

World's Best Workforce Plan for ISD #2853 Lac qui Parle Valley Schools

World's Best Workforce Legislation (Section 120B.11 amended)

In accordance with Minnesota Statutes 2013, section 120B.11 a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce (WBWF). 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 early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I plan, School Improvement Plans; school Readiness program Plan, Local Literacy Plan; Student Transition Plan to /college and Career Readiness, Plan for Educator Effectiveness, Q—Comp, Alternative Delivery of Specialized instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

“World's Best Workforce” means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

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

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

Success in reaching the World's Best Workforce goals will be measured by the following:

- Students performance on the National Association of Education Progress (NAEP)
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MN Comprehensive Assessments, ACT, STAR Assessments, and FAST
- College and career readiness under section 120BB.30, subdivision 1.

District Timeline:

September-December 2017—review and update district strategic World's Best Workforce (WBWF) plan

October 10, 2017—School Board's annual WBWF meeting and Advisory Committee meeting

December 15, 2017—submit WBWF Summary to Commissioner of Education

December 21, 2017 – School Board approve WBWF Plan

January, 2018—Staff survey

ISD #2853 Lac qui Parle Valley School District World's Best Workforce Plan

DISTRICT INFORMATION:

District Name and Number: Lac qui Parle Valley Public Schools

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Superintendent: Gregory A. Schmidt

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I. District and School Achievement Goals

Lac qui Parle Valley School District's Strategic Goals:

- Prepare every child to graduate from high school career and college ready.
- Use data to drive educational decisions.
- Develop high quality professional learning opportunities for staff.
- Provide opportunities for parent and community involvement and engagement.

The Lac qui Parle Valley school board reviewed the district strategic plan in July 2016. Using the results from this strategic planning process, the Board of Education updated their vision, mission, and belief statements. The district administrative team used student data to determine both long term and annual district achievement goals that align with the strategic plan. These goals are approved by the Board of Education.

“World’s Best Workforce” Goals:

- All students meet school readiness goals.
- All third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- All students graduate from high school.
- All students attain college and career preparedness.

Lac qui Parle Valley School District Vision, Mission and Beliefs:

We Soar as One!

The mission of the Lac qui Parle Valley school district is to be a unified community that promotes meaningful, student-centered educational experiences that prepare every student to excel.

Beliefs:

- We believe in raising the achievement of all learners, so they will attain their fullest potential.
- We believe in ensuring a safe, welcoming, caring, and positive learning environment for students, staff, and visitors.
- We believe in the importance of collaborating with colleagues, families, businesses and community members to support lifelong learning.
- We believe that high expectations, combined with continual improvement in curriculum, instruction, and technology, lead to excellence in student achievement.
- We expect high character among students, staff, administration and school board, epitomizing integrity, equity and ethical behavior in all we do.

- We believe innovative learning opportunities provide students with educational and life skills needed for successful futures.
- We believe that school district leaders must be fiscally responsible and maximize district resources for the benefit of our students.
- We believe that effective communication is essential in creating a unified, transparent and accountable school district.

The district strategic plan is a working document that guides all district work. The district goals serve as a road map for each site’s goals. Each site conducts an annual review of data to determine site student achievement goals. This data includes: MCA III, growth data, STAR, ACCESS, and the results of other locally used assessments (i.e. FAST). Disaggregation of the data identifies achievement gaps and other specific areas of need. Goals are set based on the data and communicated to all staff. Lac qui Parle Valley disaggregates the assessment data to facilitate the use of student data at all levels.

Lac qui Parle Valley School Needs Assessments:

A comprehensive needs assessment is used to determine strengths and needs of the school. Strengths are celebrated and needs are discussed. Data is used to support areas of need, strategies are developed, goals are set and worked into our plans.

Summary of Appleton/Milan Elementary Needs Assessment

Students at A/M Elementary surpassed the state averages for percent of students on track for success the last five years in math.

Year	State	A/M Elementary
2013	64.9%	67.8%
2014	57.4%	86.6%
2015	57.7%	92.5%
2016	62.0%	96.4%
2017	79.1%	85.5%

Students at A/M Elementary surpassed the state averages for percent of students on track for success four of the last five years in reading.

Year	State	A/M Elementary
2013	64.9%	80.0%
2014	55.4%	62.1%
2015	57.7%	62.9%
2016	57.8%	85.7%
2017	78.8%	67.1%

Staff set site achievement goals and creates their own personal learning plan for Q-comp around these goals. The district staff development committee also supports these goals and works closely with staff to offer staff

development opportunities to help address the site achievement goal. Outside of the free and reduced lunch group there are not enough students in other student groups to compare.

Appleton-Milan Site Goals and Benchmarks for Instruction and Achievement

The percentage of Appleton-Milan third and fourth graders who meet or exceed the standards on MCA-III tests in reading will increase 10% from 47.1% to 57.1% in 2018.

The percentage of Appleton-Milan third and fourth graders who meet or exceed the standards on MCA-III tests in Math will increase 10% from 63.8.7% to 73.8% in 2018.

The district community preschool programs promote early literacy skills, EL emersion, phonemic awareness and phonics. They use Creative Curriculum and students are supported by the Reading Corp program.

Strategies:

1. Monthly meetings with all grade level teams focusing on teaching strategies, specific goals to improve literacy, and ongoing formative assessments to support teachers and students.
2. Recognizing the need to push our subgroup that didn't make AYP to improve.
3. Collaborating in organized/formal PLC team meetings with 3rd and 4th grade teachers to determine additional assessments which will pinpoint specific student needs.
4. Partnering with parents to encourage 1:1 reading at home.
5. Ongoing instructional strategies to improve will include components of PBIS (which will improve consistency and communication building-wide).
6. An EL Bilingual Ed. Assistant will work with our Chuukese students and help translate for families.

Summary of Madison-Marietta-Nassau Elementary Needs Assessment

Students at MMN Elementary surpassed the state averages for percent of students on track for success in 4 of the last five years in math.

Year	State	MMN Elementary
2013	64.9%	69.2%
2014	57.4%	78.2%
2015	57.7%	65.3%
2016	62.0%	38.2%
2017	79.1%	85.5%

Students at MMN Elementary surpassed the state averages for percent of students on track for success in 2 of the last five years in reading.

Year	State	MMN Elementary
2013	64.9%	48.0%

2014	55.4%	73.9%
2015	57.7%	61.5%
2016	57.8%	47.5%
2017	78.8%	67.1%

Staff set site achievement goals and staff creates their own personal learning plan for Q-comp around these goals. The district staff development committee also supports these goals and works closely with staff to offer staff development opportunities to help address the site achievement goal. Outside of the free and reduced lunch group there are not enough students in other student groups to compare.

