

# ISD #2769: MORRIS AREA SCHOOL DISTRICT

## World's Best Work Force Plan (WBWF) / Strategic Action Plan

2017-2018

### Overview & Requirements for WBWF Plan

**Goals & Benchmarks MUST be focused on Progress from Pre-K to Post-Secondary, including:**

- ÿ *Ready for K*
- ÿ *Read Well by Gr. 3*
- ÿ *Closing the Achievement Gap in Student Subgroups*
  - *White*
  - *Hispanic*
  - *Black*
  - *Asian / Pacific Islander*
  - *American Indian / Alaskan Native*
  - *Free / Reduced Price Lunch*
  - *Special Education*
  - *Limited English Proficiency*
- ÿ *100% Graduation Rate*
- ÿ *Career & College Readiness*

### District & Site Goals

#### **District Goals**

- Goal #1: Foster strong school pride through branding & community engagement.
- Goal #2: Develop a comprehensive Technology Plan to improve infrastructure & integration.
- Goal #3: Improve academic opportunities for all learners – high achievers & struggling students.
- Goal #4: Develop a balanced budget plan to support long-term facilities, maintenance, & technology growth.

#### **High School Goals (Gr. 7-12)**

- Goal #1: 40% of student who take an Accuplacer college placement test will pass on the first try.
- Goal #2: High School graduation rates will maintain at or very near 100%.
- Goal #3: All students will be career and college ready through the use of ILPs tracked in the Naviance System.

### **Elementary Goals (Gr. K-6)**

- Goal #1: All grade levels will meet or exceed projected growth targets as measured on the MAP in the areas of Reading and Math.
- Goal #2: Grades 3-6 reading proficiency as measured by the MCA will increase 3% from the previous year.  
Grades 3-6 math proficiency as measured by the MCA will increase 3% from the previous year.

## **Process for the Assessment & Evaluation of Student Progress**

### **Meeting State & Local Academic Standards**

Gr. \_4,8\_ NAEP  
Gr. \_3-8,10,11\_ MCA's  
Gr. \_K-6\_ AIMSweb  
Gr. \_3-8,10,11\_ OLPA  
Gr. \_3-8\_ NWEA / "Measures of Academic Progress"  
Gr. \_11\_ ASVAB  
Gr. \_11\_ ACT  
Gr. \_11-12\_ AccuPlacer

### **Strengths of Instruction & Curriculum**

A curriculum cycle is in place and followed. Technology is being integrated into the classrooms with the goal of personalizing learning. Formative assessments guide instruction. Rigor and high expectations are clear. 10 College in the Schools courses are offered at the high school. Teachers work in PLCs to analyze data and explore best strategies.

### **Weaknesses of Instruction & Curriculum**

Curriculum mapping and alignment with standards has not been completed in all areas, especially at the secondary level with the new ELA standards. Curriculum mapping is currently in progress.

## **Evaluation of Effectiveness of Instruction & Curriculum**

### **Strategies & Best Practices**

Teachers work in PLCs to research best practices for instruction in their areas. Peer coaching allows them to see each other in classrooms. An active staff development committee oversees the system of professional growth for all staff. They determine from the data where growth opportunities lie. This next year, considerable attention will be given to the becoming a Google Classroom and integrating technology into the learning experience. The Rtl committee also makes recommendations for effective strategies to enhance learning.

## **Student Outcomes**

Student outcomes are measured by how many meet or exceed their growth targets on the MAP. Results from the MCAs are also analyzed for continuous improvement of overall percentage of students meeting or exceeding the standards. PreK data is utilized to analyze Kindergarten readiness. Graduation rates are also analyzed.

## **Principal Evaluation**

The Morris Area School District will utilize the Minnesota Department of Education (MDE) Principal Evaluation Tool during the 2017 – 2018 school year.

## **Teacher Evaluations**

The Teacher Development Plan was approved by the Morris Area Teachers' Association (MATA) & the Morris Area School District School Board in June 2014. Tenured teachers will be evaluated on a 3-year rotation, while probationary teachers will be evaluated a minimum of 3x's / year for the 3-year probationary period.

The Teacher Development Plan guides how teachers are evaluated as well as allows for their reflection on their professional growth. The plan follows the state statute. It utilizes the Danielson framework to measure the growth of a teacher as one of the following: a) Unsatisfactory, b) Basic, c) Proficient, or d) Distinguished and is electronic to allow for uploading of evidence to meet the standards of effective practice.

Principals also do walkthroughs on a regular basis. Instructional rounds are done by groups of teachers at the elementary level. Peer coaching is a component of the plan for all staff.

The plan may be found at this link:

[Teacher Development Plan](#)

## **Strategies for Improving Instruction, Curriculum, & Student Achievement**

### **Instruction & Student Achievement**

#### **High School (Gr. 7-12) Strategies**

Goal #1: Improve Student Achievement.

1. Reading

Students will increase 2 to 4 RIT points on the NWEA MAP from Fall to Spring. The OLPA testing data to determine areas of Reading that we need to use interventions in the classroom.

2. College & Career Readiness

Morris Area High School will create Individual Learning Plans (ILP's) for each student in Gr. 9-12. We will use the NWEA, MCAs, ASVAB and ACT testing data to create plans for students as they transition into the workforce or into the college of their choice.

3. Graduation Rate

Morris Area High School will strive for 100% graduation rate for the Class of 2016. We will track students and create graduation plans for struggling graduates. We will use the *Naviance* program to help guide students into the workforce or college of their choice.

