

# World's Best Workforce Strategic Plan Clearbrook-Gonvick Schools Planning for the Road Ahead 2014

Submitted by:

Wayne Olson  
Superintendent of Schools  
Clearbrook-Gonvick School District #2311

Adapted by the Clearbrook-Gonvick School Board on September 15, 2013

## **District Background Information**

Clearbrook-Gonvick School district #2311 is the result of a consolidation between the communities of Clearbrook and Gonvick, effective 1991. The Clearbrook-Gonvick School District serves the communities of Clearbrook, Gonvick, Gully, Trail, Leonard and surrounding rural areas. Our school district's instructional organization is preschool through grade 12.

Clearbrook has a population of 518, and is located approximately 35 miles northwest of Bemidji, MN, on Highway 92. The populations of the District's communities are Clearbrook 518, Gonvick 282, Gully 66, Trail 46 and Leonard 41.

In addition to the preschool and K-12 program, our district provides special education services through our regional service cooperative in such areas as Pre-School Coordinator, School Psychologist, and a Child Study Coordinator. Our Early Childhood program is provided full-days on a two-day-a-week basis and our kindergarten classes are on an all-day, every day schedule.

Management of our school is directed by a seven-member Board of Education. The Board meets on the third Monday of each month, and special meetings are called if necessary. The superintendent is an ex-officio member of the school board. There is a full-time principal for the elementary and high school.

In addition, we have a Speech Therapist, Behavior Interventionist, a part time Mental Health Therapist, five Special Education teachers, Community Education Coordinator, and Law Enforcement Liaison. Nursing services are contracted through the Clearwater County Community Public Health. Our school employs 35 other licensed teachers and 29 non-licensed personnel. Student transportation is provided through a contract with the Stein Bus Company.

## **Clearbrook-Gonvick Strategic Plan**

2013-2014 School Year

### **VISION:**

- \* Unified Leadership and aligned decision making focused on student achievement.*
- \* Shared commitment and partnership in education, families, district and community.*
- \* Trusting, safe and respectful environment for all.*
- \* Comprehensive and purposeful curriculum and programming.*
- \* On-going and consistent professional development.*
- \* Responsible fiscal planning and management*
- \* Developing facilities to meet educational and community needs.*

### **MISSION:**

*Children are our future. We are dedicated to mapping pathways for their success. Our dedication to this mission of providing effective opportunities for our students is inspire life-long learners in pursuing their dreams and becoming responsible, productive citizens through partnership of families, educators and communities committed to excellence.*

**B**uilding

**E**xcellence

**A**chieving &

**R**eaching

**S**uccess

## **Clearbrook-Gonvick Public School 2013-14**

The 1976 Minnesota Legislature enacted a statute mandating that every school district in the state engage in a process called Planning, Evaluation, and Reporting. In 1984 the process was refined for clarification purposes. In 1992 the process, which was titled “PER”, was changed to “Annual Report on Curriculum, Instruction, and Student Performance”. For the 2004-2005 school year and beyond, the process has changed names again and will now be referred to as “Annual Report on Curriculum, Instruction, and Student Achievement.”

A. A process for curriculum evaluation and planning is needed for continued improvement of the education program, and to allow for better evaluation of educational programs by local communities.

B. A process is needed to facilitate decisions by school boards and communities as to which services can be provided by public schools and which can or should be provided by other institutions (family, private sector, and other public agencies.)

C. Efficient use of educational resources is needed with regard to educational technology and interdistrict cooperation. As a consequence of the above mandate, the Clearbrook-Gonvick Board of Education appointed a Curriculum and Planning Committee listed below from a group of community and educational volunteers.

### **Transition from Profiles of Learning to the New Minnesota Academic Standards**

The 2003 Legislature repealed the Profile of Learning, effective on final enactment. The Legislature eliminated all references to the Profile in rule and statute. In the same bill, the Legislature established new credit-based, high school graduation requirements. Under these new requirements, students must complete at least 21.5 credits in a variety of subjects in order to graduate. With the repeal of the Profiles of Learning in May 2003, school districts must create a plan to transition students from the Profiles of Learning to the New Academic Standards. The Academic Standards affect those students who are currently in grades K-10 of the 2005-2006 school year. Students in grade 10 and below will graduate under the new Academic Standards, which are currently being implemented in school districts across the state of Minnesota.

#### **Student Achievement Goals**

Students at Clearbrook-Gonvick Public Schools have a curriculum that is being aligned with the Minnesota State Standards. Student performance will be assessed through a series of assessments required by the state. The District will provide appropriate learning opportunities for all students. The student needs will be identified, documented, and remedial plans established.

Clearbrook-Gonvick Public School is committed to assuring that all the students gain the basic knowledge and skills necessary to become life-long learners and productive, successful member of society. The Minnesota graduation standards guide our continued effort to this goal. Performance assessments following the format, content, and quality criteria are the focus of the Clearbrook-Gonvick Public School's curriculum and instruction. The District approved K-12 curriculum will provide students with the knowledge, skills and abilities to do well on the required Minnesota Basic Skills in Reading, Math, and Writing.

