

Central Public Schools  
ISD #108  
World's Best Workforce Plan  
2015-2016

Central Public Schools continue to achieve at high levels and will implement academic standards as required under the No Child Left Behind Act and the Minnesota Department of Education. As a high achieving school district, all students will receive quality instruction from highly qualified personnel, in order to ensure that all students' needs are met. Various screening methods are utilized throughout students' academic timelines to ensure that any students not meeting standards are identified and provided with needed academic and behavioral supports. Approximately 14% of students are officially designated and another 4-6% receives support through early intervention services. Approximately 80% of our students will master core content through successful and quality classroom instruction.

**World's Best Workforce Guidelines:**

State legislation dictates that each district adopts a plan to meet guidelines established in 2013. Central Public Schools developed a strategic plan and have adapted that plan to improve teaching and learning in accordance with the world's best workforce guidelines:

According to the legislation, Central Public Schools plan addresses each of the following:

1. Have all students meet school readiness goals;
2. Have all third grade students achieve grade-level literacy;
3. Close the achievement gap among all racial and ethnic groups, as well students living in poverty;
4. Have all students graduate from high school;
5. Have all students attain college and career readiness.

**Student Performance Assessment and Data Analysis:**

Central Public Schools utilizes a number of nationally and state normed, well respected universal screening assessments to determine student achievement and progress. An academic and behavioral baseline is established and results are tracked from that point on. Star Enterprise assessments are utilized up to three times per year and DIBELS assessments are utilized as needed throughout a student's elementary school years (K-5). All other assessments are offered once over a student's school years.

The Minnesota Comprehensive Assessment (MCA III) is an adaptive Reading, Math and Science test given to students in grades 3-11. Being an adaptive test, the rigor of the questions students answer is increased after a student has answered a question correctly. In doing so a student will be required to answer more difficult questions as the test proceeds, and the opposite is in effect when students fail to answer questions correctly. Students will be asked questions relating to their own grade level standards.

The Star Enterprise Assessment is an adaptive assessment covering reading and math whose data are used to determine a student’s instructional levels and measure academic growth throughout the school year. Star Enterprise tests adapt to be appropriate for each student’s level of knowledge and will test students at levels either higher or lower than their current grade level standards, whenever appropriate.

DIBELS assessments are given to elementary age students and are administered three times per year, Fall, Winter and Spring, to assess student growth in reading. The big five in literacy are assessed beginning in the kindergarten year, phonemic awareness, phonics, vocabulary, fluency, and comprehension and benchmarks are established and growth documented. Students requiring additional intervention are also progress monitored throughout the year, some weekly, some monthly and some every two months, depending on need. Interventions for individual students are tailored to the needs established through these progress monitoring assessments.

EXPLORE, PLAN, and the ACT are assessments developed by the College Board to assist students to make educational and career planning decisions beginning in the 8<sup>th</sup> grade and continuing through high school and beyond. Students are given the opportunity to sit for the EXPLORE assessment in 8<sup>th</sup> grade, PLAN in the 10<sup>th</sup> grade and the ACT in 11<sup>th</sup> and/or 12<sup>th</sup> grade.

All these assessments include English, mathematics, reading and science in their programs. EXPLORE and PLAN are pre-cursors for the ACT and provide direction for students as to their abilities, interests and future work preferences. Central Public Schools offers a course in ACT preparation, in conjunction with Community Education outside of the regular school day. Students have seen success in raising their scores through participation in these classes.

### **CENTRAL PUBLIC SCHOOLS ASSESSMENT SCHEDULE**

	<b>GRADE ASSESSMENT ADMINISTERED 2013-14</b>												
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>MCA</b>				<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	
<b>STAR EN</b>		<b>X</b>	<b>X</b>	<b>X</b>									
<b>DIBELS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>							
<b>EXPLORE</b>									<b>X</b>				
<b>PLAN</b>											<b>X</b>		
<b>ACT*</b>												<b>X</b>	<b>X</b>

\*ACT is elective for students in 2015-16.

## **Central Public Schools Student Achievement Goals and Action Plan:**

World's Best Workforce legislation directs schools to track student progress and gains in student achievement throughout the student's school career. Included are the following guidelines which must be recognized:

### **1. Have all students meet school readiness goals.**

**Current Level of Performance:** Currently, 61% of incoming Kindergarten students demonstrate proficiency on reading readiness assessments based in the IDGI and Houghton-Mifflin early growth indicators benchmark assessment. These skills are measured for rhyming, letter name/sound recognition, alliteration and picture naming. Incoming Kindergarten students demonstrate proficiency rates of 82% in the areas of mathematical and logical thinking with number concepts and operations, patterns and relationships, spatial relationship/geometry, measurement and mathematical reasoning.

**Goal:** All students will achieve at least one year of growth on math and reading assessments by the end of the 2015-16 school year. In addition, 95% of all students demonstrating proficiency at the beginning of the school year will remain proficient at the end of the school year.

