SAUK RAPIDS-RICE

# COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS PLAN

2026-2027



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# Overview

## MN Statute 120B.11: Comprehensive Achievement & Civic Readiness Strategic Plan

### Subd. 1. Performance Measures

Sauk Rapids-Rice will use national, state and local assessment results to determine school site progress in creating the Comprehensive Achievement and Civic Readiness plan including:

1. The size of the academic achievement gap by identified student groups
2. Student performance on the Minnesota All Accountability Assessments and local assessments
3. Sauk Rapids-Rice High School graduation rates; and
4. Career and college readiness assessment results.

### Subd. 2. Adopting Plans and Budgets

A variety of supports are in place to assist staff in designing curriculum, instruction, intervention and extension to meet the academic and social-emotional learning needs of our students. Through our District Multi-Tiered System of Support (MTSS), educational elements such as PBIS, District Literacy Plan, Title, ADSIS, Achievement and Integration, Math Intervention, Reading Intervention, Reading Corps, Math Corps, Connections Courses, advanced differentiation programming, Teacher Development and Evaluation, Principal Evaluation and the development of continuous School Improvement Plans, our students academic and social-emotional needs are the core of our work.

District and site-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement based on the Comprehensive Achievement and Civic Readiness statute.

- All children are ready for school.
- All achievement gaps among all student groups are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare all students to be lifelong learners.

**Requirements:**

1. The district and each school within the district will establish goals and utilize benchmarks for student achievement and instruction.
2. Each school will assess and evaluate each student's progress toward meeting academic standards.

3. The district has a process for identifying students who need more academic or social-emotional tiered support of remediation or extension including acceleration and early-admission procedures.
4. District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to comprehensive achievement and civic readiness.
5. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes. Processes for ensuring quality include ensuring equitable student access to effective teachers, principal evaluation and teacher evaluation.
6. District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement for all student groups including English learners.
7. The district has a process for maintaining an equitable distribution of teachers and strategies to ensure low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
8. District education effectiveness practices will integrate high-quality instruction, technology and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; ensure learning and work environment validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees; and provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness.
9. The School Board will adopt an annual budget for the implementation of the district plan.
10. The School District will identify a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

**Subd. 3. District Advisory Committee**

Sauk Rapids-Rice Public Schools' Curriculum Advisory Committee is comprised of teachers, parents, administrators, students, and other community residents, and is established to ensure active community participation in the planning and improving district instruction, curriculum, and assessments. This committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults. The district committee must recommend to the school board: rigorous academic standards, student achievement goals, district assessments, processes for improving students' equitable access to effective and more diverse teachers. The district will utilize strategies to

ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

**Subd. 4. Site Teams**

School site teams are in place to develop and implement strategies and practices to improve instruction, curriculum including cultural awareness and cross-cultural communication, assessment, and student achievement. Site teams include Building Leadership Teams.

**Subd. 5. Report**

A report will be published on the Sauk Rapids-Rice District website that outlines the strategic plan for developing comprehensive achievement and civic readiness. The school board will hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction and cultural competency, to equitably distribute diverse, effective, experienced and in-field teachers, and to review district success in meeting the goals of the prior year's Comprehensive Achievement and Civic Readiness strategic plan. The School Board will submit an electronic summary of the report to the commissioner.

**Subd. 7. Periodic Report**

Sauk Rapids-Rice Public Schools will periodically survey the community in regard to their connection and satisfaction with school. If required, the results of this survey will be included in the summary report submitted to the commissioner.

**Subd. 8. Removed in Statute**

**Subd. 9. Annual Evaluation**

The commissioner will identify effective strategies, practices, and use of resources by districts and school sites, and will assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources. The commissioner will identify and report those districts not making sufficient progress in a 3-year period. The commissioner will report to committees of the legislature a list of schools that have not submitted their report.

The Sauk Rapids-Rice Comprehensive Achievement and Civic Readiness Plan serves as a blueprint that demonstrates how current district initiatives and plans work together to prepare students to be successful in the 21st Century and beyond. The following pages outline the Comprehensive Achievement and Civic Readiness Plan to meet the requirements of MN Statute 120B.11.

