



GRAND RAPIDS

— AREA SCHOOLS —

Resilience ♦ Readiness ♦ Excellence

**Topic: Comprehensive Achievement &
Civic Readiness
&
Achievement/Integration Report**

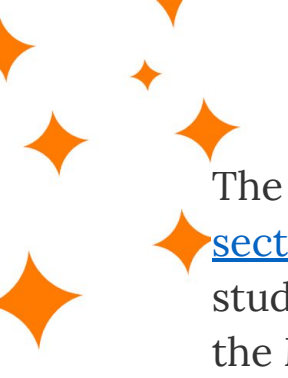
December 15, 2025



Comprehensive Achievement & Civic Readiness Committee Members

- **David Marty** - School Board Member
- **Ryan DeBay** - Asst. Principal RJEMS
- **Kim Geislinger** - Community Member
- **Darin Hofstad**-GRHS Principal
- **Carol Copp**-Curriculum integration specialist
- **Doug Learmont** - Community Member
- **Tanis Henderson**- Ojibwe Ed. director
- **Chris Reilley**-Community member
- **Stephanie Gambill**-Community member
- **Kristina Landrus**-Teaching & Learning Administrative Assistant





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.

- 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



- **CACR Requirement: School boards are to hold an annual public meeting** to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year.
- **A&I Requirement: The public meeting for A&I is to be held at the same time** as the CACR annual public meeting.
- The date of the school board meeting for reporting on the 2024-2025 SY is
- **December 15, 2025**

CACR & A&I Published Report

This year's CACR Annual Report will be found on the district website after your approval.

The district also keeps stakeholders informed on progress towards meeting CACR goals in a variety of ways, including but not limited to:

- **ISD 318 digital newsletter to parents**
- **ISD 318 digital newsletter to staff**
- **District 318 CACR Advisory Committee meetings**

A hard copy of the report is available at the District 318 Administration Office at 601 SW 7th Street Grand Rapids, MN



All Children are Ready for School



- Preschool screenings
- Early Edge
- Kindergarten Roundup

Grand Rapids SY 24-25 Results for 4 Year Old Preschool Students			
	Fall 2024 % on Target	Spring 2025 % on Target	2024-2025 % Growth
Picture Naming	38.24%	81.16%	42.92%
Rhyming	26.47%	79.71%	53.24%
Alliteration	0.00%	76.81%	76.81%
Which One Doesn't Belong	32.35%	82.61%	50.26%
Oral Counting	10.29%	72.22%	61.93%
Number Naming	16.67%	91.43%	74.76%
Quantity Comparison	42.65%	92.59%	49.95%
1:1 Correspondence	11.76%	64.81%	53.05%
Letter Sound Fluency	1.47%	62.32%	60.85%
Letter Name Fluency	17.65%	79.71%	62.06%

All Academic Gaps between Students are Closed



Readiness • Resilience • Excellence

Readiness

- FastBridge and STAR screenings to identify student needs early
- **Guaranteed and viable curriculum** aligned to standards

Resilience

- Tier 2 and Tier 3 targeted interventions
- After-School Learning Academy for extended support

Excellence

- Improved Tier 1 instruction in every classroom
- Data-informed teaching to strengthen outcomes for all students

What is a Guaranteed and Viable Curriculum?



A **Guaranteed and Viable Curriculum** ensures that **all students**, regardless of school or classroom, are taught **the same essential standards and skills** (guaranteed) and that teachers have **sufficient time, resources, and support** to teach them well (viable).

All Students are Ready for Career and College



Readiness • Resilience • Excellence

Readiness

- Strong literacy, math, and academic foundations
- Career exploration and planning aligned to student interests
- Technology and digital skills for college and the workplace

Resilience

- Personalized guidance, advising, and academic supports
- Development of self-advocacy, goal-setting, and perseverance
- Opportunities to learn from challenge and grow through feedback

Excellence

- High-quality, standards-aligned instruction across all content areas
- Real-world, applied learning that connects academics to future pathways
 - Xello
 - International Baccalaureate (IB)
 - College in the Schools (CITS)
 - College/Career
 - IASC Next/CTE

All Students Graduate from High School



2024 Data

- GRHS 94.5%
- ALC 92.5%
- Bigfork 93.8%

State Average

84.2%

All Students are Prepared to be Lifelong Learners



Readiness • Resilience • Excellence

Readiness

- Strong foundations in reading, writing, and critical thinking
- Technology and digital literacy skills for learning, work, and life
- Real-world application of learning across content areas

Resilience

- Support for the whole child: academic, social, and emotional growth
- Goal-setting, reflection, and ownership of learning
- Perseverance through challenge and productive struggle

Excellence

- High-quality, standards-aligned instruction in every classroom
- Engaging, inquiry-based learning that builds curiosity and independence

How Can You Support?