Clearbrook-Gonvick Public School requires a minimum of 25 credits in order to graduate, and effort to pass the Minnesota Comprehensive Assessments in Reading, Math and Science.

The credit requirements for graduation in 2014 are:

- 4.5 credits of Language Arts
- 3.5 credits of Social Studies (that includes 1 year of American History and Geography, and a ½ year of World History and Economics..
- 3.5 credits of Math (that includes instruction in Algebra, Geometry, and an elective)
- 3.5 credits of Science (that includes Physical, Biology and an elective)
- 1 credit of Fine Arts (that includes Music or Art)
- .5 credit of Computer Applications/Data
- 1.5 credits of Careers or Business
- .5 credit Personal Finance
- .5 credit of Physical Education
- .5 credit of Health Education, and
- 6 credits of course electives

The Academic Standards in Math, Language Arts, Science, Social Studies, and Art are embedded K-12.

We will continue to offer World Language, Health, and Physical Education, Business and Career and Technical classes and use Learner Outcomes as models for eventual local standards in those areas.

We realize that these recommendations may have to be adjusted as the state revisits their plans with the Academic Standards, so we will have to be prepared to modify our curriculum plan as needed. If you have any questions concerning the transition plan, please call Mr. Wayne Olson at 218-776-3112

### **PARENTAL INVOLVEMENT IN CURRICULUM CONTENT REVIEW/OBJECTION**

The following legislation was passed by the 1992 legislature and is effective for the 2013 - 2014 school year.

A procedure for a parent, guardian, or an adult student, 18 years old or older, to review the content of the instructional materials to be provided a minor child or to an adult student and if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student.

Parents, guardians, adult students 18 years old or older, and/or community members may also at any time inquire about the qualifications and/or licensure areas of school staff and or personnel in the Clearbrook-Gonvick Public School District.

The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction. School personnel may evaluate and assess the quality of the student's work.

# CLEARBROOK-GONVICK PUBLIC SCHOOL

## BASIC TESTING ADMINISTRATION NOTIFICATION

### District Testing Plan

- I. To qualify for a high school diploma, a student shall demonstrate competency in the statewide standards for Mathematics, Reading, and Writing using state developed tests. Students starting in 10th grade will be required to pass the State's Writing Test with a score of "3" or higher level. Students will also be required to complete 25 credits.
  
- II. The District Assessment Coordinator and Counselor will administer the tests on prescribed dates and times. All current 9<sup>th</sup> graders will take the State Writing test, 10<sup>th</sup> graders will take the State Reading test and 11<sup>th</sup> graders will take the State Mathematics tests during the window dates prescribed by the State. The MCA II Tests will be administered once a year for students in grades 9-12 for the 2011-12 school year, with the opportunity for once a month for those students that did not pass the State tests the first time. Additionally, summer testing will be available each year for those students who have not passed a State requirement test.
  
- III. The Clearbrook-Gonvick Public School prepares students for the basic requirement tests through a sequentially developed outcome driven curriculum in Kindergarten through Twelfth grade. The curriculum is reviewed regularly to assure that student progress is maintained in each basic standard area

### Clearbrook-Gonvick Assessment Plan

Standardized tests are given for a variety of reasons, including reporting student progress and achievement; evaluating curriculum and instruction; identifying strengths and weaknesses; comparing Cedar Mountain students with national, state and other norms; and identifying students who may need some extra help or who may benefit from special programs.

| Test   | Description  | Main Uses   | Grades  |
|--|--|---|---|
| Minnesota Comprehensive Assessments (MCA)        | State-mandated measures of student progress in reading, math and written composition | Accountability<br>Student and school progress reports   | Reading: 3 <sup>rd</sup> - 7th, & 10th grades (9th-12th grades in alternate years).<br>Mathematics: 3 <sup>rd</sup> - 7th, & 11th grades (9th-12th grades in alternate years).<br>Science: 5 <sup>th</sup> , 8 <sup>th</sup> & 11 <sup>th</sup> grades. |
| ASVAB  | Careers and college readiness exam .   |   | 11 <sup>th</sup> grade  |
| Northwest Evaluation Assessment                  | District-purchased national measures of student achievement in several areas         | Measure student achievement from year to year compared with local and national standards. Identify students eligible for Title 1 services or interventions. | Grades K-5  |
| Early Childhood Assessments<br><br>Work Sampling | District-purchased measures of early development and learning readiness              | Identify the development stages in areas of learning and personal growth<br><br>Inform parents/guardians and community of the student's learning readiness  | Children ages 3-4 are Pre-school screened in October each year. This screening must be done prior to Kindergarten and enrollment in our Pre-school programs.  |
| ACCESS for ELLs                                  | State-mandated measures of English proficiency for non-English speaking students     | Student and school progress reports   | English-language learners in 3rd-12th grades  |

|   |  |  |  |
|---|--|--|--|
| American College Test (ACT)                       | Student-purchased national measure of college aptitude | Inform and facilitate applications for post high school education<br>Help District evaluate its education programs | Most students take these tests in 11th grade<br>Call the High School Guidance Office for information |
| College and Career Readiness Tests, Explore, Plan |  |  | 8 <sup>th</sup> grade & 10 <sup>th</sup> grade   |

