

**Comprehensive Achievement  
and Civic Readiness Plan  
Park Rapids ISD #309  
2024-2025**



Board Approved:

## TABLE OF CONTENTS:

|   |    |
|---|----|
| Comprehensive Achievement & Civic Readiness Definition.....           | 3  |
| Comprehensive Achievement & Civic Readiness Goals.....                | 3  |
| District Student Achievement Goals.....                               | 7  |
| District Staff Development Plan.....                                  | 8  |
| District Technology Plan.....   | 9  |
| District Curriculum Plan.....   | 10 |
| Equitable Access to Excellent and Diverse Educators Plan.....         | 11 |
| Teacher Development and Evaluation Plan.....                          | 11 |
| Principal Evaluation Plan.....  | 11 |
| Comprehensive Achievement & Civic Readiness Committee Membership..... | 12 |

## **COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS DEFINITION:**

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

CACR plans will address the four WBWF goals above as well as one additional goal:

- Prepare students to be lifelong learners.

## **COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS GOALS:**

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed throughout every child's life. The World's Best Workforce legislation, Minnesota Statutes 2013, section 120B.11, mandates that districts will develop goals to address issues identified locally. The comprehensive strategic plan that districts create under this legislation is intended to serve as a foundational document to align district educational initiatives from pre-kindergarten to post high school graduation and can serve as a blueprint to create a quality workforce equipped with skills for the 21st Century. The plan is to be developed with involvement and input from district stakeholders, including administrators, board members, teachers, parents, students, business leaders, and community members.

Students are most likely to succeed if they reach the five cornerstones, which are the backbone of the Comprehensive Achievement & Civic Readiness legislation:

### **1. All students will meet school readiness goals.**

- The Park Rapids Area Schools preschool program continues to be a high-quality, Parent Aware, four-star rated program.
- A collaboration site team was developed, which included teachers in Head Start, Early Childhood Special Education, School Readiness, and administrative members. The team worked on continuity and collaboration among the programs, developed a PLC focusing on the five domains of preschool, and worked to create goals that assess whether preschoolers have the skills necessary for kindergarten readiness and beyond.
- School Readiness and Head Start meet together for cross programming collaboration.
- Preschool teachers are participating in the OL&LA, Online Language & Literacy Academy, READ Act, Reading to Ensure Academic Development, professional development training in 2024-2025.
- The team uses the TS Gold assessment when measuring preschool students' progress. This data shows the growth of yearly progress and assesses the skills needed to successfully transition into kindergarten.
- The PLC focus is on the five domains of preschool.
- The preschool was awarded Voluntary Preschool funding from the state ensuring a quality preschool program that will support early learning benchmarks for our preschoolers.

- The ECSE staff consults and provides mentoring and training on due process.
- Beginning 2022-2023, the VPK staff and students moved their site location to Century School, Pre-K to Grade 3. The intentional move has been an asset allowing for smoother transitions and increased communication among VPK and Kindergarten staff.

## **2. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.**

- Century Elementary has allotted a daily 90-120 minute literacy block for each grade.
- Pre-Kindergarten through sixth grade teachers, ELL teachers, and K-12 Special Education teachers are participating in the OL&LA, Online Language & Literacy Academy, READ Act, Reading to Ensure Academic Development, professional development training in 2024-2025.
- A representation of elementary administrators, Tier 1, Special Education, and Title 1 teachers meet monthly as literacy leaders for professional development to review best practices, collaborate, plan and implement systemic literacy growth.
- Kindergarten through sixth grade teacher literacy leaders are participating in an ELA resource review to select resources that align with the science of reading and structured literacy for implementation in 2025-2026.
- Beginning 2024-2025 kindergarten through second grade teachers are implementing a MN state approved foundational skills program called UFLI, University of Florida Institute.
- Century School utilizes data to make instructional decisions. This data comes from benchmark assessments in fluency and comprehension which is administered three times a year. Students in grades K-8 are assessed fall, winter, and spring using the FASTBridge Reading Tests.
- One component of District 309's TD&E, Teacher Development and Evaluation, is setting a student achievement goal and actively teaching toward and monitoring the goal. Collectively the third grade Tier 1 classroom teachers set a student achievement goal for growth from fall to spring.
- FASTBridge testing is used to guide instructional practices in reading strategies. Students below grade level will be progress monitored using FASTBridge to ensure improvement.
- Title I teachers, special education teachers and their paraprofessionals will provide small group and individual interventions to supplement classroom instruction in areas that students are identified as below grade level. The district's Tier 2 and Tier 3, Title 1, and Special Ed teachers are utilizing Sonday for student intervention.
- Low class size continues to be a district priority.
- An ADSIS Alternative Delivery of Specialized Instruction Services, position supports below level readers in K-1 literacy.
- Decodable readers have been added in K-2 for phonics instruction.
- In Park Rapids middle and high schools, staff continues to further develop and implement mid level Alternative Learning Center (ALC) programming, including transition classes in reading and math, to provide differentiated learning for students.
- At the middle school level differentiated programs include the development of a Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes. Middle and high school ALC programs address a cross-section of at-risk learners, including, but not limited to ELL, Indian Education, Special Education, and Free and Reduced populations.
- The middle school will use FASTBridge assessments for consistent student data to inform and drive tier 1 instruction.

