

World's Best Workforce Plan 2019
Maple Lake Public Schools
ISD #881

ISD #881's World's Best Workforce Plan is geared to meet the requirements of MS120B.11 and the mission of Maple Lake Public Schools, specifically making progress towards:

- having all students ready for kindergarten;
- having all students in third grade achieving grade level literacy;
- closing identified achievement gaps in the district;
- having all students attaining career and college readiness before graduating from high school; and
- helping all students graduate from high school.

I. Goals and Benchmarks for Instruction and Student Achievement

A. World's Best Workforce Goals for 2019-2020

1. All Students Ready for Kindergarten

- a. At least 55% of the Maple Lake Public School kindergarten students who attended the Wee Irish Preschool program will be able to identify the numbers 1 through 10 as measured by ESGI assessment in the first week of the 2019-20 school year.
- b. At least 75% of the Maple Lake Public School kindergarten students who attended the Wee Irish Preschool program will be able to recognize 60% of the uppercase letters as measured by ESGI assessment in the first week of the 2019-20 school year.

2. All Students in Third Grade Achieving Grade Level Literacy

- a. The percent of all 3rd grade students enrolled in Maple Lake Elementary School on October 1, 2019 who are proficient in the reading accountability tests (MCA and MTAS) will increase from 53.6% in 2018 to 55.6% in 2019.

3. Close Identified Achievement Gaps in the District

- a. The proficiency gap between all students and the special education students enrolled in Maple Lake Public Schools on October 1, 2019 who are proficient in the reading accountability tests (MCA and MTAS) will decrease from 40.7% in 2019 to 38.7% in 2020.

- b. The proficiency gap between all students and the free & reduced students enrolled in Maple Lake Public Schools on October 1, 2019 who are proficient in the reading accountability tests (MCA and MTAS) will decrease from 14.6% in 2019 to 12.6% in 2020.
 - c. The proficiency gap between all students and the special education students enrolled in Maple Lake Public Schools on October 1, 2019 who are proficient in the math accountability tests (MCA and MTAS) will decrease from 22.3% in 2019 to 20.3% in 2020.
 - d. The proficiency gap between all students and the free & reduced students enrolled in Maple Lake Public Schools on October 1, 2019 who are proficient in the math accountability tests (MCA and MTAS) will decrease from 12.1% in 2019 to 10.1% in 2020.
4. All Students Attaining Career and College Readiness before Graduating from High School
- a. Maple Lake High School will have 100% of its students enrolled in 9th grade Civics courses during the third quarter and complete a Career Investigation Unit and course plan, which includes a Personal Learning Plan.
 - b. 80% of the Maple Lake High School juniors will take a nationally-normed Post-Secondary entrance exam prior to the start of the 2020-2021 school year.
 - c. Personal Learning Plans will be reviewed annually by 100% of the students enrolled in grades 10 and 11 at Maple Lake High School.
5. All Students Graduate from High School
- a. At least 95% of Maple Lake High School seniors will graduate in four years in 2020.
 - * Maple Lake High School's class of 2019 had a 96% graduation rate, which exceeds the State of Minnesota's goal of 90% by 2020.

B. Additional District Goals and Benchmarks for 2019-2020

- 1. School Board Goals - The Maple Lake School Board establishes goals each year to guide them in fulfilling the District's mission statement. The goals for 2019-2020 school year are geared to 1) continue to improve the level of student achievement in academic areas as measured by the Minnesota Comprehensive Assessments (MCA); 2) continue to improve its financial condition; 3) address school building and grounds needs. ([School Board Goals 2019-2020](#))

2. Staff Development Goals – The Maple Lake Public School District has five staff development goals: 1) Improve Test Scores; 2) Integrate Technology in our Educational Setting; 3) Maintain a Highly Qualified Staff Providing High Quality Instruction; 4) Provide a Staff that Models Positive Interactions; and 5) Provide a Safe Environment with Highly Trained Staff. A “Goals Grid” breaks each goal into several action steps, lists personnel responsible for overseeing each action step, sets a specific timeline for completing each action step and lists indicators of success. The date of competition and the success level of each action step are recorded annually. ([Staff Development Grid](#))

3. Grade Level Benchmarks - Maple Lake Preschool has developed early childhood objectives based on the Minnesota Early Childhood Indicators of Progress. Maple Lake Elementary School has developed grade level standards for kindergarten through 6th grade. Maple Lake High School has embedded Minnesota State Standards into our courses. Additionally, departments follow a scope and sequence and have a written curriculum with learner outcomes that are followed.

