

St. Michael – Albertville Independent School District 885

Excellence is Our Tradition

District 885 St. Michael-Albertville Schools Local World’s Best Workforce Plan 2020-2021

The World’s Best Workforce Plan (MN State Statute, Section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning within the district with the ultimate goal of creating the world’s best workforce. It is intended to serve as a foundational document that aligns educational initiatives serving students pre-k through high school. It is based on the following five goals:

- All students are ready for Kindergarten.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

STMA’s World’s Best Workforce Plan serves as a blueprint which demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

I. Goals and Benchmarks for Instruction and Student Achievement

The St. Michael-Albertville school district has established a structure of strategic, systematic goal setting which aims to align all district-wide and school student achievement and staff development goals toward the district’s vision. Each of the components of this structure is briefly described below. Documents which provide a detailed and comprehensive description of each element are referenced.

District Student Achievement Goal

By Spring 2021, 77.6% of STMA students in grades 3-8 and 10 will be proficient as measured by the MCA-III and MTAS accountability assessments as indicated by the MN North Star Report.

Goals
Kindergarten Readiness
2019-2020 Results: Due to the COVID-19 pandemic the district was unable to complete pre-school screening in the spring of 2020.
2020-2021 Goal: The percentage of students who completed screening as measured by the Minneapolis Preschool Screening Instrument (MPSI-R) prior to kindergarten in the St. Michael-Albertville School District will increase from 93.8% in 2018-2019 to 94.8% in 2020-2021.
Third Grade Literacy
2019-2020 Results: Due to the COVID-19 pandemic the district was unable to complete Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) in 2019-2020.

2020-2021 Goal: The percentage of all students enrolled in grade three in St. Michael-Albertville Public Schools who met the Third Grade Literacy proficiency benchmark as measured by the Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) will increase from 76.2% in 2018-2019 school year to 77.2% in the 2019-2020 as reported by Minnesota Report Card (Test Results and Participation).

Achievement Gap

Free & Reduced Price Lunch Achievement Gap Reduction

2019-2020 Results: Due to the COVID-19 pandemic the district was unable to complete Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) in 2019-2020.

2020-2021 Goal:

The proficiency gap between the non-Free and Reduced Priced lunch (non-FRP) and Free and Reduced Priced lunch (FRP) students enrolled in grades three through eleven at St. Michael Albertville School District is a focus of the district as it is the largest student subgroup.

Math Goal: The proficiency gap between the non-FRP and FRP students enrolled in grades three through eight and eleven at St. Michael-Albertville School District in math as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 18.4% in 2019 to 17.4% in 2021 by increasing the percent proficient of the groups as follows:

Non-FRP students increase proficiency in math from 76.3% in 2019 to 77.3% in 2021.

FRP students increase proficiency in math from 57.9% in 2019 to 59.9% in 2021.

Reading Goal: The proficiency gap between the non-FRP and FRP students enrolled in grades three through eight and ten at St. Michael-Albertville School District in reading as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 16.4% in 2019 to 15.4% in 2021 by increasing the percent proficient of the groups as follows:

Non-FRP students increase proficiency in reading from 77.2% in 2019 to 78.2% in 2021.

FRP students increase proficiency in reading from 60.8% in 2019 to 62.8% in 2021.

Special Education Achievement Gap Reduction

2019-2020 Results: Due to the COVID-19 pandemic the district was unable to complete Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) in 2019-2020.

2020-2021 Goal: The proficiency gap between the students who qualify for special education (Special Ed.) and students who do not qualify for special education (non-Special Ed.) enrolled in grades three through eight and eleven at St. Michael-Albertville School District is a focus of the district as it is the second largest student subgroup.

Math Goal: The proficiency gap between the students who qualify for special education and students who do not qualify for special education enrolled in grades three through eleven at St. Michael-Albertville School District in math as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 30.2% in 2019 to 29.2% in 2020 by increasing the percent proficient of the groups as follows:

Non-Special Ed. students increase proficiency in math from 77.5% in 2019 to 78.5% in 2021.

Special Education students increase proficiency in math from 47.3% in 2019 to 49.3% in 2021.

Reading Goal: The proficiency gap between the students who qualify for special education and students who do not qualify for special education enrolled in grades three through eight and ten at St. Michael-Albertville School District in reading as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 35.9% in 2019 to 34.9% in 2020 by increasing the percent proficient of the groups as follows:

Non-Special Ed. students increase proficiency in reading from 79.3% in 2019 to 80.3% in 2021.