- The middle school has a 5th-8th grade ADSIS, Alternative Delivery of Specialized Instruction Services, interventionist to support tier 2 instruction in math and reading.
- The middle school has a 5th-8th grade Achievement and Integration position to support tier 2 students in math and reading.
- The middle school ALC grades 5th-8th uses FASTBridge reading and math assessments to track student progress.
- Century School continues to utilize Targeted Services in grades K-8, both during the academic year and two summer sessions. Century School promotes summer programming to eliminate regression. The primary purpose of TS is skill development. Students who utilize services to increase skills have increased success in school. TS programming is committed to the growth of learners. Services may range from study skills, to social skills, to content instruction and support. The goals are to intervene with students and help them acquire or develop skills necessary to successfully progress through elementary, middle school and beyond. A Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes.
- A middle school focus for this year will be collaborative groups meeting (PLCs, Staff Advisory committee, and Curriculum Review Teams) to address common issues regarding curriculum, assessment, instruction, standards-based grading, and the achievement of all students.
- Fifth and sixth grade teachers provide WIN, What I Need, time for students, which provides opportunities for small group or individual instruction based on student needs.
- Core 7th and 8th grade teachers provide Academic Success Skills time daily to support students' specific academic needs.

### **3. Provide college and career preparedness activities and support for all students.**

Park Rapids Area Schools have instituted a solid college and career readiness program. The Park Rapids Area High School provides many opportunities and initiatives for students' post-secondary preparation, such as:

- Park Rapids Area Schools, with coordination with Pine Point Schools, to enroll all 8th-12th grade students to create their own YouScience profiles to ensure all students have access to personalized college and career readiness resources and goal setting. All students can take their YouScience portfolios with them for life as well as utilizing them throughout their time in middle and high school in their academic classes and student advising/mentoring sessions. Each 9th grade student, through YouScience, finds his/her aptitudes and what careers line up with those findings.
- 10th grade students attend the Park Rapids Visit Day at MState in Wadena.
- 11th grade students complete the ASVAB assessment each fall. The ASVAB assesses career interests, skills, and abilities. This assessment provides students with beneficial information regarding academic and career strengths and areas of needed improvement.
- 11th grade students are given the opportunity to take the ACT multiple times throughout the year. The ACT is an assessment that measures academic skills in English, Reading, Math, Science and Writing. The ACT is encouraged for anyone wanting to further their education.
- 11th grade students are given the opportunity to complete the PSAT assessment. The PSAT measures student academic skills in Math, Verbal, and Science. Students are provided feedback regarding what they can do to improve their ACT/SAT scores and the skills they need to improve upon for college readiness. PSAT slots are limited, however, as there is only room for 20 test takers at a given time.
- 12th grade students are invited to the annual education and college fair at Bemidji State

University each fall. All seniors attend the college fair to visit with university and college representatives about financial aid, tuition, scholarship information, admittance requirements, and ask in-depth questions about the various schools and their programs. This is an opportunity for students to network with institutions and gather information for post-secondary options available to them.

