

# ISD 318 2023-2024 Comprehensive Achievement and Civic readiness, Achievement & Integration Progress Report

Respectfully submitted December 16, 2024  
Ryan DeBay

**The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.**

- **All children are ready for school.**
- **All racial and economic achievement gaps between students are closed.**
- **All students are ready for career and college.**
- **All students graduate from high school.**

# WBWF has since changed during the 2024 session.

This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024-25 school year.

CACR plans will address the four WBWF goals above as well as one additional goal:

- Prepare students to be lifelong learners.

# Requirements

**WBWF/CACR Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF/CACR annual public meeting.

The date of the school board meeting for reporting on the 2023-2024 SY is

**December 16, 2024**

# WBWF & A&I Published Report

**This year's WBWF Annual Report will be found on the district website after your approval.**

The district also keeps stakeholders informed on progress towards meeting WBWF goals in a variety of ways, including but not limited to:

- **ISD 318 digital newsletter to parents**
- **ISD 318 digital newsletter to staff**
- **District 318 WBWF Advisory Committee meetings**

A hard copy of the report is available at the District 318 Administration Office at 601 SW 7th Street Grand Rapids, MN

# District Advisory Committee Members 2023-20234

- **David Marty** - *School Board Member*
- **Ryan DeBay** - *Asst. Principal RJEMS*
- **Angie Berg** - *Assistant Principal, RJEMS*
- **Kim Geislinger** - *Community Member*

# District Advisory Committee Members Cont'd

- **Darrin Hofstad** - *Principal, GRHS*
- **Ruth Tatter** - *Community Member*
- **Jill Wheelock** - *Cohasset Elementary School Principal*
- **Doug Learmont** - *Community Member*
- **Kyle Bartholomew** - *Community Member*

# How can you support?

## What are the roles and responsibilities?

- Ensure that community members have an opportunity to participate in the strategic planning process.
- Be reflective of the district's diversity and its schools, and thus include, to the extent possible, teachers, parents/guardians, support staff, students, and other community residents.
- Make recommendations to the school board concerning rigorous academic standards and student achievement goals and measures.

# WBWF Requirement

**WBWF/CACR requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers.**

## **Highly Qualified Staff**

- 90.77% are deemed experienced by MDE (state average 78.5% in high poverty districts and 88.6% in low poverty districts)
- 98.07% of our teachers have a license or permission in the subject areas they teach
- 52.24% of our teachers have advanced degrees.

## Student Demographics

15.7% of our students are students of color:

- 5.7% are American Indian
- 6.7% Two or more races
- 2.4% Hispanic or Latino
- 0.5% Black or African American
- 0.3% Asian
- 0.1% Native Hawaiian or other pacific Islander

