



**RUSH CITY SCHOOLS ISD #139**  
**WORLD'S BEST WORKFORCE REPORT 2014-15**

## **INTRODUCTION**

Minnesota law MS 120B.11 (World's Best Workforce legislation, 2013) requires each school district to adopt at a public school board meeting, a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

This report includes a review of district efforts during the 2014/2015 school year to improve educational opportunities for all students PreK-12 and to continuously improve the teaching and learning that prepares students for post secondary options and successful careers.

This district plan was organized around four main components: 1) District Mission and Goals, 2) Curriculum and Instruction, 3) Staff Development, and 4) Assessment.

The four main components mentioned above were reviewed as they relate to five educational goal statements below, provided by the Minnesota Department of Education.

1. All students ready for kindergarten.
2. All students in third grade achieving grade level literacy.
3. Closing the achievement gap.
4. All students career and college ready before graduation.
5. All students graduating from high school.

## **DISTRICT MISSION AND GOALS**

The District Mission statement and goals represent broad organizational goals which provide direction for all District initiatives. The Mission statement and goals were developed with input from staff, parents, and community; and ultimately reviewed and approved by the School Board.

### **Mission Statement**

Our mission is to provide each learner with appropriate educational opportunities to reach his or her potential.

## **District Goals**

1. The educational experiences of Rush City Public Schools shall be designed to promote the potential intellectual, moral and ethical, social, vocational, physical and personal development of all learners.
2. Fostering of positive attitudes towards learning shall be emphasized at all levels because the quality of education is determined more by the attitude of the person teaching and by the student taught than by any other factor.
3. Individuals shall be encouraged to become effective and responsible citizens in a democratic society. Acquisition of critical and creative thinking processes, constructive use of leisure and work time, and quality family involvement shall be emphasized.
4. Professional growth, teamwork, loyalty to students, efficiency and creativity shall be fostered in district staff.
5. The curriculum, teaching methods, and district's co-curricular activities shall continually be evaluated and improved through the use of educational research and technology in order to provide students with educational experiences that enhance their position in a changing global community.

## **Vision and Planning**

The District began a strategic planning process during the fall of 2014. Staff, students, and members of the community provided input into this process through surveys and meetings. The strategic planning process identified district priorities. The Strategic Plan and World's Best Workforce were not aligned for 2014/2-15 school year; yet will be at for the 2015/2016 school year. The school district will also adjust the membership for the Board Advisory Committee to include more community members and the addition of students, and expanded the charge statement for the committee to provide oversight for the Strategic Action Plan inclusive of the World's Best Workforce plan.

## **District Goals**

At least 60% of our students will meet their growth targets in reading and math, established by Measures of Academic Progress (MAP) tests. Note: Nationally 50% of the students meet their growth target.

### ***Results For Math***

- *Grade 2, 77% of the students met or exceeded typical growth*
- *Grade 3, 77% of the students met or exceeded typical growth*
- *Grade 4, 86% of the students met or exceeded typical growth*
- *Grade 5, 70% of the students met or exceeded typical growth*
- *Grade 6, 51% of the students met or exceeded typical growth; however 100% of the students in the lowest quartile met or exceeded typical growth and 61% of the students met or exceeded typical growth in the next quartile*
- *Grade 7, 45% of the students met or exceeded typical growth*
- *Grade 8, 66% of the students met or exceeded typical growth*

- *Grade 9, 75% of the students met or exceeded typical growth*
- *Grade 10, 54% of the students met or exceeded typical growth*

#### **Results For Reading**

- *Grade 2, 65% of the students met or exceeded typical growth*
- *Grade 3, 64% of the students met or exceeded typical growth*
- *Grade 4, 54% of the students met or exceeded typical growth*
- *Grade 5, 50% of the students met or exceeded typical growth*
- *Grade 6, 42% of the students met or exceeded typical growth*
- *Grade 7, 44 % of the students met or exceeded typical growth*
- *Grade 8, 42% of the students met or exceeded typical growth*
- *Grade 9, 53% of the students met or exceeded typical growth*

### **Preschool Reading**

The percentage of students entering kindergarten who meet early literacy target scores (average across five early literacy measures) will increase from 82.2% proficient in the fall of 2014 to 84% proficient in the fall of 2015.