Special Education students increase proficiency in reading from 43.4% in 2019 to 45.4% in 2021.

Career and College Readiness
Pre-ACT
<p>2019-2020 Results: The percentage of all students in grade ten in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 18 as measured by the Pre-ACT assessment was 70.0% in the 2018-2019 school year.</p> <p>2020-2021 Goal: The percentage of all students in grade ten in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 18 as measured by the Pre-ACT assessment will increase from 70.0% in the 2019-2020 school year to 71.0% in the 2020-2021 school year.</p>
ACT
<p>2019-2020 Results: As a result of the COVID-19 pandemic the district was unable to administer district wide ACT.</p> <p style="text-align: center;">The ACT Success website allows districts to access ALL ACT scores recorded by students regardless of where the assessment was taken.</p> <p>2020-2021 Goal: The percentage of all students in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 21 as measured by the ACT assessment will increase from 73.5% in the 2019-2020 school year to 74.5% in the 2020-2021 school year as reported through the ACT Success For Educators interface.</p>
Graduation
*Note: Minnesota North Star Report not available due to waiver of accountability assessments
<p>2019-2020 Results:The percentage of all students in grade twelve in the St. Michael-Albertville School District who have completed all high school graduation requirements in four years was 96.1% (Class of 2019) as reported by the Minnesota Report Card.</p> <p>2020-2021 Goal: The percentage of all students in grade twelve in the St. Michael-Albertville School District who have completed all high school graduation requirements in four years will increase from 96.1% (Class of 2019) to 97.1% (Class of 2020) as reported by the Minnesota North Star Report.</p>

STMA Strategic Plan ([See STMA Strategic Plan 2016-2021](#))

The St. Michael-Albertville Strategic Plan was developed during the 2016-2017 school year through a series of meetings and work sessions which included parents, community representatives, school board members, school staff and administration. A comprehensive needs assessment was conducted and the results were used to guide the development of the district’s Mission Statement, Vision, Strategic Directions and Strategic Road Map.

As a result of this plan, District 885 is working together to be the pride of our community, with continued top rankings in academics, arts, activities, athletics, and resource management. The four strategic directions guide all district goals and plans toward this vision.

In addition, the Strategic Plan includes:

- District Operational Plan which lists the focus and key initiatives for each strategic direction.
- Mission Delivery Point Experiences which outlines the district’s targets for how students, family members, and staff feel about their experiences within the district.
- Strategic Road Map Vision Card which includes assessment measures and indicators of progress for the four strategic directions.

The district’s progress toward achieving the vision in each strategic direction is evaluated on an annual basis.

STMA District Staff Development Goals (See [District Staff Development Goals 2020-2021](#))

The District Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee, comprised of staff development representatives for each school, early childhood programming, and support staff, the Director of Teaching and Learning, the Curriculum & Technology Integration Coordinator, the Q-Comp Advisor, two support staff members, and a principal, develops district staff development goals which align with the district's strategic directions. The district staff development goals direct all site groups' staff development goals and plans toward STMA's vision.

STMA Grade Level Student Achievement Benchmarks (See [STMA Student Achievement Benchmarks](#))

The St. Michael-Albertville school district has established a system of benchmark target scores which link local assessments to predicted achievement on statewide assessments as well as college and career readiness. The *STMA Student Achievement Benchmarks* document provides a consistent set of target scores for student performance across measures and time.

STMA Q-Comp Annual Report (See [Q-Comp Annual Report 2019-2020](#))

The annual report is submitted to the school board by June 15th of each year. The report includes a summary of what was implemented for the year to help provide context for the findings and recommendations to continuously improve our Q-Comp program effectiveness.

STMA Q-Comp Goals (See [Q-Comp Site Goals 2020-2021](#))

The STMA district has chosen one district student achievement goal as the focus for Q-Comp. In addition, each site has developed a **School Wide Site Student Achievement Q-Comp SMART Goal** based on the district goal. Groups of teachers within a Professional Learning Community (PLC) at each school will develop a **PLC Goal**, and individual teachers will create a personalized **Individual Growth Goal** based on student achievement. A detailed description of each of the above STMA Q-Comp goal setting requirements can be found in [Q-Comp Site Goals 2020-2021 – MDE Submission Forms](#).