# Sauk Rapids-Rice Board of Education

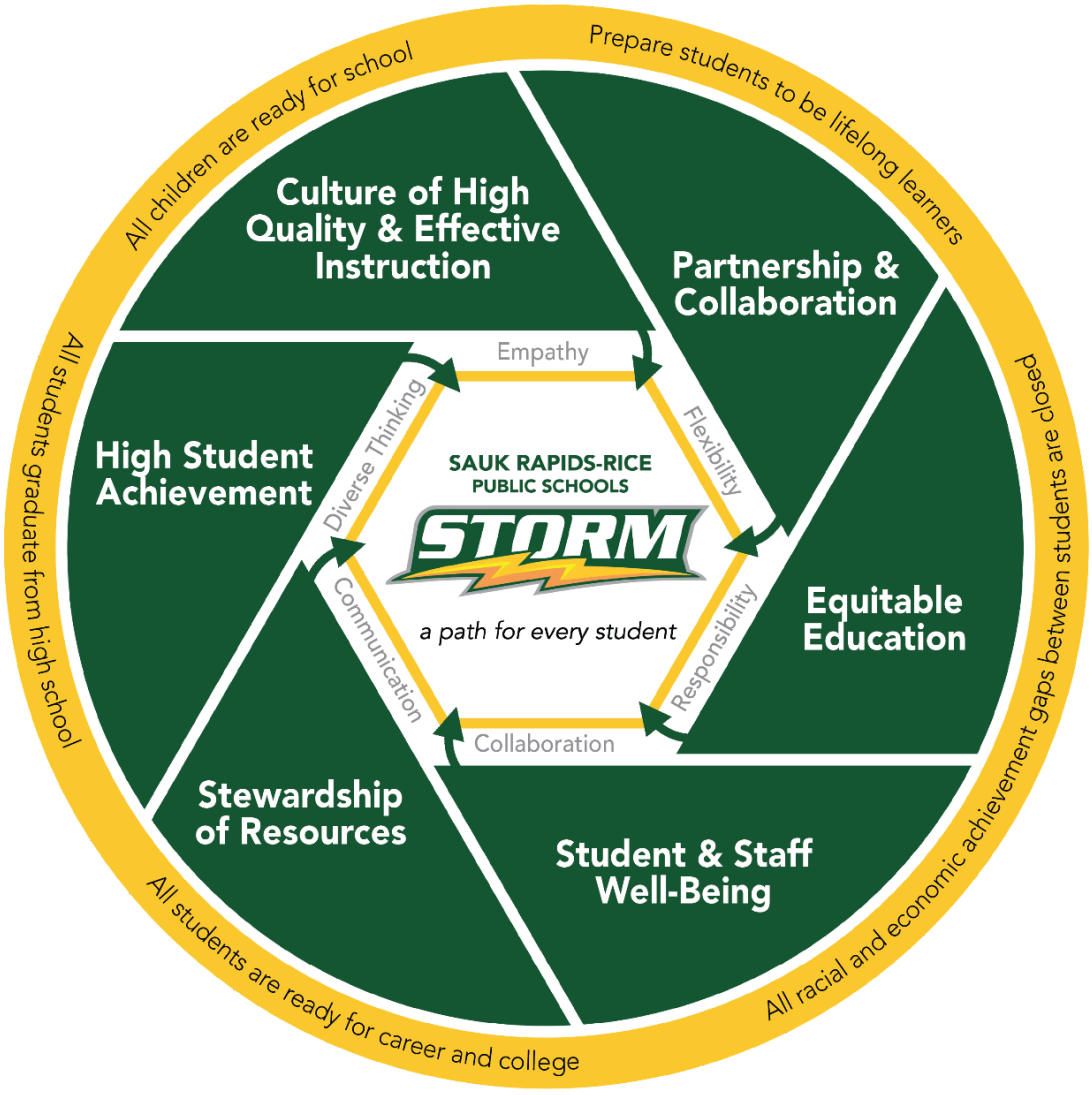


The Sauk Rapids-Rice School Board consists of seven members, elected by the public, who serve four-year terms. Elections are held in conjunction with the general election in November of even-numbered years. Sauk Rapids-Rice High School student council appoints two non-voting student representatives to the Board, and the Superintendent is an ex-officio member. School Board members are responsible for establishing the district budget and for generating district policies. The Board officially enters into contract agreements on behalf of the organization, though the delegation of responsibilities for the operation of the district flows through the office of the Superintendent of Schools and their administrative team.

*Top to bottom / left to right: Ryan Butkowski, Board Chair; Mark Hauck, Vice Chair; Samantha Dwyer, Board Director; Robyn Holthaus, Treasurer; Dan Johnson, Board Director; Lisa Loidolt, Board Clerk; and Tracy Morse, Board Director.*

# Strategic Plan

## The System




- Portrait of a Graduate
- Professional Development
- Multi-Tiered Systems of Support
- Positive Behavioral Interventions & Supports
- Professional Learning Communities

# Sauk Rapids-Rice Comprehensive Achievement and Civic Readiness Goals

The Comprehensive Achievement and Civic Readiness Plan is intended to serve as a document that aligns educational initiatives that serve students Pre-K through High School.

