



HOWARD LAKE  
WAVERLY · WINSTED  
Public Schools

## District 2687 HLWW Schools - - World's Best Workforce Plan

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students Pre-k through high school. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All students graduate from high school

HLWW's World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

### I. Goals and Benchmarks for Instruction and Student Achievement

#### The HLWW School Board Mission is:

"The Mission of HLWW public schools is to prepare students for life by engaging them in meaningful learning experiences."

#### The HLWW School Board Motto is:

Excellence Through Education

#### The HLWW School Board Goal Areas are:

- **Literacy-** To understand that the key to success for an individual and our society is to be literate.
- **21<sup>st</sup> Century Technology-** To use and apply, in order to learn and achieve.
- **Social Emotional Learning-** To know and show what it means to be a LAKER.
- **Choice Readiness-** To believe that you can be whomever you want to be in the future.
- **Service to School and Community-** To show pride in where you come from through your words and actions.

#### LAKERS Are:

Learners- Everything you do is an opportunity to learn to better yourself and others.

Accountable- Set goals and follow-through.

Kind- Practice compassion for the benefit of self and others.

Empowered- Make an impact in all aspects of your life and in the lives of others.

Resilient- Never give up and don't be afraid to ask others for help along the way.

*\* The District's progress toward achieving the goals is evaluated on an annual basis.*

## **HLWW District Staff Development Goals (See District Staff Development Overview)**

The District Staff Development Committee (DLT) is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee, comprised of teacher representatives from each building, the staff development coordinator (Middle School Principal), the assessment coordinator (Elementary Dean of Students), the director of curriculum (High School Principal), the Title One Coordinator (Elementary Principal), school board member representative, paraprofessional representative, and the special education coordinator, develop district staff development goals, which align with the district needs and vision. The district staff development goals direct all building staff development goals and plans towards HLWW's mission.

## **HLWW Grade Level Student Achievement Benchmarks (see District Student Achievement Goal and Benchmarks)**

The HLWW School District has established a system of benchmark target scores which link local assessments to predicated achievement on statewide assessments.

## **HLWW Building Staff Development, Student Achievement and Programming Improvement Goals (See School Improvement Plans)**

Each building has a Site Leadership Team responsible for supporting the district visions to guide their building's efforts towards increasing student achievement. Committee members comprised of teacher leaders and the building principal analyze student achievement results and growth data for all grade levels. Using the results from the data, staff development opportunities are planned and evaluated.

## **II. Assessing and Evaluating Student Progress**

### **HLWW's Assessment System (See Assessment System)**

HLWW uses a comprehensive process to evaluate student progress toward college and career readiness standards. The layered system incorporates local, state and national assessments that provide a complete profile of achievement by individual students, subgroups, school and district. Data from the assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

### **Preparing for Career and College Readiness (See Career and College Readiness)**

In today's global economy, students must be prepared for the demands of college and the workplace. Legislation requires all students starting in 9th grade to have a "Plan" around 7 key elements. This plan includes academic scheduling, career exploration, 21st Century Skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities. The plan will be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Beginning in the 2014-15 school year the HLWW High School began using the "Ramp up to Readiness" program through the University of Minnesota, to help students in the college and career plans. During the weekly advisory time, students meet with their advisor to map out and research pathways to their post-secondary career.

## **III. Assessing and Evaluating Instruction and Curriculum**

## **Curriculum & Instruction Review Process (See Curriculum Review Cycle)**

The HLWW School District employs a comprehensive system to review and evaluate the effectiveness of all district curriculum and instruction.

Each year, a Curriculum Committee consisting of classroom teachers and administrators will examine the disciplines that are due for curricular review. Responsibilities during the review will be to examine the following components of each discipline area: Philosophy, Goals, Course Description, Standards and Benchmarks, Curricular Materials, Technology Integration, Assessment Results and Instructional Methods.

The Curriculum Committee will analyze and evaluate each discipline during the cyclical review. Information and input is provided by the District Advisory Committee which is made up of staff, parents and community members. Recommendations for improvement in each discipline area will be made according to the Curriculum Cycle and the Curriculum Review Process.

## **Teacher Evaluation (see HLWW Teacher Evaluation Process)**

HLWW engages in regular evaluation of probationary and tenured teachers. The goal of HLWW's teacher evaluation system is to articulate expectations, assess performance in all domains, and to continue in the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved when evaluators (generally principals) provide specific feedback and teachers apply that feedback to improve instruction and other job related functions. Self-assessment and individual goal setting are also used in many cases. Job-embedded professional development provides teachers with training in the model and support in implementing the pre-planning, implementation, and self-reflections stages of a lesson.

HLWW teachers are a part of the Q-Comp system. This system allows teachers to be compensated for reaching set goals. Teachers set a SMART goal for their classrooms, participate in Professional Learning Communities, participate in peer evaluations

## **Principal Evaluation (See HLWW Principal Evaluation Plan)**

HLWW has a comprehensive principal evaluation system designed to evaluate principals in five Core Competencies: a data-driven focus on student achievement, continuous improvement of instruction, guaranteed and viable curriculum resources, cooperation and collaboration, and school climate. The Superintendent evaluates principals based on school performance data, state level and school performance measures, and feedback from staff. The evaluation involves principal self-reflection, goal setting, ongoing discussions around progress toward meeting their goals, and a professional growth plan.

## **IV. Strategies for Improving Instruction and Curriculum**

Comprehensive plans for district/school improvement are developed and/or revised annually and focus on increasing student achievement by enhancing instruction, upgrading curriculum and developing effective programming. Each of the various improvement plans and support systems are described briefly below.