4. Attendance Rate

Morris Area High School will continue to have a 95% or higher attendance rate in school. We will continue to have daily attendance checks and closely monitor student attendance.

## Goal #2:

### 1. Olweus Anti-Bullying & Leadership Training

Morris Area High School will continue to teach the Olweus anti-bullying curriculum during FLEX time. This will be the 2nd year that the high school has taught the curriculum. We will use FLEX time to discuss various character development topics and themes. Students in grades 7-8, 9-10 and 11-12 will receive different lessons on anti-bullying curriculum. In addition, students in grades 11-12 will be doing the Habitudes curriculum on leadership training.

### 2. Student Handbook & Procedures

In an effort to maintain consistency and accountability, all students and staff will be consistent in following the procedures and policies of the student handbook. We will track student discipline data and student referrals in our JMC student information system.

### 3. Stakeholder Communication

To maintain communication with stakeholders, all staff will have their own website. The teacher websites will be linked to the Morris Area Schools District website. Stakeholders can receive information about our school via our school website. We will continue to use the Honeywell Instant Alert system to communicate with stakeholders about our high school. Administration will continue to email out a weekly outline of events to have better communication with staff.

## **Elementary School (Gr. K-6)**

## Goal #1:        Meet or Exceed Projected Growth Targets in Reading & Math.

1. Projected Growth Targets can be found on the NWEA ASG Summary Report.
2. Teachers will examine AIMSweb, MCA, IGDI, MAP and classroom data to create grade level focus areas in Math & Reading.
3. Teachers will meet twice with the Literacy Coach (October - 2.5 hours / January - 2.5 hours) with the purpose of student focused discussions and instructional planning.
4. Teachers will utilize the district developed data analysis tool (or develop their own) to identify areas needing strengthening and create action plans targeting instructional strategies.
5. Teachers will lead students in developing individualized goals based on Fall RIT scores.
6. Regularly scheduled data meetings will be used to continually monitor progress / make adjustments.
7. In addition to regular staff evaluations, the Principal will complete a minimum of five (5) classroom walk throughs – providing feedback on key instructional strategies targeting higher order thinking skills, student engagement, and standards based instruction.
8. Initiate Instructional Rounds Program: goal of 50% staff participation.
9. Blocks of instructional time will be set aside for grades K-3 during which classroom teachers, 5 to 7 Title I teachers, Reading Corps members, and special education staff will target student instructional needs with intensive interventions.
10. Common planning time of 50 minutes / week for each grade level / department will be scheduled.

11. Professional Learning Communities (PLC's) will analyze curriculum – creating pacing guides & high quality common assessments.

Goal #2: Strive for a Safe & Secure School Climate – Respect Others & the Environment.






1. Continue participation in Olweus Bullying Prevention Program & provide education to pertinent stakeholders including all district employees, students and parents.
2. Consistently enforce school expectations and follow through on decisions related to a safe, secure, and respectful school.
3. Continue collecting data related to bullying prevention, discipline referrals, & attendance.
4. Participate in on-going MOSAIC (character education) programming with regular classroom counseling sessions (Gr. K, 2, 6).
5. Music specialists deliver curriculum (8-12 times).
6. Hold three (3) Gr. K-6 MOSAIC celebrations to reinforce curriculum K-6 classroom teachers reinforce celebration story.
7. School Resource Officer (SRO) provides supporting role for prevention & classroom counseling objectives.
8. Staff will communicate with at least 1 parent/guardian each week about their child.
9. Host 2<sup>nd</sup> Annual "Dare Mighty Things Day".

## Curriculum

Curriculum answers four basic questions:

1. What do we want students to learn? [In Minnesota these are called **standards**]
2. When do we want students to learn it?
3. What activities/lessons will we use to teach it?
4. How do we know if students learned it?





All public schools in Minnesota have the same **standards** for the following subjects:

-  English Language Arts
-  Mathematics
-  Science
-  Social Studies
-  Physical Education

These standards were developed by the Minnesota Department of Education and are reviewed on a regular cycle. You can view the state approved standards at the Minnesota Department of Education website:

<http://education.state.mn.us/MDE/EdExc/StanCurri/index.html>

The state allows districts to develop or adopt their own standards in:

-  Health
-  Career and Technical education
-  World languages
-  Arts

## Curriculum Review Cycle

Morris Area Schools revises curriculum on a nine-year (5-year) cycle. Each year of the cycle has a task assigned to it. A brief summary of the tasks is as follows:

**YEAR 1:** The school & community will examine data (state & local assessment results, teacher & community feedback) and decide on program strengths & areas for recommended improvement. A community meeting will be held (typically in the Fall of each school year) to gather input.

**YEAR 2:** School staff will develop OR align local curriculum to meet adopted standards.

- mf* Determine when the standard will be taught
- mf* Determine how the standard will be delivered
- mf* Determine how we will assess student learning

### **YEAR 3:**

This is the year new curriculum will be delivered to students, and new resources, if required, will be utilized. Staff will analyze the curriculum map and potentially make changes to reflect actual practice:

- mf* *Are we utilizing the resources/activities/assessments shown on the curricular map?*

**YEARS 4 – 5:** School staff will monitor the program and make changes as needed. Key questions:  
Are students making adequate progress in this subject area? (Look at key sources of data) If not:  
Do we need to change instructional practices?  
Do we need to change or supplement curriculum?

## Current Curriculum

The public may at any time request a copy of curriculum for any subject area. As curriculum is updated, we will also place a copy online. Click on the links below to view updated curriculum.