### 2025-2026 Comprehensive Achievement & Civic Readiness Goals & Results

| CACR Focus Area | 2025-2026 District Goals and Results |
|---|---|
| **All children are ready for school** | All early childhood staff will establish and use common language, common classroom procedures and common calming techniques to encourage self regulation by students.<br>**Results:** 100% of all staff used common language, procedures, and calming techniques to support self regulation<br><br>By spring, 80% of students are able to use one self-regulation strategy (deep breathing, asking for help, choosing a calm space) when upset.<br>**Results:** Over 80% of students were able to utilize self regulations strategies that were taught by staff<br><br>By May of 2026, 75% of students transitioning to kindergarten will be able to identify 20 upper-case letters and 15 lower case letters and identify 10 letter sounds.<br>**Results:** 86% of students could identify 20 upper-case letters and 15 lower case letters. 81% could identify 10 letter sounds |
| **All racial and economic achievement gaps between students are closed** | In the 2025-2026 school year, all MCA Proficiency Risk Ratios for the district will be 1.5 or less.<br>**Results:** Reading (Educational Benefits): 1.4 (up from 1.3 in 2025); Reading (Race): 1.3 (up from 1.2 in 2025); Math (Educational Benefits): 1.7 (up from 1.6 in 2025); Math (Race): 1.8 (up from 1.7 in 2025) |
| **All students are ready for career and college (SRRHS)** | In the 2025-2026 school year, 100% of students will begin or continue to create a grade appropriate postsecondary plan by the end of the second semester.<br>**Results:** 100% of students began or continued to create a post-secondary plan. |
| **All students graduate from high school** | In the 2025-26 school year, 90% or more of seniors will graduate in 4 years. (Always one year behind on state report card.)<br>**Results:** 88.1% of the Class of 2025 graduated in 4 years. (2024-25 official results.) |
| **Prepare students to be lifelong learners** | All students will integrate the Portrait of a Graduate attributes into their personal learning plan before they graduate.<br>**Results:** 100% of high school seniors integrated the Portrait of a Graduate attributes into their personal learning plan before they graduated. |

### 2026-2027 Comprehensive Achievement & Civic Readiness Goals

The following SMART goals are developed to meet the initiatives set forth in the CACR plan.

| CACR Focus Area | 2026-2027 District Goals |
|---|---|
| **All children are ready for school** | By May 2027, 80% of students enrolled in preschool will solve social problems demonstrated by meeting or exceeding developmental milestones in alignment with their age in TS Gold assessment.<br><br>By May 2027, 80% of 3-year-old students will demonstrate phonological awareness by exhibiting rhythm-like behavior while separating words within a sentence (i.e. tapping, stomping, clapping).<br><br>By May 2027, 80% of students transitioning to Kindergarten will demonstrate phonological awareness by tapping, clapping, and/or stomping syllables within a word.<br><br>By May 2027, 90% of students transitioning to Kindergarten will use classification skills as shown by grouping objects by one characteristic; then regroup them using a different characteristic and indicate the reason (example: sort items by color then resort them by size). |
| **All racial and economic achievement gaps between students are closed** | In the 2026-2027 school year, MCA Proficiency Risk Ratios for the district will be 1.5 or less. |
| **All students are ready for career and college (SRRHS)** | In the 2026-2027 school year, 100% of students will begin or continue to create a grade-appropriate postsecondary plan by the end of the second trimester. |
| **All students graduate from high school** | In the 2025-2026 school year, 90% or more of seniors will graduate in 4 years. (Always one year behind on state report card.) |
| **Prepare students to be lifelong learners** | All students will apply the Portrait of a Graduate attributes in their Personal Learning Plans and provide evidence of these attributes in action through activities in advisory, coursework, or community involvement. |

Each building sets goals that align to and support the district goals in each of the Comprehensive Achievement and Civic Readiness Focus areas. These goals are implemented, monitored and adjusted by the Student Success/Achievement Team in each school.

## Assessment and Accountability

Using data to inform decision-making is essential to any comprehensive plan. When putting together the comprehensive assessment plan, staff considered the appropriateness of the assessment tools, cost, technology needs, training, validity, purpose, use, and how information was reported. Assessment tools provide timely, reliable, and appropriate information to inform

decisions related to students who are falling behind and students who may benefit from accelerated learning opportunities.

Sauk Rapids-Rice Public Schools is committed to the guidelines set forth by the Minnesota Department of Education in regard to testing limitations; grades 1-6 maximum of 10 hours of testing annually and grades 7-12 maximum 11 hours of testing annually (excluding state mandated tests). The Testing Plan shows the variety of tools used to measure student academic growth and proficiency.

Each school will assess and evaluate students' progress toward meeting academic standards. The Sauk Rapids-Rice Assessment Plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

## Sauk Rapids-Rice 2026-2027 Assessment Plan

This plan is located on the district website at: https://www.isd47.org/academics/assessments
Please reach out to Daniel Athman, Data, Research, and Assessment Specialist at daniel.athman@isd47.org with any questions you might have.

## Using Data and Assessment Results

Building principals and district staff use assessment results to identify curricular and instructional strengths and to make modifications to curriculum and materials. Instructional staff and administration also use the data to set site achievement goals, make instructional changes, implement interventions and to better meet individual student needs. Data from formative and summative assessments is evaluated and monitored closely. Assessments include, but are not limited to classroom assessments, MCA, CAPTI, FASTBridge, STAR, and ACT tests.

## Student Assessment Results on Minnesota Comprehensive Assessments (MCA) and other State and Local Assessments

Included in this report is a description of local and state assessments used to evaluate programing and guide instruction. A summary presentation of the 2025-2026 Comprehensive Achievement and Civic Readiness goals is located on the district's website.

