

**Blooming Prairie School District**  
**ISD #756**  
**World’s Best Workforce Strategic Plan**  
**Updated November, 2024**

The World’s Best Workforce Plan for Blooming Prairie Public Schools is a comprehensive, long-term strategic plan that we have adopted to address the main components of providing an inclusive education system for all. As required by the World’s Best Workforce legislation (MS 120B.11) the areas it covers include:

1. Educational Goals and Outcomes in the following educational areas:
  - a. All Students Ready for School
  - b. All Students in Third Grade Achieving Grade-Level Literacy
  - c. Close the Achievement Gap(s) Among All Groups
  - d. All Students are Career- and College-Ready by Graduation
  - e. All Students Graduate
2. Needs Based on Data
3. Systems, Strategies, and Supports:
  - a. Students
  - b. Teachers and Principals
  - c. District
4. Equitable Access to Excellent Teachers

**Educational Goals, Outcomes, and Future**

A. All Students Ready for School

GOAL	WHERE WE ARE	WHERE WE NEED TO GO
During the 2024-25 school year, our goal is to have 95% of our children screened for Pre-K between their 3 <sup>rd</sup> and 4 <sup>th</sup> birthday.	Of 71 children in our district last year (2023-24), we screened 41 of the 45 who were between their 3 <sup>rd</sup> and 4 <sup>th</sup> birthday were screened for pre-K. This is 91.1% of the children in our district.	During the 2024-25 school year we’d like to screen at least 95% of the children who live in our district.

We are aware that some of the children in our district are screened by neighboring school districts. We will continue to communicate with new and incoming families so they are aware of when we screen young children. We will also continue to promote our early childhood program by working with our pre-k and kindergarten staff to provide programming that is inclusive of all types of learners.

B. All Students in Third Grade Achieving Grade-Level Literacy

GOAL	WHERE WE ARE	WHERE WE NEED TO GO
During the 2023-24 school year, 3 <sup>rd</sup> grade reading proficiency will improve by 5% as measured by the MCA reading accountability test in the spring of 2024.	Third grade proficiency was 57.8% on the spring MCA reading test in 2023. In the spring of 2024, the proficiency was 55.7%. This was a decrease of 2.1%. However, we were still above state average.	Maintain or increase proficiency by 5% on the 3 <sup>rd</sup> grade reading test.

When we measure overall proficiency, we have been able to maintain growth the last two years, even though we’ve battled through COVID.

Focus has been on identifying best practices for vocabulary and reading strategies during PLC time in grades K-6. All staff analyzes the MN State Standards and breaks those standards down into essential learnings or “I Can Statements”. Grade level teams meet with the team above and below them to make sure the pre-requisite skills are being taught for each grade level. Gaps in the curriculum are determined, additional supports are found and identified, and appropriate assessments are chosen (formative and summative). The purpose is to make sure that the target skills are understood at a mastery level. Staff has been using writing strategies as discussed in the book *The Writing Revolution: A Guide to Advancing Thinking Through Writing in all Subjects and Grades*, by Judith C Hochman and Natalie Wexler.

Components and Activities:

1. Curriculum and Programming
  - a. Standards Based Core Instruction (Tier 1)
  - b. Needs based Small Group Instruction (Tier 2)
  - c. Read Naturally Live (fluency) (Tier 2-3)
  - d. Flexible Groupings (Tier 1-3)
  - e. Reading Streets K-6 (Tier 1)
  - f. My Sidewalks Intensive Intervention K-5 (Tier 2-3)
  - g. The Writing Revolution
  - h. Handwriting without Tears
  - i. S.P.I.R.E (Specialized Program Individualizing Reading! Excellence (Tier 2-3)
  - j. Sound Sensible S.P.I.R.E PreK -1 (Tier 3)
  - k. Language Live 3-12
  - l. University of Florida Literacy Institute Foundations K-3 (Tier 1-2)
  
2. Targeted Interventions
  - a. PLC SMART Goals
  - b. Common Assessments

- c. Problem Solving Team
  - d. MTSS, Fastbridge systems
  - e. FAST for SUCCESS training (U of M)
  - f. LETRS Training for three staff
  - g. Heart Words
  - h. Title One
  - i. Extended Day (Targeted Services- Blossom Academy)
  - j. Extended School Year
  - k. ADSIS math and reading
3. Professional Learning Communities

Performance Measures: Fastbridge, MCA III, PBIS, Tiered Interventions, Walkthrough data, Common Assessments in PLC's, Vertical Alignment.