STMA Site Staff Development, Student Achievement and Programming Improvement Goals (See [EC Improvement Plan 2020-2021](#), [AP Improvement Plan 2020-2021](#), [BW Improvement Plan 2020-2021](#), [FE Improvement Plan 2020-2021](#), [STME Improvement Plan 2020-2021](#), [ME Improvement Plan 2020-2021](#), [MW Improvement Plan 2020-2021](#), [STMA HS/Knights Academy Improvement Plan 2020-2021](#))

Each school has a Site Staff Development Committee responsible for developing SMART goals to guide their site's efforts toward increasing student achievement. Committee members, comprised of teacher leaders and the building principal, analyze disaggregated student achievement results and growth data for all grade levels and student sub-groups served, in order to set yearly student achievement goals. In addition, the committee assists in planning, organizing and carrying out staff development plans necessary for curriculum, instruction or programming modifications for students not meeting grade level expectations.

II. Assessing and Evaluating Student Progress

STMA Assessment System (See [Assessment System - STMA](#))

STMA uses a comprehensive process to assess and evaluate student progress toward college and career readiness standards. The layered system incorporates local, state, and national assessments that provide a complete profile of achievement by individual student, subgroup, school, and district. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

STMA Transition to Postsecondary Education and Employment (See [*Transition to Postsecondary Education and Employment Plan - STMA*](#))

STMA has a comprehensive plan to transition students to postsecondary education and employment. Each student has a plan that begins in grade eight and includes seven key elements: academic scheduling, career exploration, 21st century skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities.

III. Assessing and Evaluating Curriculum, Instruction and Staff Development Curriculum & Instruction Review Process (See [*2020-2021 STMA Curriculum Review Cycle*](#))

STMA employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of STMA's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time. The cyclic review involves teacher collaboration, parent/community member input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates. Much of the work which has occurred during the curriculum review process now takes place during weekly PLC meetings. PLCS harness teachers' collective ability to help students learn by examining data, engaging in ongoing job-embedded professional development, and making modifications to the curriculum in response to student needs. The process results in a living document describing content, skills, and assessments both horizontally within a grade level and/or content area and vertically across grade levels. STMA recognizes that a guaranteed and viable curriculum has a strong correlation to student achievement (Marzano, 2003).

Teaching & Learning Department

Staff members in STMA's Teaching & Learning Department develop the World's Best Workforce Plan and the District Improvement Plan which focuses on the district's strategic plan/vision and is based on a comprehensive review of student data. The process involves analyzing student and staff data, setting SMART goals, and formulating a detailed action plan. The Director of Teaching & Learning works with individual school site teams and principals to draft school improvement plans based on the district improvement plan and specific school's needs. Members of the Teaching & Learning Department regularly confer with the superintendent, district principals, and leadership teams to review student data and progress on district and school improvement plans.

Teacher Evaluation (See [*Teacher Evaluation Plan STMA*](#) and [*Q-Comp Plan STMA*](#))

STMA engages in regular evaluation of probationary and tenured teachers. The goal of the STMA's teacher evaluation system is to articulate expectations, assess performance in the instructional domain, and provide support for the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved through self-assessment and reflection, individual and PLC goal setting, and peer observations conducted by instructional coaches. Job-embedded professional development provides teachers with training in the model and support in implementing the pre-planning, implementation, and self-reflection stages of a lesson.

Principal Evaluation (See [Principal Goal Setting and Review Process](#))

STMA has a comprehensive principal evaluation system designed to evaluate principals in five domains. The superintendent evaluates principals based on school performance data, state level and school performance measures, and feedback from staff and parents. The evaluation involves principal self-reflection, goal setting, and a professional growth plan.

Staff Development (See [EC SD Report 2019-2020](#), [AP SD Report 2019-2020](#), [BW SD Report 2019-2020](#), [FE SD Report 2019-2020](#), [STME SD Report 2019-2020](#), [ME SD Report 2019-2020](#), [MW SD Report 2019-2020](#), [STMA HS/Knights Academy SD Report 2019-2020](#))

Each Site Staff Development Committee meets at the end of each school year to review and evaluate the school's progress toward the student achievement and staff development goals stated in their School Improvement Plans. Committee members review the data collected and evaluate progress by answering the following three questions for each site goal:

What were the findings of the goal?

What was the impact on student learning?

What was the impact on teacher practice?

IV. Strategies for Improving Instruction and Curriculum

“... unless professional learning experiences help teachers examine their working assumptions about how students learn and how good teaching supports learning, they will not make meaningful changes in their teaching practices.”

(Moss, 2002; Schrieber, Moss, & Staab, 2007)

Comprehensive plans for district/school improvement are developed and /or revised annually and focus on increasing student achievement by enhancing instruction, upgrading curriculum and developing effective programming. Each of the various improvement plans and support systems are described briefly below.