## **District Improvement Plan (See District Improvement Plan)**

A District Improvement Plan is written by the Director of Curriculum, Assessment Coordinator, Staff Development Coordinator, Title One Coordinator, and Special Education Coordinator, with input from the District Leadership Committee and District Curriculum Advisory Committee, on a yearly basis. It focuses on improving curriculum, instruction and assessment practices district-wide or in specific areas of programming and is informed by student achievement data, feedback from building and district committees and curriculum/programming needs.

## **Professional Learning Communities (PLCs)**

Professional Learning Communities, made up of teachers, meet twice a month to focus on instruction and student data. Communities are organized by curriculum areas and grade levels in order to give teachers the opportunity and environment through which to share and grow as educators. Peers from the PLC can also be utilized in the peer review process as part of the District's teacher evaluation system.

## **Curriculum Development (See Curriculum Review Cycle)**

HLWW employs a comprehensive system to review and evaluate the effectiveness of all district curriculum and instruction. Time will be spent with each grade level discussing benchmark placement, implementation, and student success. Assessment data will be studied to determine district strengths and weaknesses by reviewing student performance. Current research resources and specialists in the curricular area will be consulted and discussed.

## **HLWWs Mentorship Program (see HLWW Mentorship Program)**

The HLWW Mentorship Program's purpose is to welcome a teacher new to the HLWW School District, assimilate them into our school culture and help them become the best professional they can be. Each new teacher to the district (mentee) is assigned a mentor. The mentor is a role model that nurtures, encourages and supports the mentee throughout the school year. The HLWW Mentorship Program includes: one day of training before school begins in August, mentor/mentee partnership, and conferencing weekly and monthly with a mentor and reviewing the district's guide.

## **HLWW's Access to Excellent and Diverse Teachers**

Howard Lake-Waverly-Winsted is committed to employing certified instructional staff that is licensed or receives Minnesota Department of Education permission for instruction in their field(s) of instruction. The State of Minnesota and MN Department of education only certify or grant permission to highly qualified teachers, this in turn satisfies the equitable distribution of teachers to and for students of all abilities and socioeconomic status. HLWW will continue to offer programming that will attract quality educators that will reach all of our diverse academic, arts and cultural groups of students.

The chart below breaks down the percentage of HLWW teachers who are experienced, have a license in the area they are teaching and with advanced degrees. The definitions of each are as follows:

1. An experienced educator has more than three years of experience.
2. Licensed educators have a license or permission in the subject areas of the courses being taught.
3. Educators with advanced degrees possess a master's degree or more.

	% of Experienced Educators	% of Licensed Educators	% with Advanced Degrees
State	89%	97%	64%
District	81%	96%	40%
Humphrey Elementary	95%	100%	48%
Winsted Elementary	88%	100%	47%
Middle School	79%	100%	38%
High School	80%	98%	52%

The diversity of the student population makes up 9% of our school population. Students identifying as Hispanic or Latino or Black/African American are the largest populations.

Howard Lake-Waverly-Winsted continues to work at finding highly qualified teaching candidates that meet the needs of our diverse student population. We work to ensure that teachers are placed in the right classrooms that meet the needs of our growing population.

**School Improvement Plans (See School Improvement Plans)**

Individual Site Leadership Teams draft School Improvement Plans outlining strategies to ensure professional growth opportunities. The building plans are part of a comprehensive method of professional development to ensure all staff members effectively provide instruction which ensures all students remain on track to graduate from high school and attain career and college readiness before completing high school.

Strategies for improving instruction, curriculum and student achievement vary amongst buildings. Specific strategies are identified in each school improvement plan.

**Literacy Plan**

The HLWW School District will develop proficient readers who have positive attitudes and habits about reading, are fluent enough to focus on understanding what they read, use their word knowledge to understand what they read, develop an understanding of what they read by extending, elaborating, and evaluating the meaning of the text and can read a variety of texts for a variety of purposes. Our literacy program strives to have all students achieve at or above grade level and become lifelong, independent readers. HLWW believes in accelerating the performance of all students to improve literacy and ensure that all students should read at least at grade level.

## V. Committees and Roles

### **District Advisory Committee (See District Advisory Committee)**

HLWW's District Advisory Committee is composed of community members, parents, teachers, students, support staff, administrators and school board members. This group is the eyes and ears of the HLWW community. Topics are presented and discussed in this group with the intention of getting this important information out to the communities and reporting opinions and questions back to the group. This groups serves as a mode of communication and tie to the communities. In addition to reviewing the annual report, the committee is involved in decisions related to building plans, the district testing program, curriculum and extra-curricular activities. This group meets approximately 3-4 times per year.

### **District Leadership Team (See District Leadership Team Overview)**

The District Leadership Team (DLT) is charged with developing goals and professional development plan in effort to improve instruction, curriculum, programming and ultimately, student achievement, throughout the school district. Members on this committee also sit on the building leadership committee and are PLC facilitators. Additional members of the District Leadership Team include administrators, a paraprofessional representative and school board member.

### **Pre-Kindergarten Incorporation Plan**

Due to minimal resources and staff, pre-kindergarten at HLWW has been considered a separate entity. Through the last two years, discussions have begun between Pre-k teachers, Kindergarten & First Grade teachers about articulation of curriculum, instruction, and assessment. Surveys were sent to Kindergarten parents to begin identifying preschool and day care places so a list could be constructed and contact made with entities outside the school district about curriculum instruction and assessment. Over the spring and summer, ideas for Preschool Students will be shared and a plan will begin to be developed.

### *Report Requirements*

To meet the report requirements, HLWW's Administration will:

- Title the report "District 2687 - HLWW School's Local World's Best Workforce Plan.
- Place the report on the District's webpage.
- Submit an electronic summary to the Commissioner of Minnesota Department of Education by October 1 of each year.
- Draft an annual budget for staff development based on the district's improvement plan and submit to the Superintendent each May.