

Minneota Public Schools

World's Best Workforce Plan 2023-2024

Mission Statement

Grow. Excel. Learn. We are a community in the continuous pursuit of excellence.

Vision Statement

Minneota Public Schools is a partnership of staff, family, and community promoting lifelong learning in an ever- changing world.

Per Minnesota Statutes 2013, section 120B.11, the Minneota school board of education adopted a comprehensive, long-term strategic plan to support and improve teaching and learning – aligned with creating the world's best workforce (WBWF).

Minneota schools strive to deliver the best educational opportunities to all children. Providing education to Minneota's youth that leads to creating the world's best workforce is a goal that must be addressed early in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade-level literacy by grade three; graduate from high school and attain career and college readiness. To create the world's best workforce, academic achievement gaps must be closed among all racial and ethnic groups, students living in poverty, English learners, and students who receive special education services.

This comprehensive strategic plan is intended to serve as a foundational document to align educational initiatives and ensure achieving intended student outcomes from pre-kindergarten to post-high school graduation. This district-level strategic plan will illustrate how our various existing plans fit together and serve as a blueprint to create a quality workforce – equipped with the necessary skills for the 21st century.

Minneota Public Schools services students Birth through Grade 12, and it is located in southwestern Minnesota off of Highway 68. Approximately 600 students attend MPS, and all are housed in one building. This physical arrangement allows for positive interactions between students of all ages.

Minneota School Board	Minneota Administration
Abby Thostenson, Chair	Scott Monson, Superintendent
Terri Myhre, Vice-Chair	Heather Anderson, High School Principal
Ryan Runia, Clerk	Trent Johnson, Elementary Principal/Curriculum Director
Jon Buysse, Director	Patty Myrvik, Activities Director/Community Education Coordinator
Carmen Panka, Treasurer	
Martin Hennen, Director	
Tom Skorczewski, Director	

The School Board is to develop a plan to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- The process evaluates each student's progress toward meeting the state and local academic standards.
- Practices integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance, and effectiveness.
- Evidence-based strategies for improving curriculum, instruction, and student achievement.
- An annual budget for the continuation of district plan implementation.

SCHOOL BOARD GOALS

1. Financially Independent School District

- a. Fund balance goal
- b. Maximize dollars from federal, state, local
- c. Investigation into possible new revenue sources and/or budget reductions if needed in the future
- d. Accurate enrollment projections

Measurements:

- 25% un-reserved fund-balance maintained through final audit each year
- Finance committee meets quarterly
- Yearly budgets are balanced
- Enrollment projections are within or near 3% of the final revised budget

2. Transparent Communications

- a. Involve staff/public when appropriate
- b. Give rationales when making decisions
- c. Follow through
- d. Local media
- e. School website

Measurements:

- Website is updated daily
- Effective use of Mascot and school newsletters every month
- Superintendent and School Board will give a "state of the district" address each year

3. Educate all students for success in life

- a. Review effectiveness of programs/curriculum yearly
- b. Provide more goal setting/one-on-one opportunities for all students
- c. Make sure there is a connection between our school and the skills needed to succeed after high school

Measurements:

- Give monthly reports to School Board concerning latest curriculum needs/trends
- At least once yearly, track the preparedness of our high school graduates for the workforce and/or higher education through the use of focus groups
- After focus groups are finished, the administration and school board will implement changes (if needed) based upon information gathered

4. Meet or exceed on all MCAs and exceed the state average on ACT

- a. MCA III Reading, Math,
- b. MCA Science
- c. ACT exceed state's averages in math, reading, and language
- d. Attain Celebration status and eventually reward status
- e. Show growth in each cohort and reduce the achievement gap

Measurements:

- District meets or exceeds in AYP
- Elementary recognized as Celebration School by 2015-2016
- Elementary recognized as Reward School by 2016-2017
- District exceeds state in the ACT in all areas
- Growth increases and achievement gap decreases

5. Maintain buildings and grounds, so they are clean and safe

- a. Pride in our school
- b. Accountability
- c. Cleanliness
- d. Landscaping
- e. Efficiency

Measurements:

- Visual checks of the building and grounds should be made daily
- Plant manager will give quarterly reports on the "state of the building" to Administration and School Board
- Critical areas of the building will be inspected BEFORE community events!
- Effective communication between staff/administration/custodians will be monitored through faculty/staff meetings

6. Collaboration between Minneota School District and other local agencies/districts

- City Council
- Lions and Rotary
- St. Edward's School
- Chamber of Commerce
- EDA
- Staff and students support of all communities found within the School District
- Tuition Agreement

Measurements:

- Attend at least one meeting for each organization listed above
- Find ways to share with other community entities
- Find common goals between organizations
- Work closely with the Ivanhoe District and St. Ed's to foster positive relationships

7. Marketing of School District

- Attract/Maintain students
- Clean, attractive building
- High-quality staff
- Superior programming
- Local/regional media
- Website
- Expanded Busing

Measurements:

- Track attrition and retention of staff
- How many "hits" on the website
- Track open enrollment in/out and reasons why students come/leave the district
- Track the number of homeschool students and keep them involved in district

Recommended Plan Components

- Agreement between the local union and school board on a teacher evaluation system
- A rubric that defines the effectiveness of instruction
- Description of the professional standards the district used to develop the system.
- Description of the form of teacher collaboration, i.e., professional learning teams, peer coaching, principal feedback, and reflection on instruction
- Description of opportunities for evaluation feedback on instruction from summative evaluators
- Description of the plan for program improvement.

SUCCESS IN REACHING THE WORLD'S BEST WORKFORCE GOALS WILL BE MEASURED BY THE FOLLOWING:

1. All Students Ready for School
By May 2024, 70% of Pre-K students in both preschool classes will demonstrate developing or secure literacy skills as measured by the Heggerty Assessment for their literacy skills. The skills that will be assessed are alphabet recognition, rhyming recognition, onset fluency, blending and segmenting syllables and compound word.
2. All Students in Third Grade Achieving Grade-Level Literacy
By the spring of 2024, 100% of the third grader students will meet or exceed on the Reading MCAs.
3. Close the Achievement Gap Between Student Groups
By the spring of 2024, the gap between Special Education and non-Special Education student in all grades, as assessed by all State Assessments, will be reduced by 3% when compared to the gap from the spring of 2023.
4. All Students Graduate
By the end of the 2023-2024 school year, 100% of the seniors will have earned enough credits to be eligible for graduation.
5. All Students Career and College-Ready by Graduation

Student Progress and Growth Monitoring

By the spring of 2024, 100% of the ninth graders will have developed a graduation plan to include a timeline for earning credits, attending a minimum of one visit to a university or technical college, and completed one

District #414 uses a variety of assessments to measure student achievement, to determine students' abilities and academic growth, and to evaluate its curriculum:

GRADES K – 6

- ❖ AIMSweb Plus – This Reading test is administered one-on-one and, on occasion, to a whole class. AIMSweb Plus provides teachers and specialists with screening, benchmarking, and progress monitoring systems. It is based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system.

GRADES K – 10

- ❖ Measures of Academic Progress (MAP) are online assessments created by NWEA. MAP assesses Math, Reading, Science, and Language. The tests yield rich data that can be used to individualize instruction and analyze programs.

GRADES K-5

- ❖ Fountas & Pinnell – This assessment is administered one-on-one with the students predicting orally, reading, and retelling the story he/she has read. Running records are used to identify each student's instructional reading level.

GRADES K-11

- ❖ MCAs (Minnesota Comprehensive Assessments)

SUBJECT	GRADES ASSESSED
Math	3-8 & 11
Reading	3-8 & 10
Science	5, 8 & 10

- ❖ MTAS (Minnesota Test of Academic Skills) – The Minnesota Test of Academic Skills is Minnesota's alternative assessment based on alternative achievement standards. The MTAS is part of the statewide assessment program designed to measure how students with significant cognitive disabilities are making progress with the general curriculum. See table above.

GRADE 11

- ❖ ACT – The ACT is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc.

Strategies for Improving Instruction, Curriculum, and Student Achievement

Several committees and teams meet throughout the school year and summer to access, analyze, interpret, and apply findings from various data sources. The demographics of each committee are made up of staff members, community members, administration, and parents. Our goal is to enrich our students' learning by collaboratively engaging in the work of improving student achievement through a synergy between home and school.