District Improvement Plan (See [STMA District Improvement Plan 2020-2021](#))

A District Improvement Plan document is developed by the Department of Teaching & Learning and the Q-Comp Advisor on a yearly basis. It focuses on improving curriculum, programming and assessment practices district-wide or in specific areas of programming and is informed by student achievement data, feedback from building and district committees and curriculum/programming needs assessment data. The components of the District Improvement Plan are briefly described below.

District Staff Development Focus:

Formative Assessment & Job-Embedded Teacher Collaboration: Data Driven Dialogue

In an effort to close the achievement gap between our high performing and lower performing students while maintaining high expectations for all students, the STMA school district developed a formative assessment staff development implementation plan. Formative assessment is an instructional tool used to inform the educational decisions which are made minute by minute in the classroom by both teachers and students. The strategy assists teachers and students by answering three central questions:

- o Where am I going?
- o Where am I now?
- o What strategies can help me get to where I need to go?

Research shows when educators partner with students in the formative assessment process, the teaching/learning process is enhanced and powerful learning takes place. This is true for all learners, but the effects are even more dynamic for struggling learners. “And although formative assessment has a significant effect on learning for all students, it ‘helps low achievers more than other students and so reduces the range of achievement while raising achievement overall’” (Moss, Brookhart, 2009), (Black & Wiliam, 1998).

Previously, district-wide staff development centered on the identification of learning targets for all content area standards and aligning the learning targets with common summative and common formative assessment. The next steps focused on integrating formative assessment and student feedback dialogue into the Professional Learning Community (PLC) culture. Instructional coaches added support structures into the observation cycle to assist teachers in fully integrating effective feedback and questioning strategies into their classroom instruction.

During the 2019-2020 school year, STMA staff continued their work with the knowledge base and routines necessary for making the use and review of data from common formative and summative assessments standard practice in PLCs. This was accomplished through the Data Driven Dialogue (DDD) collaborative inquiry method. The approach features the continued training and development of school and district leaders (PLC facilitators, instructional coaches, and administrators) who guide PLCs and site Facilitator Teams through a process of 1) building a foundation, 2) identifying a student learning problem, 3) verifying causes of student learning problems, 4) generating and monitoring solutions, and 4) achieving results. This collaborative inquiry with school-based Facilitator Teams is intended to influence the culture of the schools so that data are used continuously, collaboratively, and effectively to improve teaching and learning. Staff members will continue to practice using the DDD collaborative inquiry method throughout the 2020-2021 school year.

District Staff Development Focus: Job-Embedded Teacher Collaboration - Professional Learning Communities and Instructional Coaching ([See Q-Comp Plan STMA – Component 2, Teacher Evaluation Plan STMA](#))

Teacher collaboration is part of the continuous improvement process and an integral element of the teacher evaluation system. Ongoing collaboration and continuous improvement not only helps teachers continue to refine their skills, but gives them support throughout the process.

STMA uses Professional Learning Communities (PLCs) at all grade levels and sites to promote collaboration and integrate high-quality instruction, rigorous curriculum, and meaningful instructional tools. The responsibilities of the PLCs are to work toward site and PLC goals, analyze data, ensure the alignment of curriculum and common assessments to state and/or national standards, investigate and try best practice instructional strategies and research-based interventions, integrate technology into instructional practices, and facilitate teacher learning. PLC members are responsible for researching and sharing effective evidence-based instructional strategies and practices as a team. Educators implement the chosen strategies in the classroom and use examples of student work for discussion and refinement of practice.

PLC facilitators are trained annually in leadership responsibilities and the Data Driven Dialogue, a process they will lead in their PLC. PLC facilitators will also be on their site's Facilitator Team, which includes the site principal and instructional coach. Facilitator Teams collaborate professionally on developing ideas and strategies to implement the data process in their PLCs and use data to effectively support building instructional needs.

During the 2020-2021 school year, Q-Comp instructional coaches are providing support to individual teachers and PLCs in an effort to assist staff in meeting SMART goals for buildings, PLCs, and individual teachers. Instructional Coaches observe tenured teachers throughout the school year and provide teachers with data (aligned with the Teacher Evaluation Rubric) on what is taking place in their classrooms with the purpose and intent of professional development. Striving for continuous improvement, areas of focus are highlighted by the coach and teacher as they meet before and after an observation.