## Standards

Clearbrook-Gonvick Schools have long recognized that clearly defined education standards set the course for quality and accountability. Due to the 2003 Minnesota Legislature's repeal of the Profile of Learning graduation standards, all Minnesota schools will be implementing a new set of state standards and credit-based high school graduation requirements. Cedar Mountain Schools is in the process of making this transition.

Under the new state requirements, Basic Standards Tests (explained below), grade-level standards, and high school credit requirements are components necessary for a student to receive a diploma.

Students in the class of 2013-14 must graduate with 25 credits in various coursework, including English, math, science, social studies and electives in the arts, health and physical education, and world languages. All areas will be expected to incorporate either state or locally developed standards, assessed through statewide tests. Clearbrook-Gonvick will continue to integrate standards into its grade-level curriculum.

### Goal: All students are Kindergarten ready

#### Improvement Strategies: School Readiness

- School readiness is a primary focus of this program.
- The district will continue to work with partnerships with other preschool community programs to ensure school readiness alignment occurs.
- To continuously improve ECFE and School Readiness program participation and outreach to foster family engagement with the school and help with teaching school readiness and parent education to families the district serves. Current participation has been very strong.
- Implement effective pre-school screenings and provide necessary support services to families (ECSE) or interventions for families to achieve school readiness.

| Number of students Kindergarten Ready who entered Kindergarten who attended out Pre-School |                  |                  |                    |                    |
|--|------------------|------------------|--------------------|--------------------|
| 2013-2014  |                  |                  | 2015-16            | 2016-17            |
| Not Yet<br>4   | In Progress<br>7 | Proficient<br>15 | Proficient<br>100% | Proficient<br>100% |

## **RESULTS of LOCAL ASSESSMENT DATA**

### **NINTH GRADE WRITING TEST RESULTS 2014**

Ninth graders are required to take the MCA-II Writing Assessment. A student must get a score of a 3.0 or higher in order to pass the Writing test. In 2014 all Senior students passed the Writing Test, 60% at the time of graduation.

### **THIRD, FOURTH, FIFTH, SIXTH, SEVENTH AND EIGHTH GRADE COMPREHENSIVE ASSESSMENTS 2014**

The Clearbrook-Gonvick Public School District's third, fourth, fifth, sixth, seventh, and eighth grade students took the Minnesota Comprehensive Assessment II tests in May 2014. The third, fourth, sixth, seventh and eighth grade students took Reading and Math tests. The fifth grade students took Reading, Math, and Writing tests. Students received scaled scores for each test taken. Scaled scores are not percent scores. They are similar to the scoring system used on the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The scores are grouped into four achievement levels to help educators assess program effectiveness and draw attention to students' learning needs early in their educational careers. The following is a list of the achievement levels and their meaning:

Exceeds the Standards: Students at this level demonstrate evidence of superior academic performance, and skills that exceed the level necessary for satisfactory work in the Academic Standards.

Meets the Standards: Students at this level have demonstrated evidence of solid academic performance and competence in the knowledge and skills necessary for satisfactory work in the Academic Standards.

Partial meets the Standards: Students at this level demonstrate evidence of partial knowledge and skills necessary for satisfactory work in the Academic Standards.

Does not meet the Standards: Students at this level demonstrate evidence of limited knowledge and skills necessary for satisfactory work.

Students do not pass or fail these tests. The tests measure student progress toward achievement of Minnesota Academic Standards. Tests are one of several measures used to describe how well students and schools are doing. The scores tell parents how well their schools and students perform when tested on Minnesota's Academic Standards for Reading, Mathematics, and Written Composition.

## 2014 MCA II RESULTS

### CLEARBROOK-GONVICK PUBLIC SCHOOL DISTRICT

Due to the launch of the MCA-II Assessment Program, in response to the state's more rigorous academic standards, there is a one-time variation in the release of the test, AYP, and school designation. Official testing and AYP results were not released until August 2014. When MCA-II data was released, the committee and staff analyzed it and other local data during the 2013-2014 school year, to review and revise goals and recommendations.