The elementary and secondary TAT (Teachers Assisting Teachers) teams meet every other week (or as needed) to review data, select research-based interventions, and review the success / non-progress of those interventions. The TAT teams work with the parents to determine whether or not special education testing is needed – requiring a referral to Child Study. The TAT teams are an integral part of the Response to Intervention framework that Minnesota uses as a cycle for improvement.

Title	Elementary TAT
Elementary Principal	Trent Johnson
Title 1	Sherri Schultze
Title 1	Diane Gillingham
Kindergarten Teacher	Karen Dalager
Fourth Grade Teacher	Matt Myhre

Programming to Improve Student Achievement

District and school leaders must work together to create a robust support system for all students. In this section, we have annotated many of our programs to explain further how we support students at all levels. Contact information to learn more about the programs is listed within each section.

ESL – English as a second language

Contact:

Stephanie Guza, ESL Teacher
stephanie.guza@minneotaschools.org
 507.872.6175 Extension 1162

Minnesota Public Schools employs a full-time English as a Second Language Teacher. Annually, students identified as ELs (English Learners) are assessed by the state-mandated ACCESS test, which gauges the students' performances on Speaking, Listening, Writing, and Reading. Along with this assessment, a 7-step process is followed when students enter into ESL services.

- 1) Identification – Criteria for this are based on a Home Language Questionnaire, W-APT, ACCESS test results, parental input, teacher judgment, and MCA test results (specifically, those who fall into the 'does not meet' achievement level).
- 2) Program Entrance – Entrance methods are contingent upon whether this is an initial or an ongoing identification. A child who has an HLQ with at least one 'yes' answer to the three language questions and has ACCESS results that indicate the child is not language proficient qualifies for entrance into the ESL program.
- 3) Parental Notification – Parents are notified through phone calls, a letter (permission to provide services), and an agreed-upon in-house meeting.

- 4) Service – All English Learners will receive 20-30 minutes of ESL services every day. Others identified as high need (falling into levels 1 and 2 per the ACCESS evaluation) will receive additional one-on-one or small group services that go above and beyond the initial 20-30 minutes.
- 5) Annual Progress Evaluation – The ESL program and the success of its services will be reviewed annually. Using the data from ACCESS, MCAs, classroom grades, and benchmarking assessments employed by the district, an evaluation team will review the entrance and exit of its students.
- 6) Program Exit – Students attaining a six as assessed by the ACCESS will be considered for a possible exit. Review of the MCA data, classroom grades, and district-wide benchmarking (along with teacher input) will also be used when making a final decision regarding exit from ESL.
- 7) Reclassification as no longer EL – A student who meets exit criteria can be exited. A parent meeting, including attendance by the regular classroom teacher, will be held to make the final decision.

Goals of the ESL (English as a Second Language) Program

- Provide services for all students identified as needing services
- Ensure that students are being allowed to improve their reading, writing, listening, and speaking skills while providing them the opportunity to practice these skills and enhance their basic interpersonal skills and cognitive academic skills in math, science, language, and social studies
- Help students gain the English Language needed for survival in school, at a job, in the community, and their personal lives
- Validate each student's personal experiences and ensure that they are receiving an education that addresses the best way for them to achieve success
- Create a safe and natural, yet non-threatening learning area where kids are eager to learn and practice what they are learning

Special Education

Contact – Secondary:

Hollie Thompson
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507.872.6122

Cindy Van Keulen
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507.872.6175

Taylor Niska
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Contact – Secondary:

Carolyn Bot
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Kristy Peterson
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Sara Boerboom
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Students who qualify for special education services are identified as having a disability based on a comprehensive assessment and are serviced under an IEP (Individualized Education Plan).

A "child with a disability" means a child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or have a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, a specific learning disability, autism spectrum disorder, traumatic brain injury, or multiple severe impairments, and who needs special education and related services, as determined by the rules of the commissioner. A licensed physician, an

advanced practice nurse, or a licensed psychologist is qualified to diagnose and assess attention deficit disorder or attention deficit hyperactivity disorder to identify a child with a disability.