MMN Site Goals and Benchmarks for Instruction and Achievement

The percentage of Madison Marietta Nassau third and fourth graders who meet or exceed the standards on MCA-III tests in Math will increase 10% from 80.7% to 90.7% in 2018.

The percentage of Madison Marietta Nassau third and fourth graders who meet or exceed the standards on MCA-III tests in Reading will increase 10.0% from 66.7% to 76.7% in 2018.

The district community preschool programs promote early literacy skills, EL emersion, phonemic awareness and phonics. They use Creative Curriculum and students are supported by the Reading Corp program.

Strategies:

1. Staff will be provided opportunities to participate in ongoing staff development through Q-comp and MRVED.
2. Staff will use the Star Reading and Math Assessments to monitor and address individual student needs.
3. Staff will review MCA testing data to determine areas of focus for instructional improvement.
4. Bi-weekly meetings to discuss strategies.

Summary of Lac qui Parle Valley Middle School Needs Assessment:

Lac qui Parle Valley Middle School Needs Assessment:

Students at LqPV MS 76.9% of 5th graders are on track for success in Math compared to the State at 79.5%. Percentage of Sixth graders on track for success in math at LqPV MS is 82.3% compared to the State average of 76.9%

Percentage of students at LqPV MS on track for success in Reading: LqPV Fifth graders: 78.4% with a State average of 84.7% and 82.0% of LqPV Sixth graders are on track for success in Reading while the State average is 80.9%.

The Middle School will continue to monitor and revise curriculum mapping in content areas as appropriate to ensure students are being exposed to the standards addressed on the MCA assessments. Through administrative evaluations, lead teacher observations, and peer observations, teachers will continually be given feedback to ensure best practice teaching techniques are being utilized during their instruction. The Middle School is using high school age students to provide tutoring during the school day for students struggling in different content areas. LqPV MS teaching staff has ongoing EL training to better meet the needs of our students with limited English proficiency.

MS Site Goals & Benchmarks for Instruction and Achievement:

The percentage of LqPV Middle School fifth and sixth graders who meet or exceed the standards on MCA-III tests in reading will increase 13.2% from 61.6% to 74.8% in 2018.

The percentage of LqPV Middle School fifth and sixth graders who meet or exceed the standards on MCA-III tests in Math will increase 13.2% from 58.8% to 72.0% in 2018.

The LqPV Middle School will use Star Reading & Math Assessments to ensure that each student is making academic progress. The goal for each student will be to advance one grade level or more from the beginning of the year Star Reading & Math Assessments to the end of the year Star Reading & Math Assessments.

The LqPV Middle School will also monitor student progress toward being prepared for the spring MCA testing. Item Samplers will be used and check-ins will be conducted to ensure students continue to move toward the next achievement level on the MCA testing.

Summary of Lac qui Parle Valley High School Needs Assessment:

Students at LqPV Secondary surpassed the state averages for percent of students on track for success in math and reading at 3 out of 6 grade levels in 2017

Percentage of students on track for success in Math

<u>Grade</u>	<u>LqPV</u>	<u>State</u>
7 th	92.7%	80.1%
8 th	82.7%	79.2%
11 th	63.6%	70.3%

Percentage of students on track for success in Reading

<u>Grade</u>	<u>LqPV</u>	<u>State</u>
7 th	82.4%	77.3%
8 th	69.2%	77.6%
10 th	80.0%	80.6%

LqPV High School Needs Assessment:

The High School will continue to monitor and revise curriculum mapping in content areas as appropriate to ensure students are being exposed to the standards addressed on the MCA assessments. Through administrative evaluations, lead teacher observations, and peer observations, teachers will continually be given feedback to ensure best practice teaching techniques are being utilized during their instruction. We are in our second year of advisory. This is a program where each licensed teacher is assigned approximately 15 students. These students remain in close contact with their advisor for a three-year window. During this time, relationships are build and academic progress is closely monitored. We are also intensifying our English Learners Program by hiring EL Bilingual Ed. Assistants. In efforts to work toward preparing our students for career and college readiness, we have restructured courses and offerings and made a local commitment to run these options to ensure as many

professional interests as possible are addressed and that our students will graduate from LqPV with the knowledge and skills necessary to be successful at the next phase of their lives.

LqPV High School Site Goals & Benchmarks for Instruction and Achievement:

The percentage of LqPV High School seventh, eighth and tenth grade who meet or exceed the standards on MCA-III tests in reading will increase 10% from 56.1% to 66.1% in 2018.

The percentage of LqPV High School seventh, eighth and tenth grade who meet or exceed the standards on MCA-III tests in Math will increase 10% from 56.8% to 66.8% in 2018.

The High School will emphasize and monitor attendance during the school year to maintain a 90% or above attendance rate on our accountability testing data. This emphasis on attendance will help us to monitor student progress during high school so that students graduate and earn a diploma from Lac qui Parle Valley. This attendance will also have an impact on closing the achievement gap, as students that are consistently in school will have better opportunities to be successful in their academic endeavor.

The High School has revamped scheduling options to ensure our students are well prepared college and career readiness upon their completion of high school. Students have clear pathways and options for an array of different professional fields. Lac qui Parle Valley continues to seek opportunities to provide higher level College Now offerings in an effort to promote academic rigor and to assist students with having a financial head start as they begin their post-secondary education.

II. Student Progress and Growth Monitoring

Our Schools use a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth.

LqPV uses the following assessment to find strengths and weaknesses of instruction with respect to students' progress and growth toward career and college readiness.

Assessment Plan and Calendar:

Lac qui Parle Valley School District has established a comprehensive assessment program balancing "Assessments **for** Learning" and "Assessments **of** Learning." These assessments are used to produce informed and effective instruction while helping us measure the effectiveness of our curriculum and programs.

"Assessments **for** Learning" are formative assessments that happen while learning is occurring. They are used to diagnose student needs, plan instruction, and provide students with feedback they can use to improve their learning. An example of this would be a quiz given during a unit to measure student progress towards the identified learning targets so that the teacher can modify instruction accordingly. K-6th grade levels administer Star Reading and Math at least quarterly to inform instruction and diagnose student academic needs.

“Assessments of Learning” are summative assessments used to sum up achievement at a particular point of time. These occur after learning has happened. These assessments are used to measure achievement status at a point in time for the purpose of reporting and accountability. Unit tests and the Minnesota Comprehensive assessments (MCA-III’s) are examples of Assessments of learning. The results of the MCA-III’s are reported to the state and are used as an accountability measure for schools across the state as part of the No Child Left Behind law.

Our assessment calendar informs you of the testing windows or specific assessment dates for district-wide or school-wide testing. The Minnesota Comprehensive Assessments (MCA’s) are required for all students in Minnesota to determine student proficiency of academic standards.