- mf* [K-6 Health](#)
- mf* [K-6 Technology](#)
- mf* [7-10 Health](#)
- mf* [K-3 Physical Education](#)
- mf* [4-6 Physical Education](#)
- mf* [7-8 Physical Education](#)
- mf* [9-10 Physical Education](#)
- mf* [7-12 English Language Arts](#)
- mf* [Kindergarten English Language Arts](#)
- mf* [Grades 1, 2, 5, 6 English Language Arts](#)
- mf* [Grades 3, 4 English Language Arts](#)
- mf* [K-4 Music](#)
- mf* [K-12 Social Studies](#)
- mf* [Career and Technical Education](#)
- [7th grade computer block](#)
- [7th grade tech](#)
- [7th grade FACS](#)
- [8th grade computer block](#)
- [8th grade FACS](#)
- [Child Development 1](#)
- [Child Development 2](#)
- [Baking and Pastries](#)
- [Creative Foods](#)

[Culinary Skills Personal](#)  
[Computing Personal Finance](#)  
[Basic Business Advanced](#)  
[Business College Accounting](#)  
[Introduction to Animal Science Advanced](#)  
[Ag Mechanics Agriculture](#)  
[On the Job Training Recreational](#)  
[Vehicles Wood Tech 1](#)  
[Wood Tech 2](#)  
[Woods, Water, and Wildlife](#)  
[Career Counseling \(grades 6-12\)](#)

	Year 1	Year 2	Year 3	Year 4	Year 5
17/18	Science Arts & ELL	L. Arts Spanish	Math Career & Technical	Physical Education & Health	Social Studies Technology
18/19	Social Studies Technology	Science Arts & ELL	L. Arts Spanish	Math Career & Technical	Physical Education & Health
19/20	Physical Education & Health	Social Studies Technology	Science Arts & ELL	L. Arts Spanish	Math Career & Technical
20/21	Math Career & Technical	Physical Education & Health	Social Studies Technology	Science Arts & ELL	L. Arts Spanish
21/22	L. Arts Spanish	Math Career & Technical	Physical Education & Health	Social Studies Technology	Science Arts & ELL

## High-Quality Instruction

### Ready for K

#### School Readiness Program

- mf Staff / Child ratio of 1:10 with maximum group size no more than 20 children with a Licensed Teacher.
- mf Licensed Teacher is knowledgeable in Early Childhood curriculum content, assessment, & instruction.
- mf All personnel are supervised by a Licensed Early Childhood Teacher or a Certified Early Childhood Educator.

### Read Well by Gr. 3

High Quality Initial Instruction

**Whole group instruction** – Whole-class instruction is often used to introduce new materials and strategies to the entire class. Our teachers find that working with the whole class to introduce new concepts builds common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

**Small group instruction** – Our teachers use small, flexible groups to target specific skill needs and provide opportunities for working with students who have common needs, for either reinforcement or enrichment. Smaller group sizes allow children more practice and response opportunities as well as immediate and directed feedback from the teacher.

**Peer Pairing and Tutoring** – Our teachers intentionally train students to effectively work with each other to enhance their learning in reading. This is especially beneficial for students who benefit from working in pairs rather than large groups or individually. Peer Assisted Learning Strategies (PALS) are used to support reading growth and development in our classrooms.

Immediate Intensive Instruction

**Individualized Instruction** – Based on student data, when appropriate, students are offered one on one and small group individualized instruction through intervention opportunities. During these sessions, students receive explicit, direct instruction with immediate feedback by the teacher or interventionist. This method of instruction is used with students for whom reading growth is below target and must be accelerated.

### Closing the Achievement Gap in Student Subgroups

- mf 1.0 FTE ✓ Licensed English Language Learner (ELL) Teacher (Gr. K-12)
- mf 5.5 FTE ✓ Licensed Special Education (SPED) Teachers (Gr. 7-12)
- mf 4.5 FTE ✓ Licensed Special Education (SPED) Teachers (Gr. K-6)

### Graduation Rate

- mf 2 Licensed Teachers in Gr. 7-12 check Attendance daily in order to immediately address UNX absences.
- mf Students with UNX absences are assigned morning, lunch hour, or after school detention or ISS as a consequence.
- mf 2 Licensed Teacher in Gr. 7-12 check Grades daily in order to immediately address Incompletes / Failing Grades ("I's" / "F's").
- mf Students with "I's" / "F's" are required to complete missing assignments during a lunchtime study hall.

### Career & College Readiness





- mf 1.0 FTE ✓ Licensed School Counselor (LSC) for Grades 7-12. A 1.0 FTE Counselor for Grades K-6.
- mf The Naviance Program is used to begin tracking student goals for Careers or Colleges for in Gr.9-12.



## Rigorous Curriculum

### Ready for K

#### School Readiness Program

-  Half Day Program runs 2 days / week for 32 weeks a year.
-  Full Day Program runs 2 days / week for 32 weeks a year.
-  Integrated with Early Childhood Special Education.
-  Serves children at least 3 years old as of September 1<sup>st</sup> of the school year.

#### School Readiness Information Form:

The State of Minnesota is requesting all families complete this form to help identify risk factors that may affect a child's development. Please fill out the information you feel comfortable sharing.

