ways to deliver and receive professional development and to demonstrate leadership. Teachers have the option of proposing to lead training within their school (Avenue 1) or between several schools (Avenue 2). In addition, the Teaching and Learning Team can respond to or initiate three other avenues: district-wide projects (Avenue 3), Leadership Academies (Avenue 4) and Collaborative Advisory Boards (Avenue 5).



New Teacher Induction

In August 2015, 91 teachers new to ISD 728 were welcomed with two full-day workshops. In addition to the welcoming and employee orientation, teacher leaders provided training focused on student engagement and achievement and teacher effectiveness. Professional development throughout the year provided teachers an opportunity to enhance skills in classroom management, effective communication, instructional technology, student engagement strategies and highly effective instructional strategies. Teachers set and reflected on their professional goals, growth and professional practice using the Marzano's iObservation System and Peer Review.

E-12 Professional Learning Communities

The Professional Learning Community structure in ISD 728 is focused on student learning, achievement and well-being. Teams in each building meet on a regular basis to analyze student data in order to make informed decisions that positively impact instruction. Building PLCs and district curriculum groups “unpack” the standards and develop vertical alignment between the state standards and district outcomes. New teachers are supported via the Induction process to gain an understanding of the purpose and importance of PLCs, and the Teaching and Learning Team, along with administration, receives on-going, substantive training regarding research, deployment, and sustaining PLCs.

K-12 Technology Mentors

The role of Technology Mentors in ISD 728 is to assist instructional staff integrate new technologies into the curriculum, serve as liaisons between staff and building tech assistants and explore how technology resources can enhance curriculum delivery. Technology Mentors meet with the Manager of Instructional Technology to receive training on hardware and software to support the integration of technology within classroom instruction.

Curriculum Review Process

The district’s curriculum review process includes a review of what students learn and what courses are offered within each content area and at each grade level. Ideally, new curriculum is created and new resources are purchased approximately every seven years. The process ensures that students are learning the most current information from the most current resources possible. Steps in the curriculum review process include:



As these steps are completed, the committee reports to the Systems Accountability Committee for their input and feedback. Members of the district curriculum committee include teachers from each building, departments and/or grade level.

Throughout the process, members are encouraged to gather input and comments concerning the issues studied in order to share information with other teachers. The decisions being made and the progress of the curriculum development process, therefore, include a variety of viewpoints from many individuals. We continue to revise, align and improve district documents and curriculum guides that are accessible electronically (E-12) on our district website www.isd728.org.

Curriculum Areas Reviewed in 2015-2016



ART



BUSINESS &
MARKETING



FAMILY &
CONSUMER
SCIENCE



MUSIC



PHYSICAL
EDUCATION



INDUSTRIAL
TECHNOLOGY

NEW Curriculum Implementations in 2015-2016



SCIENCE
E-5



SOCIAL STUDIES
E-5



The Teaching and Learning Department provides leadership, service, and support in the development, implementation, and dissemination of learning standards in all curriculum areas. We plan and deliver high quality staff development to guarantee delivery of high quality instruction of the Minnesota learning standards to ensure achievement at high levels.

The Teaching and Learning Wiki Page highlights resources for staff by grade level, content and resource offerings. In addition to consistent curriculum review cycles, we have specific committees working with teachers and parents to review and refine instruction and curriculum. We also include specific content advisory committees to review best practices, frameworks and resources to ensure that the best in each field is represented at ISD 728.

Our Digital Learning Plan leverages the power of technology to help students communicate, collaborate, think critically and express their creativity. Those 4 C's are the markers of great 21st century learners and the guiding force behind our current technology work here in ISD 728. Access to digital tools and curriculum will prepare our students for 21st century success with an education grounded in the District's core values and strategic plan.

**DIGITAL
LEARNING @728**



American Indian Education Parent Advisory Committee

The ISD 728 American Indian Education provides support services to district learners with American Indian heritage to help assure they are educated, inspired and empowered. The Parent Advisory Council guides the program and is open to any parent of a district student enrolled in the program.

E-12 Technology Steering Committee

The purpose of the Technology Steering Committee is to articulate a comprehensive plan for instructional technology that addresses resources and infrastructure as well as training, integrated instruction, online learning, and accessibility for all learners. This committee is comprised of a variety of stakeholders including teachers, parents, students, tech support, principals and administration. The work of the Technology Steering Committee will be carried out with various action teams as they develop an implementation plan.