Preschool Standards

[Early Childhood/Preschool Objectives](#)

Elementary Standards

[Kindergarten-Reading Standards](#)

[Kindergarten-Math Standards](#)

[1st Grade-Language Arts Standards](#)

[1st Grade-Math Standards](#)

[2nd Grade-Reading Standards](#)

[2nd Grade-Math Standards](#)

[3rd Grade-Reading Standards](#)

[3rd Grade-Math Standards](#)

[4th Grade-Reading Standards](#)

[4th Grade-Math Standards](#)

[5th Grade-Reading & Math Standards](#)

[6th Grade-Language Arts Standards](#)

[6th Grade-Math Standards](#)

High School Standards

[Art Learner Outcomes](#)

[Art Scope & Sequence Grid](#)

[Foreign Language Learner Outcomes](#)

[Foreign Language Scope & Sequence Grid](#)

[Health Learner Outcomes](#)

[Health Scope & Sequence](#)

[Language Arts Learner Outcomes](#)

[Language Arts Scope & Sequence Grid](#)

[Math Learner Outcomes](#)

[Math Scope & Sequence Grid](#)

[Music Learner Outcomes](#)

[Music Scope & Sequence Grid](#)

[Physical Education Learner Outcomes](#)

[Physical Education Scope & Sequence Grid](#)

[Science Learner Outcomes](#)

[Science Scope & Sequence](#)

[Social Studies Learner Outcomes](#)

[Social Studies Scope & Sequence](#)

[Technology Education Learner Outcomes](#)

[Technology Education Scope & Sequence](#)

4. Q-Comp Goals - The Maple Lake Public School District has developed a Q Comp schoolwide student academic achievement SMART goal in reading for Maple Lake Elementary School and Maple Lake High School.

- a. The percentage of all students enrolled October 1 in grades 3 – 6 that take the MCA test at Maple Lake Elementary School who earn an achievement level of proficient will increase from a starting value of 65.5% in 2019 to 66.5% or higher in 2020.
- b. The percentage of all students enrolled October 1 in grades 7, 8 & 10 that take the MCA test at Maple Lake High School who earn an achievement level of proficient will increase from a starting value of 50.7% in 2019 to 51.7% in 2020.

II. Assessing and Evaluating Student Progress

A. Assessments – The Maple Lake Public School District uses a number of mandated and voluntary assessments to monitor individual student and school progress.

- Teaching Strategies – Gold
- Developmental Indicators for the Assessment of Learning (DIAL-4)
- Educational Software for Guiding Instruction (ESGI)
- NWEA (Northwest Evaluation Association) Math & Reading – 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade
- MCA (Minnesota Comprehensive Assessment) Math - 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 11th Grade
- MCA (Minnesota Comprehensive Assessment) Reading - 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 10th Grade
- MCA (Minnesota Comprehensive Assessment) Science - 5th Grade, 8th Grade, 10th Grade
- NAEP (National Assessment of Educational Progress) - As requested 4th Grade, 8th Grade, 12th Grade
- Career Assessments - 9th Grade
 - O*Net Interest Inventory
 - Interest Profiler
 - IDEAS
 - Career Cluster Inventory
 - SKILLS Assessment
 - Work Importance Locator
- ACT (American College Testing) - 11th Grade, 12th Grade
- PSAT (Preliminary Scholastic Assessment Test) - 11th Grade
- Accuplacer - 11th Grade, 12th Grade

B. Transition to Postsecondary Opportunities - The 8th grade business class begins investigation into careers by looking at different assessments and career choices.

