Comprehensive Achievement and Civic Readiness Plan
Park Rapids ISD #309
2025-2026

Board Approved: December 2025

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COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS DEFINITION

The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes 2024, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

DISTRICT ACHIEVEMENT SMART GOALS:

All children are ready for school:

In the spring of 2026, 85% of all transitioning preschoolers will demonstrate the skills needed to be successful in kindergarten as measured by the Teach Strategies Gold assessment.

All racial and economic achievement gaps between students are closed.

From Fall 2025 to Spring 2026, 50% of the kindergarten through 6th grade students receiving a Title 1 teacher-led intervention will achieve aggressive growth, between the 71st and 99th percentile, as measured by FastBridge early reading or auto reading benchmarks.

From Fall 2025 to Spring 2026, 75% of identified 7th and 8th grade high school students receiving a student success intervention will achieve passing grades in English and math as measured by the student success coordinators.

All students are ready for career and college.

95% of 11th grade students will complete one of the ASVAB, ACT, or Accuplacer assessments or Transitional Skills Planning.

95% of 8th & 9th grade students completed at least one of the assessments in YouScience unless an underlying issue exists.

All students graduate from high school.

Upon completion of the 2025-26 school year, Park Rapids seniors will meet a four year target graduation rate of 91% based on fall 2022 freshman enrollment as compared to spring 2026 senior graduation data.

Upon completion of the 2025-26 school year, based on fall 2019 freshman enrollment, Park Rapids students will meet a seven year target graduation rate of 92% as compared to spring 2026 senior graduation data.

All students are prepared to be lifelong learners.

95% of the graduating seniors in 2026, will share their post graduation outcomes, which may include employment or further education. (The school will report the percentage of those planning to: attend 4 years of university, attend 2 years of college, join the military, and join the workforce.)

COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS ACTION STEPS:

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 participated 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 participated in the OL&LA, Online Language & Literacy Academy, READ Act, Reading to Ensure Academic Development, professional development training 2024-2025. One hundred percent of the 72 participants passed the course.
- The Curriculum Coordinator, District Literacy Lead, and building principals meet weekly to discuss literacy. Topics include the READ Act, ELA curriculum and instruction, professional development, screening, intervention, family engagement, and the Local Literacy Plan.
- Kindergarten through seventh grade teacher literacy leaders participated 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 implemented a MN state approved foundational skills program called UFLI, University of Florida Institute.
- Beginning 2025-2026, sixth and seventh grade ELA teachers implemented Amplify ELA, which is a highly aligned state approved curiculum.
- 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-6 are assessed fall, winter, and spring using the FastBridge Reading Assessments.
- Fourth through twelfth grade students who do not meet FastBridge or ROAR screening benchmarks will take Capti ReadBasix as a diagnostic measure as per the MDE mandate.
- 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 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 high school, 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. High school ALC programs address a cross-section of at-risk learners, including, but not limited to English Language Learners, Indian Education, Special Education, and Free and Reduced populations.
- The ADSIS, Alternative Delivery of Specialized Instruction Services, interventionist supports Tier 2 instruction in math and reading.
- Century School continues to utilize Targeted Services in grades K-6, 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 school and beyond. A Continual Learning Plan for each learner that identifies the learning experiences and expected outcomes.

- 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 seventh and eighth grade teachers provide Academic Success Skills time daily to support students' specific academic needs.
- Park Rapids Area High School offers tutoring after school on Mondays and Wednesdays during the school year, from 3:15 to 5:00, for help with math, science, English, and social studies.
- The PRAHS provides ALC, Alternative Learning Center, services for those students who meet criteria.

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 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.