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
First Middle Last

Name of Person Completing Form: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Income for 2013: \_\_\_\_\_ (Line 37 from Form 10)

\*\* Please indicate combined income of adults in the household

Who is the primary caregiver in helping raise the child? Circle all that apply:

Mother Father Grandparent Foster Parent Other (Please List): \_\_\_\_\_

How many people live in your household? \_\_\_\_\_ Adults: \_\_\_\_\_ Children: \_\_\_\_\_

Has your child been adopted? \_\_\_\_\_ Yes \_\_\_\_\_ No At what age was your child adopted? \_\_\_\_\_

Will you be filling out Minnesota Family Investment Program (MFIP) and/or the school district's Free and Reduced Lunch Program forms? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does your family participate in any of the following programs? Circle all that apply:

Child Care Assistance Food Shelf WIC

Please check all that have occurred within the last year:

_____ Moved to a new home	_____ Death of a parent
_____ New sibling	_____ Chronic illness of a family member
_____ Parents have divorced	_____ Chemical issues
_____ Sibling qualified for special education	_____ Parent lost their job
_____ Other issues – please list: _____	

Does your child speak English fluently? \_\_\_\_\_ Yes \_\_\_\_\_ No

If no, which language? \_\_\_\_\_

Has your child's development been on schedule? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does your child seem to be more active than other children their age? \_\_\_\_\_ Yes \_\_\_\_\_ No

Has your child completed Early Childhood Screening? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do they need to be rescreened? \_\_\_\_\_ Yes \_\_\_\_\_ No

Has your child ever attended a pre-kindergarten program? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does your child need transportation from his home or daycare to attend pre-kindergarten? \_\_\_\_\_ Yes \_\_\_\_\_ No

## **Rigorous Curriculum** (cont.)

### **Ready for K** (cont.)

<b>Pre-K Minnesota Reading Corps:</b>
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Students in the Morris Area ECFE School Readiness **Pre-K Program** who are not proficient in early literacy reading skills receive daily one-on-one support from a trained tutor for tier 2 instruction. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, and vocabulary. The Reading Tutor is required to work with at least 5 students from each Pre-K classroom, but is certainly able to work with more if the daily schedule allows.

### **Interventions used by the Pre-K Minnesota Reading Corps**

Big 5 Area	Intervention/Description
<b>Vocabulary</b>	<p style="text-align: center;"><b><u>Oral Language:</u></b></p> <p>Students will increase skill in vocabulary and expressive language while providing a model and practice in correct grammar and syntax. Children will be able to expressively say identified objects through Random Automatic Naming over time.</p> <p><i>mf</i> What is it Bag <i>mf</i> Cube: Vocabulary <i>mf</i> Theme-Related Picture Cards</p>
<b>Phonics / Alphabet Knowledge</b>	<p style="text-align: center;"><b><u>Visual Discrimination</u></b></p> <p>Students will increase skill in visual discrimination and letter sounds while providing practice that leads to automaticity so that children will be able to expressively say identified objects, colors, letters or sounds through Random Automatic Naming over time.</p> <p><i>mf</i> Matching items that look the same <i>mf</i> Pointing to a letter when a tutor says it <i>mf</i> Saying the letters by themselves <i>mf</i> Pointing to a letter sound card when a tutor says it <i>mf</i> Saying the letter sound</p>
<b>Phonemic Awareness</b>	<p style="text-align: center;"><b><u>Auditory Discrimination</u></b></p> <p>Students will increase skill in auditory discrimination while providing practice that leads to automaticity so that children will be able to expressively identify sounds over time.</p> <p><i>mf</i> Matching environmental sounds <i>mf</i> Matching rhyming or beginning sounds/alliterative words <i>mf</i> Pointing to rhyming or beginning sounds/alliterative words using pictures</p>

## Read Well by Gr. 3

### K-3 Minnesota Reading Corps:

Students in **Kindergarten – 3<sup>rd</sup> grade** who are not proficient in reading skills receive one-on-one support from a trained tutor for 20 minutes each day. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency and comprehension. Students will receive, on average, 100 minutes/ week of additional reading support. The one on one setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

**Minnesota Reading Corps currently serves approximately 21% of the K-3 population.**

### Interventions used by the K-3 Minnesota Reading Corps:

Big 5 Area	Intervention/Description
<b>Phonics</b>	<b><u>Letter/Sound Correspondence:</u></b> Students practice saying letter sounds when shown a letter symbol card.
<b>Phonemic Awareness</b>	<b><u>Word Blending:</u></b> Students practice blending sounds of consonant-vowel-consonant words to make words.
<b>Phonemic Awareness</b>	<b><u>Phoneme Blending:</u></b> When auditorily given the parts of a word the student will blend the parts to make a word. <i>/c/ /a/ /t/ = cat</i>
<b>Phonemic Awareness</b>	<b><u>Phoneme Segmenting:</u></b> When auditorily given a word, the student will provide the parts of the word <i>cat = /c/ /a/ /t/</i>
<b><u>Phonics /</u></b> <b><u>Phonemic Awareness &amp;</u></b> <b><u>Fluency</u></b>	<b><u>Great Leaps:</u></b> A supplemental reading program that provides direct instruction of skills in the areas of phonemic awareness, phonics, high frequency words & reading fluency. The program provides support in 4 independent sections which can be used separately or together depending on a student's needs.  <b><u>4 – Independent sections</u></b>  <div style="display: flex; align-items: center;"> <span style="font-family: serif; font-size: 1.2em; margin-right: 10px;">⌘</span> <span>Sound Awareness</span> </div> <div style="display: flex; align-items: center;"> <span style="font-family: serif; font-size: 1.2em; margin-right: 10px;">⌘</span> <span>Letter Recognition and Phonics</span> </div> <div style="display: flex; align-items: center;"> <span style="font-family: serif; font-size: 1.2em; margin-right: 10px;">⌘</span> <span>High Frequency Words and Phrases</span> </div> <div style="display: flex; align-items: center;"> <span style="font-family: serif; font-size: 1.2em; margin-right: 10px;">⌘</span> <span>Stories</span> </div>
<b><u>Phonemic Awareness</u></b>	<b><u>Sound Awareness (phonemic awareness):</u></b> Students practice hearing the sounds in words. Students are asked to give information about the sounds in words (blend syllables, segment into syllables, select or produce rhyming words, select the first or last sound, alliteration)