Additionally during the 2020-2021 school year, instructional coaches will continue to provide individual, site, and district level support through trainings on TypeCoach. This method will assist in teacher collaboration through self-assessment tools and resources intending to support harmonious collaborative efforts among staff.

District Staff Development Focus: Social-Emotional Student Supports

In its most current Strategic Plan, the STMA School District has stated its commitment to engage in continuous improvement of student support systems and programs in an effort to meet the academic and social-emotional needs of all students. Specifically the plan outlines the manner in which the school district will refine mental health and social-emotional support systems, structures, and practices to better meet the needs of our students.

Social-Emotional Learning (SEL) Professional Development: Throughout the past few school years, school staff have been receiving professional development focused on improving school culture, school climate and social/emotional development. The content of the training is determined by a team at each school and is based on Search Institute's REACH data. REACH, a relationship-based system to strengthen student motivation, examines social and emotional factors such as Relationships, Effort, Aspirations, Cognition, and Hear and other key variables that affect student motivation and engagement.

Racial Equity Professional Development: District administrators and select teacher leaders, who have participated in two years of training focused on practicing Courageous Conversations about Race (CCR) protocols to encourage productive conversations about race and address the various impacts of race on student achievement, are beginning the process of facilitating the use of CCR protocol with educators at the site level. The purpose of this work is to create a safe environment in which the entire school staff can learn and grow in racial consciousness and CCR competency.

Adverse Childhood Experiences (ACEs) & Trauma-Informed Schools Professional Development: District administrators and select teacher leaders are participating in the second year of ACEs & Trauma-Informed Schools professional development. The purpose of the training sessions is to provide guidance to site leaders in supporting trauma-informed school systems-building efforts. The content of the sessions revolves around developing a deep understanding of the prevalence and impact of childhood trauma, engaging school-wide strategies for better supporting students who have experienced trauma, and supporting adult capacity to be effective practitioners of trauma-responsive education.

Social Emotional Learning (SEL) Curriculum Work: At a district level, the Curriculum Director and Curriculum Coordinator are working with the district school counselors and building principals to fully integrate Social Emotional Learning (SEL) competencies into K-12 teaching and learning practices. The Collaborative for Academic and Social and Emotional Learning (CASEL) framework of five competencies will be used to guide the processes.

District Staff Development Focus: Curriculum Development

(See [2020-2021 STMA Curriculum Review Cycle](#))

The primary goal of STMA's curriculum development process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within the allocated instructional time. The cyclic review involves teacher collaboration, parent/community member input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates. Much of the work which has occurred during the curriculum review process now takes place during weekly PLC meetings. PLCs harness teachers' collective ability to help students learn by examining data, engaging in ongoing job-embedded professional development, and making modifications to the curriculum in response to student needs. The process results in a living document describing content, skills, and assessments both horizontally within a grade level and/or content area and vertically across grade levels. STMA recognizes a guaranteed and viable curriculum that has a strong correlation to student achievement.

During the 2020-2021 school year, Science is in the second year of the standard curriculum review process. Year two includes teachers conducting a 360-degree review to determine strengths and challenges of the current curriculum, reading best practice research articles, conducting surveys with students, parents, and community stakeholders, scrutinizing district test data, conducting a benchmarking study to ascertain what other districts are doing that STMA may replicate, and updating curriculum maps including content, skills, learning targets and common formative and summative assessments. In addition, standards are unpacked, studied, and powered

up. Based on work done in year two, subsequent years involve teachers working in Curriculum PLCs continuing to read and discuss best practice, conduct a data analysis of common formative and summative assessment results, and maintain an on-going dialogue and reflection of what is working, what is not working and what changes need to be made. Curriculum PLCs meet once a trimester.

During the 2020-2021 school year, School Counseling and K-12 Reading Interventionist Programs will be added to our district curriculum cycle. This review process involves conducting a 360-degree review to determine strengths and challenges of current programming, reading best practice research articles and books, conducting surveys with students, parents, and community stakeholders, reviewing longitudinal data, and conducting a benchmarking study to ascertain what other districts are practicing that STMA may replicate. New programming norms are initiated and implemented as needed. Materials are updated based on data analysis and through a Needs' Assessment. For Reading Intervention, the district test data is reviewed in grade level teams.