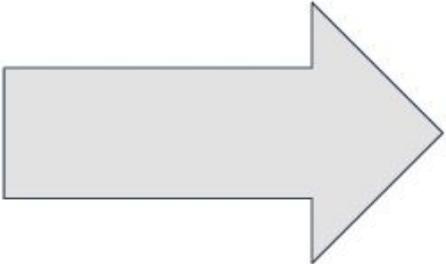
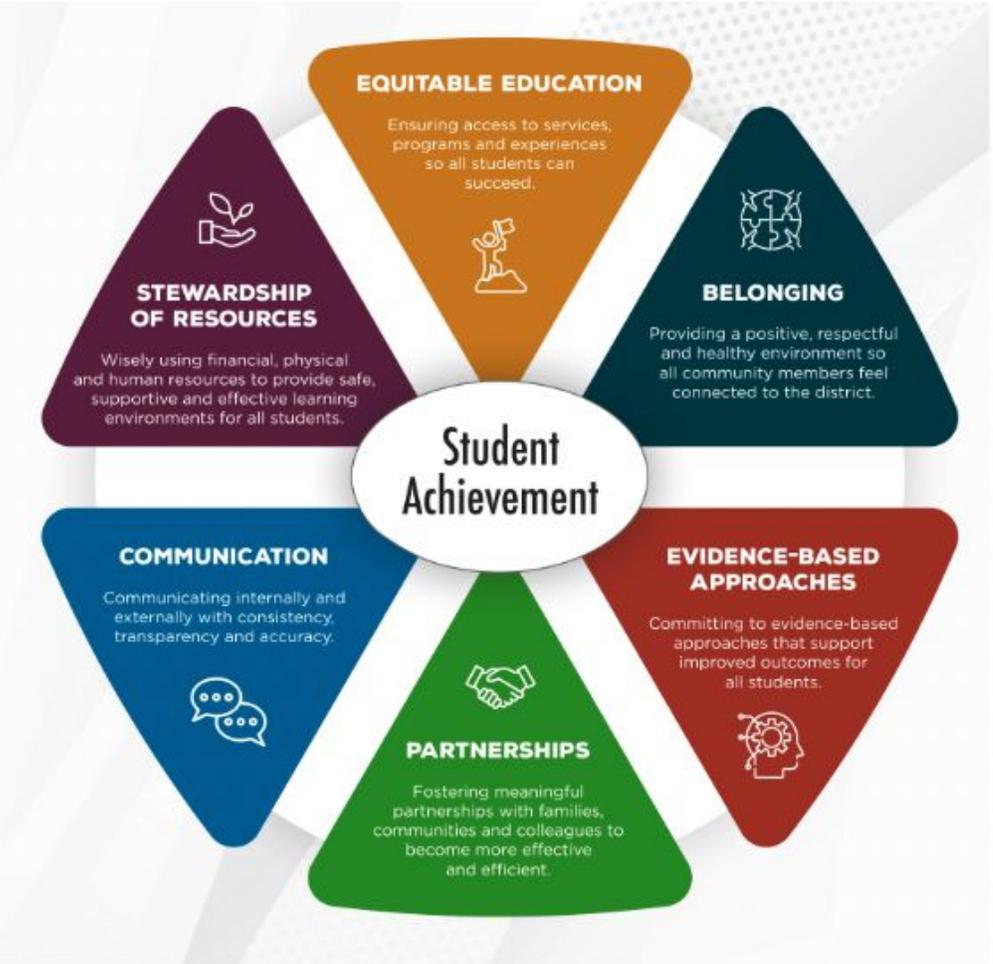
# Strategies to support teacher growth

- Early Outs - Staff use the data based decision protocols during early outs to determine areas of need for their class as well as individual students.
- Principal training around topics related to the strategic directions. Those topics are then used to lead building leadership teams and then for ongoing PD with teachers during early outs.
- Teacher Advisor Program provides trainings and staff development opportunities that add structured levels of support for all teachers during their first three years (if they are new to teaching) or one (if they enter our district as experienced/highly qualified teachers).
- Careiall training grade k-5 and all special education teachers

# Strategies to support teacher growth

- Literacy coach in place to help facilitate learning around the implementation of the curriculum

# Connection to Strategic Directions



Strategic Direction	Operational Plan	Goal Area	Goal	Completion Date
Evidence-Based Approaches	Objective 3.3	<u>CAREIALL</u>	Teachers and ESPs who are required to participate in <u>CAREIALL</u> will complete all modules with a score of 80% or higher on the module test.	July 1, 2025
Evidence-Based Approaches	Objective 3.1	Evidence-Based Practices	<p>6-12 Teachers will open a lesson using Archer's framework:</p> <ul style="list-style-type: none"> <li>● Gain student's attention</li> <li>● State the goal of the lesson</li> <li>● Discuss the relevance of the target skill</li> <li>● Review critical prerequisite skills</li> </ul> <p>At a rate of 70% of staff at fidelity using walkthrough checklist data</p> <p>K-5 Teachers will be introduced and trained in the Evidence Based Practice Framework. (measurement 25/26)</p>	July 1, 2025
Equitable Education	Objective 1.1	Behavior Reporting	<p>Teachers will receive training on the K12 Office Discipline Reporting Procedures.</p> <p>Teachers will complete office discipline referrals using the K-12 Discipline Flowchart and procedure at a rate of 70% fidelity as measured by ODR fidelity check data completed at the building level.</p>	July 1, 2025
Communication Belonging	Objective 5.2 2.4	School to Home Communication	<p>Teachers will receive training on the School to Home communication expectations.</p> <p>90% of students will receive a proactive communication home as measured by building spreadsheets documents.</p>	July 1, 2025
Evidence-Based Approaches	Objective 3.3	ELA Curriculum Adoption	All K-8 ELA teachers will implement Year 1 expectations of the Wit and Wisdom curriculum adoption plan as measured by walkthrough checklist data. (ELA Adoption Team/Wit & Wisdom develops walkthrough checklist)	July 1, 2025
Evidence-Based Approaches	Objective 3.3	ELA Orton Gillingham	<p>All K-2 and Elementary SLD teachers will teach OG instructional practices:</p> <ul style="list-style-type: none"> <li>● Three-part drill</li> <li>● Teaching a new concept</li> <li>● Dictation</li> <li>● Red Words</li> </ul>	July 1, 2025