<u><b>Phonics</b></u>	<p><u><b>Letter Recognition and Phonics (phonics):</b></u></p> <p>Students practice naming letters, saying the sounds of letters, and reading decodable words, prefixes, suffixes and letter combinations.</p>
<u><b>Fluency</b></u>	<p><u><b>High Frequency Words and Phrases (fluency):</b></u></p> <p>Students practice high frequency words found in children's text. Those words are then moved into phrases.</p>
<u><b>Fluency</b></u>	<p><u><b>Stories:</b></u></p> <p>Students practice reading stories. The stories increase in difficulty as the student passes from one story to the next.</p>
<u><b>Fluency</b></u>	<p><u><b>RRCS = Repeated Reading with Comprehension Strategy:</b></u></p> <p>Students repeatedly read aloud from a passage for one timed minute. After each timing, the student records how many words were read correctly and errors read in that minute. The student will re-read the same material again for 1 minute, and the goal is for the student to improve his/her fluency and read more words than the time before.</p> <p>Throughout the intervention, students are asked to answer the following questions:</p> <ol style="list-style-type: none"> <li>1) <b>Who is the most important who or what?</b> (character recall)</li> <li>2) <b>What is the most important thing about the who or what?</b> (main idea)</li> <li>3) <b>Predict what will happen in the rest of the story?</b> (Prediction)</li> </ol> <p>This strategy includes a <b>fluency</b> component (repeated readings), <b>comprehension</b> component (answering the questions) and a motivational component (graphing the number of words read correctly and errors during the repeated readings.)</p>
<u><b>Fluency</b></u>	<p><u><b>Duet Reading:</b></u></p> <p>A passage will be selected for the student to read. The student will repeatedly read a section / portion of the passage (the same passage 4x's) before moving on to the next part of the text.</p> <p><u><b>1<sup>st</sup> reading:</b></u> Student reads a portion of the text independently  <u><b>2<sup>nd</sup> reading:</b></u> Student &amp; interventionist take turns reading every other word (interventionist starts)  <u><b>3<sup>rd</sup> reading:</b></u> Student &amp; interventionist take turns reading every other word (student starts)  <u><b>4<sup>th</sup> reading:</b></u> Student reads the portion of the text independently</p>
<u><b>Fluency</b></u>	<p><u><b>Stop &amp; Go Reading:</b></u></p> <p>This is for students who struggle to stop at periods and pause at punctuation during the reading. Students will read through <b>a portion</b> of the passage at a time. They will repeatedly read the same portion three times each.</p> <p><u><b>1<sup>st</sup> reading:</b></u> At the end of every sentence, the teacher will say "<b>stop</b>" and wait 2-5 seconds and then say "<b>go.</b>" The student will read the next sentence in the same fashion.  <u><b>2<sup>nd</sup> reading:</b></u> Student will read the same portion of the passage and this time, at the end of every sentence, the student stops at the end of each sentence and takes a deep breath.  <u><b>3<sup>rd</sup> reading:</b></u> Student will read the same portion of the passage and this time, at the end of every sentence, the student reads naturally, briefly pausing at the end of each sentence.</p> <p>Move to the next portion of the passage and begin the same routine again.</p>

<u><b>Fluency</b></u>	<p><u><b>Pencil Tap:</b></u></p> <p>This intervention is used for students who read so quickly that they insert many errors and inaccuracies. The student repeatedly reads each portion of the passage <b>3 times</b>. Each time the student reads, any time a word is misread, the teacher will tap the pencil. The student is expected to stop, fix the error, and go back to the beginning of the sentence and reread the sentence. The student re-reads each portion 3x's times with the goal to have fewer &amp; fewer errors each time the passage portion is read.</p>
<u><b>Fluency</b></u>	<p><u><b>Newscaster:</b></u></p> <p>This intervention is used for students who do not apply expression to their reading. This routine allows the student an opportunity to hear a fluent reader read a portion of the passage.</p> <p><u><b>1<sup>st</sup> reading:</b></u> The student reads a portion of a passage alone</p> <p><u><b>2<sup>nd</sup>, 3<sup>rd</sup>, &amp; 4<sup>th</sup> readings:</b></u> The interventionist reads aloud the same portion of the passage <b>3x's</b> while the student tracks with his / her finger.</p> <p><u><b>4<sup>th</sup>, 5<sup>th</sup>, &amp; 6<sup>th</sup> readings:</b></u> The interventionist and student read the same passage at the same time <b>3x's</b>, while the student matches the interventionist's speed &amp; expression.</p> <p><u><b>7<sup>th</sup> reading:</b></u> Student reads the portion of the passage alone.</p>

## College In the Schools

Eleven CIS courses are currently offered in the high school. Approximately 65% of 11<sup>th</sup> and 12<sup>th</sup> graders participate.

## Closing the Achievement Gap in Student Subgroups

### Title 1

Title 1 is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach -- at a minimum -- proficiency on challenging state academic achievement standards & state academic assessments. Morris Area Elementary School offers Title I support to students in Gr. K-6 who fall below target on reading screening assessments (NWEA & AIMS). Specific intervention strategies are used to target the specific area(s) of the Big 5 to be strengthened. Students in Title I receive reading support in a 1-on-1 setting or in a paired setting (2 students with 1 interventionist) daily for 15-20 minutes sessions. Students will receive --on average -- 75-100 minutes / per week of additional reading support. The small group setting allows a student to receive multiple response opportunities, direct reading instruction & immediate, corrective feedback from an individual highly trained in that strategy.