| Year | <u>Third Grade</u> |         | <u>Fourth Grade</u> |         | <u>Fifth Grade</u> |         | <u>Sixth Grade</u> |         |
|------|--------------------|---------|---------------------|---------|--------------------|---------|--------------------|---------|
|      | Math               | Reading | Math                | Reading | Math               | Reading | Math               | Reading |
| 2010 | 80.5               | 78.0    | 73.0                | 70.3    | 41.2               | 76.5    | 71.8               | 75.0    |
| 2011 | 44.4               | 57.7    | 39.5                | 74.4    | 37.8               | 81.1    | 37.1               | 71.4    |
| 2012 | 69.7               | 75.8    | 73.1                | 72.0    | 44.4               | 65.2    | 42.9               | 70.6    |
| 2013 | 42.5               | 20.0    | 73.5                | 38.2    | 29.6               | 33.3    | 33.3               | 36.8    |
| 2014 | 51.5               | 33.3    | 80.0                | 45.0    | 48.6               | 53.8    | 28.6               | 39.3    |

| Year | <u>Seventh Grade</u> |         | <u>Eighth Grade</u> |         | <u>Tenth Grade</u> | <u>Eleventh Grade</u> |
|------|----------------------|---------|---------------------|---------|--------------------|-----------------------|
|      | Math                 | Reading | Math                | Reading | Reading            | Math                  |
| 2010 | 51.6                 | 51.5    | 35.5                | 51.6    | 58.6               | 21.4                  |
| 2011 | 54.1                 | 78.4    | 33.3                | 60.6    | 58.1               | 19.2                  |
| 2012 | 44.4                 | 62.9    | 61.5                | 65.8    | 37.1               | 32.5                  |
| 2013 | 48.4                 | 22.6    | 38.7                | 29.0    | 71.4               | 42.9                  |
| 2014 | 41.3                 | 41.3    | 30.0                | 30.0    | 61.8               | 34.8                  |



**MCA Achievement Scores**  
Reported as a Percentage

|                   | <b>READING</b> |             |             | <b>MATH</b>       |             |             |
|-------------------|----------------|-------------|-------------|-------------------|-------------|-------------|
|                   | <b>2012</b>    | <b>2013</b> | <b>2014</b> | <b>2012</b>       | <b>2013</b> | <b>2014</b> |
| <u>3rd Grade</u>  |                |             |             |                   |             |             |
| Exceeds           | 39.4           | 7.5         | 9.1         | 9.1               | 5.0         | 15.2        |
| Meets             | 36.4           | 12.5        | 24.2        | 60.6              | 37.5        | 36.4        |
| Partial           | 6.1            | 15.0        | 18.2        | 15.2              | 35.0        | 30.3        |
| DNM               | 18.2           | 65.0        | 48.5        | 15.2              | 22.5        | 18.2        |
| <u>4th Grade</u>  |                |             |             |                   |             |             |
| Exceeds           | 24.0           | 5.9         | 12.5        | 11.5              | 26.5        | 22.5        |
| Meets             | 48.0           | 32.4        | 32.5        | 61.5              | 47.1        | 57.5        |
| Partial           | 24.0           | 23.5        | 22.5        | 11.5              | 11.8        | 10.0        |
| DNM               | 4.0            | 38.2        | 32.5        | 15.4              | 14.7        | 10.0        |
| <u>5th Grade</u>  |                |             |             |                   |             |             |
| Exceeds           | 21.7           | 3.7         | 10.3        | 6.7               | 0.0         | 10.8        |
| Meets             | 43.5           | 29.6        | 43.6        | 37.8              | 29.6        | 37.8        |
| Partial           | 23.9           | 44.4        | 25.6        | 35.6              | 44.4        | 24.3        |
| DNM               | 10.9           | 22.2        | 20.5        | 20.0              | 25.9        | 27.0        |
| <u>6th Grade</u>  |                |             |             |                   |             |             |
| Exceeds           | 11.8           | 2.6         | 3.6         | 5.7               | 5.1         | 3.6         |
| Meets             | 58.8           | 34.2        | 35.7        | 37.1              | 28.2        | 25.0        |
| Partial           | 20.6           | 31.6        | 28.6        | 42.9              | 38.5        | 32.1        |
| DNM               | 8.8            | 31.6        | 32.1        | 14.3              | 28.2        | 39.3        |
| <u>7th Grade</u>  |                |             |             |                   |             |             |
| Exceeds           | 28.6           | 3.2         | 6.5         | 16.7              | 3.2         | 8.7         |
| Meets             | 34.3           | 19.4        | 34.8        | 27.8              | 45.2        | 32.6        |
| Partial           | 22.9           | 41.9        | 21.7        | 38.9              | 45.2        | 39.1        |
| DNM               | 14.3           | 35.5        | 37.0        | 16.7              | 6.5         | 19.6        |
| <u>8th Grade</u>  |                |             |             |                   |             |             |
| Exceeds           | 47.4           | 6.5         | 0.0         | 25.6              | 3.2         | 3.3         |
| Meets             | 18.4           | 22.6        | 30.0        | 35.9              | 35.5        | 26.7        |
| Partial           | 23.7           | 38.7        | 46.7        | 28.2              | 29.0        | 53.3        |
| DNM               | 10.5           | 32.3        | 23.3        | 10.3              | 32.3        | 16.7        |
| <u>10th Grade</u> |                |             |             | <u>11th Grade</u> |             |             |
| Exceeds           | 5.7            | 35.7        | 17.6        | 10.0              | 7.1         | 17.4        |
| Meets             | 31.4           | 38.7        | 44.1        | 22.5              | 35.7        | 17.4        |
| Partial           | 37.1           | 25.0        | 14.7        | 32.5              | 17.9        | 13.0        |
| DNM               | 25.7           | 3.6         | 23.5        | 35.0              | 39.3        | 59.2        |

