

World's Best Workforce Plan

Bertha-Hewitt School District #786

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All students graduate from high school

I. Goals and Benchmarks for Instruction and Student Achievement

The Bertha-Hewitt school district established four goals that will aim to improve:

1. student achievement in all content areas
2. communication between teachers, parents, and community member
3. student community involvement
4. staff development to meet the needs of every student

Early Education Goals

TCC School Readiness Goals
2014-2015 Program Year

Approaches to Learning:

1. Children will develop skills to become active learners, solving problems to build independence and use reflection with increasing intentionality toward purposeful critical thinking skills.

Social and Emotional Development:

1. Children will develop a growing awareness of self and others by learning individual skills to express emotions, form relationships with caregivers and peers, and develop a sense of belonging to a community. As children develop they learn to identify and gradually regulate their feelings.

Physical Development and Health

1. Children will practice emerging fine and large motor skills exhibiting greater control and balance, strength, flexibility and coordination. Children with the support of caregivers will learn about their bodies, what their bodies can do and how to maintain their own health while mastering independence with personal care.

Language, Literacy & Communication:

1. Children will develop and adopt speech and engage in extended and meaningful conversations with others. Children will begin to connect what they hear and read to people and events in their own lives.
2. Children will begin to recognize and identify specific sounds in the English language and how they relate to letters, words, and speech.
3. Children will develop knowledge and enjoyment of books, reading pictures before words, and learn to connect spoken and written words.
4. English language learning will progress through several stages in which they will listen, mimic, try out, and eventually speak with confidence.

Mathematics:

1. Children will begin to understand that numbers have value, refer to quantity, recognizing differences, become aware of measurable properties, compare and contrast, that numbers have patterns, and can be used for data analysis.

Creative Arts:

1. Children will express themselves by exploring art materials, sensory materials, experiencing sounds and music, exploring movement with their bodies and using pretend play and imagination.

Science and Technology:

1. Through the process of observing and making sense of the world, children will develop observational skills, test out their ideas, make predictions, draw conclusions, use a variety of tools to carry out intentions, use all of their senses and share their discoveries.

Social Studies:

1. Children will begin to learn about who they are and how they fit into the world through developing a sense of self, progressing to differentiating themselves from others, learning about their surroundings and focus less on the present and think about what happened before and what will happen next.

English Language Learning:

1. Children will begin to imitate, repeat sounds and phrases in English. Children will observe and watch others converse in English and use clues in the environment to follow routines and directions.

Elementary Goals

- Improve MCA Reading Scores from 59.7% to 72 %
- Improve MCA Math Scores from 66.5% to 72%
- Using Aims Web and Study Island to improve test scores
- Improving curriculum mapping to ensure that all students are mastering the standards at each grade level
- Utilizing staff development time to collaborate with grade level teachers to evaluate data

High School Goals

- Improve MCA Reading Scores from 45.1% to 56%
- Improve MCA Math Scores from 51.8 % to 59%
- Implementing Ramp-Up to Readiness to plan for college and career
- Improving curriculum mapping to ensure that all students are mastering the standards at each grade level

II. Assessing and Evaluating Student Progress

Early Childhood	Working Sampling Assessment – COR 1.5 Advantage
K	Aims Web Reading & Math
1	Aims Web Reading & Math
2	Aims Web Reading & Math
3	MCA Math & Reading, Aims Web Reading & Math, Math & Reading OLPA
4	MCA Math & Reading, Aims Web Reading & Math Math & Reading OLPA
5	Math Math, Reading, & Science, Aims Web Reading & Math, Math & Reading OLPA
6	MCA Math & Reading, Aims Web Reading & Math, Math & Reading OLPA
7	MCA Math & Reading, Math & Reading OLPA
8	MCA Math & Reading ACT Explore Test, Math & Reading OLPA
9	
10	MCA Reading & Science / PLAN, Math & Reading OLPA
11	MCA Math
12	

Review of Assessment Data

The Bertha-Hewitt staff utilizes the data listed above to monitor students’ progress throughout the year. We will use time during our professional learning communities to review data of students and discuss interventions that are in place. The data will be reviewed with special education and title I staff.

Career & Tech Ed/Technology includes:

- Agriculture
- Business
- Family Life Science
- Industrial Technology

Science includes:

- Natural Resources
- Environmental Science
- Plant Science
- Animal Science.

Integrated Areas: These areas are to be considered within each learning area or discipline as they progress through each respective review cycle:

- Special Education
- Information Technology
- Environmental Issues
- Student Services
- Inclusive Education
- Media Resources
- Diversity
- Title I, II & VI

7 year cycle – Analyze, Review, Purchase, Implement, and monitor

Committee: Administration and staff development / leadership committee

Curriculum based and established to align with the MN K-12 Academic Standards and local standards.

Early Childhood Education – HighScope Curriculum

Teacher Evaluation

Calculation of Evaluation

Teacher Practice – 45%

Student Engagement – 20%

Student Learning & Achievement – 35%

- Value Added Data (MCA's)
- Shared Performance Goals, entire staff, (vocabulary)
- Student Learning Goals as a Class (teacher-defined goal for a particular class)

Background of Legislation

Probationary Teachers:

- three evaluations per year
- first evaluation completed within first 90 days of school (effective July 1, 2013)
- must teach 120 days to be considered a probationary year
- Workshops, staff development, parent-teacher conferences, and sick or personal days are not included in the 120 days.

Full Year Long Term Substitutes:

- three evaluations per year
- first evaluation completed within first 90 days of school

All teachers:

- three year professional review cycle with one summative evaluation during the cycle and peer reviews in non-evaluation years (effective 2014-15 school year)
- includes state and local measures of student growth and data which will provide the basis for 35% of teacher evaluation results
- Comprehensive Review Process

Rubrics & Evaluation Forms

- Rubric updated with user friendly format and language
- Rubric incorporates formative assessments
- Rubric has increased emphasis on instruction domain with additional components
- Pre and post observation forms streamlined

Process for 2014-15:

Meet with teachers to share process for evaluation and review rubric and forms.