- During the 2025-2026 school year, the high school will use ROAR, Rapid Online Assessment of Reading, in grades 7-12, to garner consistent student foundational skills reading data to inform and drive instruction.
- During the 2025-2026 school year, the high school will use ROAM, Rapids Online Assessment of Mathematics, in grades 7 & 8, to garner consistent student math data to inform and drive instruction.
- During the 2025-2026 school year, the 7-12 high school students who do not meet ROAR benchmarks will take Capti ReadBasix as a diagnostic measure to inform instruction.
- The Park Rapids Area High School ALC program has flourished, 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 the elementary 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.
- Park Rapids Area High School has systems in place that encourage students to be successful in school. Open House for all 7-12 grade students and families, Panther Time, Academic Success, Commitment to Graduate (C2G), and check and connect programming are ongoing programs and activities focused on student success.
- Park Rapids Area High School has Student Success Coordinators for each grade level, 7-12, during the 2025-26 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. Eight PRAVA seniors graduated in 2025.
- 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 continued to engage with Tara Brown virtually during each staff development day in the 2024-2025 school year. Staff in grades 7-12 made a concerted effort to deliberately connect with identified students and parents to promote, develop, and sustain positive connections. Tara created 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 bring community experts into the classroom. The experts 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 2026 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:

Goals	***Related Strategies***
Increase the amount of knowledge and skill all teachers have in integrating technology into their curriculum in order to: ● *Increase student motivation and understanding* ● *Increase creativity and critical thinking* ● *Develop effective teacher leaders in technology integration*	*Provide on-site flexible staff development in a variety of formats:* *-1:1* *-Before, during, after school* *-Small group* *-Networking* *-Large group* *-PLC Structure* *(The Technology Integrationist is available to help at all levels upon request.)*
Goals	***Related Strategies***
Increase digital communication and collaboration with community, families, and students through: ● *Exploring community partnerships and collaborations, especially related to technology* ● *Gaining insight regarding technology skills local employers expect graduates to possess* ● *Increase teacher and school communication with parents and students digitally*	*Create a plan for increasing partnership with community representative with a goal to:* ● *Produce graduates who possess marketable community skills, especially with technology* ● *Increase the opportunities for community businesses to partner with the district* ● *Provide effective methods for teachers to communicate digitally with the community that are manageable and sustainable.*
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).	*PRAVA, Park Rapids Virtual Academy, is an alternative setting for students in grades 6-12 who choose an online option.*

DISTRICT 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.

A District Literacy Lead is employed 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 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 2025-2026 school year, the curricular area of Science &World Language 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	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/3030
Business Ed., Industrial Tech., Computer Ed., Fine Arts	Implement	Monitor	Monitor	Monitor	Evaluate	Design
Social Studies	Design	Implement	Monitor	Monitor	Monitor	Evaluate
Science, World Lang.	Evaluate	Design	Implement	Monitor	Monitor	Monitor
Language Arts	Design	Implement	Monitor	Monitor	Monitor	Evaluate
Health, Phy. Ed.	Monitor	Monitor	Evaluate	Design	Implement	Monitor
Math	Monitor	Monitor	Monitor	Evaluate	Design	Implement
On-Going Integration Guidance / Counseling Indian Education ELL Graduation Standards Special Education Media / Tech. 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

COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS COMMITTEE DESCRIPTION:

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

2025-2026

Name	Representative
Henry LeMier	Student
Kaia James	Student
Katie Johanning	Parent
Katie Juntunen	Parent
Misty Brissett	Native American Community
Danette Larson	Native American Community
Kami Johnson	English Language Learner Community
Kevin Murphy	Community
Laurie Conzemius	Community
Jackie Griffin	AFSCME
Chris Kirschner	EdMN
Jen Michaelson	Elementary Teacher
Garrett Kovach	Special Ed Teacher
Alexis Stevenson	Special Ed Para
Brent Vandal	High School Teacher
Terry Schroeder	Staff Development
Sue Keranen	District Literacy Lead
Nicole Brandt	Academic Counselor
Tanya Miller	Community Career Collaboration Coordinator
Jill Stevenson	Director of Curriculum & Instruction
Steph Mercil	Century Assistant Principal
Mark Frank	PRAHS Assistant Principal
Mike LeMier	Century Principal
Jeff Johnson	PRAHS Principal
Lance Bagstad	District Superintendent
Dana Kocka	School Board