



HOWARD LAKE
WAVERLY · WINSTED
Public Schools

District Improvement Plan (DIP)

Focus Goals

All HLWW schools will continue to work on raising student scores to proficiency and showing growth on the Minnesota Comprehensive Assessment. The main focus will be to help students grow in their literacy and math skills utilizing assessment data in the classrooms as well as monitoring growth through STAR testing. Teachers will continue to learn how to use multiple forms of data to track how students are growing in their skills at their grade level.

A district wide goal was set forth by the Superintendent as a way to help teachers shift their focus on building stronger reading skills for students in the HLWW district. Literacy training for all teachers has been the focus since the 2016-2017 school year. Teachers have received training in the balanced literacy approach as well as in reading intervention programs such as PRESS out of the University of MN. As learned in trainings, getting students to use their higher-level thinking skills is key in helping increase their comprehension. In addition to balanced literacy training, teachers have been engaged in learning reading interventions to be used in the classroom to help those students who are still struggling with reading phonemic awareness. The COVID-19 pandemic brought about many disruptions to the learning of our students. Because of this situation, more gaps have been observed in the learning of our students. Dips in mastering MN State Reading, Mathematics and Science standards have been seen across the state. The goal set forth by the district has been to close the reading gaps by utilizing student data frequently and providing the proper interventions to help students regain their reading skills. The district goal at this time is to see 60% proficiency in reading district wide.

Action Plan

District Staff Development Focus: Marzano Art and Science of Teaching and Marzano Focused Teacher Evaluation Model.

The Art and Science of Teaching Framework provides a research-based model of instruction to develop effective teaching in every classroom. It identifies key competencies connected to student achievement and learning gains and establishes a common language or model of instruction.

The Marzano School Focused Teacher Evaluation Model is designed to correspond to a teacher evaluation framework to maximize impact on raising student achievement.

When principals and school administrators empower and support teachers and promote a school-wide emphasis on student academic growth, the quality of achievement for students, teachers, schools, and communities improves.

The Marzano School Focused Evaluation Model develops effective school administrators with an focus on driving student achievement. The model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective of

improving student learning.

- Built on a foundation of sound research
- Integrated with the Marzano Focused Teacher Evaluation Model
- Centered on what's important and how to get there: student achievement
- Contains three domains with strategies related to successful leadership with targeted professional development
- Provides clear evidences to help school administrators evaluate school leaders fairly and reliably

Professional Learning Communities (PLC's)

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. In the 2017-2018 school year, there was a focus on guiding teachers through data retreats. Taking teachers through this process assisted in helping teachers and PLC's better read and analyze their data to make instructional decisions.

English Learners Programming Improvement Plan

The first year of implementation of the English Learners Programming Improvement Plan was in 2014-2015. EL Teachers will be trained in best practices in working with EL students. Other staff development focuses on writing content and language objectives, instructional strategies for exposing students to higher-level vocabulary, increasing writing proficiency and understanding where students are in their progress towards English Learner Proficiency Standards. Beginning with the 2017-2018 school year, the Minnesota Department of Education has included English Learner Proficiency Standards as part of the North Star Accountability System. More detailed information on student growth and progress towards English Language proficiency is now provided for teachers to help provide the best instruction possible.

Curriculum Development

HLWW Public Schools 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 were consulted and discussed.

HLWW Professional Mentorship Program

The HLWW Professional 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 Professional Mentorship Program includes: one day of training before school begins in August, mentor/mentee partnership, and a handbook that includes the topics that are to be discussed and reviewed by the mentor with the mentee.