# Minnesota Graduation Standards

## Basic Tests Results

### 2013 - 2014

As a requirement by the state of Minnesota and for graduation from Clearbrook-Gonvick Public School District #2311, students must pass the State Academic Standards Tests in Reading, Mathematics, and Writing. The State Reading Test is given in the 10<sup>th</sup> grade, the State Mathematics test is given in the 11<sup>th</sup> grade and the State Writing Test is taken in the 9<sup>th</sup> grade. The chart below shows the percentage of Clearbrook-Gonvick graduates who have passed the State's GRAD requirement in Reading, Mathematics, and Writing; for underclassmen the percentage of students who passed the GRAD requirement the first time tested.. All students, including IEP, LEP and 504 at these grade levels have taken the Academic Standards Tests or an alternative assessment.

| <b>Clearbrook-Gonvick Graduation Results</b> |                    |                    |                    |                    |
|--|--------------------|--------------------|--------------------|--------------------|
| <b><u>2009</u></b>                           | <b><u>2010</u></b> | <b><u>2011</u></b> | <b><u>2012</u></b> | <b><u>2013</u></b> |
| 78.1%  | 75.0%              | 77.1%              | 82.8%              | 60.5%              |

### Post-Secondary Enrollment Options (PSEO)

Junior Students in the top 1/3 of their graduation class or Seniors in the top 1/2 of their graduation class are eligible to attend a Post-Secondary institution while earning High School graduation credits. This is an application process, and interested individuals should consult with the Principal or Counselor. Clearbrook-Gonvick also has College in the High School courses available to interested students that desire to take 1-2 courses while still in High School.

| <b>Clearbrook-Gonvick Testing Requirements (2013-14)</b>   |  |  |
|--|--|--|
| Current Seniors (2014)   | Current 10 & 11th Grade  | Current 9th Grade  |
| Meet or have met Graduation Required Assessments for Diploma (GRAD) in writing, reading, and mathematics by: achieving proficiency on high school Title I assessments; passing GRAD retest; and/or meeting GRAD alternate routes | Meet or have met Graduation Required Assessments for Diploma (GRAD) in writing, reading, and mathematics by: achieving proficiency on high school Title I assessments; passing GRAD retest; and/or meeting GRAD alternate routes | Take Grade 8 Career and College Assessment when available (ACT ASPIRE) |
|  |  | <b>AND</b>   |
|  |  | Take Grade 10 Career and College Assessment                            |
|  |  | <b>Possibly</b>  |
|  |  | Take College Placement Diagnostic Assessment                           |
| <b>OR</b>  | <b>OR</b>  | <b>AND</b>   |
| Take or have taken ACT/ WorkKeys/ Compass/ Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics   | Take or have taken ACT/ WorkKeys/ Compass/ Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics   | Take Grade 11 College Entrance Assessment                              |
|  |  | <b>OR</b>  |
|  |  | MTAS and Minnesota Alternate Assessment for Writing                    |
| <b>OR</b>  | <b>OR</b>  |  |

|   |   |  |
|---|---|--|
| Have received score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics | Have received score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics |  |
|---|---|--|

## **Accountability Committee**

The composition of the Clearbrook-Gonvick Student Accountability Report Committee was designed in a manner that attempts to most accurately represent the diversity of the community and the educational setting. Two parent members are appointed annually on a rotating basis. The Principal and the Coordinator with School Board approval make the remaining selections.

### ***Aim: Safe, Caring & Welcoming Learning Environment***

### ***Goal: Create & foster an engaging & respectful learning environment.***

#### **Improvement Objectives:**

- Establish SMART Goal for School Safety, Student Engagement, Connections at School gap as per specifics outlined by the State in Achievement and Integration. Thereafter meet with State to help establish goal compliant with the state requirements. MDE will identify Student Health Survey (2013) questions we must use to establish benchmarks & SMART Goals. Survey is every 3 years, so this is a 3 year goal.
- For MDE monitoring, they want participation data (#students, grades, staff, etc.) per activity per CRIC school district.

#### **Improvement Strategies:**

- To improve student achievement and engagement by working collaboratively between the racially isolated districts and adjoining districts within the CRIC Collaborative to integrate our students and/or staff with activities that increase cultural fluency, competency, and interaction.