District Programming Improvement Focus: Early Childhood Kindergarten Readiness

(See [Early Childhood/Kindergarten School Readiness Plan STMA](#))

Certain kindergarten behavioral and academic readiness skills are strongly associated with student performance in math and English at third grade. In an effort to ensure students have the opportunity to begin their schooling with the appropriate skills, STMA has developed a *Kindergarten Readiness Plan* to guide the educational progression of students from early childhood to kindergarten. In year one, preschool and kindergarten staff worked together to establish behavioral and academic readiness indicators. These readiness indicators are shared with area preschools and daycare providers via the Early Learner Program. In addition, communication protocols between early childhood and kindergarten programming were developed and implemented. Preschool teachers began the process of ensuring their curriculum was aligned to the Early Childhood Indicators of Progress: MN Early Learning Standards and the MDE Kindergarten Standards. The standards provide a framework for understanding and communicating a common set of developmentally appropriate expectations for prekindergarten children. Preschool teachers continue to refine common formative and summative assessments, as well as mapping their curriculum. During the 2020-2021 school year, Early Childhood and Kindergarten will be using the Minneapolis Preschool Screening Instrument (MPSI-R), locally produced tools, and standardized tools to progress monitor kindergarten readiness. Teachers will be able to track kindergarten readiness from early childhood through kindergarten. The partnership between the preschool and kindergarten staff will continue as the *Kindergarten Readiness Plan* guides the educational progression of students from pre-kindergarten to kindergarten.

District Programming Improvement Focus: Curriculum & Technology Integration

There is a wide availability of new and emerging technology tools that can assist teachers in making teaching easier and more engaging for students. This integration has become more essential since technology is becoming the engine on which teaching and learning operates. Technology is about creating instructional environments that can facilitate active engagement, meeting the specific and varying learning needs of the students, facilitating collaborative problem solving, and providing students with authentic learning environments. Technology integration is achieved when technology is accessible and readily available for the task at hand and supports curricular goals and at the same time helps students to effectively reach their learning

goals. Students are more actively engaged in their learning when technology integration is a seamless part of the learning process. Technology integration in education requires students to actively use technology, not just view technology-based content created by their teachers. The goal of technology integration is for teachers to apply the use of technology in a seamless manner that supports and extends curriculum objectives and engages students in meaningful learning. Almost all workers in business, industry, government, and education are now required to use technology in some manner. The technology skills and knowledge that students gain in the classroom will create a foundation for the technology skills and knowledge they will need in the future.

During the 2020-2021 school year, the Media Specialists and building Technology Coaches in the district will provide staff development opportunities within their building to help promote and facilitate the use of technology in the classroom. They will create, design, and implement a Building Technology Integration Plan which will include: monthly staff development opportunities for staff, monthly information about technology integration ideas communicated to each building, and resources will be collected, curated, and shared with staff on a Technology Integration Website

The Curriculum Technology Integration Coordinator will work closely with the Media Specialists and Technology Coaches to provide training at each building and support in implementing the use of technology in the classrooms.

The Curriculum Technology Integration Coordinator, Media Specialists, and building Technology Coaches will work closely with the building principals, staff development teams, Q-Comp coaches, and technology and PLC leaders to coordinate each building's technology efforts. The Media Specialists will help coordinate/facilitate technology integration opportunities in their building and be the conduit between the district and the building Technology Coaches.

The Curriculum Technology Integration Coordinator will attend curriculum meetings as needed to assist in the selection and implementation of appropriate technology resources for the content areas that are on the curriculum review cycle.

In addition to the District Improvement Plan, each building within the STMA school system develops plans for improving student achievement, programming and instruction within their individual building. The various building improvement plans are described below:

School Improvement Plans (See [EC Improvement Plan 2020-2021](#), [AP Improvement Plan 2020-2021](#), [BW Improvement Plan 2020-2021](#), [FE Improvement Plan 2020-2021](#), [STME Improvement Plan 2020-2021](#), [ME Improvement Plan 2020-2021](#), [MW Improvement Plan 2020-2021](#), [STMA HS/Knights Academy Improvement Plan 2020-2021](#))

In addition to the *District Improvement Plan*, each school within the STMA school system develops plans for improving student achievement, instruction, curriculum, programming, and cultural competencies within their individual building. Individual Site Staff Development Committees draft *School Improvement Plans* outlining explicit staff development strategies to ensure professional growth opportunities and curriculum development specific to assisting staff in meeting the building's student achievement and cultural competency goals. The building plans are part of a comprehensive method of professional development to ensure all staff members

effectively provide instruction which ensures all students remain on track to graduate and attain career and college readiness before completing high school.

Strategies for improving instruction, curriculum and student achievement vary amongst buildings. Specific strategies are identified in each site's improvement plan.