ECFE Advisory Council

Early Childhood Family Education (ECFE) is a parent education program for parents of children birth to age 5. The ECFE Advisory Council provides advice, guidance and advocacy for the program.

Community Education Advisory Council

ISD 728 Community Education identifies and meets educational, recreational, social and cultural needs of residents through lifelong learning programs and services. The CE Advisory Council is a representative council comprised of district residents who guide staff, evaluate programs and services to further the development of the program.

Safe Schools Committees

Safe Schools Committees continued to meet regularly in Rogers, Elk River and Zimmerman. Their purpose is to foster a safe environment for students, staff and the community. Safe Schools brings together representatives from schools, law enforcement, community service agencies and county departments (Attorney's Office, Court Services, Public Health, Social Services, Sheriff's Department) to discuss issues related to school safety.

The District hired 5 counselors to serve the needs of students and families at 5 of the elementary schools. Grant funds also allowed for training in mindfulness, bully prevention, mental health and school-wide behavior interventions as well as tiered interventions.

Special Education Advisory Council

Special Education Advisory Council represents the interests of district learners with disabilities, from birth to age 21. The council advises the Special Education department on current issues, program development and parental concerns and involvement, serves as an advocate for high quality special education programs, and promotes communication between family, school and community.

Title 1 Advisory Council

Title 1 Advisory Council is comprised of representatives from each of the five Title 1 schools, the lead Title 1 teacher and building administrator, the council works together in the planning, operations, and evaluation of Title I programming in their schools and district. The Council's goal is to establish partnerships with parents through a Parent Involvement Plan and monitoring the quality of programming in district Title 1 schools.



PROGRAM OPTIONS FOR STUDENTS

Title 1

Through the Elementary and Secondary Education Act (ESEA), ISD 728 receives Title 1, Part A financial assistance to aid schools with high numbers or percentages of children from low-income family, ensuring all children meet these challenging academic standards. Lincoln, Otsego, Parker, Westwood and Zimmerman Elementary Schools each have a 'targeted' program where selected students receive additional academic instruction or other types of assistance to support them in academics. Services focus on providing additional help in reading and math instruction, by either pushing into the classroom or pulling students out of the classroom for 20-30 minutes. Title 1 teachers and administrators met consistently to develop program outcomes aligned to State and Federal expectations.

Reading Plus

Reading Plus is a district middle-school course, designed to assist all students who are at risk of not achieving state standards in reading. The class utilizes the Multi-Tiered Systems of Support (MTSS) structure and is a Tier II intervention. This structure allows students the opportunity to receive academic support during the school day and throughout the school year, going beyond daily core instruction. It is a course that focuses on literacy skills and strategies while embedding social studies concepts within the lessons and is in addition to the student's regular English class.

Gifted Services

Gifted Services provides ongoing training for staff about the unique characteristics and needs of gifted students and helps families advocate for their gifted children. In accordance with a 2008 legislative requirement, District 728 has an acceleration procedure to help address requests for subject and grade level acceleration for students severely out of grade level and therefore in need of additional academic challenge. Gifted services have also been embedded within the district's Multi-Tiered Systems of Support framework so gifted students can receive enrichments.

Minnesota Math Corps

Minnesota Math Corps is an AmeriCorps program that provides trained math tutors for 4th and 5th grade students. Math Enrichment Tutors are trained in a specific math curriculum and conduct regular progress monitoring to ensure students are on track to be proficient in math by the end of 8th grade.

Minnesota Reading Corps

Minnesota Reading Corps is an AmeriCorps program for students in grades E-3 to ensure that all children will become proficient readers by the end of 3rd grade. Using the latest research on reading intervention strategies and guidance from literacy experts, Reading Corps is a critical link in literacy acquisition. It provides what struggling readers need - individualized, data-driven instruction, one-on-one attention, well-trained tutors, instruction delivered with fidelity, and the frequency and duration necessary for student achievement.

Middle School World Language

This past year all 8th graders were required to take the newly-created Introduction to World Language course. The focus of the course was to expose students to basic language and culture exploration in French, Spanish, German and Ojibwe.