## College Entrance Exams: ACT

The ACT is the most common college admission examination, which consists of curriculum-based tests of educational development in English, Math, Reading, and Science designed to measure the skills needed for success in first year college coursework. The most recent and trend data is displayed in the chart below:

| Graduation Year | English | Mathematics | Reading | Science | Composite |
|---|---|---|---|---|---|
| 2027 | 16.9 | 20.2 | 20.5 | 20.0 | 19.2 |
| 2026 | 17.6 | 19.7 | 20.4 | 20.8 | 19.7 |
| 2025 | 16.9 | 20.0 | 20.9 | 20.2 | 19.6 |
| 2024 | 18.6 | 19.9 | 22.0 | 21.0 | 20.5 |
| 2023 | 18.6 | 20.2 | 21.5 | 20.7 | 20.4 |
| 2022 | 17.7 | 20.3 | 20.7 | 20.6 | 20.0 |

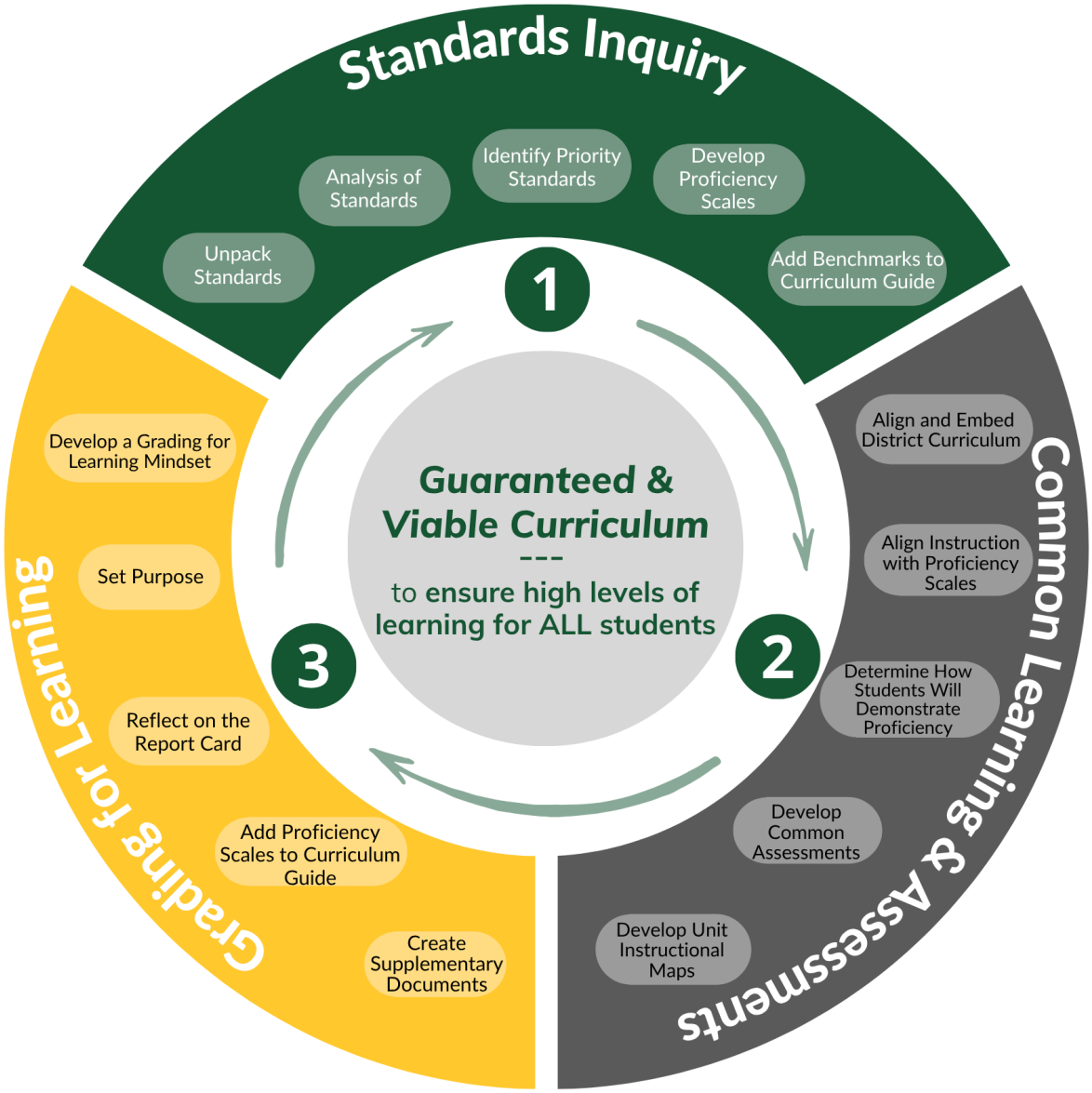
## District Performance on the Advanced Placement Assessments

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. This program gives high school students exposure to college-level material through the involvement in an Advanced Placement course. It also gives students an opportunity to demonstrate what they have learned by taking an AP examination. Colleges and universities are then able to grant credit, placement, or both to these students depending on their performance on the AP examination. In order for students to obtain college or university credit, they must obtain at least a 3 out of 5 on each exam.