Prepare evaluation schedule with all probationary teachers and 1/3 of continuing staff.

- Evaluations will be scheduled.
- Probationary teachers will be evaluated three times throughout the school year with the first occurring within the first 90 days of school.

Tenured teachers will be evaluated one time per year on a three year cycle.

Long-term Substitutes: 30-59 days = one evaluation, 60-119 days = two evaluations, 120+ days = three evaluations

- Long-term substitutes with various assignments in the same or multiple buildings should have no more than three evaluations per year.

- Frequent informal visitations with feedback with informal feedback may include walk-throughs and observations of meetings or conferences.
- Final summative evaluations for probationary teachers are due by April 15
- Evaluation documents are sent to Human Resources to file in personnel records
- An Improvement Plan, if necessary, is written as early as possible.
- Administrators will establish a process for teachers to set goals. Goals may be established by individuals or teams.
- Goals will be required for all teachers.
- First year teachers and full year long term substitutes are required to work on the team goals.

Principal Evaluation

The Bertha-Hewitt School District is using an evaluation tool from Peer Solutions to evaluate the principal. The Prin-Eval MN Systems is organized by Charlie Kyte and Greg Vandal and is recommended by several superintendents. The principal and superintendent will work through the following 5 steps:

Step 1 – Opening Engagement/Orientation

Performance evaluation is most effectively completed in a collaborative environment: the evaluator and the principal both understand that the goal is professional growth. The approach used and the evaluation systems engaged in such an environment are free of unpleasant surprises while at the same time they are designed to promote professional discovery.

Step 2 – Principal Self Evaluation

Professional growth requires introspection and reflection. Individuals who seek to continuously improve must carefully consider, in a safe and quiet setting, their own performance and begin to reflect on how that performance might somehow be improved.

Step 3 – Pre-Evaluation Conference

Performance evaluation tied to professional growth requires that clear expectations are outlined and that agreements are reached by the evaluator and principal regarding the factors that will be used to determine levels of competency that currently exist.

Step 4 – Evidence Collection

Effective performance appraisal involves the use of evidence to demonstrate the extent to which a given performance element is absent or present. The appropriate use of evidence can help the evaluator and the principal alike make determinations about levels of achievement and goals to be set.

Step 5 – Evaluation Conference

Performance evaluation that promotes professional growth involves not just an examination of what has been found and observed, it also requires heightened levels of discernment by both the evaluator and principal. Individually and collectively, these persons must “make meaning” out of what has been found.

IV. Strategies for Improving Instruction and Curriculum

Read Well by Third Grade

It is the goal of the Bertha-Hewitt School District to provide a comprehensive reading program that will ensure that students can read at grade-level by the end of Grade 3.

The Bertha-Hewitt School has implemented the following:

- District and school leaders regularly analyze services, provide and make informed decisions when practices and programs need to be changed or modified.
- Instruction promotes the use of innovative practices including integration of technology for engaging all learners in meaningful and relevant activities.
- Leadership promotes the use of effective differentiated instruction strategies.
- Responsibility for student learning is shared among administration, teachers, support staff, and the students.
- Meaningful instructional time provided for literacy practices.
- Appropriate time and resources for intervention and enrichment are provided each school day.
- Leadership has knowledge of current best practices.
- Leadership seeks highly qualified personnel.
- Staff has consistent views about achievement and school goals.
- Teachers are assigned to grade levels based on their strengths.

Bertha-Hewitt Technology Plan

The Technology Committee is committed to the process of developing the district's technology plan. Member input is vital to the success of developing and implementing the plan. The Committee continuously searches for ways to make it more effective and representative of the community and the district.

Students in our school will:

- Use community resources to enhance classroom instruction.
- Collaborate on projects with other learners world-wide.
- Identify and use information sources and resources available in the school, community, state, nation and global society.
- Apply critical thinking, communication, and listening skills.

Curriculum Mapping

Curriculum maps for grades 7-12 are updated annually. Copies of curriculum maps for all subject areas grades 7-12 are kept on record in the district office. Elementary follows state standards; however documents are not in a central location. We are implementing procedures for staff members to document where our curriculum is addressing each standard.

Professional Learning Communities (PLC)

The Bertha-Hewitt staff participates in PLC's six times throughout the school year. Grades K-12 are divided into five groups. Currently, K-12 teachers and paraprofessionals are completing a book read, *The Trust Edge* by David Horsager. For the 2013-2014 school year, K-12 teachers read, discussed and implemented strategies from *The Art and Science of Teaching* by Robert Marzano.

Individual Professional Development Plans (Early Childhood)

As an agency, early childhood staff works together for goal setting. Professional development is based on student needs driven by data.

V. Budget

The District will utilize staff development dollars to help implement this plan.

VI. Committees and Reporting

District Advisory Committee

The Bertha-Hewitt District Advisory Committee (also known as the Leadership Team) meets once a month to discuss the implementation of standards and performance goals. Members on the committee include superintendent, building principal, veteran teachers, and community members.

Reporting

To meet the report requirements of World's Best Workforce Plan, Bertha-Hewitt School District will:

- Place the report on the district's web page.
- Submit an electronic summary to the Commissioner of the Minnesota Department of Education by October 1 of each year.
- Draft an annual budget based on the district's improvement plan and submit to the superintendent each May.
- Present to the school board for approval prior to posting on district web site.

Any documents referenced in this plan can be found at www.bertha-hewitt.k12.mn.us