Assessment	Subject Area	Grade Level	Time Frame	Objectives
Minnesota Comprehensive Assessments (MCA III)	Reading	3-8, 10	Spring	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
	Mathematics	3-8, 11	Spring	
	Science	5, 8, 10	Spring	
WIDA Access	Reading, Writing, Speaking & Listening	ELL students in 3-12	Spring	To demonstrate growth in reading, writing, speaking & listening; to assess progress in acquiring the academic English language
Minnesota Academic Skills Test—Alternative Assessment (MTAS)	Reading	3-8, 10	Spring	To provide a measure of progress in reading, mathematics, and science skills for special education students that qualify for this alternative assessment
National Assessment of Educational Progress (NAEP)	Reading, Math, And Science	4, 8, 12	If selected school, bi-annually in Winter	To provide a sample set of scores for national comparison

District determined assessments to benchmark student growth and post-secondary pathway options.

Assessment	Subject Area	Grade Level	Time Frame	Objectives
Literacy Assessments: Early Star Reading Observational Survey FAST Star Reading	Literacy	K-1 1 K-3 1-6	Ongoing	To measure student progress in order to inform instruction
Star Math	Mathematics	1-6	Ongoing	To measure student progress in order to inform instruction
Career Inventory	English, Math, Reading and Science	8	November	career inventory
Pre-ACT	English, Math, Reading, and Science	10—optional	October	To explore future educational options
ASVAB		10-12-- optional	September	Armed Services Vocational Aptitude Battery
PSAT		10-12-- optional	October	Preliminary Scholastic Aptitude Test
ACT		11 & 12 optional	April	American College Test

Strengths and weaknesses of instruction are regularly assessed through a student progress monitoring process and staff is skilled in adjusting instruction as needed to promote student and school success.

Academic Standards:

The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they:

- Identify the knowledge and skills that all students must achieve by the end of a grade level or grade band
- Help define the course credit requirements for graduation
- Serve as a guide for the local adoption and design of curricula.

Student's mastery of standards is measured through state and local assessments.

State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed by districts for health, work languages, and career and technical education.

Standards for Music Education: <http://musiced.nafme.org/resources/national-standards-for-music-education/>

Committees & Roles:

There are several district committees made up of community members and district staff that work together to support Lac qui Parle Valley students.

Instructional Leadership Team

The Instructional Leadership Team is a District-level team of administrators and teacher leaders. The team's charge is to adopt district and school goals and select appropriate strategies to achieve them. The team uses data related to student performance in order to understand the district and school needs and transfers this information into goals the district and buildings will be working on. Throughout the year the team will monitor implementation of the school action plans and progress toward achieving the goals. Members of the team address specific issues across grade levels in reading, math or other areas of focus. This team recommends priorities for building teams and PLC leaders and works closely with the staff development team to align professional development practices to support building goals. The District goal is to have all staff literate in assessment and the use of data to increase student achievement by supporting PLCs, increasing skills in data analysis and interpretation, understanding and increasing use of formative assessment and feedback, developing and implementing common summative assessments and align grading structures with standards.

Team Members: Bart Hill, Pete McGinty, Kim Olson, Scott Sawatzky, Greg Schmidt, Kipp Stender, and Maureen Odegard.

Staff Development Committee (District Wide)

A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for in-service education for programs (section 122A.60) that address the following:

1. Focus on the school classroom and research-based strategies that improve student learning;
2. provide opportunities for teachers to practice and improve their instructional skills over time;
3. provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
5. align with state and local academic standards;
6. 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.

The School Board must also establish an advisory staff development committee (122A.60) to develop the 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, nonteaching staff, parents, and administrators.

Chairman: Jennifer Tostenson Committee Members: Wes Anderson, Sandy Bakeberg, Brent Clemenson, Amy Giles, Maureen Heinecke, Marisa Kleven, Kim Olson, Scott Sawatzky, Greg Schmidt, Kipp Stender, Heidi Tosel, Charlene Waslaski, and Lindsay Weber.

Title I Parent Advisory Group

The Title I Parent Advisory Group is instrumental in the development of the plan for the Title services each spring. As part of a school-parent partnership, they help facilitate the annual meeting for parents of potential participants in the fall and review communications that are sent home to be sure they are understandable.

Group Members: This group is subject to change, but currently includes Sandy Wengler, Angela Krohn, Nicole Rolfsmeier, Kathy Marihart, Kim Olson, Kipp Stender, and Greg Schmidt

District Advisory Committee

The District Advisory Committee is governed by Minnesota Statute. The District Advisory committee shall make recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120.35, district assessments, program evaluations.

- The District Advisory Committee must have representatives that include teachers, parents, support staff, students, and other community residents. The membership must reflect the diversity of the school district. If possible, parents and community members should comprise at least 2/3 of the advisory committee members.
- The legislature has mandated that school districts form District Advisory Committees to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- The District Advisory Committee will make recommendations to a district administrator regarding student achievement goals, instruction, curriculum and assessment. The district administrator will report these recommendations to the School Board.
- Content of meetings consists of reviewing reports, outcome and implementation data, existing district plans, stakeholder feedback and other information that can effectively inform the work of the committee—that is to participate in the planning and improving instruction and curriculum affecting state standards with the intended outcome of closing the achievement gap, and creating the world's best workforce.
- The district may establish school site team subcommittees of the district advisory committee. These committees must also follow Minnesota State Statute.
- The roles of the school board and the District Advisory Committee are purely advisory; the school board serves in an overall policy-making role, consistent with Lac qui Parle School Board Policy 208. The superintendent and building administrators make specific decisions and are charged with implementing those decisions. This is the standard model for Minnesota school districts.
- Parent/Community Advisory Committee Participants: Brenda Bormann, Scott Conn, Dawn Hegland, Amber Molden, Jake Seig.
- Teacher/Staff Participants: Alyssa Besonen
- Administrators: Kipp Stender, Maureen Heinecke, Scott Sawatzky and Greg Schmidt
- Students involved in the November Student Forum are also asked for input.

ELL Committee

An ELL Committee was established to better meet the needs of our ELL students. The committee has representation of Middle and High School staff member and administration. They analyze student data, researches strategies and makes recommendations to administration in an effort to support our ELL students toward successful completion of high school. This committee secured staff development training for the Middle School and this year will make training available during the MRVED MELT and for the A/M Elementary. Three Bilingual Ed. Assistants were hired for students whose primary language is Chuukese.

Members of this committee include: Scott Sawatzky, Georgette Jones, Paul Lowry, Leanne Stoeckman, Heidi Tosel, and Jean Zinda

Milanesian Council of Women

The Milanesian Council of Women was established to build positive supportive relationships with our Micronesian families. The focus of the Council is student education and health care. The Council's work has had a positive effect on school attendance and has aided in the completion of required immunizations, etc. The Council works with service providers to help transition new Micronesian families into the community.

