

2019-20 Teaching and Learning Indicator Report

Team or person completing the report: Susan Wilder Akre

Program / School / Department: ISD 318 Teaching and Learning

Period included in report: SY 2019- '20



Connection to District Mission, “Together, teaching and learning for life to achieve excellence!”

1. Highest Student Achievement

District staff are dedicated to providing courses and other opportunities that prepare students for college and career.

- Distance Learning began March 18, 2020.
- Technology Integration Meetings – Over 50 teachers and administrators teaming to develop a framework for supporting teachers, students and families for possible future distance learning scenarios.
- Fifty-seven primary classroom teachers, intervention teachers and elementary principals are taking part in evidence-based reading instruction discussion and training, LETRS. Informed teachers are our best assurance of reading success.
- Gifted and Talented Education – Policy and procedures have been created and are now aligned to MDE statutes.
- Secondary Science department met with John Olson, state science specialist, to ensure teacher licensure and course offerings will be aligned with the new state statutes involving next generation science standards implementation.

2. Effective and Efficient Systems

The K-12 Math Coach collected, analyzed and interpreted the district’s data for use in goal setting, curriculum and instructional decision-making, guided and collaborated with teachers to enhance their practice, and helped choose researched based assessments and resources.

- K - 3 Teachers and the RAMA Math Teacher are Add+vantage Math Recovery Course 1 Trained
 - Targeted intervention and enrichment in early math learning, Grades K – 3
 - AVMR Course 1 assessments are now added to the Kindergarten assessment schedule which will allow for very early detection of low number sense as well as instructional moves for targeted interventions
 - Follow-up support was provided in the area of assessment administration
 - Follow-up support was provided through collaboration with classroom teachers on analyzing and interpreting their assessment data to guide instruction and interventions
- Vertical Grade Level meetings: Grades 3 - 6 and Grades 6 – 9

- Began work in vertically aligning math instruction, strategies, resources, and formats
- Next steps are to bring a K - 3 team together
- Next steps are to continue vertical alignment work in K - 9
- Longitudinal trending data in MAP for grades K - 8, Fall --> Winter

District technology

- Tech coaches attended National trainings
- Staff technology handbook was created and shared.
- Tech trainings offered throughout the school year, in a variety of methods: staff meetings, PLC's, new teacher training, video lessons, and per special request.

3. Partnerships

- a. Rapids Rising – G.R.I.P. Coalition, Program Director.
- b. District 318 Endowment Committee.
- c. Education Innovation Partnership, Steering Committee Member.
- d. Facilitate the Partners in Education (PIE – Reif Center and Kennedy Arts Center).
- e. Support the District 318 School, Family and Community Partnership Committee.

Achievement and Integration: Reduce barriers and increase resources for students and families in order to create a safe, secure, and supported environment for all students to thrive.

Kindergarten Readiness

- Incoming family communication
 - Reaching out to preschools to gather information on incoming students
 - Working on an "easy to find" kindergarten tab on the new ISD 318 website.
 - Sending out a mailing to our incoming families to welcome them and give them basic information on preparing for the entrance of kindergarten

AVID

- Summer Institute - tentative in-person training July 28-31
- Bigfork staff and Sarah Scofield created a welcome to AVID video for current 8th grade students and families to encourage registration into the AVID elective class

Indian Education/Homegrown Teacher

- Working on a cohort with ISD 317
- Actively creating K-3 standards alignment with culturally diverse books to build K-3 classroom libraries.
- Plan to collaborate with Indian Education in the Fall to build the Homegrown Teacher program focusing on our Indian Education students (middle/high school).

Partners in Education – ISD 318, Reif Center and The John F. Kennedy Center for the Performing Arts

- Native Pride Dancers (Grades K-12), 93 students participated
- Simply Three (Grades K-12), 76 students participated
- DoKtor Kaboom (Grades 3-6), 256 students participated
- The I Won't be Home for Christmas Club (High School), 300 students participated
- Magic School Bus: Solar System (Grades K-5), 565 students participated
- Hocus Focus – Kevin Spencer (Grades K-12), 143 students participated

Number of students impacted by Teaching and Learning Department district-wide: 4123 students

Number of students impacted by site: All students at every site (VPK, early childhood, IEC, the Cottage, ALC)

Number of staff in department/program: 3 coaches (*Literacy, Math, Technology*), part-time Title coach, 3 part-time tech integrationists, Administrative Assistant, Director of Teaching and Learning.