AVID

AVID's (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

To accomplish this mission, the AVID program:

- » Trains educators to use proven practices that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call School-wide AVID. Learning these skills prepares students for success in high school, college, and a career. Educators who teach at the middle and high school level are provided with the opportunity to attend training at the annual AVID Summer Institute.
- » Offers an AVID elective class for students in grades 6 to 12 who are traditionally underrepresented in higher education despite having the ability. The elective class teaches skills and behaviors for academic success, provides intensive support with tutorials, builds strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

Magnet Schools

We have two Science, Technology, Engineering and Math (STEM) magnet schools.

Rogers Elementary

Rogers Elementary has implemented a STEM Magnet Program for third through fifth grade students with a focus on engineering. The curriculum is designed for diverse elementary students to thrive in new and exciting ways, all with the intent of educating, inspiring and empowering them to accomplish to their fullest potentials.

Salk Middle School

Salk Middle School Pre-Engineering Magnet Program is designed for students with an avid interest in science, technology, engineering and mathematics. We offer an exciting opportunity for students in grades 6-8 to experience a comprehensive curriculum enhanced by thematic units, advanced technology, and project-based learning activities. These classes are taught by highly qualified teachers and offer students STEM based learning experiences that promote 21st Century thinking and learning skills.

English Learners

The English Learners (EL) program provides English Learners direct and indirect service to students who have a home language other than English and are presently performing below grade level due to their lack of English language skills. The goal of the program is to help the nearly 325 identified students become proficient on grade level standards. There are more than 40 home languages represented in the program with the three largest being Spanish, Russian, and Hmong.

Online Learning

This past year students at Elk River and Zimmerman High School had an opportunity to take classes online in a variety of content areas taught by ISD 728 teachers. Students could choose to be full-time or part-time in the online courses. Students also had an opportunity for extra support in a drop-in center if they needed face to face support.

Career and Technical Education

ISD 728 is committed to building a variety of career pathways for students. We currently have state-approved Career and Technical Education (CTE) programs in the areas of Hospitality/Culinary Arts, Business and Marketing, Construction and Transportation. We are seeking approvals in Manufacturing/Welding and Communications. Students interested in careers in Health Sciences can enroll in the Project Lead the Way Biomedical Program. They can also choose to complete the Nursing Assistant Course, which is made possible through a partnership with Guardian Angels and Anoka-Ramsey Technical College.



WHAT'S NEXT FOR 2016-17?

Teachers

Alpine

Alpine is a data warehouse that stores assessment, grading, attendance, and behavior data for easy retrieval and analysis. In addition, Alpine will provide building Alternative Delivery of Specialized Instructional Services (ADSIS) specialists with the ability to track and determine the effectiveness of interventions.

FAST

The Formative Assessment System for Teachers (FAST) was developed at the University of Minnesota and combines early literacy & numeracy; curriculum based measurement (CBM); and adaptive testing in one product. In the fall of 2015, FAST replaced DIBELS, DIBELS Math, and NWEA assessments for elementary schools.

Schoology

Schoology is an online classroom management system that improves learning through better communication, collaboration and increased access to classroom resources. Schoology offers benefits to teachers, students and parents. Students will be able to access class calendars for assignment due dates, receive assignment notification via email or cell phone, access class resources online, take online quizzes and tests and conduct online class discussions. For more information visit www.isd728.org/Schoology.

SeeSaw

Beginning Fall 2016, teachers in grades K-2 will receive training and begin using SeeSaw as their web presence and digital learning hub. Seesaw gives students creative tools to capture and reflect on their learning - in real time. Students work can then be shared with parents through a parent app, giving parents a window into each of our classrooms and into the student's learning process. For more information visit www.isd728.org/SeeSaw.

Curriculum Review

2016-17: Complete Music (Vocal and Instrumental), Art, Business and Marketing; 2017-18: Begin ELA

Teacher Development and Evaluation (Special Education and Counselor Maps and Rubrics)

Our Teacher Development and Evaluation plan focuses on ways to evaluate and improve the performance of all staff members. Our current system is very classroom teacher focused, which resulted in the design of scales, rubrics and a learning map specific to counselors and Special Education teachers. These adopted measures systems allow these educators to effectively identify practices specific to their field, while integrating information about counselors and Special Education teachers' impact on student performance.

Students

ADSIS

ADSIS (Alternative Delivery of Specialized Instructional Services) is a state-funded program that provides resources for districts and schools to address the needs of struggling students. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment.