*Results: 80% of the students measure proficient on all five early literacy target scores in the spring of 2015*

### **Preschool Math**

The percentage of students entering kindergarten who meet early numeracy target scores (averaged across four early numeracy measures) will increase from 47% proficient in the fall of 2014 to 52% proficient in the fall of 2015.

*Results: 71% of the student measured as proficient on all early numeracy target scores*

### **Elementary Reading**

The percentage of students in grades 3-6 at Jacobson Elementary School who are proficient on the Reading MCA test will increase from 58.1% in 2014 to 62% in 2015.

*Results: Overall percentage proficient was 63.6%*

- *Grade 3, 78% of students at or above proficiency*
- *Grade 4, 55% of students at or above proficiency*
- *Grade 5, 63% of students at or above proficiency*
- *Grade 6, 70% of students at or above proficiency*

The percentage of students who receive Free/Reduced lunch in grades 3-6 at Jacobson Elementary School who are proficient on the Reading MCA test will increase from 46.4% in 2014 to 49% in 2015..

*Results: Overall percentage proficient was 53.4%*

The percentage of students who receive Special Education in grades 3-6 at Jacobson Elementary School who are proficient on the Reading MCA test will increase from 14.3% in 2014 to 16% in 2015.

*Results: Overall percentage proficient was 22.6%*

### **Elementary Math**

The percentage of students in grades 3-6 at Jacobson Elementary School who are proficient on the Math MCA test will increase from 55.8% in 2014 to 59% in 2015.

*Results: Overall percentage proficient was 69.1%*

*Grade 3 percent proficient 94.7*

*Grade 4 percent proficient 80.6*

*Grade 5 percent proficient 51.6*

*Grade 6 percent proficient 43.9*

The percentage of students who receive Free/Reduced lunch in grades 3-6 at Jacobson Elementary School who are proficient on the Math MCA test will increase from 47.1% in 2014 to 50% in 2015.

*Results: Overall percentage proficient was 60.2%*

The percentage of students who receive Special Education in grades 3-6 at Jacobson Elementary School who are proficient on the Math MCA test will increase from 25.8% in 2014 to 29% in 2015.

*Results: Overall percentage proficient was 35.3%*

## **Elementary Science**

The percentage of students in grade 5 at Jacobson Elementary School who are proficient on the Science MCA test will increase from 53.7% in 2014 to 57% in 2015.

*Results: Overall percentage proficient was 56.5%*

The percentage of students who receive Free/Reduced lunch in grade 5 at Jacobson Elementary School who are proficient on the Science MCA test will increase from 53.8% in 2014 to 57% in 2015.

*Results: Overall percentage proficient was 36.8%*

## **High School Reading**

The percentage of students in grades 7, 8 and 10 at Rush City High School who are proficient on the Reading MCA test will increase from 50.3% in 2014 to 53.3% in 2015.

*Results: Overall percentage proficient was 45.2%*

- *Grade 7, 42% of students at or above proficiency*
- *Grade 8, 47% of students at or above proficiency*
- *Grade 10, 48% of students at or above proficiency*

The percentage of Special Education students in grades 7, 8 and 10 at Rush City High School who are proficient on the Reading MCA test will increase from 20% in 2014 to 23% in 2015.

*Results: Overall percentage proficient was 13.3%*

The percentage of students who receive free or reduced price lunches in grades 7, 8 and 10 at Rush City High School who are proficient on the Reading MCA test will increase from 45.3% in 2014 to 48.3% in 2015.