#### **Improvement Activity:**

- STLF, Courage Retreats, Respect Retreats, Kindness Retreat, and presentations by MN Diversity Council.

Meet or exceed proficiency level of performance for all teaching staff with Domain 5.

## ACT TESTING 2013-2014

Scores are from 0 to 36

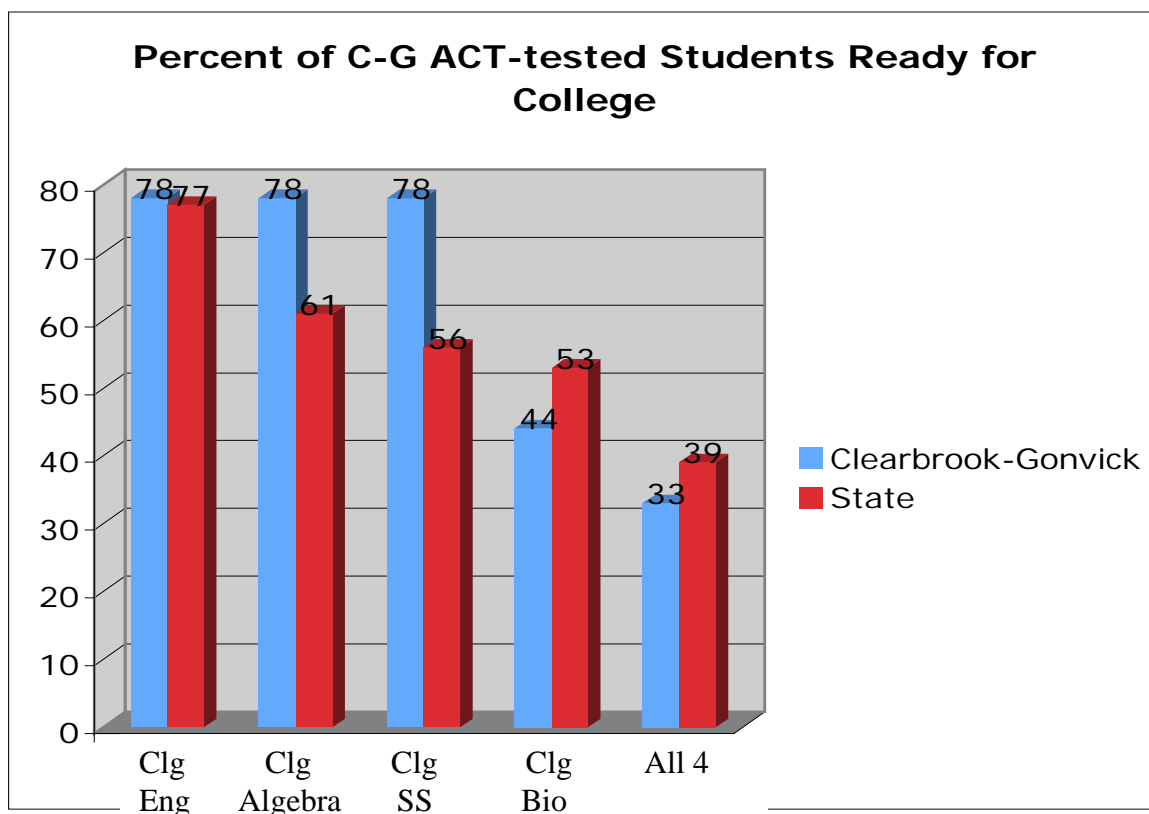
**American College Test Composite Scores 2009-10 to 2013-14**

|                    | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------|------|------|------|------|------|
| Clearbrook-Gonvick | 21.7 | 21.2 | 20.8 | 20.2 | 23.0 |
| Minnesota          | 22.9 | 22.9 | 22.8 | 23.0 | 22.9 |
| National           | 21.0 | 21.1 | 21.1 | 20.9 | 21.0 |

### Clearbrook-Gonvick Graduates are Career and College Ready

#### Improvement Strategies:

- Supported by the same strategies listed for MCA improvement along with ACT Academy (designed specifically to help students prepare for ACT exams) and promotion of College Coursework (Concurrent Enrollment) within our schools.



ACT has established the following as college readiness benchmark scores, which indicate a 50% chance of a student achieving a B or higher in a college course.

English: Composition 18 on ACT English  
Algebra: 22 on ACT Math

Social Science: 22 on ACT Reading  
Biology: 23 on ACT Science

## **Educator Effectiveness**

### **QComp**

Q Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule.

Approved school districts receive up to \$260 per student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program.

Currently, 60 Minnesota school districts and 62 charter schools have implemented programs or have been approved to implement Q Comp for the 2013-14 school year. These programs serve over 540 school sites made up of approximately 19,587 Full-Time Equivalent (FTE) licensed staff and 280,689 students. Many additional districts have indicated plans to submit an application for future years.