- Ensure that community members have an opportunity to participate in the strategic planning process.
- Be reflective of the district's diversity and its schools, and thus include, to the extent possible, teachers, parents/guardians, support staff, students, and other community residents.
- Make recommendations to the school board concerning rigorous academic standards and student achievement goals and measures.

Staffing Requirements

CACR requires districts and charters to have 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.

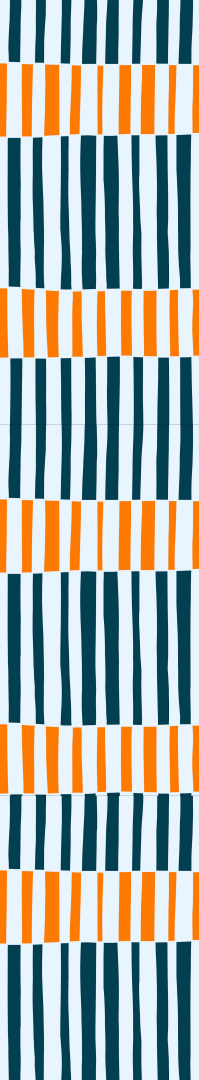
Highly Qualified Staff

- 90.77% are deemed experienced by MDE
 - State average 78.5% in high poverty districts
 - 88.6% in low poverty districts
- 98.50% of our teachers have a license or permission in the subject areas they teach
- 68.42% of our teachers have advanced degrees.

Student Demographics

15.7% of our students are students of color:

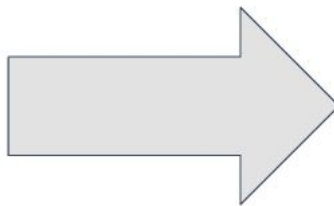
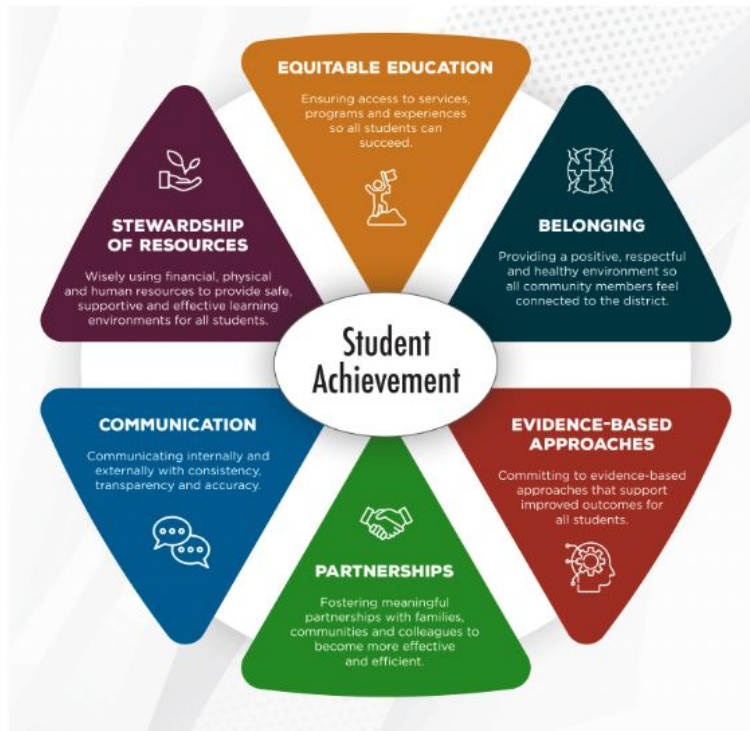
- 5.7% are American Indian
- 6.7% Two or more races
- 2.4% Hispanic or Latino
- 0.5% Black or African American
- 0.3% Asian
- 0.1% Native Hawaiian or other Pacific Islander



Strategies to Support Instructional Growth

- Early Outs
 - Data based decision making
- Principal training around topics related to the strategic directions. Those topics are then used to lead building leadership teams and then for ongoing PD with teachers during early outs.
- Teacher Advisor Program provides trainings and staff development opportunities that add structured levels of support for all teachers during their first three years (if they are new to teaching) or one (if they enter our district as experienced/highly qualified teachers).
- CAREIALL/READ Act training Grades K-5 and all special education teachers 24/25
- Quarterly curriculum integration support
- Curriculum planning nights
- UFLI training K-3
- Professional Development Calendar
 - K-8 literacy planned for the entire year
 - Will follow same model moving forward
- 1:1 check-ins with K-8 literacy teachers
- Literacy coach in place to help facilitate learning around the implementation of the curriculum