Members of the Council include: Chuukese Members: Janet Emmis, Erika Raymond, Hellen Yowanis, Kinenta Herman, Chrisa Herman, Nelissa Raymond, Sandrose Nedlec, Angie Ifenuk. Kris Boike -Public Health, Marcie Schmeising-Milan Clinic, Tonya Diggins-Midwife Montevideo Hospital, Joy Dolan-Appleton Catholic Church, Kristin Isdor-Milan Lutheran Church, Georgette Jones-EL teacher, Maureen Odegard-A/M Principal, Wendy Augeson-Southern Prairie, and Bev Struxness -Milan Community member, Ann Thompson and Darcy Kleven-ABE, Carol Dombek-PIC, Ashlie Johnson-SHIP, Larissa Christensen-Milan Librarian, Patrick Bruflat-Chippewa Co. Family Services, Peter Ekadu-University Extension, Mary Ann Anderson-LqP Co. 4-H, Rachel Schlieff-Prairie 5 Head Start, Robert Ryan-community guide, UM Extension, Steve Sterud-LqPV Community Ed., Veronica Blommel-Milan City Clerk, Greg Schmidt-LqPV superintendent.

District Wide Technology Committee

Lac qui Parle Valley Schools formed its first official technology committee in 2010. The goal of this committee was to develop the district's technology plan which included setting goals to build the technology infrastructure ahead of the need, keep it maintained and developed to support the LqPV curriculum. Currently the goals of the technology committee include providing leadership for technology planning and continuing to work to shape the vision for an integrated technology curriculum. This committee will also provide another venue for communication about LqPV's technology for the staff and the community.

Group Members: Dave Raddatz, Theresa Erickson, Chad Felton, Donald Klatt, Nicole Meyer, Becky Olson, Robyn Rademacher, Rachel Rigenhagen, Mike Vick, Maureen Heinecke, Scott Sawatzky, Greg Schmidt, and Kipp Stender

III. Strategies for Improving Instruction, Curriculum, and Student Achievement

District initiatives are based on researched based practices. District focus is to have all staff assessment literate to increase student achievement and to use data to drive instruction. Lac qui Parle Valley's principal and educator evaluation system is linked to effectiveness of instruction and curriculum.

Curriculum Review:

The Lac qui Parle Valley Schools will follow the Minnesota River Valley Education District's Curriculum Review Cycle as it implements the Minnesota and district academic standards. This document ensures that all students will receive instruction, curriculum and assessment, which will complete the state and district academic standards in all disciplines. Technology will be integrated across all disciplines.

See Appendix A. "MRVED 9 Year Cycle."

Teacher Evaluation and Development:

A two-year process resulted in the Lac qui Parle Valley School District developing a district specific evaluation model. Lac qui Parle Public Schools uses district created observation tool to collect classroom level data. A teacher evaluation system is in place (as evidenced by an established agreement between local union and school board) that includes a rubric defining effective instruction and the professional standards the district used to develop the system. This data allows principals and other trained observers and lead teachers to provide instructional support to teachers.

Lac qui Parle's principals and other trained observers, including q-comp lead teachers and peer observers use the district Teacher Evaluation plan document to collect classroom level data. Feedback is provided to teachers following all levels of observation. LqPV's Q-comp program has both highly qualified observers: Q-comp Lead Teachers as well as peer observation embedded in the professional development program. Principals do the summative evaluation for teachers on a three-year cycle. Non-tenured teachers are observed three time annually by the building principal.

Teachers set personal learning goals in Q-comp/Teacher Evaluation as a part of our commitment to continuous improvement. Data is aggregated and needs are noted. This data is brought to the staff development committee and influences professional development decisions. Professional development is conducted throughout the year which supports the teachers through the Q-comp program including research on student achievement.

Effective forms of teacher collaboration are in place such as Professional Learning Teams (PLTs) that are effective and use data to regularly review and evaluate the effectiveness of instruction and curriculum and alignment with the state academic standards at all grade levels. Lac qui Parle Valley has three 3-hour early dismissals to facilitate PLC meetings.

See Appendix B. "Lac qui Parle Valley Teacher Evaluation Model."

Principal Evaluation

Principals are evaluated using the State of Minnesota's Principals' Evaluation model.

Annual Process:

- In the fall the principals and the superintendent will meet to go over the performance measures.
- Principals and superintendent will agree on goals. The goals will be determined by previous student achievement results, parent satisfaction surveys, staff surveys, and professional judgment.
- A mid-year informal check-in will occur where the principals will present progress on goals.
- Final self-evaluation will be submitted to the supervisor by June 15 unless a different date is mutually agreed upon.
- Final evaluation will be completed by July 1 unless a different date is mutually agreed upon.

Best Practices & Resources:

District initiatives are based on researched based practices. During the 2015-2016 school year, the District Curriculum Leadership Team researched and identified Best Practice strategies that have the most impact on student achievement. The Minnesota River Valley Educational District, a consortium of eight area schools facilitates this research during Curriculum Leader meetings. Curriculum Leaders brought the information to their departments during grade level and building bi-weekly meetings. District focus is to have all staff literate in assessment and data to increase student achievement.

Action Steps to increase Staff Literacy in Assessment and Data

- 1. Support and strengthen PLC teams**
 - Create a cultural shift in the school
 - Create an understanding of the process
 - Address the skills needed for self-directed learning
 - Provide facilitators with adequate support
 - Ensure the active support of school leaders
- 2. Increase skills in data analysis and interpretation**
 - Analyzing multiple types of data (achievement, process, demographic, and perception surveys)
 - Interpreting data to determine learning targets
 - Using data to measure progress towards the learning targets
 - Learning to make ongoing adjustments to both goals and strategies for attaining the learning target
- 3. Understand and increase use of formative assessment and feedback**
 - Provide students with a clear and understandable vision of the learning targets
 - Use examples and models of strong and weak work
 - Offer regular descriptive feedback
 - Teach students to self-assess and set goals
 - Design lessons to focus on one learning target
 - Teach students focused revision
 - Engage students in self-reflection, and let them keep track of and share their learning

4. Develop and implement common summative assessments

- Identify specifically which students did not demonstrate mastery of essential standard(s)
- Identify specifically which students did demonstrate mastery of essential standard(s)
- Identify effective instructional practices
- Identify patterns in student mistakes
- Measure the accuracy of the assessment
- Plan and target interventions, extension, and enrichment based on need

5. Align grading structure with standards

- Create learning targets that align to content, skills and standards and focus on mastery
- Each assessment has a focus and is aligned with learning targets
- Feedback focuses on skills and allows students, teachers, families to identify student's strengths and weaknesses

IV. Programming to Improve Student Achievement

District and school leaders must work together to create a strong system of support for all students. In this section, we have many of the programs that support students at all levels. Contact information to learn more about the programs are listed within each section.