**Action Plan:** Core instruction is provided in the areas of reading and math for all students. In addition, interventions are provided to students in the reading area through the Minnesota Reading Corp programs, and classroom interventions. Math interventions are provided by classroom teachers and para professionals working in the classroom. Currently 40 students are receiving or have received intervention help in reading and 60 students are receiving math intervention help. Progress is monitored weekly and students are released from the program when they have met proficiency targets.

### **2. Have all third grade students achieve grade level literacy.**

**Current Level of Performance:** Currently 68% of our third grade students scored at or above the proficient level on the MCAIII Reading Assessment. Prior proficiency levels on the MCAII were 73% in 2015 and 70% in 2014. 80% of third grade students scored at or above the proficient level in Math on the MCAIII Assessment in 2015.

**Goal:** All students will achieve at least one year of growth on math and reading assessments by the end of the 2015-16 school year. In addition, 95% of all students demonstrating proficiency at the beginning of the school year will remain proficient at the end of the school year.

**Action Plan:** All students receive core instruction in the areas of reading and math consisting of a 90 minute reading block and a 60 minute math block. In addition to this block, interventions are provided in reading and math through the title I and early intervention services programs, and in reading through the association with Minnesota Reading Corps.

Targeted services are utilized through a summer school program and an extended day program throughout the school year for students at the elementary level. Reading and Math instruction is the focus for these programs. Approximately 15-20 students per grade level attend these programs.

Professional Learning Communities (PLCs) have been a core of the professional development practices in Central Public Schools for the past seven years. Staff development funds are used to supplement the QComp program and funding through weekly one hour meetings of subject, grade, school and whole group sessions. Reading and math improvement strategies aimed at improved student learning have been the focus of this work during this time. With the introduction of the QComp program into the schools, this focus will only grow in effectiveness with regard to student progress.

**3. Close the Academic Achievement gap among all racial and ethnic groups of students and between students in low income households and their more privileged peers.**

**Current Level of Performance:** Currently Central Public Schools' at-risk students perform lower than non-at-risk students in both reading and math. Students of color perform 4% lower on reading assessments and 5% lower on math assessments. Students in free and reduced lunch programs perform approximately 4% lower on both assessments.

**Goal:** All students will achieve at least one year of growth on math and reading assessments by the end of the 2015-16 school year. In addition, 95% of all students demonstrating proficiency at the beginning of the school year will remain proficient at the end of the school year.

**Action Plan:** All elementary students receive core instruction in the areas of reading and math consisting of a 90 minute reading block and a 60 minute math block. In addition to this block, interventions are provided in reading and math through the title I and early intervention services programs, and in reading through the association with Minnesota Reading Corps.

Targeted services are utilized through a summer school program and an extended day program throughout the school year for students at the elementary level. Reading and Math instruction is the focus for these programs. Approximately 15-20 students per grade level attend these programs.

Middle School students are targeted for additional math and reading classes offered 7<sup>th</sup> hour as needed, as well as participating in Early Intervention services as part of the Federal Special Education program. English Language Learners are provided small group tutoring with a licensed ELL instructor.

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meetings of subject, grade, school and whole group sessions. Reading and math improvement strategies aimed at improved student learning have been the focus of this work during this time. With the introduction of the QComp program into the schools, this focus will only grow in effectiveness with regard to student progress.

#### **4. Have All students graduate from High School**

**Current Level of Performance:** The four year graduation rate cohort model shows the number of students graduating from high school within four years of entering grade nine. Central High School's graduation rate is 96% based on the state AYP report.

**Goal:** 100% of students entering grade nine at Central Public Schools will graduate within four years of entry.

**Action Plan:** In addition to core instruction, students in the high school who require more academic support are given math help through the Early Intervention program from the Federal Special Education department. Also, reading strategies have been a focus of all disciplines through their staff development work.

A credit recovery program is available to students within the high school building. Plato learning systems is an on-line credit recovery program where students are able to work before or after school, or during study hall time to gain high school credits needed to complete graduation requirements.

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#### **5. Have all students attain college and career preparedness**

**Current Level of Performance:** Currently 75% of students in Grade 8 scored at or above proficiency benchmarks on the ACT EXPLORE composite score. 53% of students in grade 10 scored at or above proficiency benchmarks on the ACT PLAN composite score.

**Goal:** Have all students be prepared for two or four year post-secondary education, vocational-technical education, entry into the military service, or preparedness to enter a rapidly changing workforce.

**Action Plan:** Currently high school students attend Raider Time and middle school students attend Central Time groups weekly with an emphasis on organizational skills, study skills, higher level thinking skills, and career and post-secondary education preparedness through four year scheduling plans. Ramp up to readiness is utilized in grades 6-12 to emphasize these skills. Numerous opportunities for students to gain higher education college credits are

available at Central High School, including classes in English, Mathematics, Social Studies and Science. Students are able to obtain over 30 post-secondary education credits through concurrent enrollment classes with various universities in Minnesota and Advanced Placement courses, all of which are offered within our building.

Vocational opportunities for students in tech education, agriculture, wildlife, and computer science are available to students. Students also have the opportunity to explore vocational career opportunities through the Southwest Metro Educational Cooperative should they choose to do so.