V. Meeting the Academic Needs of High Performing Students (See [*Elementary Challenge Programming Identification Criteria and Procedures*](#), [*5th Grade Advanced Programming Identification Procedures*](#), [*6-8 Grade Advanced Programming Identification Procedures*](#))

High Potential Programming

The mission of St. Michael-Albertville High Potential Programming is to challenge and meet the needs of academically talented students in grades 3-8 by enhancing the Math and Language Arts curriculum and providing learning opportunities beyond the general school program in these two subject areas. Students are assessed annually for placement in High Potential Programming services; therefore, participation in the program can vary from year to year based on students' developmental needs. Data points are screened annually to identify students who may qualify for high potential programming. A committee of educators reviews MAP, FastBridge Assessments and MCA-III scores as well as classroom performance data and teacher recommendations in order to ensure the appropriate educational placement for each student. The identification process for levels of programming and its components are described in detail in the documents referenced above.

In addition, St. Michael-Albertville High School offers the following programming to meet the academic needs of students in grades 9-12.

ADVANCED COURSES in Algebra 1.5, Algebra 2, Biology, English 9, English 10, English 11, Geometry, Physical Science, Spanish I, Spanish II, Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics, Video Design and Woodshop, Business Graphics.

ADVANCED PLACEMENT COURSES

STMA High School offers Biology, Calculus AB, Calculus BC, Macro Economics, Micro Economics, English, Music Theory, Physics 1, Physics C, Probability & Statistics, Psychology, Spanish, Studio Art, US History and World History as Advanced Placement coursework. Students are eligible to take the Advanced Placement test in the spring to earn college credit.

COLLEGE-IN-THE-SCHOOL PROGRAM

Algebra, Chemistry, Spanish and Pre-Calculus are offered as college level courses which upon successful completion the student is eligible to earn college credit. Students must meet the following in order to be eligible to enroll in these courses, juniors (top 33%) and seniors (top 50%).

POST SECONDARY ENROLLMENT OPTIONS (PSEO)

Eligible juniors (top 33%) and seniors (top 50%) at STMA High School may enroll in a Minnesota post-secondary college on a full or part-time basis. The intent of the program is to promote rigorous educational pursuits and provide a wider variety of options for students while they earn college credit.

ARTICULATED COLLEGE CREDIT (AC) Grade 10-12

Articulated Credit is intended to provide technical and community college credit to students while they are attending high school classes. Students can earn college credit in high school at no cost to them. Classes are taught by high school teachers, at the high school.

BUSINESS CERTIFICATES

Students may receive a Business Certificate upon completion (minimum grade of 80%) of the required business courses. This certificate certifies that the student has completed a comprehensive course of study in business. It will serve as a certification of competency in securing employment in the business field and/or entering a business program on the college level.

Acceleration (See [Acceleration Administrative Procedures](#))

Acceleration can mean completion of the K-12 program in less than 13 years as well as earlier introduction and use of curriculum content and materials. Several forms of acceleration and enrichment are currently being used within the district: early school entrance, grade-skipping, single-subject acceleration, curriculum compacting (elementary and middle school math), college in the school, advanced placement, and post-secondary education options. The *Acceleration Administrative Procedures* document explains STMA's acceleration criteria and assessment procedures in detail.

Early Admission to Kindergarten (See [Policy 550 Kindergarten Early Admission](#))

An effective avenue for allowing children with advanced skills reach their academic potential is to allow them to start school early. According to the Templeton National Report on Acceleration, *A Nation Deceived*, "Students who are carefully selected for early entrance to school generally perform very well, both academically and socially." (Belin & Blank Center, 2004). The criteria and procedures for early admission to kindergarten are stated in *Policy 550 Kindergarten Early Admission*.

VI. Access to Excellent and Diverse Teachers (See [STMA School District Annual Building Report on Equitable Teacher Distribution and Access to Diverse Teachers](#))

STMA recognizes the importance of hiring, retaining, and developing high-performing staff capable of delivering outstanding instruction. The district has instituted a process to review, examine, and evaluate the equitable distribution of teachers and implemented strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. In addition, the district will periodically review and evaluate students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district and who reflect the diversity of enrolled students. The *STMA School District Annual Building Report on Equitable Teacher Distribution and Access to Diverse Teachers* report describes these plans in detail. The District Advisory Committee (DAC) assists the district by making recommendations about the means to improve students' equitable access to effective and more diverse teachers.