English Learners

The English as Second Language professionals in Lac qui Parle Public Schools believe that all children can learn and have the right to experience success in school. We believe that our growing diversity will make our community richer and that respect for all cultures is an integral part of our success as a district. We will work to ensure student success and cultural competency by establishing productive relationships with parents, school staff and the community.

English Language Learners get classroom support from a licensed English as a Second Language teacher, content area teachers and three EL educational assistants.

EL training for middle school teachers was provided the summer of 2016. The MRVED MELT in January 2018 will be the next opportunity for professional development. Plans are underway to offer this training to A/M teachers.

The partnership formed between these education professionals provides English Language Learners with a net of support that help them achieve academically and socially in our schools.

Contact Georgette Jones, English Learners and Integration Coordinator 320-752-484857 or gjones@lqpv.org

Read Well by Third Grade Plan

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy “plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district Web site.”

Reading Well by Third Grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading Well by Grade Three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Goals and Objectives

The ISD #2853 Lac qui Parle Valley Public School Literacy Plan describes the district's practices and procedures to reach the goal of having all students, by the end of their third grade year, reach or exceeds proficiency as measured by the MCA-III Reading Assessment. ISD #2853 consists of two elementary schools, Appleton/Milan Elementary (grades K-4) and Madison-Marietta-Nassau Elementary (grades K-4).

Contact: Kipp Stender, Elementary Principal 320-752-4877 or kstender@lqpv.org
Maureen Heinecke, Elementary Principal 320-289-1114 or modegard@lqpv.org

Special Education

Every school building in the Lac qui Parle School District has staff members licensed to provide special education and related services for those students who meet criteria and have special education needs.

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

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

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

Special education program evaluation at Lac qui Parle Valley Schools is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities.

Contact Andrea Hagen, Special Education Lead Teacher 320-752-4811 or ahagen@lqpv.org

Eagle Academy

A pre-K through 4th grade program for students who have individualized education programs (IEPs) who require intensive programming, small class sizes, collaborative services, and structured teaching.

Mission Statement: The mission of the Eagle Academy is to prepare our students for future success by providing a supportive school environment that focuses on increasing academic and pro-social behaviors and skills, while providing functional life skills instruction. We respect and value the unique contributions of each of our students and our role in assisting them in becoming responsible, stable, and contributing members of society.

Who: students on IEPs who have significant, multiple functional needs

When: regular school schedule

Where: LqPV MMN Elementary School in Madison, MN

The goal of Eagle Academy is to enable students to become engaged learners who:

- demonstrate growth in reading, writing, and math skills
- demonstrate effective communication skills
- demonstrate appropriate social skills
- demonstrate successful daily living skills

Contact: Kipp Stender, Principal at 320-752-4877 or kstender@lqpv.org

Positive Behavioral Interventions and Supports (PBIS)

Appleton-Milan Elementary teachers completed research via their Q-comp PLC during the 2014-2015 school year. They began implementing portions of the program with their colleagues last year, in preparation to complete the PBIS training and fully implement in the 2015-2016 school year. This is a pilot program in hopes that if successful it will be embraced by other LqPV schools.

Positive Behavioral Interventions and Supports (PBIS) is a framework or approach for helping schools select and organize evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

PBIS is a prevention-oriented way for schools to:

- Organize evidence-based practices
- Improve use of evidence-based practices
- Maximize academic and social behavior outcomes for students

PBIS supports the success of ALL students.

PBIS is known as SWPBS, which is short for "School-wide Positive Behavior Supports."

PBIS is based on principles of applied behavior analysis and the prevention approach, along with the values of positive behavior support.

Contact Maureen Heinecke, Elementary Principal 320-289-1114 or modegard@lqpv.org

Students' Successful Transition to Post Secondary Plan

Minnesota Statutes, section 120B.125

Legislation requires all students, starting in grade nine, to have a "plan" around seven key elements. This plan includes academic scheduling, career exploration, 21st century skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities. These seven elements are integrated into students' experiences and programming at Lac qui Parle Valley High School.

1. Provide a comprehensive academic plan for completing a college and career ready curriculum premised on meeting state and local academic standards
2. Developing 21st century skills such as teamwork, collaboration, and good work habits
3. Emphasize academic rigor and high expectations
4. Help students identify personal learning styles that may affect their post-secondary education and employment choices
5. Help students succeed at gaining/gain access to post-secondary education and career options.
6. Integrate strong academic content into career focused courses and integrate relevant career focused courses into strong academic content
7. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for post-secondary education and careers, and obtain information about post-secondary education costs and eligibility for financial aid and scholarship

In the fall of students' ninth grade year, Guidance Counselors administer a Personality Type Indicator and a Career Interest Profile, along with administering a career inventory test at 8th grade. All eleventh grade students meet with Guidance Counselors to do a College Search including financial aid information which is ongoing for seniors, as well. ACT/SAT test prep and resume writing is available in tenth grade. Tenth grade students also take the Pre-ACT test to help Guidance Counselors identify career and college preparedness. All 11th grade students meet in small groups to go over Planning for college admissions and the application process, College entrance exams (ACT, SAT, Subject tests), other Post-secondary preparatory exams (PSAT, ASVAB, AP Tests), Information on 2-year and 4-year programs and future planning, Financial Aid, Military Programs, Transcripts, Naviance, Career options, Scholarships, and Free Resources. Students in 12th grade students are met on an individual basis to check in and guide on individual plans/needs. We attend a college fair in October and have several college and military representatives visiting the school throughout the year. Overview of Pathway to Postsecondary District Plan:

7th- Focus is on academic skill development. Introduction to types of colleges.

8th- A Career Inventory is completed. Use Explore test rests to assess academic readiness to this point and explore career areas of interest. Look more closely at the types of colleges and identify admissions requirements. Students will make their initial four-year plan of study.

9th- Students will take the One type indicator and work importance locator. Based on the result of this interest indicator and work values indicator, students will conduct more detailed investigation of matching careers. Students will complete an experiential learning experience by job shadowing a partnering business. Students will begin work on their MCIS career portfolio, completing the "Getting Started" portion of the portfolio.

10th- Students will take the Pre-ACT test to identify progress towards career and college readiness. Students will participate in a career fair to see firsthand the types of careers available in the region. Students will complete a lifestyles assessment and evaluate the relationship between their desired lifestyle and careers of interest. Students will create a resume and continue work on their MCIS career portfolio, completing the "Looking Deeper" portion of the portfolio. Students will have the opportunity to expand their career and college readiness by taking the ASVAB and PSAT tests.