K Literacy Through MRC

The Kindergarten-Focused Literacy Tutor program is a component of the Minnesota Reading Corps. These specialized tutors will work one-on-one and in small groups primarily with kindergarten students and, secondarily, with 1st -3rd grade students who need help practicing their pre-reading and reading skills. Tutors use prescribed literacy interventions and conduct weekly progress monitoring to ensure the student is on track to read at the end of 3rd grade.

Early Childhood Creative Curriculum & Teaching Strategies Gold (TS Gold)

Creative Curriculum (CC) has been adopted and will be implemented by preschool teachers to make learning exciting and relevant for every child. CC helps staff offer developmentally appropriate programs that support active learning and promote children's progress in all developmental areas. This learning will be assessed through Teaching Strategies GOLD. TS Gold is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. Teaching Strategies GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

District Management Council

ISD 728 has partnered with a Boston consultant group to assist in refining our system to increase student achievement among our struggling learners while managing costs.

Online728 Expansion

Online728, is ISD 728's online learning high school which will be expanded to Rogers High School students.

Technology Levy

Beginning Fall 2016, every 9-12 grade student will receive a Chromebook to use throughout the 2016-17 school year. As a result of the technology levy passing, we are able to expand technology opportunities throughout our system for all learners. This initiative is part of ISD 728's overall E-12 technology integration plan. Beginning Fall 2017, every student in grades 6-12 will receive a Chromebook. Students in grades E-5 will receive iPad Carts (E-2) and Chromebook Carts (3-5) as a shared resource to attain a 3:1 student computer ratio.

Ivan Sand Community High School

Ivan Sand Community High School continues to be committed to excellence. This secondary program is designed to help students who may be at-risk of not graduating earn a diploma, connecting to our goal of "all students graduate from high school."

In the upcoming year, ISCHS will continue its commitment to excellence by:

- » Exploring Flexible Hours for school attendance.
- » Expanding current Work Experience Program opportunities.
- » Emphasizing service learning projects.
- » Emphasizing project-based learning.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a framework for organizing strategies to enhance academic and social outcomes using data-based decision making. PBIS supports the success of ALL students. Currently, several district schools have participated in the statewide training.





STRATEGIC PLAN RESULTS

1. District employees understand our strategic learner outcomes, why they are important to learner success and how we will measure each learner's progress.
2. Students, parents, and community understand our strategic learner outcomes, why they are important to learner success and how we will measure each learner's progress.
3. A learner profile integrates data about student learning and is available in a user-friendly format.
4. Data provides information on learner progress while guiding strategic decisions and collaborative efforts.
5. District has a new name that unifies area communities in ISD 728, supporting our common mission.
6. All new employees show evidence of their commitment to the district mission.
7. District has integrated the support of the mission into the evaluation of employee's performance.
8. Parent and community literacy collaborations are created to: increase literacy outcomes for children birth to Grade 3; provide enriching literacy opportunities for all learners; create specific literacy intervention volunteer opportunities.
9. A system of career planning and career pathways (which includes the full spectrum of work based learning opportunities) is in place for all ISD 728 community learners.





SMART GOALS FOR 16-17

All children are ready for school

By the start of the 2017 school year we will increase our participation in our early childhood programming by 5%.

Indicators of Success

- » Early Childhood Screening 1092 to 1147
- » Parent Education 2904 to 3049
- » School Readiness 429 to 450
- » Home Visit 475 to 499

Intervention Strategies

- » Marketing outreach to early childhood families
- » Examine free programming opportunities
- » Expand parent education opportunities
- » Expand Discovery Learning and Discovery Learning Extra class schedule to 34 weeks from 30 weeks.
- » Continue PreK-K transition planning begun in 15-16 to assure pertinent learner information is transitioned to kindergarten staff.
- » Explore how Teaching Strategies Gold (TS Gold) online assessment data can be linked to the District's Alpine data system to assure learner's early learning student data is accessible for K-3 teaching staff as they progress chronologically.
- » Increase the number of at-risk students enrolled in the DLX program to 86.
- » Increase the outreach to private and in-home daycares to align ISD 728 instructional practices.
- » Utilize digital tools to communicate and improve student achievement.

All third graders can read at grade level

We will increase Minnesota Comprehensive Assessment (MCA) proficiency on the grade 3 reading test from 68% to 72% in 2017.

Indicators of Success

- » FAST Assessment 65% for benchmark in Fall 2016 increase to 75% in the spring of 2017.