#### **4. Increase high school graduation rates.**

- The Park Rapids Area High School will continue to strive for increased graduation rates.
- The high school will use FASTBridge assessments for consistent student data to inform and drive instruction.
- With the development of a mid-level ALC for students struggling with academic and social concerns prior to entering high school, the district has a service that brings them closer to being on track prior to entering high school.
- The Park Rapids Area High School ALC program has flourished this past year, with students earning over 700 credits from June 23, 2023, through May 24, 2024, the ALC school year, toward getting back on track and graduating. The ALC program averages 6 to 10 graduates yearly.
- The district's current alternative learning program also offers a credit recovery program with after school hours. The day ALC provides an exceptional avenue for nontraditional students to attain a high school diploma.
- Native American students access the Indian Education program for intervention and support. Two paraprofessionals are employed for this middle school and high school program.
- A growing population of ELL, English Language Learners, access the ELL resource room for instruction and support. Two full time teachers and one paraprofessional are employed by the district for K-12 ELL students.
- The middle and high schools have positive promotions that are encouraging students to be successful in school. Panther Time, Commitment to Graduate (C2G), orientation for 5th and 9th grade students and parents, advisor/advisee sessions, and check and connect programming are all ongoing programs and activities focused on student success.
- In the high school, a 9th grade orientation day was established on the first day of school for all freshman students and their parents in order to help students transition from the middle school to the high school.
- The high School has four Student Success Coordinators, one for each grade level, for the 2024-25 school year. The coordinators will identify students with attendance and academic concerns to assist the students in finding ways to get back on track.
- PRAVA, Park Rapids Virtual Academy, is an alternative setting for students in grades 6-12 who choose an online option. Nine PRAVA seniors graduated in 2024.
- In September of 2024, Park Rapids School staff participated in a back-to-school, in person presentation by Tara Brown: The Connection Coach. Neighboring schools, community members, parents, and 7-12 staff members attended an afternoon presentation entitled "Understand the Teenage Brain." Teaching staff and paraprofessionals in grades 7-12 continue to engage with Tara Brown virtually during each staff development day in the 2024-2025 school year. Staff in grades 7-12 have made a concerted effort to deliberately connect with identified students and parents to promote, develop, and sustain positive connections. Tara creates short, weekly videos specifically geared toward Park Rapids staff and parents weekly.

## **5. Prepare students to be lifelong learners.**

- Students are given elective choices through Panther Tracks registration. A list of electives is given as a suggestion for different career opportunities.
- Teachers will bring community experts into the classroom. The experts will share how they utilize the information from the specific class in their occupations.
- Motivational speakers, career analysts on emerging fields, local businesses including: manufacturing, medical and business will be part of our programming throughout the year. The district Community Career Collaboration Coordinator continues to bridge the gap between school and businesses.
- The Community Career Collaboration Coordinator is working on Connections with Freshman, Priorities with Sophomores, Vision with the Juniors, and Legacy with the Seniors.
- 11th grade students meet with the counselor at the end of their junior year to discuss senior/postsecondary plans, career interests, and to address questions/concerns regarding graduation the following year.
- Each 12th grade student will meet with the school counselor at least twice a year, fall and spring, to review their progress for graduation requirements, college and career interests, and to be assisted with college/career choices and enrollment/admission procedures.
- The Community Career Collaboration Coordinator and High School Counselor are working with seniors to establish a plan for after high school. Further experience opportunities will be provided by the Community Career Collaboration Coordinator for students to explore various opportunities.
- Park Rapids Area High School will track the graduating seniors in 2025 post graduation outcomes, which may include employment or further education: attending a 4 year college, attending 2 years of college, going into the military, or going into the workforce.

### **DISTRICT STUDENT ACHIEVEMENT GOALS:**

#### **All Students Ready for Kindergarten -**

- The state approved Teaching Strategies Gold Assessment is used to assess each preschooler in the focuses of Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics domains. This information is used to guide teachers as they strategically develop instructional practices throughout the year.
- In the spring of 2024, the final assessment will show the progress for all preschool students. This report will show individual growth and the percentage of students meeting or exceeding their benchmarks. This percentage will indicate that the goal of 80% of the transitioning preschoolers will have the skills needed to be successful in kindergarten.

#### **Closing the Achievement Gap -**

- By the end of the 2024-2025 school year 90% or more of 5th grade students will earn passing grades in Math and Reading.
- By the end of the 2024-2025 90% or more of 8th grade students will earn passing grades in

Math and Reading.

### **All Students Career and College Ready by Graduation -**

For the all student group, Park Rapids Area School District will ensure that all students have an opportunity to experience numerous college and career readiness activities and events prior to graduation and have all students on a specified college or career path by graduation. The 2024-2025 goals include:

- 90% of 11<sup>th</sup> grade students will complete one of the ASVAB, ACT, or Accuplacer assessments or Transitional Skills Planning.
- 90% of 8th through 12th grade students will complete at least one of the assessments in YouScience guided by the Community Career Collaboration Coordinator and High School Counselor.

### **All Students Graduate -**

- For 2024, upon completion of their senior year, Park Rapids Senior High will meet a target graduation rate of 88% based on the fall to spring reporting.
- For 2024, upon completion of their graduation requirements, Park Rapids Public School District will meet a target graduation rate of 90% based on the fall to spring reporting.