Evidence-Based Approaches	Objective 3.4	Science Curriculum Adoption	All K-5 teachers of science will implement the science curriculum(s) and pacing as indicated in the <a href="#">ISD #318 K-5 Science Expectations</a> as measured by walkthrough checklist data. Grade 6-8 teachers will follow their adopted curriculum (Amplify (gr. 6) Stemsopes (gr. 7-8) as measured by walkthrough data.	July 1, 2025
Stewardship of Resources	Objective 6.5	Crisis	<a href="#">All priorities</a> of the District Threat and Emergency Response Team will be operationalized or completed by the end of the school year.	July 1, 2025
Evidence-Based Approaches Equitable Education	Objective 1.2 1.4	MTSS	DARRT Team procedures are followed with 80% fidelity as measured by a walkthrough checklist. <a href="#">DARRT Implementation Checklist</a>	July 1, 2025
Equitable Education Evidence-Based Approaches	Objective 1.1 1.4 3.1	Evidence Based Practices	Teachers will be able to use data in order to be responsive to student's needs in the classroom by doing the following: <ul style="list-style-type: none"> <li>• Building a data wall</li> <li>• Analyzing their data using the provided process</li> <li>• Developing an action plan</li> <li>• Implementing the change</li> <li>• Reviewing data to determine if change was effective</li> </ul> <p>At a rate of 90% fidelity as measured by evidence of completion reviewed during staff goal setting and walkthrough data indicating the change was implemented</p>	July 1, 2025
Equitable Education	Objective 1.1	Testing Protocols	Through the use of test taking protocols teachers will ensure all the following tasks are implemented during <a href="#">standardized and benchmark assessments</a> . <ul style="list-style-type: none"> <li>• Standardization of the assessment is followed</li> <li>• Parents are communicated with before and after assessment</li> <li>• Goal setting with students allows for buy in of the assessment</li> </ul> <p>measurement</p>	July 1, 2025

# Achievement and Integration

*...pursue racial and economic integration, increase student achievement, create equitable opportunities, reduce academic disparities... (MDE)*

- The 2023-2024 school year was Year 1 of Rotation 2 at ISD 318
- All goals are written as 3 year goals
  - 2 Achievement Goals
  - 1 Integration Goal
  - 1 Teacher Equity Goal

# Achievement & Integration

## Goal 1- Achievement

The percentage of American Indian students from ISD 318 in post-secondary education will increase from 25% in the spring of 2021 (class of 2019) to 50% in the spring of 2025 (class of 2023).