In the 2025-2026 school year, there was a total of 374 exams given across a variety of courses including Biology, Calculus AB, Chinese Language and Culture, English Literature and Composition, Psychology, Spanish Language and Culture, Statistics, United States Government and Politics, United States History, and World History Modern. The chart below shows the Exam, the number of students who took the exam, and the percent of students who scored a 3 or higher on the exam:

| Exam | Number of students participating | Percent of students scoring a 3 or higher |
|---|---|---|
| Biology | 54 | 52% |
| Calc AB | 40 | 80% |
| Calc BC | 0 | - |
| Chinese Language and Culture | 1 | 100% |
| English Literature and Composition | 32 | 91% |
| Psychology | 37 | 57% |
| Spanish Language and Culture | 0 | - |
| Statistics | 0 | - |
| US Government and Politics | 43 | 86% |
| US History | 66 | 76% |
| World History: Modern | 101 | 63% |

## Strategies and Supports for Improving Curriculum




The district content/curriculum review and alignment process.

## Teacher & Administrator Evaluation and Continuous Improvement

Academic excellence is dependent upon quality teaching, which requires much deliberation and support. The Sauk Rapids-Rice School District is committed to continuous learning, reflection, and assistance for all. As a result, teachers, administrators, and members of the Board of Education worked collaboratively to develop and implement a systematic program for continuous learning, reflection, and evaluation in accordance with Minnesota Rule 8710.2000 and Minnesota Statute 122A.40. This information is provided to assist employees, while outlining the key components to the continuous learning, reflection and evaluation process.

### Assumptions:

1. Continuous learning is essential to the success of all Sauk Rapids-Rice stakeholders.
2. All teachers are committed to continuous learning and academic excellence.
3. Professional development is supported through effective performance evaluation.
4. It is the responsibility of every teacher to continuously learn, and thus, work collaboratively to support growth activities.
5. The district will provide various learning opportunities for teachers. However, it is assumed that each teacher will be a self-motivated learner, seeking out additional opportunities for growth.
6. Teachers will understand the needs of the students they serve and work individually and collectively to address those needs.
7. All teachers, regardless of tenure, are expected to demonstrate a level of performance at or above the level of proficiency, or to demonstrate progress towards proficiency, as defined by the Sauk Rapids-Rice Standards of Performance highlighted in the evaluation tool.

### Purpose of the Continuous Learning, Reflection, and Evaluation Plan:

1. To maintain and enhance quality learning experiences for students;
2. To provide support and guidance for teachers and administrators;
3. To refine the quality of classroom instruction;
4. To introduce practitioners to practical applications of research-based strategies;
5. To assist teachers in implementing new teaching strategies and tools aligned with the Minnesota and National Academic Standards;
6. To reinforce the importance of continuous learning for all employees;
7. To communicate specific standards of proficiency, while fostering continued dialogue about professional growth;
8. To maintain a written document of professional staff performance and service as an acknowledgement of effective job performance;
9. To assist staff with gaining insights related to areas of strength and/or areas in need of improvement; and

10. To serve as a tool to recommend continuing contract status or to develop a targeted plan for needed support.

Note: Professional growth is an ongoing process, requiring effective collaboration between teachers, administrators, and School Board members. In addition, activities including, but not limited to, peer coaching and observation, professional learning community collaborative teams, continued open and honest dialogue, and support are essential to the success of Sauk Rapids-Rice children, employees, and community.

## Principal/Director Appraisal and Continuous Improvement

Academic excellence is dependent upon effective leadership, which requires much deliberation and support. The Sauk Rapids-Rice School District is committed to continuous learning, reflection, and assistance for all. As a result, administrators and School Board members worked collaboratively to develop and implement a systematic program for continuous learning, reflection, and evaluation in accordance with Minnesota Statutes, Section 123B.147.

### Purpose

The purpose of the evaluation is to enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement. The Sauk Rapids-Rice School District developed and implemented a performance-based system for annually evaluating school principals assigned to supervise a school building within the district.

This process is designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

### Performance Measures

The five performance measures in the evaluation of principals are listed below.

1. Establish a vision and mission focused on shared goals and high expectations.
2. Provide instructional leadership for high student academic performance.
3. Manage human resources for quality instruction and professional growth.
4. Build professional and ethical relationships through collaboration and effective communication.
5. Strategically manage resources for systemic performance accountability.

### Process for Appraisal

The evaluation process consists of six steps, which are listed below.

1. Orientation about the process at which a complete set of materials are outlined and discussed.
2. Pre-planning on the part of the principal, which includes reflection, self-assessment and identification of priorities.

3. A goal-setting conference between the superintendent and principal to reach agreement on goals and review the process.
4. Consistent and ongoing reflection on the goal to guide next steps.
5. Review of goals at monthly meetings with the superintendent and director of teaching and learning.
6. An end-of-year review to look at all summary information and a conference to review and discuss.