C. Close the Achievement Gap(s) Among All Groups

GOAL	WHERE WE ARE	WHERE WE NEED TO GO
<p>The gap in proficiency between our non-FRP students and our FRP students in both math and reading needs to continue to decrease without decreasing the overall proficiency of our non-FRP students. Our goal is to decrease that gap by 3% while also making sure that our overall proficiency per group increase by 5%.</p> <p>During the 2022-23 school year the average proficiency for our FRP population in math was 39.0% and our non-FRP population was 51.4%. The gap was 12.4%</p> <p>The average proficiency for our FRP population in reading was 45.7% and our non-FRP population was 59.2%. The gap was 13.5%.</p>	<p>During the 2023-24 school year the average proficiency for our FRP population in math was 44.5% and our non-FRP population was 50.5%. The gap was 6%</p> <p>The average proficiency for our FRP population in reading was 47.2% and our non-FRP population was 56.5%. The gap was 9.3%.</p>	<p>The gap in proficiency between our non-FRP students and our FRP students in both math and reading needs to continue to decrease without decreasing the overall proficiency of our non-FRP students. Our goal is to decrease that gap by 3% while also making sure that our overall proficiency per group increase by 5%.</p>

District wide goals have been in place for a couple of years that focus specifically on relationship building with all students and providing learning opportunities for all. In PLC's and collaborative teams, Teachers share strategies that work in their classroom and brainstorm creative ways to eliminate the division between the "haves" and the "have nots". In addition, staff, administration, and our counselors pay particular attention to families and their background and work to find ways to personally connect with each student.

Components and Activities:

- 1. School Readiness
  - a. Aligned early childhood and K-12 curriculum
  - b. ECFE
  - c. Kindergarten connection
- 2. ELL
- 3. PBIS
- 4. PLC's
  - a. Examination of current curriculum and identify essential learning targets
  - b. Examination of culturally responsive and highly effective instructional strategies
- 5. District Equity Initiatives
  - a. Equity embedded into PLC's
  - b. Pre-K-12 District Equity Framework
  - c. Disaggregation of achievement, discipline, ACT, honors, and co-curricular involvement data.
  - d. Professional development in courageous conversations protocol, culturally responsive and highly effective instructional strategies.
  - e. Examination of curriculum for cultural and linguistic relevance.
  - f. Community Outreach and Family Involvement

Performance Measures: Ready for Kindergarten data, PLC, FAST, Discipline, ACT, Honors, ECSE Referral, Targeted Services, ADSIS and MCA data.

D. Career and College Readiness for All

GOAL	WHERE WE ARE	WHERE WE NEED TO GO
In 2024, of all the juniors who take the ACT at least 50% of them will have composite score at or above the state average of 21.	In 2024, 17 of our 53 juniors took the ACT test. 4 were at or above the state average of 21, 23.5%.	In 2025, at least 50% of our students who take the ACT will have a composite score at or above the state average, 21.
In 2024, there will be a 5% increase in proficiency on the math MCA test.	In 2024, the 8 <sup>th</sup> grade proficiency on the MCA math test was 56.7%.	In 2025, there will be a 5% increase in proficiency on the 8 <sup>th</sup> grade MCA math test.

Components and Activities:

1. Expectations
  - a. Curriculum and Instruction – PSEO, Concurrent Enrollment, College Now, One on One device (iPad and MacBook Pro), Transitional Skill Building, Service Learning, Core requirements for graduation.
2. Pathways and Supports:
  - a. Programs – MCIS, Career Days, Student Leadership Development (Co-curricular, student council, Minnesota Honor Society, Renaissance Program.
  - b. Community Connections – Work Transitions Program
3. Outcomes:
  - a. Assessments – FAST, 10<sup>th</sup> Grade Pre-ACT, ACT, ASVAB, Accuplacer

Performance Measures: Standardized student assessment scores, grades, senior exit surveys, student participation survey, continuous school improvement team.

E. All Students Graduate

GOAL	WHERE WE ARE	WHERE WE NEED TO GO
In 2024 we will work to maintain a graduation rate of at least 90% for all student groups measured.	In 2024 100% of our students graduated.	Continue to maintain at least a 90% graduation rate for all student groups.

Components and Activities – ALC, Guidance Program, Adult Basic Education

**Identified Needs Based on Data**

1. Closing the Achievement gap between our FRP and all other students.
  - a. Math and reading
  - b. Target middle level students 5-8
2. Decrease the number of failing grades for our SPED students, grades 7-12.

We need to continue to work to improve student motivation, engagement, and accessibility to resources in order to meet our goals. We can do that by improving PLC’s and meeting time in departments, updating curriculum to meet the needs of changing learners, and by using data as a tool for improvement.