*Results: Overall percentage proficient was 32.3%*

## **High School Math**

The percentage of students in grades 7, 8 and 11 at Rush City High School who are proficient on the Math MCA test will increase from 48% in 2014 to 51% in 2015.

*Results: Overall percentage proficient was 45.9%*

- *Grade 7, 43.9% of students at or above proficiency*
- *Grade 8, 38.2% of students at or above proficiency*

- **Grade 11**, 46.7% of students at or above proficiency

The percentage of Special Education students in grades 7, 8 and 11 at Rush City High School who are proficient on the Math MCA test will increase from 15.4% in 2014 to 18.4% in 2015.

**Results: Overall percentage proficient was 5.3%**

The percentage of students who receive free or reduced priced lunches in grades 7, 8 and 11 at Rush City High School who are proficient on the Math MCA test will increase from 40.3% in 2014 to 43.3% in 2015.

**Results: Overall percentage proficient was 37.7%**

## **High School Science**

The percentage of students in grades 8 and 10 at Rush City High School who are proficient on the Science MCA test will increase from 44.5% in 2014 to 47.5% in 2015.

**Results: Overall percentage proficient was 50.8%**

**Grade 8 57.4 %**

**Grade 10 43.3 %**

The percentage of students who receive free or reduced priced lunches in grades 8 and 10 at Rush City High School who are proficient on the Science MCA test will increase from 27.5% in 2014 to 30.5% in 2015.

**Results: Overall percentage proficient was 42.6%**

## **CURRICULUM AND INSTRUCTION**

Curriculum refers to written plans that guide student learning experiences, leading to the development of knowledge, skills, and attitudes. Instruction refers to the various learning experiences which are aligned with local, state, or national standards. Board policies that relate to curriculum and instruction include Policy #603 Curriculum Development, Policy #604 Instructional Curriculum, Policy #606 Textbooks and Instructional Materials, and Policy #613 Graduation Requirements. These policies are available on the District website ([www.rushcity.k12.mn.us](http://www.rushcity.k12.mn.us)) or at the District Office.

Rush City teachers develop and revise curriculum following a review cycle that allows six area school districts (St Croix River Education District, SCRED) to work collaboratively, while retaining local control over the review and revision of curriculum. Instruction and assessment are aligned with local, state or national academic standards, instructional strategies are evaluated, and promising new instructional strategies may be embedded in the revised curriculum. Staff are expected to monitor student progress and adjust instruction as needed to facilitate student learning.

All students receive core instruction; supplemental instruction is provided for struggling students; and problem solving teams meet to develop specific interventions for students who are most at risk of failure.

The elements below are connected to a continuous improvement process that reviews, supports and/or evaluates the effectiveness of curriculum and instruction.

Teacher/Principal Development and Evaluation

- Teacher and Principal evaluation systems that target improving instruction
- New teachers are trained to implement ELA standards and our reading programs
- Reading Coach for grades K-3
- Title II program at the Elementary School provides staff development and class size reduction
- Mentoring program to support teachers during their first year in Rush City

#### Supplemental Programs

- AmeriCorps Reading (grades PreK-3) and AmeriCorps Math (grades 4-6) programs
- ADSIS, supplemental Reading instruction provided in the Elementary School, and supplemental Reading and Math instruction at the High School
- Title I program at the Elementary School supports reading and math instruction
- Problem Solving Teams follow the Response to Intervention process to assist students needing more intensive interventions
- Advanced Course Offerings: PSEO, Concurrent Enrollment, Advanced Placement, Infinity Online Courses, ITV Courses
- Alternative Learning Programs: Infinity Courses, Targeted Services, Pathways for Change, ALCs

#### Core Instructional Programs

- Curriculum Review Cycle including collaboration with instructors from area schools
- Curriculum alignment to state, national, and local standards
- Building climate initiatives
- District Technology Committee provides direction for the technology needs of our district
- Technology integration for embedding technology into curriculum and instruction
- SCRED initiatives and support for instruction (Bar Math, Kurzweil, etc.)
- High School Guidance Counselor meets with students/parents to develop a draft of courses, consistent with student career plans and leading to High School graduation

## **STAFF DEVELOPMENT**

The goal of staff development is to improve teacher effectiveness and ultimately improve student progress toward local goals and state standards. The District Staff Development Committee considers student assessment data, teacher effectiveness data, State and District goals and requirements, and trends in education as they develop priorities for staff development. The Staff Development Committee develops a professional development plan which is submitted annually to the School Board for approval.