The 9th grade civics course includes approximately one quarter of the year on career investigation. Students take numerous inventories and assessments to suggest career areas that match their skills, interests, or abilities. They research different careers and

programs of study to grasp an understanding of the high school and post-high school requirements to prepare for the careers. The students also examine choices after high school involving work, technical education, community college, four-year universities, or the military. The investigation culminates with a course plan of classes the student plans to take throughout their remaining years in high school.

Additional preparation beyond 9th grade includes the opportunity for students to enroll in an “On the Job” course through Wright Technical Center and other work-based learning opportunities. Finally, the guidance counselor meets with all juniors and seniors to assist in post-high school planning.

- C. Assessment for Gifted and Talented Students - The Maple Lake Public Schools developed procedures to address the unique rates children develop physically, emotionally and intellectually. The following policies, procedures and assessments are used for identifying students for participation in gifted and talented programs, academic acceleration and early admission to school.
1. Gifted and Talented/Enrichment Programs – This includes programs such as Knowledge Bowl, Junior Great Books, Science Rocks, Camp YaYa, etc. Participants are selected through:
 - a. MCA and/or MWEA scores;
 - b. Teacher recommendation;
 - c. Level of success during previous participation.
 2. Acceleration
 - a. An acceleration referral can be made by the teacher, parent or child based upon current performance at or above the 95th percentile (Boehm survey K, observation survey K-1, NWEA scores 2-8, or MCA scores 3-8).
 - b. Information is gathered regarding student performance using GATES (Gifted and Talented Evaluation Scale), and/or SAGES (Screening Assessment for Gifted Elementary Students), and/or TOMAGS (Test of Mathematical Abilities for Gifted Students)
 - c. The parent, principal, teacher and gifted coordinator meet to discuss the results and make final decision.
 3. Early Entry to School – [ISD #881 Policy 503.1 Early Entrance to Kindergarten](#) applies to enrolling students into kindergarten prior to the MS 120A.20 legal entrance age of five years on or before September 1.
 - a. The child must be five years on or before October 15
 - b. The parents will complete the Early Entrance Checklist and an interview with the school psychologist while the kindergarten team interviews the child to decide if the child is recommended to proceed to an assessment.
 - c. A school psychologist who will conduct an individual intellectual assessment using the *Wechsler Preschool & Primary Scale of Intelligence (WPPSI 4)*. The kindergarten teacher(s) will also use a locally developed assessment to determine the child’s readiness for kindergarten.

- d. Children who score at or above the 95th percentile on the WPPSI 4 and demonstrate exemplary skills on the locally developed assessment will be recommended for probationary admission to kindergarten.

III. Evaluating the Effectiveness of Instruction and Curriculum

A. Evaluating the Effectiveness of Instruction

1. Teacher Evaluation - ISD #881 engages in regular evaluation and coaching of probationary and tenured teachers by principals and peer coaches through our Q Comp program. ([Professional Review Cycle](#), [Teacher Evaluation Plan](#), [Teacher Observation Form](#))
2. Principal Evaluation - ISD #881 has a principal evaluation system designed to evaluate principals in performance responsibilities aligned with the district's elementary and high school principals' job descriptions. The superintendent evaluates principals based on their performance, attainment of predetermined goals and a survey of stakeholders. ([MLE Principal Evaluation Model](#), [MLHS Principal Evaluation Model](#), [Principal Evaluation Grid](#))
3. Superintendent Evaluation - ISD #881 evaluation system designed to evaluate the superintendent in performance responsibilities aligned with the superintendent's job description. ([Superintendent's Evaluation Form](#))

B. Evaluating the Effectiveness of Curriculum

- Data Review – Principals and teachers review the assessment data each year to identify strengths and needs of our curriculum, instruction and individual students.