Intervention Strategies

- » Title I
- » Multi Tiered System of Support (MTSS)
- » English Language Learners
- » MN Reading Corps
- » What I Need time (WIN)
- » Alternative Delivery of Specialized Instructional Services (ADSIS)

All racial and economic achievement gaps between students are closed

We will close the achievement gap of at-risk learners from 27% to 22% based on the reading and math 2017 MCA results.

Indicators of success

- » Reduce Overall District Gaps
 - Reduce math gap from 26% to 21% - current state gap is 35%
 - Reduce reading gap from all from 27.5% to 22.5% - Current state gap is 36%
- » Reduce gap for each identified group by increasing the proficiency score
 - English Language Learners (Math 46% to 51%/Reading 30.5% to 35.5%)
 - Free and Reduced Lunch (Math 56.8% to 61.8% /Reading 54.6% to 59.6%)
 - Ethnicity (Math 59.1% to 64.1%/Reading 59.5% to 64.6%)
 - Special Education (24.8% to 29.8%/Reading 25.2% to 30.2%)

Intervention Strategies

- » Advancement Via Individual Determination program grades 8-12 (AVID)
- » Equity Specialists
- » Alternative Delivery of Specialized Instructional Services (ADSIS)
- » Title I
- » Multi Tiered System of Success (MTSS)
- » English Language Learners
- » MN Reading Corps
- » What I Need time (WIN)
- » MN Math Corps
- » Science Technology Engineering and Math Magnet Schools (STEM)
- » Utilize Digital Resources for Teaching and Learning
- » Parent Involvement events

All students are ready for career and college

Increase percentage of students meeting at least one of the ACT readiness standards from 78% to 83% in 2017.

Indicators of Success

- » Participation in Advancement via Individual Determination(AVID)
- » Participation in College In Schools (CIS)
- » Participation in Advanced Placement Courses (AP)

Intervention Strategies

- » Minnesota Career Information System
- » College Prep Courses
 - Educational on post secondary options
 - Vocational courses
- » Online and Blended Learning
- » Advancement via Individual Determination (AVID)

All students graduate from high school

Improve the four year graduation rate from 89% to 92% in the 2016-2017 school year.

Intervention Strategies

- » Online and blended learning (flexible learning)
- » Improve communication using new tools (Seesaw, Schoology)
- » Ivan Sand Community High School
- » COMPASS Program
- » Utilize Digital Resources for Teaching and Learning
- » Academic Interventions
- » Advancement via Individual Determination (AVID)

Gifted and Talented Programs

Process to Assess and Identify Students for Participation in Gifted and Talented Programs

We use a balance of multiple objective and subjective criteria, which includes performance as well as test results.

The following assessments may be used to identify students for Gifted and/or Talented Programming:

- » TS GOLD (EC)
- » IGDIs (EC)
- » FAST (K-6)
- » MCA (3-8)
- » Formative Assessments (E-8)
- » Common Assessments (E-8)
- » Teacher Observations (E-8)

Identification process and collected information are shared with parents, educational staff, and students and appropriate programming choices are recommended.

Acceleration

The process for accelerating students in ISD 728 includes the following steps:

- » Parents, guardians, teachers, or other referral agent notifies principal with request or recommendation to accelerate. If referral agent is not a parent/guardian, referral agent is responsible for consulting with and gaining approval of parents prior to contacting the principal.
- » Principal assembles child study team, consisting of the principal or designee, current and previous teachers, district gifted and talented specialist, school counselor, school social worker, school psychologist, and others the principal deems appropriate. Team members are notified and a meeting date for initial discussion is set.
- » Initial team meeting, determining whether exploration of possible acceleration is warranted. If acceleration appears to be appropriate, the principal assigns team members to gather data. If acceleration does not appear to be appropriate, the family and/or referring agent are contacted. The decision can be appealed.
- » Child study team completes data gathering and reconvenes to review data and develop recommendation to the principal. In the absence of consensus, principal designates one team member to write up a summative report to be submitted to the principal for review and decision.
- » Principal renders a decision based on team recommendation and notifies parents/guardians in writing. If parents/guardians do not agree with the principal's decision, written appeal may be directed to the Assistant Superintendent of Educational Services.
- » Principal designates one member of the Child Study Team to develop a student transition plan if necessary. The transition plan should include a designated advocate for the student at the destination school and appointments as needed with the school counselor or a designee.

Early Admission to Kindergarten and First Grade

- » District Policy 7020, Early Admission Program, outlines our process.