Connection to Strategic Directions



Strategic Direction	Operational Plan	Goal Area	Goal	Completion Date
Evidence-Based Approaches	Objective 3.3	~~CAREIALL~~	Teachers and ESPs who are required to participate in ~~CAREIALL~~ will complete all modules with a score of 80% or higher on the module test.	July 1, 2025
Evidence-Based Approaches	Objective 3.1	Evidence-Based Practices	6-12 Teachers will open a lesson using Archer's framework: ● Gain student's attention ● State the goal of the lesson ● Discuss the relevance of the target skill ● Review critical prerequisite skills At a rate of 70% of staff at fidelity using walkthrough checklist data K-5 Teachers will be introduced and trained in the Evidence Based Practice Framework. (measurement 25/26)	July 1, 2025
Equitable Education	Objective 1.1	Behavior Reporting	Teachers will receive training on the K12 Office Discipline Reporting Procedures. Teachers will complete office discipline referrals using the K-12 Discipline Flowchart and procedure at a rate of 70% fidelity as measured by ODR fidelity check data completed at the building level.	July 1, 2025
Communication Belonging	Objective 5.2 2.4	School to Home Communication	Teachers will receive training on the School to Home communication expectations. 90% of students will receive a proactive communication home as measured by building spreadsheets documents.	July 1, 2025
Evidence-Based Approaches	Objective 3.3	ELA Curriculum Adoption	All K-8 ELA teachers will implement Year 1 expectations of the Wit and Wisdom curriculum adoption plan as measured by walkthrough checklist data. (ELA Adoption Team/Wit & Wisdom develops walkthrough checklist)	July 1, 2025
Evidence-Based Approaches	Objective 3.3	ELA Orton Gillingham	All K-2 and Elementary SLD teachers will teach OG instructional practices: ● Three-part drill ● Teaching a new concept ● Dictation ● Red Words	July 1, 2025

Evidence-Based Approaches	Objective 3.4	Science Curriculum Adoption	All K-5 teachers of science will implement the science curriculum(s) and pacing as indicated in the ISD #318 K-5 Science Expectations as measured by walkthrough checklist data. Grade 6-8 teachers will follow their adopted curriculum (Amplify (gr. 6) Stemscores (gr. 7-8) as measured by walkthrough data.	July 1, 2025
Stewardship of Resources	Objective 6.5	Crisis	All priorities of the District Threat and Emergency Response Team will be operationalized or completed by the end of the school year.	July 1, 2025
Evidence-Based Approaches Equitable Education	Objective 1.2 1.4	MTSS	DARRT Team procedures are followed with 80% fidelity as measured by a walkthrough checklist. DARRT Implementation Checklist	July 1, 2025
Equitable Education Evidence-Based Approaches	Objective 1.1 1.4 3.1	Evidence Based Practices	Teachers will be able to use data in order to be responsive to student's needs in the classroom by doing the following: • Building a data wall • Analyzing their data using the provided process • Developing an action plan • Implementing the change • Reviewing data to determine if change was effective At a rate of 90% fidelity as measured by evidence of completion reviewed during staff goal setting and walkthrough data indicating the change was implemented	July 1, 2025
Equitable Education	Objective 1.1	Testing Protocols	Through the use of test taking protocols teachers will ensure all the following tasks are implemented during standardized and benchmark assessments. • Standardization of the assessment is followed • Parents are communicated with before and after assessment • Goal setting with students allows for buy in of the assessment measurement	July 1, 2025

Achievement & Integration

- Goal of A & I is to *...pursue racial and economic integration, increase student achievement, create equitable opportunities, reduce academic disparities...* (MDE)
- The 2024-2025 school year was Year 2 of Rotation 2 at ISD 318
- All goals are written as 3 year goals
 - 2 Achievement Goals
 - 1 Integration Goal
 - 1 Teacher Equity Goal

Achievement & Integration

Goal 1- Achievement

The percentage of American Indian students from Grand Rapids Area Schools in post-secondary education will increase from 25% in the Spring of 2021 (Class of 2019) to 50% in the Spring of 2025 (Class of 2023).

Goal in progress

Per MDE report card, 45% of American Indian students enrolled in post-secondary education within 16 months of graduation (Class of 2022).

What are we doing?