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

A. Strategies for Improving Instruction

1. Access to Excellent and Diverse Teachers – The Maple Lake Public School District is a pre-kindergarten-12 grade system located on a single campus in rural Minnesota. The district's goal is to provide every student with an effective teacher who is appropriately licensed teacher and has a passion for teaching, excellent interpersonal skills, a solid work ethic, excellent classroom management skills and excellent instructional skills. Hiring procedures are in place that give consideration to veterans' preference and hiring teachers who reflect the diversity of the district's students. All teachers currently on staff are "highly qualified" under ESSA. All teachers are observed annually by peers through the District's Q Comp program. Administrators evaluate probationary

teachers three times each year and tenured teachers every third year to help ensure quality instructors are working in our classrooms.

Each spring elementary teachers and the principal work together to create class lists for the next school year geared to provide each student with the best opportunity to be successful. A combination of students' academic abilities, behaviors, special needs, etc. are considered when developing these placements.

The high school principal, with input from staff, builds schedules for students in grades 7-12. Many classes are taught by only one faculty member.

2. Q Comp – ISD #881 became a Q Comp school district in the 2010-11 school year, working with the Minnesota Department of Education to ensure alignment with statutory requirements. Maple Lake's program includes teacher leadership positions, professional development through professional learning communities, peer coaching, and a performance pay system. This program is directed by the District Leadership Team, which is chaired the Q Comp Advisor.
3. Staff development opportunities are available to Maple Lake Public School staff. The District Leadership Team sets staff development activities for the district's workshop days. Staff may also submit requests for off campus workshops, seminars and conferences. The Meeker and Wright Special Education Cooperative holds trainings for teachers, support staff and administrators that pertain to working effectively with special education students and correctly completing paperwork.

B. Strategies for Improving Curriculum

- Curriculum Review Cycle - ISD #881 follows the curriculum cycle that matches MDE's revision and implementation of language arts, mathematics, science, social studies and arts standards. We also have a locally monitored four-year cycle in health, physical education, life studies, industrial arts, music, special education, business education and Spanish.

C. Strategies for Improving Student Achievement

1. Summer Wee Irish Preschool - The summer Wee Irish Preschool program is an eight-week program enriched with literacy, math, and personal and social development. This program is free to families and was added to assist students who need additional support over the summer months to be prepared to enter kindergarten in the fall.
2. Reading Recovery - Reading Recovery is a short-term intervention of one-to-one tutoring for low-achieving first graders. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a teacher trained in Reading Recovery.

3. Title I - Title I provides federal funding to schools to help students who are at risk of falling behind academically. The funding provides supplemental instruction for students who are economically disadvantaged or at risk for failing to meet state standards. Students are expected to show academic growth at a faster rate with the support of Title I instruction.
4. Literacy Plan - Maple Lake Elementary School provides highly qualified instructors who utilize techniques described in MLE's Literacy Plan to promote reading proficiency in which 100 % of our students are reading at or above grade level by 3rd grade. ([MLE Literacy Plan 2019](#))
5. Alternative Delivery of Specialized Instructional Services (ADSIS) - ADSIS is a biannual application process for districts and charter schools to apply for state special education aid. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing supports early to struggling students. Districts are expected to align the ADSIS program within their existing supports. Districts collect data as specified in the application and submit evaluation information to MDE each year to determine program impact.
6. Connecting Links - A growing number of students in our district have environmental factors influencing their success behaviorally and academically. Informal efforts to provide support to these students are insufficient. A systematic program that provides training and support to volunteers and monitors the program implementation will yield more favorable and lasting benefits for students. Connecting Links is a volunteer program designed to pair a child who may have specific academic or emotional/social needs with a nurturing adult volunteer.
 - a. The student will develop a nurturing relationship with an adult mentor.
 - b. The adult mentor will be a role model and foster good citizenship skills in the student.
 - c. The student will gain self-confidence, ideally resulting in positive growth in social relationships and academic improvement.
7. Backpack Buddies - Backpack Buddies is a program available to offer a supply of nutritious meals and snacks for children over weekends or extended breaks, free of charge. Any child enrolled in Maple Lake Schools who qualifies for free lunches is eligible to receive a weekly backpack of food. Bags are distributed on the last school day before a weekend or break. Backpacks get brought back to school the following Monday and filled with food for the end of the week.
8. Strategies for Learning - Strategies for Learning is a program to assist students in grades 7-12 who are struggling in their classes due to needed assistance with

homework, organization, study skills, or a quiet place to work. Students are able to access the Strategies for Learning room before and after school, during their study halls, and during work time in their regular classrooms.