The Teaching & Learning Department supports and teams with multiple areas and departments including: 304 Teachers, 11 Principals, Superintendent, Title, Special Education Department, Staff Development, District Assessment, English Language Learners, Gifted and Talented, Indian Education, Achievement and Integration, Technology (including 1:1 Initiative), Home School, Community Education, Early Childhood, Media and Makerspace

Budget and staffing implications: 3 coaches (*Literacy, Math, Technology*), 1 Title coach, 3 part-time secondary technology integrationists, administrative assistant, director of teaching and learning

Indicators of success/challenges (data): Covid-19 resulting in Distance Learning. Schools were expected to develop lessons utilizing a distance learning model for every level in grades public PreK-8 and each graduation requirement course for grades 9-12. School districts were expected to provide care to, at a minimum, district-enrolled students aged 12 and under who are children of emergency workers critical to the State's response to COVID-19. Districts were expected to provide meals for all children who need them, no matter their resources and no matter what school they attend.

Changes/Recommendations for upcoming year, ISD 318 Department of Teaching and Learning will support these Strategic Priorities in SY 2020-21:

Highest Student Achievement: The Instructional Leadership Team and district staff are dedicated to providing courses and other opportunities that prepare students college and career.

Strategic Priority 1: A “guaranteed and viable” curriculum that provides a mechanism through which all students have an equal opportunity to learn rigorous content. This includes a school-wide (or district-wide) common understanding of the essential content that *all* students need to know, understand, and be able to do.

Execution Step 1: Develop and implement a plan to define district core beliefs around the importance of implementing a guaranteed and viable curriculum. The plan begins with leadership teams.

This guaranteed and viable curriculum includes rigorous content as defined by the MN Academic Standards. Defining district core beliefs requires a cascading domain of stakeholder teams where every teacher and administrator voice is heard:

- District Instructional Leadership Team (DILT) - teachers and administrators developing and implementing these core beliefs in a feedback loop with SILT.
- Site Instructional Leadership Team (SILT) – teachers and site administration implementing and discussing decisions in a feedback loop with DILT and site PLCs.
- PLCs implement standards-based instruction, elicit evidence from all students, engage in rich conversations around evidence-based practices (core beliefs); provide feedback to SILT.
- All stakeholders examine and eventuate the Teaching and Learning Model Draft.

Execution Step 2: Develop a curriculum review cycle that ensures a guaranteed and viable curriculum.

Minnesota’s K-12 academic standards are reviewed and revised in one content area per year following a schedule approved by the Minnesota Legislature. It is essential the district follows this schedule as we are mandated by the state to align and teach these standards. The current schedule for full implementation of new standards is as follows:

- **Physical Education** – Revision in 2016-2017 and every 10 years thereafter; full implementation by SY 2021-22.
- **Arts** - Revision in 2017-18 and every 10 years thereafter; currently going through the rulemaking process.
- **Science** - Revision in 2018-19, and every 10 years thereafter; full implementation in expected in SY 2023-24.

- **Language Arts** - Revision in 2019-20, and every 10 years thereafter; full implementation tentatively in SY 2024-25.
- **Social Studies** - Revision in 2020-21, and every 10 years thereafter; full implementation tentatively in SY 2025-26.
- **Mathematics** - Revision in 2021-22, and every 10 years thereafter; full implementation tentatively in SY 2026-27.
- Academic standards in **Health, Career and Technical Education, and World Languages** must be established locally and reviewed on a locally determined periodic review cycle.

Strategic Priority 2: Develop a multi-tiered system of support framework that supports universal student learning and development.

- MTSS is a framework that provides schools with the integrated system of high-quality, standards-based instruction and interventions that are matched to students' academic, social-emotional, and behavioral needs. The critical features of this school-wide framework include:
 - **Assessments:** A system of assessments: short, mid and long-cycle data with a high level of summative predictive validity; to screen, diagnose, progress monitor and provide summative data.
 - **High-quality, evidence-based instruction and interventions** for students that may happen at multiple levels.
 - **Core instruction:** All students receive core instruction as part of the general curriculum. It must be standards based, of high quality and delivered with fidelity to increase the likelihood that the majority of students in a class are making progress and can become proficient in grade-level standards by the end of the school year.
 - **Tier 2 or supplemental interventions:** a second level of evidence-based supports for students who are not on track to be proficient.
 - **Data-based decision making:** School leaders and teachers use data obtained through the MTSS framework problem solving process to improve organizational supports and instruction and to make decisions about students not meeting grade-level expectations.
- Effective implementation of the MTSS framework ensures all students receive evidence-based instruction that leads to proficiency in the academic standards to which it is applied and follow the three related MN statutes which define the critical features of MTSS.

Brief narrative:

Teaching and Learning changed on March 16, 2020. The dedication and creativity of the ISD 318 staff was no less than remarkable.