Minneota Elementary and Minneota Secondary have staff members licensed to provide special education services for those students who meet criteria and have special education needs.

Parents, the student, and an appropriate outside agency staff members are directly involved with the development of the student's Individual Education Plan (IEP – for school-aged children), an Individual Family Service Plan (IFSP – for children in Early Childhood Special Education), or an Individual Interagency Intervention Plan (IIIP – for students receiving services from multiple agencies).

Programs and related services for students with a disability may begin at birth or as soon as criteria are met and the need for special education services is determined.

Students are eligible for special education during the established length of time of the IEP, IIIP, or IFSP - decides to terminate services. Special education services may also be terminated when the student graduates from high school or when the student is 21 years of age. Students remain with their general education peers in the least restrictive environment (LRE) to the extent the IEP, IIIP, or IFSP Team determines is appropriate.

Special education program evaluation in Minneota Public Schools is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities. Minneota Public Schools are guided and mentored by the Southwest/West Central Service Cooperative in their special education services.

Read Well by Third Grade

Contact:

Trent Johnson

Trent.Johnson@minneotaschools.org

507.872.6175

Many foundational elements are currently in place to allow all K-3 teachers to deliver a balanced literacy program to our students. Minneota Elementary uses Journeys, a traditional basal program, to teach English Language Arts in grades Kindergarten through 3. This program includes components and lesson elements for guided reading, read aloud, and shared and independent reading. To enhance this curriculum, our district has an elementary library with various fiction and nonfiction reading materials, covering a wide range of reading levels.

The elementary also houses an extensive leveled bookroom for use with guided reading groups. Each classroom has its reading center where students can enjoy books and other resources selected by the classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day.

A variety of technologies, such as 1:1 iPads in grades 2 & 3, have been integrated into the classroom instruction to meet the needs of the district's diverse learners.

The district also uses Accelerated Reader (AR), a computerized program that tests basic reading comprehension. Students select books from their reading level, read the literature independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-3 are given the AIMSweb screening/benchmarking assessment three times throughout the year in fall, winter, and spring. Using this data, along with data from the Measures of Academic Progress (MAP) for Primary Grades, and Fountas and Pinnell, struggling and at-risk students are identified and referred for intervention services (either Title 1 or MN Reading Corps). Specific interventions are based on further diagnostic assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists.

Students' progress is monitored weekly using the AIMSweb or the FAST probes, and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the Teachers Assisting Teachers team. The TAT team reviews the longitudinal data, listens to the input from the classroom teacher, and develops a plan that the school's intervention specialist will implement over a 3-week basis. Parents are kept informed of their child's progress at every step of the process.

The goal of the Minnesota District is to ensure that all learners are proficient concerning the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level.

Multi-Tiered Systems of Support

Contact:

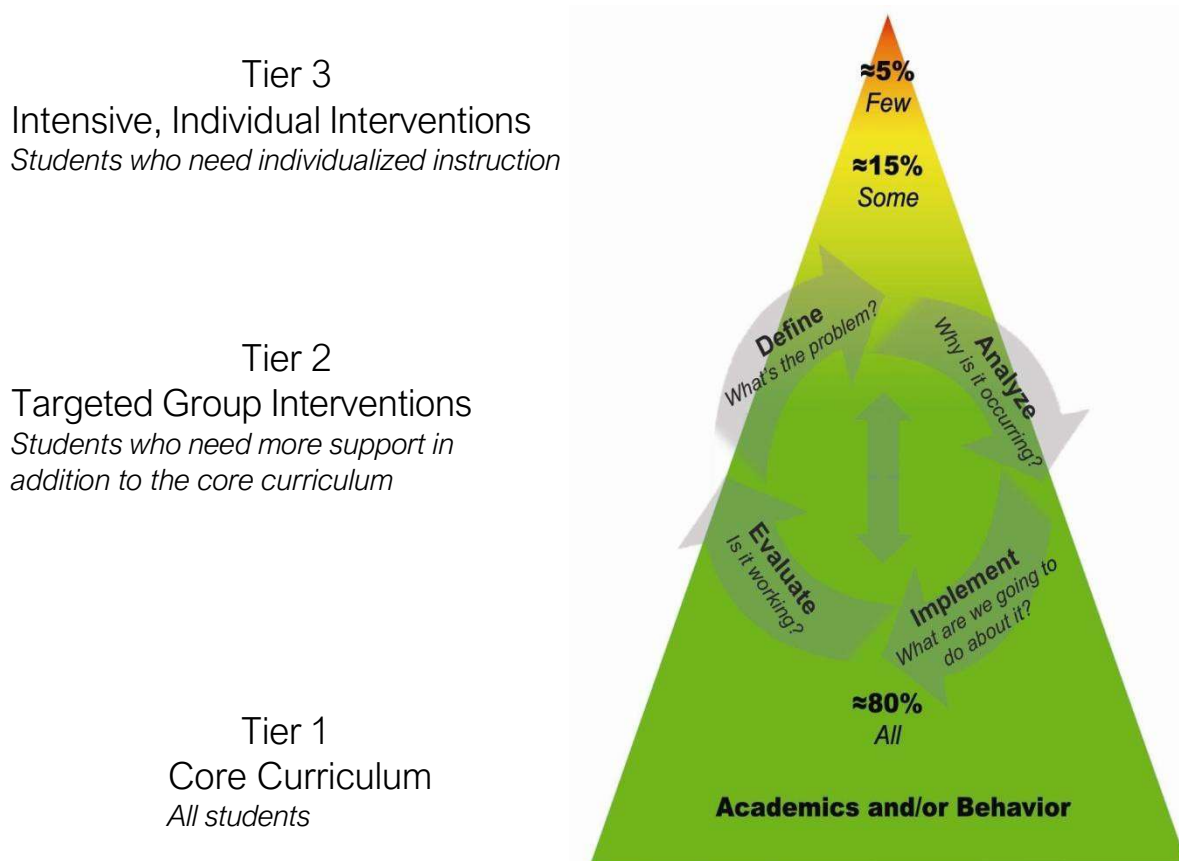
Trent Johnson

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507.872.6175

Minnesota Public Schools strives to provide every opportunity possible to ensure that ALL students are learning and achieving beyond graduation from our district. When students do not thrive in the general education component of our system, we provide them with tiered support.