9. Irish Mentors - Irish Mentors is a student group that works to give back to the school and Maple Lake Community. Students are chosen to be members of this group. The students organize Prom week activities to encourage students to make safe and healthy choices. The group makes presentations to elementary age children on refraining from using tobacco. They also perform community service work in the City of Maple Lake and help in other areas of the school as needed.
10. College Coursework - Maple Lake High School has teamed up with Southwest Minnesota State University and Lake Superior College to provide college-in-the-school options for our students. Students may take courses for college credit in the areas of math, English, social studies, and science. Students can graduate from Maple Lake High School with 37 college credits if they take advantage of all the courses offered through this program.

Maple Lake Public Schools has entered into a memorandum of understanding with the Maple Lake Federation of Teachers to meet the Higher Learning Commission's requirements to teach college level coursework by September 1, 2022. The District will pay for up to half (50%) of the graduate level college credits for courses that lead to the teacher obtaining a specific license or accreditation that the District desires. A teacher may apply the credits for which he/she paid, toward a lane change as described in the Master Agreement between the District and the Union. A teacher completing graduate credits beyond a master's degree, may apply one (1) of the nine (9) credits paid through District funding to the nine (9) credits for which he/she paid, to a lane change as described in the Master Agreement between District and Union. After the teacher has successfully taught the specific District requested course(s) for three school years within the District, the teacher may also apply the credits for which the District paid toward a lane change.

V. Committees and Roles

- A. District Leadership Team - Maple Lake's District Leadership Team (DLT) is responsible for overseeing our staff development, curriculum and Q Comp initiatives. The DLT Chair is the Q-Comp Advisor and is made up of parent representatives, regular education and special education faculty, paraprofessional, technology specialist, principals, superintendent and a school board member.
- B. Building Leadership Teams - The Building Leadership Team (BLT) at Maple Lake Elementary is comprised of eight staff members and the building principal. Membership represents classroom teachers, special education, paraprofessionals, specialists, and office staff. This group plans building initiatives and problem solves

areas of concern with the culture of our school building. The group meets in August prior to the start of the school year to review year-end surveys from the year before and make action plans for the upcoming year. They also meet once a month during the school year. Members serve a three-year term on Maple Lake Elementary BLT.

The Building Leadership Team at Maple Lake High School is comprised of six staff members and the building principal. Membership represents classroom teachers and paraprofessionals. This group meets to discuss the direction of the school, and issues that are of concern to staff. The team also plans building initiatives and problem solves areas of concern with the culture of our school building. This team meets monthly during the school year. Members of the Maple Lake High School BLT serve two-year terms.

- C. Reporting Requirements - To meet reporting requirements, the district will:
1. Create a report entitled “ISD #881- Maple Lake Public Schools Local World’s Best Workforce Plan.”
 2. The report will be placed on Maple Lake Public Schools’ web site at www.maplelake.k12.mn.us.
 3. An annual electronic summary of the report will be submitted to the Commissioner of the Minnesota Department of Education by December 1.
 4. Parents will be surveyed each spring about their level of satisfaction with school. The district shall include the results of these surveys in the summary report.
 5. The school board will hold an annual public meeting to:
 - a. review, and revise student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, as necessary.
 - b. 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.
 6. The Q Comp Advisor will report on the district’s Q Comp program to the Maple Lake School Board by June 15 of each year.

The mission of Maple Lake Public Schools is to create an exceptional place to learn and work, emphasizing educational opportunities that promote academic achievement, life-long learning, and productive citizenship in our society.