VII. Committees and Roles

STMA Committees, Roles, & Membership (See [STMA Advisory Committee Overview](#))

Effective communication is the cornerstone of any organization's success. It ensures the flow of information between all stakeholders thereby reducing the incidences of misunderstanding and lack of trust and increasing collaboration and teamwork towards a common goal. STMA has created a structure to increase the likelihood of effective communication amongst all stakeholders. The [STMA Advisory Committee Overview](#) diagram illustrates how communication is designed to flow through the system.

District Governance: (School Board/Superintendent)

Minnesota School Boards are charged with governing the school district efficiently and leading effectively to provide equitable education, resulting in high student achievement. The Superintendent serves as the School Boards chief advisor on educational matters and as the district's educational leader. Input from the community is essential to the success of this work.

District Advisory Committee/Assessment Advisory Committee (See [STMA DAC By-Laws](#))

STMA's curriculum and assessment advisory committee is called the District Advisory Committee (DAC). The DAC is composed of community members, school board members, teacher leaders, district administrators, a student, and a member of the support staff who work together to ensure STMA children are college and career ready. The primary purpose of the committee is to be informed of practices and programs influencing teaching and learning throughout the district. These include the curriculum review process, district and site student achievement goals, measures, and results, professional development plans, reports on federally funded programming, overviews of state and federal mandates, and other related items. The DAC advises and provides recommendations to the school board regarding means to improve programming for all students.

Schools (Administration/Staff/Site SD Committee)

School administration and staff communicate directly with parents/guardians regarding the educational progress of their student(s). In addition, each STMA school has a Site Staff Development Committee which is chaired by a teacher leader. The purpose of the site team is to develop and implement a school improvement plan, which includes SMART student achievement goals and job-embedded professional development strategies to improve curriculum, instruction, student achievement, and community engagement at the school site. In addition, support staff have a subcommittee called the Support Staff Professional Development Committee which is chaired by a member of the Human Resources Department. In September, each site chairperson reports the results of the previous year's improvement plan goals to the DAC members. The site chairs seek feedback from DAC members on the proposed school improvement plan for the upcoming school year at the May meeting.

District Teams (Administrators/District SD Committee)

Administrators from schools and programs across the district meet on a regular basis to tend to the business of the district and ensure accurate and efficient systematic communication. The administration team includes the

Superintendent, school principals and assistant principals, and leaders in the areas of Building & Grounds, Community Education, Food Service, Special Education, and Teaching & Learning.

The District Staff Development Committee is charged with developing overarching SMART goals and professional development plans in an effort to improve instruction, curriculum, programming and ultimately, student achievement throughout the school district. The chairperson of each Site Staff Development Committee sits as a member on the district committee and acts as a building liaison to the District Advisory Committee. Additional members of the District Staff Development Committee include: Director of Teaching & Learning, Curriculum & Technology Integration Coordinator, Q-Comp Advisor, Support Staff Professional Development Committee Representative, two support staff members and a building principal.

Q-Comp(Governance Board, Advisor, Instructional Coaches)

The Q-Comp program includes a Governing Board that is responsible for overseeing the Q-Comp Plan. The board is responsible for ensuring implementation of the program in accordance with the approved plan and administering and writing the annual Q-Comp budget. The board is composed of three representatives appointed by Education Minnesota St. Michael-Albertville and three representatives appointed by the superintendent.

The Q-Comp Advisor is the leader who supports teacher growth and student achievement by coordinating the Q-Comp Plan, supervising the Instructional Coaches, providing training, focusing the Q-Comp initiative on best practices, ensuring compliance, analyzing data, and promoting and communicating the program.

The Instructional Coach coaches colleagues by modeling best practice strategies, conferencing, observing, evaluating, and providing substantial feedback.

Report Requirements

To meet the report requirements STMA's Teaching and Learning Department will:

- Title the report "District 885-St. Michael-Albertville Schools Local World's Best Workforce Plan."
- Present the plan to the school board for approval each year.
- Place the report on the district's web page after school board approval.
- Submit a summary of the report to the Commissioner of the Minnesota Department of Education.
- Draft an annual budget to support the plan and submit to the superintendent each May.
- Survey parents every other year about their connection to and level of satisfaction with schools. The survey will be conducted during the winter and will be placed on the district website. An automated caller will invite parents of students in grades prek-12 to take the survey. Paper copies will be available in all school offices. Results will be published in the *Knights View*, reviewed by the administrative team, and shared with staff via building administrators. District and site staff development committees will use data from the survey to inform improvement plans.

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