### **Staff Development Goals for 2014-15**

- Continue to review data and align curriculum to state standards and test specs with an emphasis on Reading/Language Arts, Math, and Science.
  - *Student data was reviewed as a large group in September and again in December, discussion among grade levels and PLCs continued at least monthly throughout the school year.*
  - *Continued to align curriculum on three staff development days and throughout the school year.*
  - *High School curriculum maps were completed and published on the school website*

- Continue training to integrate technology into instruction (Smartboards, iPads, Chromebooks, Google Docs, Web pages, virtual field trips, etc.).
  - *After school Tech Time mini workshop sessions were offered during the school year*
  - *One full staff development day devoted to multiple breakout sessions on technology related topics*
  - *Atomic learning was presented as an online staff development tool*
  - *Individual project work time supported by Technology Integrationist was available and utilized*
  - *Technology Integration support available*
  - *SAMR model was explained and discussed with all teachers*
  - *Various topics and time provided to teachers implementing 1:1 iPads*
  - *Schoology (online Learning Management System) was presented to all High School teachers*
  - *Online course option offered to High School teachers in preparation for 1:1 Chromebook Initiative*
- Provide training and assistance to implement the new Teacher Development and Evaluation Plan.
  - *Teacher Development and Evaluation Plan training provided, specifically on Goal Setting and Peer Review processes*
  - *Training provided via videos and emails as various components of the plan were implemented for the first time.*
  - *Work sessions available throughout the school year as components of the plan were implemented for the first time. Additional support available on an individual basis.*
- Continue to promote awareness and understanding of the harmful effects of bullying and harassment, how to prevent bullying and harassment, and how to create a positive building climate.
  - *Reviewed the definition of bullying with staff members.*
  - *Reviewed flow charts posted throughout buildings designed to identify bullying and providing procedural steps to follow when encountering an issue between students.*
  - *High School staff discussed and evaluated personal connections with students to identify students that need additional attention from a staff member in order to create a positive building climate - titled School Connectedness.*
- Review and reinforce the RtI/Problem Solving Team structure and roles.
  - *Series of workshops offered for teachers joining the PST teams for the first time.*
  - *MTSS audit was completed with the assistance of SCRED personnel. Results were shared with administrative staff in an effort to improve the function of these teams. Areas for improvement were identified and plans for improvement are being structured for the 2015-16 school year.*
- Provide Sped Forms training and support for special education teachers. Provide time for special education teachers and paraprofessionals to collaborate.
  - *Staff Development regarding Sped Forms offered for Special Education staff in September 2015.*
  - *Regular meeting times for Special Education teachers and paraprofessionals were planned. Groups met with the intention of clear communication and improved interactions with students.*
- Review revised Emergency Response Procedures and provide related training/practice.
  - *Emergency Response Teams met twice during the school year to plan roles and review protocols.*
  - *Emergency Response Teams plan to meet and discuss any incident as they occur.*
  - *New school wide Emergency Procedures charts were reviewed with all staff. New charts were displayed throughout both buildings.*
  - *New Go Kits were distributed to all classroom spaces. Training was provided in their appropriate use and updated safety protocols. Required information was updated by classroom teachers.*
  - *New radio system training was offered and procedures tested during safety drills.*
- Continue to develop the potential of PLC's in the High School and grade level teams in the

Elementary School. Use data from multiple sources to identify needs and focus instruction.