11th- Students will identify programs of study related to their career interests and conduct a college match using their Naviance account, resulting in the identification of colleges of interest. Students will attend a college fair in the fall of the year to further explore regional colleges. Types of colleges and admission guidelines will be thoroughly reviewed. ACT/SAT prep work and instruction on registering and taking these exams will occur. Alternative admission tests, such as the Accuplacer will also be addressed. Students will complete an experiential learning experience by job shadowing a partnering business. Financial aid and scholarship information will be addressed. Students will continue to work on their MCIS career portfolio, completing the "Next Steps" portion of the portfolio. Students will be encouraged to continue their experiential learning by participating in a pre-college experience through a summer enrichment opportunity or summer internship. Students are encouraged, and will have the opportunity meet with various college and military representatives throughout the school year. Students will have the option of participating in ASVAB and PSAT testing.

12th- The college application process will be covered in great detail. Instruction on FAFSA applications, financial aid, and scholarship applications will be addressed. Students will meet with counselor individually to review graduation plan and career pathway. Students are encouraged, and will have the opportunity meet with various college and military representatives throughout the school year. Students will have the option of participating in ASVAB testing.

Contact Paul Lowry, Guidance Counselor 320-752-4812 or plowry@lqpv.org

College Credits in High School

College/University Credit—University of MN

College credit is offered in conjunction with the University of Minnesota. College credit can be obtained in the following classes:

- Introduction to Animal Science
- Plant Propagation

Students must meet the following prerequisite requirements.

College Now

College Now courses are offered in conjunction with Southwest Minnesota State University (SMSU). College credit can be obtained in the following classes:

- Academic Writing
- Introduction to Psychology
- 5. Pre-Calculus
- 6. Advanced Chemistry

- Sociology
- Microsoft Office

7. Fundamentals of Communication

Students must meet the following prerequisite requirements.

Technical College Credit/Articulation Agreements

Technical College Credit is offered in conjunction with Minnesota State College and University System (MNSCU). Technical college credit can be obtained by completing ALL of the course objectives as determined by MNSCU. Credit is available in the following courses:

- Accounting
- Microsoft Office
- Families Today
- Child Care and Development II
- Ag Welding and Manufacturing
- Small Engines
- Recreational Vehicle Repair
- Ag Business

Post-Secondary Enrollment Options (PSEO)

Post-Secondary Enrollment Options (PSEO). Through PSEO high school students receive high school credit through successful completion of college course work. College coursework taken through the PSEO program may include on campus, as well as, online classes. Additional information is available in the counselor's office.

Contact Paul Lowry, Guidance Counselor 320-752-4812 or plowry@lqpv.org

Partnership with Minnesota West Technical College and the Private Industry Council

In the summer of 2015 Minnesota West partnered with Lac qui Parle Valley to offer a welding class here at our school for both students and adults. Our hope is to increase this cooperative effort and offer Certified Nursing Assistant training and others.

In addition, a Career Fair was held on October 22, 2015 for our students and community members in conjunction with Fall P/T Conferences.

Targeted Services (TS)

- Targeted Services is intervention/prevention programming for criteria-defined (MS 124D.68) at-risk students, kindergarten through 8th grade.
- Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal being to keep the student in the traditional system. The intent is that Targeted Services is to supplement not supplant!
- Targeted Services programming must be purposeful, with the ultimate goal being to give students the assets, strengths, and protective factors to be successful.

First and foremost, Targeted Service are **different** from what is occurring during the traditional school day Targeted Services meet the student's individual learning style, which is usually hands-on, activity based.

Programming is more than academic and has a social/emotional component, as outlined in MS 123A.06 Subdivision 1. The intent of this condition is so remediation will not be the sole focus. Targeted Services programming is purposeful and a consistent program for students. Students should be scheduled into instruction that meets their specific needs.

At LqPV Targeted services are offered in an extended day and extended year format.

Contact:

- Kipp Stender, MMN Principal at 320-752-4877 or kstender@lqpv.org
- Maureen Heinecke, A-M Principal at 320-289-1114 or modegard@lqpv.org
- Scott Sawatzky, 5-12 Principal at 320-752-4807 or ssawatzky@lqpv.org

Title Programs

Title I and II Funding

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—at a minimum—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.

Lac qui Parle Valley Public School funding is based on free and reduced lunch count. During the 2016-17 school year, the percentage of families eligible for free and reduced lunch was 43.5% District wide.

Title I funding is used to support supplemental Reading services at both Appleton/Milan and MMN Elementary. In 2015-16 supplemental Reading and Math support services were added for the LqPV Middle School.

The Title II Program provides professional development funding to Local Education Agencies (LEAs) that is tied to research-based curriculum that impacts student achievement. These funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide continuous, ongoing training that helps teachers better understand academic subjects and to learn new instructional strategies focused on improved student learning.

In addition to using Title II funds for professional development, funds can also be used for a variety of other purposes, from recruiting and retaining teachers to reducing class sizes.

Lac qui Parle Valley Public School uses Title II funding to reduce class sizes for math and reading at Appleton/Milan and MMN Elementary.

Source: MDE Website <http://education.state.mn.us/MDE/SchSup/ESEA/TitleIPartA/index.html>

Contact Greg Schmidt, Federal Programs Coordinator 320-752-4835 or gschmidt@lqpv.org

4 Star Parent Aware Pre-School Programs

Lac qui Parle Valley Schools has 4 Star Parent Aware Preschool and Headstart available to all 3-5 year olds. Parent Aware is a rating tool designed to improve, support and strengthen programs. The Public School Pre-Kindergarten programs include Early Childhood Special Education (ECSE), School Readiness, Title I and fee-based programs. LqPV Community Education Preschool and School Readiness programs meet the School Readiness program requirements and be supervised by a licensed early childhood teacher, parent educator and/or a certified early childhood educator. **MN Statute 124D.15**

All Star-Rated Programs go above and beyond licensing requirements to support school readiness. By voluntarily becoming rated, a program shows it cares enough about early learning to use the best practices and proven approaches. With non-rated programs, even though they may be licensed, parents do not have the same assurances about early education quality.

At each level, quality indicators are measured in four key areas:

- Physical Health and Well-Being
- Teaching and Relationships
- Assessment of Child Progress
- Teacher Training and Education

Participating programs have:

- Volunteered for extra, in-depth training
- Devoted themselves to strong, caring relationships with each child
- Adopted the latest approaches to keeping children's learning on track
- Committed to daily activities and routines that help children learn and grow
- Placed a focus on children's health and safety

ONE STAR EARNED

To earn a One Star Rating, programs have shown that they have **introduced some of the basic best practices to prepare kids for kindergarten, including:**

- Collecting resources for families
- Learning more about child development through continual training
- Carefully observing children as they learn and documenting information

By volunteering for Parent Aware, these programs are putting themselves on a path to incorporating more best practices into their program. Like each of the other Star Ratings, a One Star Rating shows a program's commitment to continual improvement and the children in their care.