### School Performance Data

The use of longitudinal data on student academic growth occurs during the goal-setting process. The principal sets specific goals related to student achievement and school performance; goal setting is done in collaboration with the superintendent.

Identified goals include proficiency or growth measures using MCA scores along with other CACR indicators such as graduation rates and reducing achievement gaps.

School performance data often includes the use of other student data points such as other assessments (FastBridge, ACT, Common Formative and Summative Assessments), course completion information, attendance, suspensions or disciplinary referrals.

## Programming to Improve and Support Student Growth and Achievement

The Sauk Rapids-Rice School District works diligently to provide clearly defined district and school goals, which include instructional benchmarks related to quality programming and support for all children. This section contains pertinent information related to programming and support.

### Student Support System for Multilingual Learners

Multilingual Learner services are provided to all eligible students within the Sauk Rapids-Rice School District. Licensed teachers primarily use pullout services to improve speaking, listening, reading, and writing skills across content areas.

The multilingual/English learner teachers collaborate with classroom teachers to align and provide services that are appropriate for students. The focus of this instruction is to nurture the development of English language proficiency in all language domains, while supporting the acquisition of content area skills, concepts, and knowledge. Working with content area teachers, the teacher develops and implements lessons, which support classroom content at a level that is appropriate for each student. The selection of instructional materials reflects the need to integrate English lessons with the mainstream content.

Multiple measures are used to determine quantity and focus of services. The Assessing Comprehension and Communication in English Learners test is used to determine English proficiency levels annually. CAPTI Read Basix (Grades 3-11), STAR Math (SRRHS and SRRMS), FastBridge (K-3), TS Gold (PreK), Minnesota Comprehensive Assessment (MCA) and Assessing Comprehension and Communication in English State-to-State (ACCESS) tests provide data about the level of support students need in order to access the mainstream curriculum. Data from these assessments, together with teacher recommendations, inform decisions about the quantity and focus of instruction within each student's program.

- Teachers receive training and support to effectively recognize and meet the unique needs of students;
- All teachers identify and apply students' cultural strengths and experiences in providing culturally appropriate and responsive instruction;
- Teachers utilize data to inform instructional planning and implementation; and
- District leadership supports effective programming.

## Alternative Delivery of Specialized Instructional Services (ADSIS)

Sauk Rapids-Rice staff believe literacy, math, and social emotional wellness are critical to student success. As a result, the Sauk Rapids-Rice School District applied for and received funding from the State of Minnesota to provide additional support for students who struggle with literacy, math and social-emotional wellness but do not receive special education services in these areas. Monies are used to support students in literacy and social emotional learning in all three elementary buildings and the middle school.

### Description of Intervention Program and Goals

Literacy support provides varying levels of service to students based on benchmark and formative assessments. FastBridge and Capti ReadBasix are scientifically based measurement tools that inform the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators. Social emotional services provide students with additional time and support needed to be successful, while math services provide students at Sauk Rapids-Rice Middle School with additional time and intervention.

ADSIS provides opportunities for students, parents, classroom teachers, literacy specialists, social workers, and administration to collaborate in every phase of development and support. Currently, this includes the development and enhancement of personalized programming, implementation of researched based interventions, and the evaluation of student success.

## Achievement and Integration

The Sauk Rapids-Rice School District seeks to create a culturally competent environment, empower diverse learners, and encourage academic success for all students through equitable

educational opportunities and innovative programs. Staff funded with integration dollars are meant to serve as a resource to staff, students, families, and community members throughout Sauk Rapids and Rice.

The overall purpose of integration funding and programming is to develop and nurture a welcoming, culturally proficient environment that is respectful, inclusive, and inviting for all through increased and sustained inter-racial contacts; measured by an increase of three percent participation in both staff and students each school year.

### Specific Achievement and Integration Plan Components

- Family engagement initiatives that involve families in students' academic life and success
- Professional development opportunities for teachers and administrators to improve the academic achievement of all students
- Increased programmatic opportunities focused on rigor and college and career readiness for underserved students
- The implementation of research-based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments

## Title I, Part A

Title I, Part A of the Elementary and Secondary Act (ESEA) provides financial assistance to Local Education Agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards. Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement. Currently, Pleasantview Elementary and Mississippi Heights Elementary receive Title I funds allocated to the district and offer schoolwide Title services which allows for schoolwide reform.

## High Potential Services

Sauk Rapids-Rice School District staff, administration, and School Board members believe education should provide for the maximum development of each student. Students often require differentiated and challenging educational programs and/or services beyond those provided in the general school program.

Students capable of high performance may include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific

academic subjects, creativity, leadership and visual and performing arts. Options for students, grades K-12, are provided within and outside the general classroom setting through activities that challenge, accelerate and enrich each student, while encouraging self-development and service.