- Targeted counseling lessons
- Specialty workshops

Achievement & Integration

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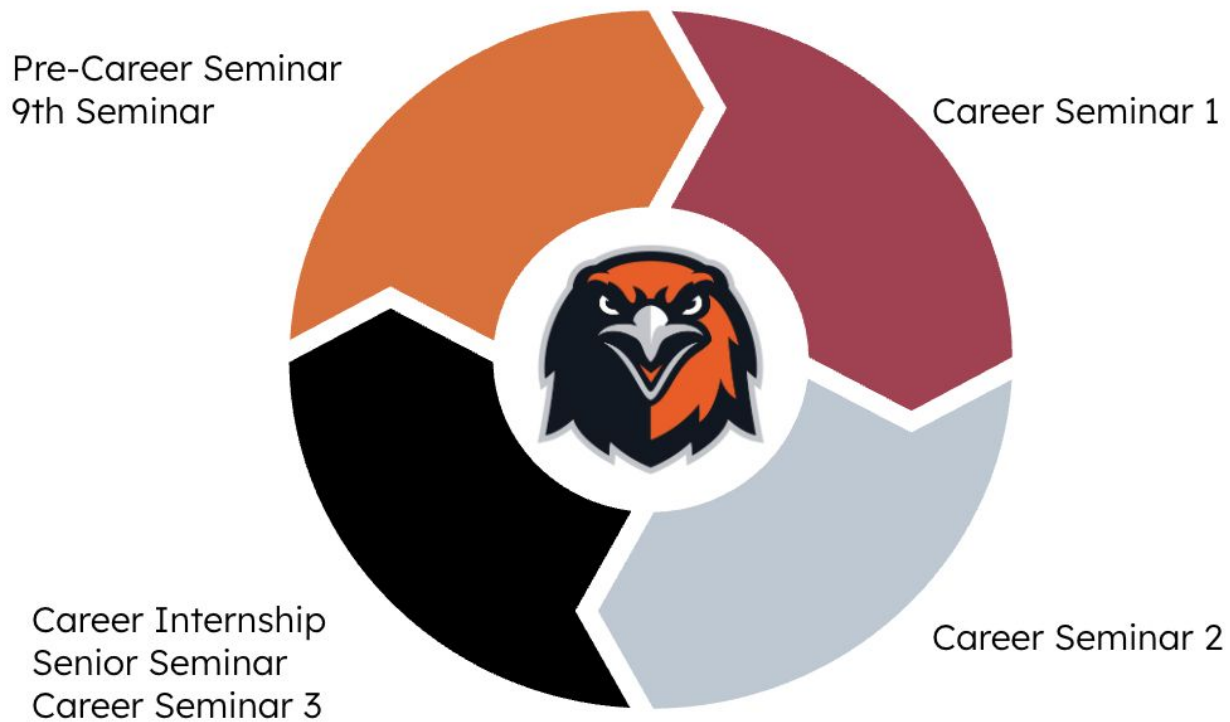
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What are we doing?

- Targeted counseling lessons
- Specialty workshops

Career Connected Learning at GRHS



2024-2025 Xello by the Numbers

Month with the highest number of unique logins:

October 2024 with 518 students

- 246 transcript requests
- 270 students set goals



Average logins per student

5.3

As students keep coming back to explore and reflect, educators have more chances to help them plan and take action.



Lessons completed

646

Strong indications of student engagement like this are a perfect opportunity to offer more personalized advice and support.

2024-2025 Xello by the Numbers

Top 10 Saved Careers

1. Professional Athlete
2. Heavy Equipment Operator
3. Lawyer
4. Race Car Driver
5. Athletic Trainer
6. Tree Harvester
7. Welder
8. Nurse Practitioner
9. Investment Banker
10. Nurse

Top 5 Saved Schools

1. University of MN Duluth
2. University of MN Twin Cities
3. Bemidji State University
4. Minnesota State University-Mankato
5. St. Cloud State University

Achievement & Integration

Goal 2- Integration

In collaboration with Grand Rapids Area Schools' Anishinaabe Education, we will enrich cultural awareness for all through an increase of opportunities for experiential activities consistently from 2 in the 2021 school year to 4 in the 2025 school year.

Goal Met

ISD 318 offered 4 opportunities for experiential activities for the 2024-2025 school year.

What are we doing?

- Students participate in cultural activities
- Increase opportunities for cultural learning in classrooms

Achievement & Integration

Goal 3- Achievement

The percentage of students entering Kindergarten will show growth towards Kindergarten preparedness as measured by the FastBridge Assessment 68% proficient in the Spring of 2023 to 80% in the Spring of 2025.

Goal in progress

69% of Kindergarten students showed to be proficient in reading in accordance to the FastBridge Assessment in the Spring of 2024.

What are we doing?

- Kindergarten Round-Up
- Kindercamp

Achievement & Integration

Goal 4- Teacher Equity

Grand Rapids Area Schools will increase the number of students enrolled in the Intro to Teaching course from 10 in the 2022 school year to 15 in the 2025 school year.

Goal in progress

In the 2024-2025 school year, 7 students were enrolled in the Intro to Teaching course.

What are we doing?

- Foundations of Ojibwe ed. taught at cultural ed. site for younger students
- Xello implementation
- Intentional scheduling for students
- Providing crossover teaching opportunities with Anishinaabe Education

Questions