TWO STARS EARNED

To earn a Two Star Rating, programs have shown that they are **actively using many best practices to prepare kids for kindergarten, including:**

- Acting as a resource for families regarding their children’s healthy growth
- Planning daily activities in a thoughtful way that enhances each child’s experience
- Familiarizing themselves with Minnesota’s early learning standards for young children
- Planning for its own on-going training and professional growth

 **THREE STARS EARNED**

To earn a Three Star Rating, programs have **demonstrated the use of most of the best practices in preparing kids for kindergarten, including:**

- Active role in assisting families in identifying needs of child
- Regularly conducts child assessments throughout the year
- Received nutrition, physical activity and curriculum implementation training
- Documented training and education
- Curriculum aligned with the Minnesota Early Childhood Indicators of Progress (ECIP)

To earn this Rating, programs must first meet all One and Two Star Rating requirements.

 **FOUR STARS EARNED**

To earn a Four Star Rating, programs are **excelling in the use of the nearly all of the best practices in preparing kids for kindergarten.**

- Exemplifies a truly engaged school readiness partner for parents
- Ongoing assessment of child’s progress
- Continually adapts lesson plans and goals to meet individual needs
- Regularly updates parents on child’s progress
- Trained on children’s developmental disabilities
- Communicates across cultures
- Receives and documents on-going childhood-related education

As with Three Stars Earned, programs must first meet all One and Two Star Rating indicators before becoming eligible for a Four Star Rating. Programs earning a Four Star shows that it is equipped to offer the very best in quality care, assuring parents that it is doing all it can to prepare their children for school.

Lac qui Parle Valley Schools received an Early Childhood Scholarship grant to help parents meet the preschool costs.

Contact: Steve Sterud, Preschool Coordinator at 320-752-4818 or ssterud@lqpv.org

Minnesota Reading Corps

Minnesota Reading Corps is a statewide initiative to help every Minnesota child become a successful reader by the end of 3rd grade. The program places AmeriCorps members as literacy tutors in sites across Minnesota to

implement a researched-based early literacy effort to help struggling readers. The Minnesota Reading Corps strategies are designed for both preschool-aged children and K–3rd grade students.

Lac qui Parle Valley has Minnesota Reading Corps tutors at the pre-school sites and Appleton/Milan Elementary.

Contact: A-M Kim Olson, MRC supervisor, at 320-289-1114 or kolson@lqpv.org

Junior Achievement

Junior Achievement’s unique delivery system provides the training, materials, and support necessary to bolster the chances for student success while teaching sound economic principles and reinforcing the educator’s class curricula.

JA provides LqPV with K-4 and 6th grade programming. JA programs are aligned with Minnesota’s graduation standards.

JA’s unique approach pairs volunteers from the community with local schools to deliver our curriculum. JA classroom volunteers transform our lessons into a message that inspires and empowers students to make a connection between what they learn in school and how it can be applied in the real world, thereby enhancing the relevance of their classroom learning and increasing their understanding of the value of staying in school.

Contact:

- Kipp Stender, MMN Principal at 320-752-4877 or kstender@lqpv.org
- Maureen Heinecke, A-M Principal at 320-289-1114 or modegard@lqpv.org
- Scott Sawatzky, 5-12 Principal at 320-752-4807 or ssawatzky@lqpv.org

Alternative Learning Center

The Minnesota Valley Area Learning Center (MVALC) is a collaborative venture between the Dawson-Boyd, Lac qui Parle Valley, Montevideo, and Yellow Medicine East school districts. The MVALC provides a non-traditional setting in which students in grades 7-12 can pursue a traditional high school diploma and credit recovery opportunities, as well as targeted services which are designed to provide additional support to students in grades K-8 who are not performing at grade level. The curriculum in MVALC programs is designed to meet all local and state requirements for graduation.

Students who meet the following criteria are eligible to take part in MVALC programs:

- At least two grades below performance on a local achievement test,
- At least one year behind in satisfactorily completing course work,
- Are pregnant or a parent,
- Have been assessed as chemically dependent,
- Have been physically or sexually abused,
- Have experienced mental health problems,
- Have been homeless sometime in the last six (6) months,
- Have been referred by a school district for enrollment in an eligible non-traditional program,

- Have been excluded or expelled. Violent, expelled or excluded learners may be excluded on a case-by-case basis.

There are four MVALC programs: seat-based, independent study, summer school, and targeted services.

The seat-based program runs full-day classes for students in grades 7–12. Key components of this program include providing an individualized learning program for each student which is tailored to their individual learning styles and interests, small class sizes, and highly qualified, licensed teachers. A variety of technology is used in all classes. The MVALC emphasizes the transition from school to work and/or post-secondary education through intensive career investigation, post-secondary education, job training, community-based learning as well as on-the-job learning opportunities.

The MVALC began the Ramp Up to Readiness program in 2013. Ramp-Up to Readiness™ is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills, and habits necessary for success in a high-quality college program.

The Independent Study Program serves student needs in two different ways. One way is in helping students who work during the day and cannot go to school on a full-time basis. The other way is helping students who attend their home district high school but need to make up credits in order to graduate. These students are called “dual enrolled” students. Students meet a minimum of one hour every week for each course taken for direct one-on-one time with a certified teacher. During this time subject matter is taught, help is given when needed, and tests are given to assure students have mastered the subject matter. Between meeting with the instructors, students have packets of information to study and assignments to complete. This work is done on their own time at home.

Summer School provides opportunities for students in grades 7-10 to earn credits they may have missed during the school year and also learn skills and knowledge needed to be successful in school and life. Typically, summer school is a five-week program where students complete 140 hours of classroom time.

Targeted Services are programs held before school, after school or during the summer for students in grades K-8 who are not performing at grade level or are at risk of falling behind their peers. Targeted Services is an intervention program based in a students' home district which focuses on strengthening students' skills in math and reading.

Contact: Scott Sawatzky, High School Principal at 320-752-4807 or ssawatzky@lqpv.org

- **Community Satisfaction**

A very important part of the World's Best Work Force Plan is to have community input and feedback. LqPV will periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report.

- Constituencies may include students, parents, community members, school staff and others relevant to the school community.
- Assessments of satisfaction are geared specifically to the intended audience and modified as needed (e.g., language translated, accessible format).
- A procedure for constituents to review survey items for relevance and clarity prior to distribution of the survey is in place.
- Intentional efforts to gather input from representative stakeholders (including those who may be difficult to contact) are made.
- Results of satisfaction surveys will be disseminated broadly via LqPV's website. The results will be used to inform celebration of strengths, challenges and resulting actions including educational improvements.

Fall 2016, during P/T conferences parents/guardians were surveyed. In January 2017, staff members were surveyed.

VI. District Reporting Requirements

The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.