## Program Design and Development

The Sauk Rapids-Rice School District, recognizes the unique potential of these students. Enrichment programming looks different at each site to best meet the developmental and intellectual needs of students. However, despite different strategies and models, the district remains committed to providing enrichment activities, equal access, and opportunities to accelerate learning for all students.

The earliest form of enrichment comes in the form of early admission to kindergarten. The district has developed a comprehensive process to ensure early admission is the best option for a child. The early entrance to kindergarten procedures and information packet can be found on the district website: https://www.isd47.org/academics/kindergarten.

Students attending Sauk Rapids-Rice High School are provided enrichment opportunities through Advanced Placement courses, articulated college credit, Huskies in the High School, Postsecondary Enrollment Options (PSEO) as well as through a variety of enrichment opportunities that take place outside the school day. More information regarding the academic options above can be found on the SRRHS webpage: https://www.isd47.org/academics/high-school.

Academic acceleration is another option available to students who may need to be challenged either in a single subject or grade level. Decisions for acceleration are made using a wide range of data by an acceleration committee, including the student's principal, teacher(s) and the high potential specialist. Information and input are also gathered from the student and parent(s)/guardian(s). Decisions on acceleration are made on an individual basis. Acceleration is an effective intervention for certain students and the following factors are analyzed using the Iowa Acceleration Scale. These factors include:

1. Ability—a student's general cognitive potential compared to others
2. Aptitude—a student's problem solving and critical thinking abilities
3. Achievement—a student's learning within specific content area(s)
4. Additional factors—other factors that can impact the success of acceleration

Once it is determined that acceleration is the best option for a student, an Accelerated Learning Plan is created for the student that includes details of the plan such as who is responsible, timeline for implementation, transition plan, monitoring plan and

communication/logistical considerations. This plan is then signed off on by the parent(s)/guardian(s) and the student.

The district is committed to academic achievement and excellence, which include 21st century skills and knowledge and will continue to strive to provide programming that meets the needs of all learners.

### Teaching and Learning Department

The Director of Teaching and Learning works collaboratively with administration and teachers to analyze student data, set goals, determine the best plan of action and provide support in meeting the set goals. The director works with individual school teams and principals to develop plans based on the specific building needs. The director regularly confers with the superintendent, principals, and leadership teams to ensure systems and structures are in place to meet the needs of all students.

### Instructional Coaches

Instructional coaches provide job-embedded professional development to support teachers and administrators to improve student learning. Coaches support teachers in classrooms throughout the assigned buildings to be innovative and responsive to the varying needs of students. In addition, they help teachers identify solutions for instructional challenges, apply and test shared ideas, increase pedagogical and content knowledge and skills, and implement best practices and protocols.

### Sauk Rapids-Rice Early Childhood Programming

Sauk Rapids-Rice School Readiness preschool program brings preschool aged children together offering an engaging, nurturing, and creative learning environment.

Staff at both Rice and Hillside implement Creative Curriculum which is aligned with Minnesota's Early Childhood Indicators of Progress (ECIPS) and the goals of Sauk Rapids-Rice Public Schools. Children's progress is continually assessed using the Teaching Strategies Gold Assessment (TS Gold). All preschool staff are highly qualified and licensed by the State of Minnesota. Sauk Rapids-Rice Early Childhood programs are proud to be four-star rated—the highest rating possible through the Minnesota Parent Aware Program.

## Examination of Equitable Distribution of Teachers

Comprehensive Achievement and Civic Readiness legislation requires school districts 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. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

## Equitable Teacher Distribution (Definitions from the MN Every Student Succeeds Act (ESSA) plan)

- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems. Sauk Rapids-Rice has one teacher on a performance plan due to not meeting professional teaching standards as defined in the Sauk Rapids-Rice Teacher Development and Evaluation Plan.
- An inexperienced teacher is defined as a licensed teacher who has taught for three or fewer years. 34 of 329 teachers in our school district have taught for three or fewer years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed. The school district is utilizing 18 teachers who are providing instruction outside of their licensure field.

The Sauk Rapids-Rice School District recognizes the importance of hiring the most qualified teachers and support staff to meet the needs of students. We also recognize the importance of identifying and actively recruiting candidates who represent and reflect students served throughout the District. Consequently, providing access to quality and diverse staff remains a priority for and focus of the Sauk Rapids-Rice School District. District administration annually analyzes the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. It is the District's policy and practice to provide equal educational opportunity for all students, as evidenced through School Board Policy, as well as the School District's vision and mission statements.

Careful consideration is given to classroom placements for grades K-12. Students in grades 6-12 have opportunities to self-select courses based on interest. Secondary teachers are assigned based on licensure and expertise. The District is proud of its robust Teacher Evaluation model that holds all professionals to a high standard and embeds fidelity of implementation for all school sites. These processes provide a systemic framework for the District to examine and ensure, to the best of its ability, equitable teacher distribution and student success.

# Committees and Teams to Improve Teaching and Learning

## District Curriculum Advisory Committee

The Sauk Rapids-Rice School district has a curriculum advisory committee that consists of students, parents, and community representatives, as well as teachers and administrators. The purpose of the committee is to advise the district on curriculum content, instructional practices, and assessments.