- *Student data reviewed includes MAP Reading and Math assessments, General Outcome Measures (Oral Reading Fluency, Math Concepts and Applications, Early Literacy measures, and other measures as appropriate), FAST assessments in Kindergarten and grade 1, OLPA results, MCA results, classroom performance, and attendance. Other information may be considered for individual students.*
- *Grade Level teams and PLCs met at least once per month to review student data and progress being made by individuals.*
- **Participate in SCRED hosted staff development related to World Languages, Art, Special Education initiatives, and Response to Intervention.**
  - *SCRED hosted curriculum workshops for teachers in World Languages and Art. Area teachers were able to collaborate and work towards a better understanding of their academic standards and improving instruction.*
  - *Special Education teachers received continual training and support for utilizing the Kurzweil text to speech program with their students.*
  - *Special Education teachers participated in SCRED hosted workshops throughout the school year on various Special Education related topics.*
  - *Response to Intervention workshop series was available for any new PST members.*
- **Provide training, appropriate or required, to maintain and well-prepared workforce (First Aid/CPR, mandatory reporting, equipment operation, etc.).**
  - *Training provided for all staff members in the areas of Mandated Reporting, Blood-Borne Pathogens, Employee Right to Know*
  - *Training provided to staff as needed for School Van Driving and Safety*
  - *Training provided for bus drivers on Pre-Trip Inspections, Emergency Procedures, General Safety*
  - *Training provided to custodial staff for Hearing Conservation, Lock Out Tag Out (equipment operation), Confine Space Protocols, Compressed Gas, Lifting Back Care and Safety Procedures*
  - *Personal Protective Equipment training provided for custodial and food service staff*
  - *First Aid/CPR Training offered to Emergency Response teams, paraprofessionals working with medically fragile students, and bus drivers*
  - *Drug and Chemical Abuse training offered*
  - *Teacher re-licensure courses offered for Mental Health, Reading Instruction, and Curricular Adaptations.*

## **ASSESSMENT**

Assessment provides information that is critical to our continuous improvement process, as assessment data informs instruction, staffing decisions, and staff development decisions. Several examples of useful data include: screening students to identify readiness for learning, teacher and principal effectiveness, student achievement data, and student interest inventories.

Data is gathered on a regular basis according to a well-defined schedule. The data is disaggregated to identify individuals, groups, or subgroups that are not meeting goals. Teachers and administrators meet on a regular basis to review data, discuss strengths and concerns, develop and implement specific interventions, and to develop action plans that are part of a continuous improvement process.

The elements below are connected to an ongoing process to gather data and use data to improve teacher



effectiveness and student performance.

Assessment tools used by Rush City Teachers include:

- Early Childhood Screening
- IGDI/FAST (Early literacy measures)
- PNI (Preschool Numeracy Indicators)
- GOM's (General Outcome Measures) for Reading and Math in grades K-8 are very brief assessments given to monitor student achievement and screen students for special programs. Results from these assessments are used for individual achievement, parent and teacher information, system accountability, curriculum review and planning, and Special Education.
- MAP Tests (Measures of Academic Progress) for Reading and Math in grades 2-10 are assessments given to monitor student achievement and screen students for special programs. Results from these assessments are used for individual achievement, parent and teacher information, system accountability, curriculum review and planning, grant applications, Special Education, Compensatory Education, and Enrichment opportunities.
- MCA Tests (Minnesota Comprehensive Assessments) for Reading, Math, and Science in grades 3-11 are state mandated assessments given to monitor student achievement. Results from these assessments are used for curriculum review and planning, system improvement, and system accountability reporting.
- Explore Test in grade 8 is given to help students planning for career and college readiness. Results are used by the Guidance Counselor and students/parents as they consider their career, college, or military options.
- Plan Test in grade 10 is given to help students planning for career and college readiness. Results are used with the Guidance Counselor and students/parents as they consider their career, college, or military options.
- ASVAB in grades 11 or 12 is given to help meet the needs of students planning for career and college readiness. Results are used by the Guidance Counselor and students/parents to predict future academic and occupational success in the military.
- ACT (American College Test) in grades 11 (required by the district) or again in grade 12 (optional) is an assessment given to students wishing to pursue higher education. Results are used by the Guidance Counselor and students/parents to consider career, college, or military options.
- NAEP (National Assessment of Educational Progress) as required by Federal Department of Education
- HS Graduation Rate
- Teacher and/or publisher developed assessments
- Course grades
- Attendance
- Surveys of students, parents, and community