A Model of School Supports and the Problem-Solving Process

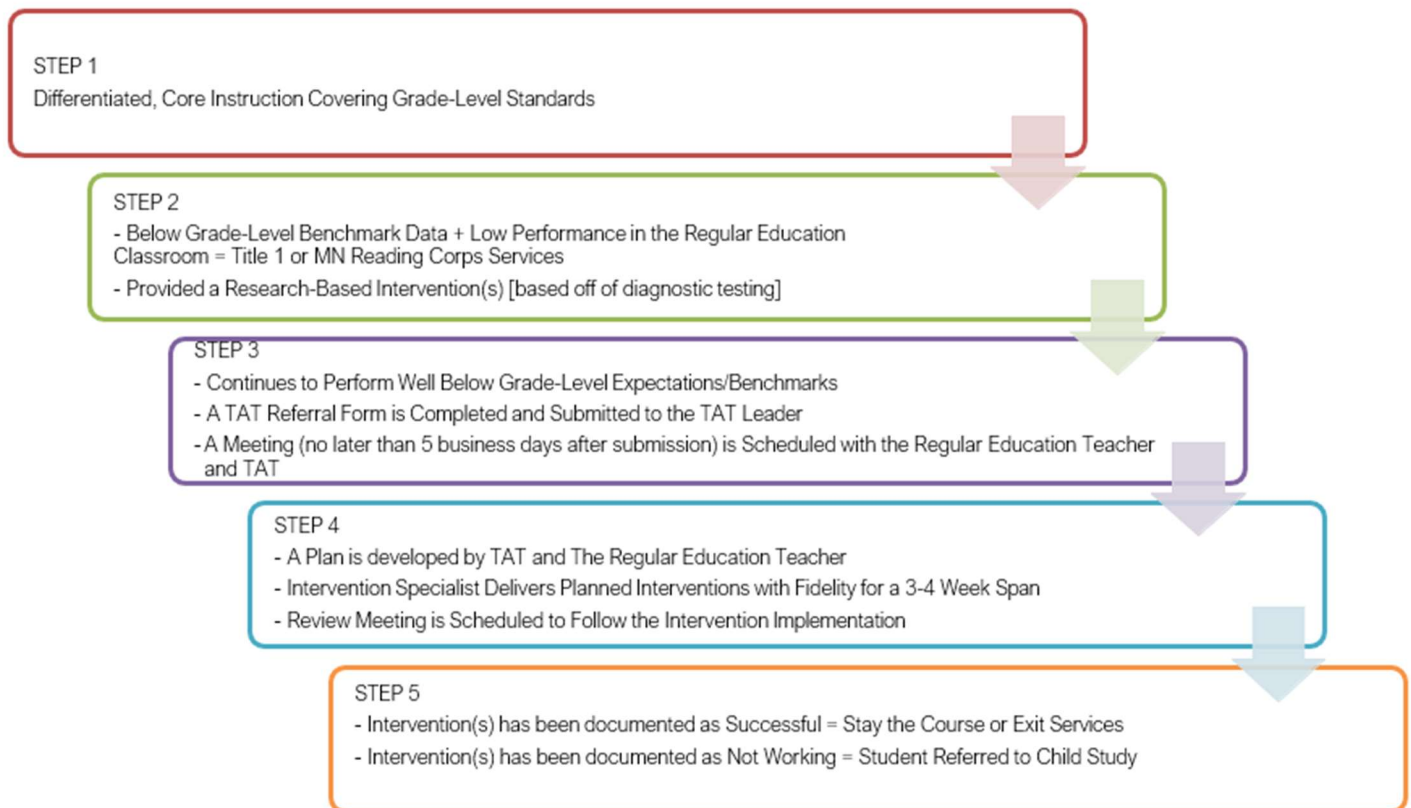


The first level of support (Tier 1) occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the five strands of Reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers differentiate instruction in small groups according to the needs of their diverse learners.

The second level of support (Tier 2 – Title 1 or MN Reading Corps) identifies students not meeting grade-level targets based on screening and diagnostic assessments. They are then provided supplemental reading interventions according to their skill deficit(s). The Title 1 teachers or the MN Reading Corps Tutor will provide this level of support, minimally 4 out of 5 days per week for 20 minutes per session.

Students not responding well to the interventions provided at Tier 2 will be referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction.

Students who do not experience success at the Tier 2 level will be referred to the TAT team. The group will evaluate the data and share personal experiences about the student before developing an Individualized Learning Plan. Once the intervention has been selected, the Intervention Specialist will set up a new schedule for the student to begin working with him/her daily. Students receiving Special Education services are included at the Tier 3 level.



Title 1

Contact:

Sherri Schultze

sherri.schultze@minneotaschools.org

Title 1 and MN Reading Corps are an integral part of our 'Multi-Tiered Systems of Support.' title 1 services are provided to students attending grades K-6 in Minneota Elementary. Currently, we have two full-time Title 1 teachers working with our students who are not meeting grade-level benchmarks.

PBIS – Viking Valor

Contact:

Tiffany Johnson, LSW

tiffany.johnson@minneotaschools.org

Angela Lauer, LSC

angela.lauer@minneotaschools.org

507.872.6175

Our PBIS, or Viking Valor, program has been up and running for the past six years. Students are instructed on acceptable and unacceptable behaviors exhibited in various locations throughout the school. When students are caught showing 'Viking Valor,' they receive a slip and are part of a monthly drawing that allows them to either get prizes or special privileges. Students also have the opportunity to be nominated by staff for 'Student of the Month.' If selected, students are announced and celebrated during the monthly Viking Valor pep fest.

At this same event, students' Viking Valor tickets are put into a drawing – where, if drawn – students have the opportunity to win prizes.

Student, Parent, and Community Input & Feedback

An essential part of the World's Best Work Force Plan is gathering open input and analyzing feedback from our stakeholders. Minneota Public Schools will annually survey the students, parents, or community about their level of satisfaction with the education our staff provides and other elements that pertain.

Results from this annual survey vary our practices in communicating with MPS families. We strive to sustain what's working, replace what is outdated, and supplement the weaker elements. It guides us in determining whether we are indeed on track with providing the support all students need to succeed.