### **Preparing Students to be Lifelong Learners -**

- Park Rapids Area High School will track the graduating seniors in 2025 post graduation outcomes, which may include employment or further education: attending a 4 year college, attending 2 years of college, going into the military, or going into the workforce.

### **DISTRICT STAFF DEVELOPMENT PLAN:**

Goal: The district will provide support for staff through multiple professional development opportunities to improve our district scores and outcomes for all student groups.

Activities for all staff include:

- Structured grade level and department professional learning communities (PLCs).
- Teacher Teams that will focus on addressing common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Learning and implementing Teacher Development and Evaluation Plan district wide.
- Ongoing professional development opportunities offered by district technology department for embedding technology in curriculum, teaching and learning.
- On and off-site individual and subject area professional development opportunities will be available to staff.

### **DISTRICT TECHNOLOGY PLAN:**



Below are the specific goals and strategies that address how Park Rapids Area Schools will use technology to continue to deliver education and instruction:

| <b>Goals</b>  | <b>Related Strategies</b>  |
|---|--|
| <p>Increase the amount of knowledge and skill all teachers have in integrating technology into their curriculum in order to:</p> <ul style="list-style-type: none"> <li>• Increase student motivation and understanding</li> <li>• Increase creativity and critical thinking</li> <li>• Develop effective teacher leaders in technology integration</li> </ul>  | <p>Provide on-site flexible staff development in a variety of formats:</p> <ul style="list-style-type: none"> <li>-1:1</li> <li>-Small group</li> <li>-Large group</li> <li>-Before, during, after school</li> <li>-Networking</li> <li>-PLC Structure</li> </ul> <p>(The Technology Integrationist is available to help at all levels upon request.)</p>  |
| <b>Goals</b>  | <b>Related Strategies</b>  |
| <p>Increase digital communication and collaboration with community, families, and students through:</p> <ul style="list-style-type: none"> <li>• Exploring community partnerships and collaborations, especially related to technology</li> <li>• Gaining insight regarding technology skills local employers expect graduates to possess</li> <li>• Increase teacher and school communication with parents and students digitally</li> </ul> | <p>Create a plan for increasing partnership with community representative with a goal to:</p> <ul style="list-style-type: none"> <li>• Produce graduates who possess marketable community skills, especially with technology</li> <li>• Increase the opportunities for community businesses to partner with the district</li> <li>• Provide effective methods for teachers to communicate digitally with the community that are manageable and sustainable.</li> </ul> |
| <p>Increase student Internet Safety, Privacy and Security in grades K-12 while broadening student understanding of cyberbullying and digital citizenship (copyright, digital footprint, online reputation).</p>   | <p>PRAVA, Park Rapids Virtual Academy, is an alternative setting for students in grades 6-12 who choose an online option.</p>  |

### LITERACY PLAN:

The goals of the local literacy plan for Park Rapids Area Schools District 309 are to teach every child to read at or above grade level by the end of each academic year to meet the 2020 Minnesota English Language Arts Standards. To measure the progress our school makes toward these goals, an ongoing process must be involved. Staff must examine data through assessment, interpret it, and make instructional decisions based upon evidence-based practices (EBPs). District 309 is committed to reviewing and interpreting data provided by the district and following the guidance of the MDE to meet the legislative expectations of the READ Act.

District 309 employed a literacy lead, to actively support PreK-12 literacy teachers with implementing the READ Act.

*Educators should consult and factor in multiple sources and types of student assessment data to get a more complete view of student progress or achievement (Mertler, 2014). These assessments will determine the effectiveness of our core literacy instruction by identifying students' strengths and areas of deficiency in the core components of reading.*

Student assessment data will be reviewed to monitor the success of current instructional practices to ensure the improvement of reading results. If instructional practices are not working, they will be

adjusted to better meet individual student needs. Through weekly grade level meetings with teachers, data will be carefully monitored, and changes made as needed.

**DISTRICT CURRICULUM PLAN:**

The curriculum committee follows an active curricular review cycle in order to monitor, evaluate, and implement best practices, resources and tools necessary for teaching and learning.

During the 2024-2025 school year, the curricular area of Mathematics is reviewed. The committee aligns current curriculum with state and national standards and researches best instructional practices.