#### **Program Purpose**

The purpose of the Q Comp program is for school districts, intermediate school districts, integration districts, state schools/academies and charter schools to recruit and retain highly qualified teachers, encourage highly qualified teachers to undertake challenging assignments, support teachers' roles in improving students' educational achievement and provide incentives to encourage teachers to improve their knowledge and instructional skills in order to improve student learning.

### **Teacher Evaluation Plan**

Minnesota requires districts to develop and evaluate teachers to improve leadership and instruction, as well as to increase student learning and success. In 2011, the Minnesota Legislature passed statewide teacher development and evaluation requirements. The language is part of Minnesota Statutes 122.A.40 and 122.41, the law that governs employment of licensed teachers. The Clearbrook-Gonvick Teacher Evaluation Plan was approved by the teacher's union and the Clearbrook-Gonvick School Board in 2014.

#### **State Requirements Teacher Evaluations**

The state requires eleven (11) points of contact in a three (3) year review cycle with one (1) point of contact being a formal evaluation. Probationary teachers will be evaluated three (3) times annually with the first evaluation being within the first ninety (90) days of employment.

The evaluator must be a trained evaluator.

#### **Clearbrook-Gonvick Teacher Evaluations Plan**

The C-G Teacher Evaluation Plan was developed to improve student learning and success.

The C-G Teacher Evaluation Plan will include the following components

- i. Tenured staff will have one (1) summative evaluation every three years by an evaluator and other evaluations will be done by peer observers.
- ii. Probationary teachers will be evaluated three (3) times annually with the first evaluation being within the first ninety (90) days of employment. Probationary teachers will be evaluated by evaluators.
- iii. Evaluations will involve a pre-conference, observation, and post conference.

**1) Pre-conference** is a meeting with the evaluator or peer observer and teacher to discuss the lesson plan to be observed.

**2) An observation** is when an evaluator or peer observer will come to classroom to observe teacher and student interactions and lesson being taught.

**3) Post-conference** is a meeting with the evaluator or peer observer and teacher to discuss and reflect on the lesson.

- i. Teachers will be responsible for scheduling their pre-conference, observation, and post-conference with the evaluator or peer observer.
- ii. Evaluators will be licensed administrators. Peer observers will be trained in the evaluation tool being used.
- vi. Rotating evaluation schedule will be established for each employee by district administration.
- iii. The secondary evaluator will be the administrator not acting as the primary evaluator.
- ix. Individual Growth and Development Plan (IGP) or Teacher Improvement Plan (TIP) will be turned in to district administration no later than the last school day in September of each school year.
- iv. A self-reflective statement based upon the IGDP or TIP, framework of teaching, and student achievement will be turned in before summer leave of each year.
- v. A portfolio option of evaluation is open to teachers who request it and it is agreed upon by the primary evaluator. This option can include but is not limited to presenting a portfolio demonstrating evidence of reflection and professional growth. The option can include a teacher's own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation.

#### **4) State Requirement- Individual Growth and Development Plan (IGDP)**

To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan.

#### **5) Clearbrook-Gonvick- Individual Growth and Development Plan (IGDP)**

The Individual Growth and Development Plan is used in setting and working towards goals for a teacher's professional growth. Individual Growth and Development Plan (IGDP) will include: Framework for

teaching, student achievement goals, and student engagement. The IDGP will be due the last school day in September of each year.

### **5) State Requirement-Teacher Improvement Plan (TIP)**

The teacher improvement process is necessary for those who do not meet standards under evaluation system. The evaluation process must discipline a teacher for not making adequate progress in the teacher improvement process. According to statute 122A.40 subdivision 8, “must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, non-renewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines appropriate.”

### **6) Clearbrook-Gonvick- Teacher Improvement Plan (TIP)**

If a teacher does not make a minimum 2.5 score in either the student achievement, teacher practice, or student engagement on the individual growth plan a teacher improvement plan can be implemented. This can be implemented at the year-end evaluation or if a 2.5 score is not reached on two consecutive observations or walk-throughs.

TIP plan will include, but not be limited to; mentorship, staff development opportunities, PLC focus, extra evaluations, or other opportunities.

An improvement plan will be agreed upon by the teacher and evaluator, if the plan is not agreed upon a secondary evaluator will be the mediator in the improvement plan.

A TIP will have been completed when a score of 2.5 or higher has been met on their next formal evaluation in the area for which they were referred or after a successful end of the year evaluation/conference. A TIP for Probationary teachers will have been completed after a 2.5 or higher score has been met on two consecutive formal evaluations or after the end of the year conference.

All teachers on TIP plans must meet for an end of the year TIP re-evaluation.

If the teacher does not meet goals according to established timeline in TIP or meet the 2.5 score on the next formal evaluation as determined by the administration then the evaluator and teacher will determine the disciplinary actions as appropriate. If the plan is not agreed upon the secondary evaluator will be the mediator in the disciplinary process.