**The Title I program currently serves approximately 23% of our K - 6 population.**

Title I Interventionists have been trained on and have access to the same interventions used by the Minnesota Reading Corps Member and have further access to the following interventions. (See Chart Below)

## Title I Interventions

Big 5 Area	Intervention / Description
Fluency/Comprehension	<b><u>Read Naturally:</u></b> The Read Naturally program is a series of tools designed to help students improve reading fluency. The program provides a structured, "safe" and motivating environment for students, particularly those who are struggling readers, to improve their reading fluency. The program has three key elements: teacher modeling, repeated reading, and progress monitoring.
Essential Skills (E.S):	<b><u>Essential Skills:</u></b> Computer based software used to support students on <b>all</b> Big 5 areas of reading.
Phonics	<b><u>(E.S.) Readiness Skills:</u></b> Provides students in grades Pre-K through 1 with the basic readiness skills required for them to excel as early learners.
Phonemic Awareness	<b><u>(E.S.) Phonemic Awareness:</u></b> Teaches students at a K-2 grade level 38 different phoneme sounds, how to isolate these sounds in words, phoneme addition, deletion and substitution.
Fluency/Comprehension	<b><u>(E.S.) Reading Comprehension Level 1:</u></b> A wide variety of fiction and non-fiction stories supported by colorful illustrations and verbal cues develop reading comprehension and vocabulary skills at a Gr. 1 to 2 reading level.
Fluency/Comprehension	<b><u>(E.S.) Reading Comprehension Level 2:</u></b> Student are required to identify the main idea, predict outcomes and use context clues when reading passages at a 2 <sup>nd</sup> to 3 <sup>rd</sup> grade reading level.
Fluency/Comprehension	<b><u>(E.S.) Reading Comprehension Level 3:</u></b> Develops reading comprehension ability and vocabulary skills including word meanings, synonyms, antonyms, homonyms and root Words in students reading at a 3 <sup>rd</sup> to 4 <sup>th</sup> grade reading level.
Fluency/Comprehension	<b><u>(E.S.) Reading Comprehension Level 4:</u></b> Designed to address all aspects of the reading comprehension, vocabulary and language arts strands or students at a 4 <sup>th</sup> to 5 <sup>th</sup> grade reading level.
All Big 5 Areas	<b><u>Fast ForWord</u></b>
Phonemic Awareness	<b><u>Fast ForWord Language:</u></b> Develops listening accuracy, phonological awareness, and language structures and moves elementary students who are reading below grade level toward grade level reading skills.
Phonics	<b><u>Fast ForWord Language to Reading:</u></b> Emphasizes the link between spoken and written language to guide young students to become proficient grade level readers.
Phonics & phonemic awareness	<b><u>Fast ForWord Reading Readiness:</u></b> Builds pre-reading skills, with a focus on letter recognition and naming, phonological awareness, and letter-sound associations.
Phonics, phonemic awareness and vocabulary	<b><u>Fast ForWord Reading Level 1:</u></b> Build critical early reading skills, with an emphasis on phonemic awareness, early decoding skills, vocabulary knowledge and skills, and motivation for reading.
Phonics and fluency	<b><u>Fast ForWord Reading Level 2:</u></b> Consolidates early reading skills, with a focus on applying phonics and decoding strategies, improving word recognition and understanding the rules for reading comprehension
Phonics, vocabulary and comprehension	<b><u>Fast ForWord Reading level 3:</u></b> Builds on the Fast ForWord Reading Level 2 by concentrating on reading knowledge and fluency, with a focus on phonology and spelling, morphological properties and complexity, syntactic complexity, vocabulary and comprehension.
Phonics & Comprehension	<b><u>Fast ForWord Reading Level 4:</u></b> Builds reading skills in school by applying knowledge of word origins, word forms, sentence structures, and punctuation rules to improve comprehension.
Comprehension & Vocabulary	<b><u>Fast ForWord Reading Level 5:</u></b> Appropriate for students in upper elementary, middle and high school. It concentrates on enhancing advanced reading comprehension skills and expanding vocabulary skills.

### **Reading Intervention (ADSIS)**

Alternative Delivery of Specialized Instructional Services provides instruction to assist students who need additional academic support to succeed in the general education environment. The goal of this program is to reduce the number of referrals to special education by providing supports early to struggling students. The Reading Intervention program supports children in **Kindergarten – 3<sup>rd</sup> grade**. It is the most intensive of intervention opportunities available for students prior to a special education referral. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in effective, research-based reading strategies. Students receive daily, small group (2-4 students) sessions that range between 25-30 minute / session. Students in this program will receive -- on average --125-150 minutes / week of additional reading support.

**The Reading Intervention program currently serves approximately 11% of the K-3 student population.**

The Reading intervention teacher has been trained on and has access to the same interventions used by the Minnesota Reading Corps Member and Title 1 interventionists and has further access to the following interventions:

Big 5 Area	Intervention/Description
<b>Phonemic awareness Phonics Fluency Comprehension Vocabulary</b>	<b><u>SRA Reading Mastery</u></b>  <i>Reading Mastery</i> is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and interactive.
<b>Phonemic awareness Phonics Fluency Comprehension Vocabulary</b>	<b><u>Skills Tutor</u></b>  SkillsTutor is an online solution that promotes individualized proficiency in Reading for students in the ADSIS program. SkillsTutor modules delivers a digital component that complements traditional materials and prepares students for success. Modules available through SkillsTutor include important practice and mastery activities necessary for student success.
<b>Phonemic Awareness Phonics Fluency Comprehension Vocabulary</b>	<b><u>Ladders to Literacy</u></b>  Ladders to Literacy provide sequenced, systematic exposure to activities involving visual discrimination, phonemic awareness, letter/sound connections, word concepts, and sentence and story concepts.