Educator groups that review student data include:

- Professional Learning Committees and Grade Level Teams analyze data, identify strengths and weaknesses, develop interventions and action plans
- Problem Solving Teams and Student Support Teams review data and recommend supplemental

interventions to meet individual student needs

- SCRED Staff meet with Principals, Curriculum Coordinators, and Superintendents to review data, identify strengths and concerns, and identify needs of the district and student groups

## **FINDINGS FROM 2013/2014 School Year**

Prior to and during the development of this plan, regular data reviews, staff and student surveys, and a review of recent building and district goals identified the following as items of interest:

- A majority of kindergarten students begin kindergarten ready to learn.
- Based on 2014 test data
  - MAP Reading-4 of 8 grades met/exceeded the goal of 60% meeting their growth goal.
  - MCA Reading-5 of 7 grades improved proficiency compared to 2013.
  - MAP Math-5 of 9 grades met/exceeded the goal of 60% meeting their growth goal.
  - MCA Math-4 of 6 grades improved proficiency compared to 2013.
  - Most grades score below state averages on MCA reading and math tests.
  - Multiple Measure Rating for graduation was 90%
  - MN State Student Survey: 85-95% of students in grades 5, 8, 9, and 11 agree with the statement, "I feel safe at school."

## **ACTION STEPS**

- Curriculum is being entered into the Eclipse curriculum mapping system to assess alignment with state standards and identify standards that are under/overemphasized. *Completed at HS - ongoing for CE Jacobson*
- Review the relationship between MCA test specifications, standards, and instruction *ongoing, this is clearly an area that needs more attention for the 2015/2016 school year*
- Increase the number of students receiving tier 1 and tier 2 interventions *Clarify interventions and clearly document progress for students*
- SCRED consultant work with HS teachers to increase consistency of literacy strategies across content areas. *ongoing*
- SCRED consultant work with Elementary teachers to tighten instructional match with student needs during power half hour. *ongoing*
- Improve the function of the HS problem solving team and the RtI process. *ongoing*
- Develop strategies to differentiate instruction, especially in Elementary math. *ongoing*
- Review pacing of Elementary math curriculum and implement it consistently. *ongoing*
- Continue training to integrate technology into instruction. *ongoing*
- Focus on differentiated instruction. Develop common terms and concepts, discuss strategies for various departments and grades and provide ongoing support. *ongoing*
- Develop and pilot elements of a teacher evaluation process that meets state requirements. Review and refine evaluation rubrics. *ongoing*
- Continue to promote awareness and understanding of the harmful effects of bullying and harassment, how to prevent bullying and harassment, and how to create and maintain a positive building climate.
- More purposeful review of elements related to college and career readiness (assessments, student career plan, curriculum alignment, etc.) *ongoing*
- More purposeful review of data related to the achievement gap *ongoing*

## **SUMMARY**

This document attempts to address district efforts to align district goals, state standards, local curriculum and instruction, assessment, and staff development. In the future this document will be aligned with the Rush City School District Strategic Action Plan and specifically address all five goal areas of the World's Best Workforce Plan.

## **WORLD'S BEST WORKFORCE REPORT**

A report of progress made will be developed and shared with the School Board, published on the Rush City School's website ([www.rushcity.k12.mn.us](http://www.rushcity.k12.mn.us)), and sent to the Commissioner of the Minnesota Department of Education by November 1, 2015.