In accordance with Subdivision 1A and Sections 120B.022, Subdivision 1, Paragraphs (b) and (c), and 120B.35, committee members advise and make recommendations to the Board of Education regarding rigorous academic standards, achievement goals, district assessments, and programming. This year's committee members are:

| Name | Title | Term |
|---|---|---|
| Bradley D. Bergstrom | Superintendent | Ongoing |
| Melanie Blake | Parent | 2025 |
| Michelle Brenny | Parent | 2025 |
| Jenny Bushman | Rice Elementary Principal | 2024 |
| Sahur Hussein | Parent | 2025 |
| Adam Johnson | Assistant High School Principal | 2025 |
| Noemi Johnson | Parent | 2025 |
| Erica Knudson | Parent | 2025 |
| Lisa Loidolt | School Board Member | Ongoing |
| Tracy Morse | School Board Member | Ongoing |
| Amber Pfeffer | Parent | 2025 |
| Megan Rogholt | Director of Teaching and Learning | Ongoing |
| Stephanie Skroch | Parent | 2025 |
| Maggie Stellmach | SRRHS Language Arts Teacher | 2025 |
| Kelly Sundby | Early Childhood Teacher | 2025 |
| Abby Wendt | Parent | 2025 |
| Jill Zimpel | Instructional Coach Grades K-1 | 2024 |
| Taya Barry | SRRHS Student | 2025 |
| Landon Johnson | SRRHS Student | 2025 |

## District Staff Development Committee

The School Board must also establish an advisory staff development committee (122A.60) to develop the district plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. The advisory committee must include teaching staff from a variety of grade levels, subject areas and special education, non teaching staff, parents, and administrators who will:

- Provide opportunities for teachers to practice and improve their instructional skills over time;
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- Align with state and local academic standards; and
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and align with the plan of the district or site for an alternative teacher professional pay system.

## Site Staff Development Committees

Each level elementary, middle and high school has a staff development committee that is facilitated by a teacher. The purpose of the site team is to develop and implement a school improvement plan, which includes achievement goals, job-embedded professional development strategies to improve curriculum, instruction, and student achievement at each level. The facilitator of each of these committees also serves on the district committee, so professional development can be planned and measured across the district.

## Standards and Credits/Programming Committee

This committee is an open meeting for any interested staff members. The primary goal is to consider programming within the high school by focusing on keeping our curriculum and offerings current, aligned, and meeting the needs of our students. In addition, the committee addresses the graduation requirements.

## Title I Parent Advisory Committee

The Title I Parent Advisory Group helps in the development of the plan for the Title services. As part of a school-parent/guardian partnership, Sauk Rapids-Rice School District seeks parental input on how the district and families can work together to best meet the needs of students. Families are also invited to attend Literacy/Math nights where parents eat together and learn more about the Title I program, what Title teachers do to support their child and how they can provide literacy support at home.

## Student Success/Achievement Teams

The purpose of the Achievement Team is to build consensus about school goals and priorities and guide school wide decisions that positively impact student achievement. Members of the team are actively involved in determining, implementing, monitoring and adjusting the school goals. This team:

- Reviews data;
- Helps determine what the key indicators of success look like in the school;
- Creates a goal(s) that supports what data shows as a need for growth and key indicators;
- Brainstorms and creates a plan (strategies, people responsible, timelines, evidence of implementation) that brings current reality (data) closer to the school's key indicators of success;
- Determines the best way to implement the plan;
- Monitors and adjusts the plan through monthly meetings where successes, challenges and next steps are discussed and acted upon;
- Identifies the goal and creates plan to ensure goals are met; and
- Remains focused on and responsive to the needs of students.

## Identification of Suggested and Required Materials

The school district will maintain an updated list of curriculum resources and materials identifying suggested and required materials, resources, curricula, and pedagogical skills for use in kindergarten through grade 12. This list will be derived from the work teachers have done through the standards, curriculum, and instruction alignment process in three phases. This documentation will help ensure the materials, resources, pedagogical skills and curricula accurately reflect the diversity of the state of Minnesota.

## Sauk Rapids-Rice Public Schools Budget/ Expenditures

The financial performance of the district as a whole is reflected in its governmental funds. By Board policy, the district strives to maintain a minimum unassigned fund balance of 15% of the annual budget.

In accordance with its fiduciary responsibility, the School Board contracts with independent certified public accountants to audit district finances. The district's fiscal year runs from July 1 to June 30 each year. The audit is presented to the School Board by the end of December each year.

Current and past financial/budget documentation can be found on the district website at: https://www.isd47.org/services/budget-finance. Please reach out to Tracey Fiereck, Director of Business Services at tracey.fiereck@isd47.org with any questions you have regarding the Comprehensive Achievement and Civic Readiness required budgets and expenditures.

SAUK RAPIDS-RICE
PUBLIC SCHOOLS




**If you have any questions or would like more information, please contact:**

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