**Special Education:**

Specific, individualized special education services are provided for students who meet eligibility criteria. A special education evaluation may be conducted if a team determines that appropriate, research based interventions have been attempted and classroom accommodations have been made and data continues to indicate that progress is not being made. Instruction for individuals who have met Special Education eligibility criteria is highly individualized and targeted based on student needs.

**The Special Education Department currently serves approximately 10% of the K-6 student population with either alternative reading instruction or reading support.**

The Special Education teachers have been trained on and have access to the same interventions used by the Minnesota Reading Corps Member, Title 1 interventionists and Reading Intervention teacher and have further access to the following interventions:

Big 5 Area	Intervention/Description
<b>Phonemic awareness</b> <b>Phonics Fluency</b> <b>Comprehension</b> <b>Vocabulary</b>	<p><b><u>SRA Reading Mastery:</u></b></p> <p><i>Reading Mastery</i> is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and interactive.</p>
<b>Phonemic Awareness</b> <b>Phonics</b> <b>Fluency</b> <b>Comprehension</b> <b>Vocabulary</b>	<p><b><u>Reading Milestones:</u></b></p> <p>Vocabulary, language structures, and comprehension skills are introduced in small and constantly reinforced increments. The vocabulary was drawn from several high frequency word lists (including the Dolch Basic Sight Word List). All the essential comprehension skills-literal, inferential, evaluative, and critical reading skills-are introduced and practiced in workbook activities. Chunking (the separation of phrases by several spaces) is specifically used in the first three levels to aid in processing units larger than single words. Reading Milestones begins at the most basic language level. The program introduces vocabulary, syntax, and idiomatic language in very small steps and reinforces this learning before introducing new materials.</p> <p>The following levels are available for specific placement:</p> <ul style="list-style-type: none"> <li>Level 1 is at preprimer - 1.0 grade level</li> <li>Level 2 is at 1.0 - 1.5 grade level</li> <li>Level 3 is at 1.5 - 2.0 grade level</li> <li>Level 4 is at 2.0 - 2.5 grade level</li> <li>Level 5 is at 3.0 - 3.5 grade level</li> <li>Level 6 is at 4.0 - 5.0 grade level</li> </ul>
<b>Fluency</b> <b>Vocabulary</b>	<p><b><u>EdMark:</u></b></p> <p>The Edmark Reading Program uses a whole-word approach, with short instructional steps, consistent repetition, and positive reinforcement to ensure that students experience immediate success. Multiple learning modalities are incorporated into this highly effective process with a variety of lesson formats that keep students motivated and involved. Graphics, content, and presentation are appropriate for readers of all ages.</p> <p>At five- and ten- word intervals, review and test activities are provided, allowing teachers to test student knowledge of learned words. Management tools and automatic record keeping allow teachers to individualize student learning and track progress.</p>
<b>Phonemic Awareness</b> <b>Phonics Fluency</b> <b>Comprehension</b> <b>Vocabulary</b>	<p><b><u>Explode the Code:</u></b></p> <p>This comprehensive program offers individualized instruction and reinforcement based on continuous assessment and helps to build needed skills for reading success.</p>



### **Targeted Services:**

Targeted Services is a program designed to support students who learn in different ways or at a different pace from others. By offering additional time for learning in new and fun ways in smaller learning environments, Targeted Services programs give students the opportunity to improve their social and academic skills. Targeted Services classes are taught by certified teachers 4 days / per week for 90 minute sessions after school. Group sizes are kept to a 10:1 student / teacher ratio. Time is spent working in reading curriculum and interventions that are designed for after school programs. Students are placed in Targeted Services based on teacher recommendation and parent approval.

## **Instructional Technology**

### **Mission Statement:**

Provide students with the necessary skills and a positive outlook towards learning skills in Business, Agriculture-Industrial Technology, and Family and Consumer Sciences. These skills will provide students with direction for further study and career readiness skills.

### **Best Practices:**

- mf* Provide hands-on activities and real world experiences
- mf* Utilize state and national standards to develop curriculum, while embedding core subject content
- mf* Career & Technical Education (CTE) Frameworks (MDE)
- mf* Secondary CTE Program Approval Rubrics (MDE)
- mf* National Research Center for Career and Technical Education
- mf* Provide an outlet for students to use what they are learning in student organizations and the classroom
- mf* Incorporate local community professionals into the curriculum, as well as provide opportunities for our students to gain insight into possible career opportunities

### **Strengths:**

- mf* Advisory Board
- mf* The Real Game
- mf* West Central Research and Outreach Center (WCROC) partnerships
- mf* Local Business and professionals that volunteer time to speak in our classrooms and provide tours for students
- mf* Classroom activities and participation lead to strong extracurricular participation (i.e. Business Professionals of America (BPA), Future Farmers of America (FFA), Family, Career & Community Leaders of America (FCCLA)
- mf* Career & Technical Education (CTE) Fair
- mf* 7th and 8th grade Career Day / Tour Day
- mf* 7th and 8th grade Block Courses
- mf* Use of technology in CTE includes Smart Boards, Student Response Systems, Computer Aided Drafting (CAD), Lincoln Burn Table, Laptops, Computer Labs in Business, Real Life Babies
- mf* Naviance: A College & Career Readiness platform for students in Gr. 6-12 that helps connect academic achievement to post-secondary goals

## Collaborative Professional Culture

The Morris Area School District has a Staff Development Committee comprised of teachers from the Elementary School & the High School, specialists, & administrators. Each year, a Staff Development Plan is developed & a year-end report is submitted to the District Office. Staff Development funds helped to support professional days & Olweus training throughout the year as well as grants for summer curriculum writing and attendance for various staff members at specific training opportunities.