**Park Rapids Area Schools Curriculum Review Cycle:**

| SUBJECT   | 2023/2024 | 2024/2025             | 2025/2026              | 2026/2027 | 2027/2028 | 2028/2029 |
|---|-----------|-----------------------|------------------------|-----------|-----------|-----------|
| Business Ed.,<br>Industrial Tech.,<br>Computer Ed.,<br>Fine Arts  | Design    | Implement             | Monitor                | Monitor   | Monitor   | Evaluate  |
| Social Studies  | Evaluate  | Design                | Implement              | Monitor   | Monitor   | Monitor   |
| Science,<br>World Lang.   | Monitor   | Evaluate              | Design                 | Implement | Monitor   | Monitor   |
| Language Arts   | Design    | Implement /<br>Design | Monitor /<br>Implement | Monitor   | Monitor   | Evaluate  |
| Health,<br>Phy. Ed.   | Monitor   | Monitor               | Monitor                | Evaluate  | Design    | Implement |
| Math  | Implement | Monitor               | Monitor                | Monitor   | Evaluate  | Design    |
| On-Going Integration<br>Guidance / Counseling<br>Indian Education<br>ELL<br>Graduation Standards<br>Special Education<br>Media / Tech.<br>Gifted & Talented, Inclusive Ed |           |                       |                        |           |           |           |

\*The Curriculum Review Cycle is fluid and subject to change.

**EQUITABLE ACCESS TO EXCELLENT AND DIVERSE EDUCATORS PLAN:**

District 309 has a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers.

Park Rapids Area Schools will monitor the distribution of teachers and identify equitable access gaps between and within schools related to equitable teacher distribution, including data on access for low- income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District 309 has strategies in place to increase access to teachers who reflect the racial and ethnic diversity of students.

Park Rapids Area Schools will make every attempt to ensure student access to licensed teachers who reflect the racial and ethnic diversity of students.

### **TEACHER DEVELOPMENT AND EVALUATION PLAN:**

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. A school board (hereafter referred to as “school district” or “district”) and an exclusive representative of the teachers (hereafter referred to as “union” or teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through a joint agreement.” Districts began evaluating teachers with this procedure in school year 14/15.

Evaluation of probationary teachers must occur at least three times periodically throughout each school year. For a teacher performing services during that school year, the first evaluation shall occur within the first 90 days of teaching service.

The Park Rapids Area School (PRAS) District Teacher Evaluation Plan complies with statutory requirements and was developed in joint agreement with teachers and the school board.

### **PRINCIPAL EVALUATION PLAN:**

Park Rapids Area Schools implements a performance-based system for evaluating school principals. The system for evaluation complies with requirements in Minnesota Statute 123B.147, Subdivision 3. The evaluation system strives to enhance principals’ leadership skills and support and improve teaching practices, school performance, and student achievement.

Framework can be found at the following link: [http://www.mespa.net/sites/2961a8e8-4b04-4b38-8da2-75542594a9f1/uploads/Evaluation\\_of\\_MN\\_School\\_Principals.pdf](http://www.mespa.net/sites/2961a8e8-4b04-4b38-8da2-75542594a9f1/uploads/Evaluation_of_MN_School_Principals.pdf)

### **COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS COMMITTEE MEMBERSHIP:**

The district advisory committee reflects the diversity of the district and its school sites. It includes administration, teachers, support staff, parents, students, and other community residents. The district advisory committee makes recommendations to the school board. The following representatives comprise the committee:

#### **Comprehensive Achievement & Civic Readiness Committee Members 2024-2025**

| <u>Name</u>      | <u>Representative</u>     |
|------------------|---------------------------|
| Kyla Mercil      | Student                   |
| Harmony Trygstad | Student                   |
| Gabe Sturtz      | Parent                    |
| Katie Johannig   | Parent                    |
| Danette Larson   | Native American Community |
| Misty Brissett   | Native American Community |

|                  |  |
|------------------|--|
| Kami Johnson     | English Language Learner Community         |
| Angie Voigt      | Community                                  |
| Laurie Conzemius | Community                                  |
| Jackie Griffin   | AFSCME                                     |
| Chris Kirschner  | EdMN                                       |
| Jen Michaelson   | Elementary Teacher                         |
| Garrett Kovach   | Special Ed Teacher                         |
| Brent Vandal     | High School Teacher                        |
| Terry Schroeder  | Staff Development                          |
| Sue Keranen      | District Literacy Lead                     |
| Kerry Johnson    | Community Career Collaboration Coordinator |
| Jill Stevenson   | Director of Curriculum & Instruction       |
| Steph Mercil     | Assistant Principal                        |
| Mark Frank       | Assistant Principal                        |
| Mike LeMier      | Century Principal                          |
| Jeff Johnson     | PRAHS Principal                            |
| Lance Bagstad    | District Superintendent                    |
| Dana Kocka       | School Board                               |
| Clayton Hoyt     | School Board                               |