Disciplinary actions may include but are not limited to: Extension or revision of TIP, written warning, leave of absence, transfer, or dismissal.

### **State Requirement- Student Engagement**

The state requires twenty percent (20%) of the teacher evaluation must be student engagement based upon longitudinal data.

### **Clearbrook-Gonvick-Student Engagement**

The C-G Plan will include the Framework for Teaching 3C components from three walk through evaluations by evaluators.

The scores will consist of the overall average score in a three-year evaluation cycle. The score must remain at a 2.5 or higher during the cycle.

## **State Requirement- Student Achievement**

The state requires thirty five percent (35%) of a teacher's evaluation be based on an assessment model.

## **Clearbrook-Gonvick- Student Achievement**

The district and building data will be determined goals set by the district leadership team.

The individual goals will pertain to the district or building goal to enhance student achievement approved at the beginning of the school year by the district leadership team. The goal will be based on MCA data. If MCA data is not available then goals will be based upon an assessment approved by administration.

The student achievement score will be based upon how many achievement goals the teacher achieves.

The student achievement scores will be based upon MCA data. For any grade level that does not receive MCA testing an alternate data source will be decided by administration. In the case where an alternate data source is needed, the teacher may not be the evaluator of the assessment.

## **C-G Plan-Overall score**

The overall score shall be based upon the combined framework for teaching scores, student engagement, and student achievement in a 4.0 format.

## **Principal Evaluation Plan**

Minnesota requires districts to develop and evaluate principals to improve leadership and instruction, as well as to increase student learning and success. Administrators required to hold a license shall be evaluated in accordance with the provisions of Minnesota Statute §§122A.40 during the applicable probationary period and all other administrators shall be evaluated annually. A Summative Evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

## **State Requirements-Evaluations**

The plan must support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development.

## **Clearbrook-Gonvick Principal Evaluation Plan**

The principal evaluation will be comprised of three different aspects. The principal evaluation will be first comprised of student achievement goals. The district leadership team will build a district goal as well as a building goal for the high school and elementary. The principal evaluation will be comprised of the district goal, one building goal, and one individual goal. The plan will include the areas of student achievement, strategic leadership, instructional leadership, managerial leadership, cultural leadership, communications leadership, school community leadership, ethical and professional leadership.



**State Requirements** include both formative and summative evaluations.

The Clearbrook-Gonvick plan will include a formal evaluation each year. The plan will also include a teacher survey.

### **State Requirements-Yearly Goals**

Be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multi-year growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction.

### **Clearbrook-Gonvick Goals Plan**

The plan will be related to the principal's primary duties. The evaluation will link to the district's yearly goals.

### **State Requirements - Observation**

Include on-the-job observations and previous evaluations.

### **Clearbrook-Gonvick Observation Plan**

The plan will have a formal evaluation each year that is based upon seven different competencies. The plan will also use previous observations to see growth.

### **State Requirements Survey of Effectiveness**

Allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success.

### **Clearbrook-Gonvick Effectiveness Plan**

The plan will include a teacher survey to be done each year that scores the seven different competencies.

### **State Requirements Student Growth**

Use longitudinal data on student academic growth as 35 percent of the evaluation and incorporate district achievement goals and targets.

### **Clearbrook-Gonvick Growth Plan**

The plan will use district data goals as 35 percent of the principal's evaluation

### **State Requirements – Professional Development**

Be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture.

### **Clearbrook-Gonvick Professional Development Plan**

The plan will afford principal's the opportunity to use professional development within their individual growth and development plan or principal improvement plan

State Requirements- For principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

## **Staff Development Plan 2014**

### **2013-2014 Staff Development Goals**

- a) PBIS:
  - a. In the school year 2013-2014, we will follow through with the second year of PBIS implementation and decrease office referrals by 10%.
    - i. Strategies: Tier II interventions, PST meetings, Monthly lesson topics/class meetings, school connectedness. Measurement tools: SHARE Survey and SWIS Data.
- b) Improve Achievement:
  - a. In the school year 2013-14, MCA math scores will increase by 5% in the areas.

### **Staff Development Activities Relating to Staff Development and Goals:**

- \* Work to develop Teacher Evaluation plan
- K-6 staff was trained to use the new Science series.
- PBIS was researched and implementation in grades K-12
- Professional Learning Communities were
- District Literacy Plan was developed
- Enhance Technology usage and literacy
- Teacher mentors worked with new teachers
- Used Aims Web to assess reading fluency grades K-5.
- Teacher resources were ordered for classroom use.
- NWEA test scores were shared with students and used to help students set personal academic goals.
- The district is going to incorporate AIW (Authentic Intellectual Work) into the Elementary School.

Approved on \_\_\_\_\_

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Board Clerk

\_\_\_\_\_  
School Administrator

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Curriculum, Instruction, and  
Student Performance Committee Member