- 1x / Year ➤ Collaborative Professional Development Day with 8 Regionally Local School Districts
- 6x's / Year ➤ PLC's during Pre-determined Annual Early Dismissals & Late Starts
- 10x's / Year ➤ Staff Development / In-Service Days

**District Staff Development Goals:** The District will establish Professional Learning Communities (PLC's). These communities will be focused on student needs as perceived by assessments. The goal of all learning communities will be to see increased learning for the student populations they serve. Each PLC was required to address four (4) elements: 1) Decide on a student need, 2) Find effective strategies to meet the need, 3) Decide how student achievement will be measured, and 4) Share strategies & student achievement results through a monthly district newsletter. Each PLC was provided with six (6) opportunities to meet during staff development time & could also request additional funding to achieve selected goals.

### **High School Staff Development Goals:**

Goal #1: To increase Reading Comprehension by utilizing a variety of techniques.

- mf* Gr. 9 & 10 ➤ Expand students' vocabulary, specifically leadership-based academic language.
- mf* Gr. 7 & 8 ➤ Increase student learning through the use of pre-reading strategies.

Goal #2: May be developed by an individual PLC.

- mf* Gr. 11 & 12 ➤ Acquire leadership messages through the reading of the short stories included in Tim Elmore's *Habitudes*. The group wanted to help make the connection with kids that reading can impact their lives. Another goal was to help bring colleagues together.
- mf* Gr. 9 ➤ Increase working knowledge of leadership skills, measurable through pre and post surveys and in a formal writing assignment at the conclusion of the year.
- mf* Gr. 7 & 8 ➤ Increase opportunities for physical activity during the day as a way to keep the brain alert & engaged.
- mf* Music ➤ Align our music curriculum K-6 to the Minnesota State Standards.
- mf* Phy Ed ➤ Improve student levels of personal fitness. Implement the President's Fitness Challenge and teach the five fitness components. Track individual assessments using personal fitness cards.
- mf* Speech ➤ Have a supportive environment where we can discuss personal practice and learn about beneficial practices to help us continue to grow in the field of speech language pathology.

### **Elementary School Staff Development Goals:**

Goal #1: Curriculum Mapping.

- mf* Gr. K ➤ By becoming more effective in implementing the language arts standards, the students will increase their performance in kindergarten assessments, Aim progress monitoring, and overall reading performance.
- mf* Gr. 1 ➤ Review the standards & curriculum assessments to improve Reading MAP scores.

## District Advisory Committee

### Staff Development Committee High

School Teacher Elementary

School Teacher Special

Education Teacher High

School Principal Elementary

School Principal

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### Teacher Development Plan Committee

High School Teacher

Elementary School Teacher

High School Principal

Elementary School Principal

Counselor

District Superintendent

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### Technology Committee

Technology Director

Technology Coordinator

High School Teachers

Elementary Teachers

Principals

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### District Leadership Team (DLT)

District Superintendent\*

High School Principal\*

Elementary School Principal\*

Activities Director \*

Building & Grounds Supervisor

Transportation Director

Food Service Director

Technology Director

Technology Coordinator

\*Also Denotes Member of the District Administrative Team

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## Annual Budget for Sustaining Implementation of the WBWF Plan

Staff Development Dollars to provide High Quality Professional Development	\$ _ \$90,000
ADSIIS Dollars for Early Intervention to Prevent Special Education Needs	\$ _ \$82,000
School Readiness Dollars to Promote Learning Readiness	\$ _ \$17,400
Title II Dollars for Class Size Reduction	\$ _ \$37,005
Title I Dollars for Assistance in Reading & Math	\$ _ \$95,300
ELL Dollars for additional Assistance to English Language Learners	\$ _ \$58,900
NWEA / "Measures of Academic Progress" Assessment Site License	\$ _ \$7,900 _
Carl Perkins Dollars for CTE	\$ _ \$2,050 _

## District Reporting Requirements

*The School Board shall publish an Annual Report to the Public entitled:*

ISD # \_\_\_\_\_ District Name \_\_\_\_\_  
Local World's Best Workforce (WBWF) Plan

(Check which reporting method to be used & the title of said method.)

\_\_\_\_\_ Local Newspaper \_\_\_\_\_  
\_\_\_\_\_ U.S. Mail \_\_\_\_\_  
\_\_\_\_\_ District Website \_\_\_\_\_

*The School Board shall hold an Annual Meeting to:*

- 1. Review & revise the WBWF Plan as appropriate.*
- 2. Review District success in achieving previously adopted goals & improvement plans.*

(Enter date / time / location of Annual Meeting.)

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

*The School Board must submit an electronic summary of its report to the Commissioner of the Minnesota Department of Education by October 1<sup>st</sup> of each year. The summary report entitled:*

ISD # \_\_\_\_\_ District Name \_\_\_\_\_  
Local World's Best Workforce (WBWF) Summary Report