1. Public report to be titled: ISD # 2853 Lac qui Parle Valley School District Local World's Best Workforce Plan will be prominently displayed on the district's official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11 in a manner that is accessible and relevant.
2. The World's Best Workforce plan and report is approved by the district school board prior to posting and updates are provided at predetermined intervals throughout the year as needed.
3. Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the published report.

The School board shall 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. Review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.
- Key messages are prioritized, highlighted and tailored to the relevant audiences.

- Feedback from key constituents is gathered before posting the report.
- A functional ongoing mechanism for gathering stakeholder feedback and providing updates publicly throughout the year is established so that the report is not the only source of information.

Lac qui Parle Valley School Board must transmit an electronic summary of its report to the commissioner of the Minnesota Department of Education.

Summary report to be titled: ISD # 2853 Lac qui Parle Valley School District Local World's Best Workforce Summary Report, submitted in a manner that is accessible and relevant by December 15, 2017.

Glossary of Terms

ACT--Prior to 1996, known as the American College Testing Program. ACT offers a college level assessment test.

ALC--Alternative Learning Center (state approved)- Must operate year round (school year starts in June) and serve at-risk students from two or more districts (except for Minneapolis, St. Paul, and Duluth). Students must have a Continuous Learning Plan. Can apply to provide an independent study component.

Alternative Assessment—Measures a student's knowledge and mastery by having them exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorize facts.

At-Risk—Students who meet the statute-defined criteria (M.S. 124D.68)

AYP—Adequate Yearly Progress—a measure of academic progress that school districts are required to make under NCLB

Career Education—Organization of the curriculum (K-12) so that a student will receive appropriate information and opportunity for training about or in the world of work; does not necessarily imply attendance at an occupational or skill center.

Committee—Group chosen to provide the school board with a recommendation on an education-related program or issue.

ECSE—Early Childhood Special Education—a term used both as a grade classification of an individual student, i.e., a pre-kindergarten student (from birth to kindergarten) who has an IEP or who has received assessment for special education.

Education District—Formed by school districts to increase educational opportunities for pupils by increasing cooperation and coordination between school districts and post-secondary institutions; education boards must be comprised of board members who are currently serving on the local school boards of the participating districts.

ELL—English Language Learners

ESL--English as a Second Language—Bilingual education or limited English proficiency or English Language Learners

IEP—Individual Education Plan. A legal document required for special education students.

LEA—Local Education Agency

LEP—Limited English Proficiency—English language Learners (ELL), or bilingual education.

Mentor—An adult who serves in an advising, helping, listening, or tutoring capacity to another individual.

Minnesota Academic Standards—Five core academic content standards areas; language arts, math, science, social studies, and arts.

MCAs—Minnesota Comprehensive Assessments

MDE—Minnesota Department of Education

MRC—Minnesota Reading Corps

NCLB—No Child Left Behind—Federal Law requiring comprehensive accountability from all states accepting federal education money.

On-line Learning—An interactive course or program that delivers instruction to a student by computer, is combined with traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

Policy—Statement adopted by a school board outlining principles to be followed with respect to specific matters; usually requires rules or regulations to be formulated for its implementation, and is broad enough to provide for administrative decisions regarding the manner in which it shall be implemented, although its implementation in some manner is mandatory.

PSAT—Preliminary Scholastic Aptitude Test

PLC—Professional Learning Communities- is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Q-Comp—Professional Development Program with additional revenue to be used for teacher compensation provided to districts which have an MDE-approved agreement between the school board and teachers' union (also known as the "Alternative Teacher Professional Pay System.

SAT—Scholastic Aptitude Test. Administered by the College Board

SES-- Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

Standardized Test—Evaluation instrument given under similar, controlled circumstances to many individuals

State Standards—Core academic standards in Language arts, math, science, social studies, and the arts.

Strategic Planning—A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose (mission, objectives, strategies, and

action plans are parts of a strategic plan0; plans are developed by consensus of school and community participants and have as a basis their commonly held beliefs and values.

STEM—Science, Technology, Engineering, and Mathematics Coalition

Targeted Services-- a state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day

Targeted Services (Title I)—Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.

Tenure—Guaranteed job security granted to teachers and principals after a specified number of years of satisfactory service (see M.S. 122A40)

Title I—Federal program to help schools with high percentages of low SES students in reading and math

Title II—Federal program to support teacher skills in math and reading or to reduce class-size

Title III—Federal program to support English language acquisition

21st Century Skills-- is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world.

Appendix A MRVED Curriculum Review Cycle

Subject	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Agriculture Industrial Tech	Review	Materials	Implement- ation	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust	Standards Dev.	Preparation
Social Studies	Materials	Implement- ation	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust	Standards Dev.	Preparation	Review
ELA Phy. Ed.	Implement- ation	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust	Standards Dev.	Preparation	Review	Materials
Science	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust	Standards Dev.	Preparation	Review	Materials	Implement- ation
Art Music	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust	Standards Dev.	Preparation	Review	Materials	Implement- ation	Monitor/ Adjust
Math Health	Data & Evaluation	Monitor/ Adjust	Standards Dev.	Preparation	Review	Materials	Implement- ation	Monitor/ Adjust	Monitor/ Adjust
Technology	Monitor/ Adjust	Standards Dev.	Preparation	Review	Materials	Implement- ation	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation
World Languages	Standards Dev.	Preparation	Review	Materials	Implement- ation	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust
Business FACS	Preparation	Review	Materials	Implement- ation	Monitor/ Adjust	Monitor/ Adjust	Data & Evaluation	Monitor/ Adjust	Standards Dev.

Curriculum Development Plan

Review: Review and Research Standards (Year 1)

- Unpack Standards
- Identify Power Standards
- Report to Admin. & Board

Materials: Gather & Develop Materials (Year 2)

- Gather & evaluate materials
- Develop materials/e-books
- Draft of Pacing Guide
- Prep for Implementation
- ELA alignment

Implementation: (Year 3)

- Create Common Formative Assessments
- Review Test Specs
- Compare actual with anticipated draft pacing guide
- Reflection on Power Standards & pacing

Monitor: Monitor and Adjust (Year 4)

- Find/Evaluate supplemental resources
- Identify academic vocabulary
- Adjust Pacing Guide

Monitor: Monitor and Adjust (Year 5)

- K-12 Vertical Alignment of All Standards
- Revisit/Revise Power Standards

Data & Evaluation (Year 6)

- Data Analysis & Synthesis
- Full evaluation of Resources
- Differentiation
- Accommodations & Modifications
- Accelerating and Gifted/Talented

Monitor and Adjust (Year 7)

- Provide effective feedback
- Parent and Community Involvement
- Revisit ELA Alignment

Standards Development (Year 8)

- Provide Feedback to the MDE on old & newly drafted standards
- Begin creating/revising local developed standards

Preparation (Year 9)

- Finish locally developed standards
- Approve and Adopt standards
- Needs Assessment