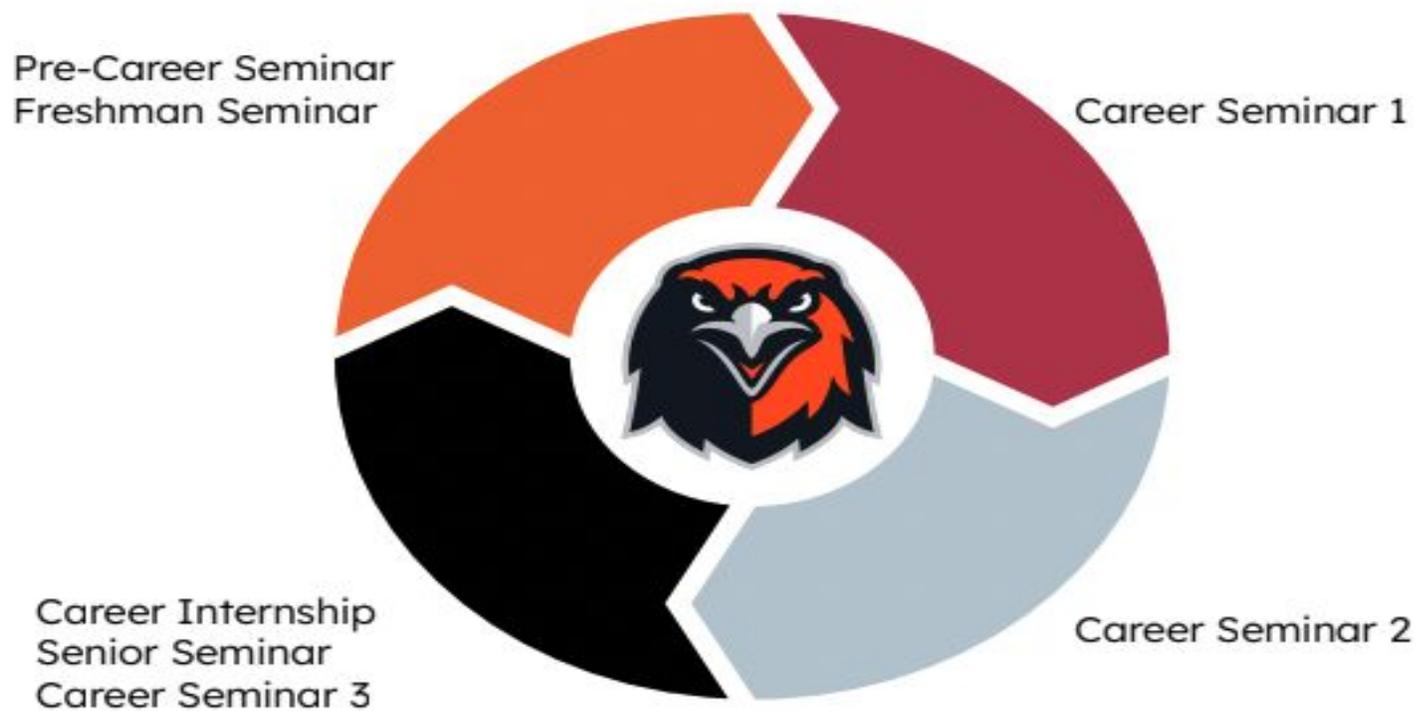
### **Goal in progress**

Per MDE report card, 45% of American Indian students enrolled in post-secondary education within 16 months of graduation (class of 2022).

#### What are we doing?

-Targeted counseling lessons

## Career Connected Learning at GRHS



# Achievement & Integration

## Goal 2- Integration

In collaboration with ISD 318 Anishinaabe Education, Grand Rapids School District will enrich cultural awareness for all through an increase of opportunities for experiential activities consistently from 2 in the 2021 school year to 4 in the 2025 school year.

### **Goal Met**

ISD 318 offered 3 opportunities for experiential activities for the 2023-2024 school year.

#### What are we doing?

- Students participate in cultural activities
- Increase opportunities for cultural learning in classrooms

# Achievement & Integration

## Goal 3- Achievement

The percentage of students entering Kindergarten will show growth towards Kindergarten preparedness as measured by the Fast Bridge Assessment 70% proficient in the spring of 2023 to 80% in the spring of 2025.

### **Goal in progress**

78% of kindergarten students showed to be proficient in reading in accordance to the FASTBridge Assessment in the Spring of 2024.

#### What are we doing?

- Kindergarten Round-Up
- Kindercamp

# Achievement & Integration

## Goal 4- Teacher Equity

ISD 318 will increase the number of students enrolled in the Intro to Teaching course from 10 in the 2022 school year to 15 in the 2025 school year.

### **Goal in progress**

In the 2023-2024 school year, 3 students were enrolled in the Intro to Teaching course.

#### What are we doing?

Foundations of Ojibwe ed. taught at cultural ed. site for younger students

-Xello implementation

-Intentional scheduling for students

-Providing crossover teaching opportunities with Anishinaabe Education