



Milaca Public Schools

500 HWY. 23 West Milaca, MN 56353

Milaca Independent School District #912 2024-2025

Comprehensive Achievement and Civic Readiness (CACR) Plan

To educate, empower, and engage all students to become caring and responsible citizens who will succeed in an ever-changing world.

Overview:

The Comprehensive Achievement and Civic Readiness Plan (state statute, section 120B.11) is a comprehensive plan to enhance student achievement through teaching and learning support.

Milaca Public Schools must make progress toward

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All student are ready for career and college.
- All student graduate from high school.
- Prepare student to be lifelong learners

A WBWF/CACR strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the WBWF/CACR goals. The Minnesota Department of Education (MDE) recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).

This progress will be measured through any combination of the following:

- student performance on the Minnesota Comprehensive Assessments (MCA), Formative Assessment System for Teachers (FAST), AimsWeb, Preschool Early Literacy Indicators (PELIs).
- analysis of assessment data as it relates to achievement gaps in student sub-groups (racial groups, ethnic groups, English Learners, students receiving special education services, and/or students living in poverty).
- high school graduation rates
- college and career readiness class enrollment

The Comprehensive Achievement and Civic Readiness Plan is intended to serve as a foundational document that aligns educational initiatives that serve students preschool through high school.

District Goals for Goal Areas

A. Kindergarten Readiness Goal

- The percentage of Milaca students enrolled in Kindergarten that score at or above the Early Reading Composite Benchmark score (32) on Formative Assessment System for Teachers (FAST) reading on their entry benchmarking (fall) will increase from 57% in Fall 2024 to 58% in Fall 2025.
 - Results were 67.7.% in 2020-2021, 54.4.% in 2021-2022, 60.3% in 2022-2023, 51.0% in 2023-2024, and 57.0% in 2024-2025
- The percentage of Milaca student enrolled in Kindergarten that score at or above the Early Math Composite Benchmark score (29) on Formative Assessment System for Teachers (FAST) math on their entry benchmarking (fall) will increase from 67% in Fall 2023 to 68% in Fall 2024.
 - Results were 72.6.% in 2020-2021, 66.7% in 2021-2022, 63.7% in 2022-2023, 60.0% in 2023-2024, and 67% in 2024-2025.

B. Achievement Gap Closure

District Reading Goals

- Milaca students in grades 3-10 who receive special education services will decrease the current achievement gap (27.4%) compared to Milaca's "All" student group. The measure used will be MCA-III Reading proficiency results.
 - The achievement gap was 34.1% in 2019, 29.1% in 2021, 30.5% in 2022, 30.6% in 2023, and 27.4% in 2024.
- Milaca students in grades 3-10 who receive free or reduced price lunch will decrease the current achievement gap (3.1%) compared to Milaca's "All" student group. The measure used will be MCA-III Reading proficiency results.
 - The achievement gap was 11.8% in 2019, 9.6% in 2021, 12.3% in 2022, 9.7% in 2023, and 3.1% in 2024.

C. Career and College Readiness Goals

- The percentage of 11th graders and 12th graders at Milaca Public Schools that participate in a work-based learning experience, will increase to 25.0% by the end of the 2026-2027 school year.
 - Participation was 11.6% during the 2018-2019 school year, 17.4% during the 2019-2020 school year, 15.2% during the 2020-2021 school year, 20.1% during the 2021-2022 school year, 20.6% during the 2022-2023 school year, and 20.8% during the 2023-2024 school year.
 - This includes students in work skills, work experience, work release, and career and technical internships.

D. High School Graduation Goal

- Milaca School District will increase its 4-year graduation rate from 87.7% in 2023 to 88.0% in 2024.
 - The graduation rate for 2023 was 87.7%.

E. Prepare Students to be Lifelong Learners Goal

- 100% of Milaca High School students will participate in lifelong learning skills through the Ramp Up for Readiness program.

Milaca Public Schools' Operational Plan

[Milaca School District's Operational Plan](#)

Milaca created an in-depth strategic plan that was created during the 2015-2016 school year. The strategic plan was generated through several meetings including a variety of stakeholders. These stakeholders included, parents, school support staff, teacher, community members, school board members, and administration. The strategic plan is a focus in district planning and initiatives.

Starting in the 2022-2023 the school district modified their belief to create an Operational Plan that will be monitored annually and revised yearly by the school district. It was felt this was necessary with multiple changes happening coming out of the pandemic, it was believed continual monitoring and revisions would have to be made.

Assessing and Evaluating Student Progress

Milaca Public schools uses a variety of assessments to continually monitor students' growth and development. Multiple data points are used to determine support services, if applicable. Teachers use assessment data to help adjust instructional practices, curriculum, and identifying students' academic strength and areas of improvement.

PK-12 Assessment System

Milaca Public Schools Assessment System	
Grade	Assessment
PK	Preschool Early Literacy Indicators (PELIs) test three times a year
K	Formative Assessment System for Teachers (FAST) test three times a year
1	Formative Assessment System for Teachers (FAST) test three times a year
2	Formative Assessment System for Teachers (FAST) test three times a year
3	Formative Assessment System for Teachers (FAST) test three times a year; MCA Reading, Math
4	Formative Assessment System for Teachers (FAST) test three times a year; MCA Reading, Math
5	Formative Assessment System for Teachers (FAST) test three times a year; MCA Reading, Math, Science
6	Formative Assessment System for Teachers (FAST) test three times a year; MCA Reading, Math
7	Formative Assessment System for Teachers (FAST) test three times a year; MCA Reading, Math
8	Formative Assessment System for Teachers (FAST) test three times a year; MCA Reading, Math, Science
9	Formative Assessment System for Teachers (FAST) test three times a year
10	MCA Reading, MCA Science
11	MCA Math; ASVAB (optional); ACT (optional)

Data Utilization

- Elementary and High School teachers utilize MCA, FAST, MCA, AimsWeb, and PELIs data to identify academic standards that need to be improved and to identify areas of strength.

- Elementary grade-level teams meet regularly to check student progress towards meeting academic standards and realign support services that students receive if needed.
- Multi Tiered Student Support (MTSS) model is used to monitor and provide students with appropriate interventions based on benchmarks.
- Elementary, high school, and district leadership teams conduct a data dig during summer months to target and develop particular district and school-wide strategies in reading and math to better meet academic standards.
- Elementary and high school department teams examine appropriate assessment (MCA, FAST, MCA, AimsWeb, and PELIs) data to determine student placement in academic support programming.
- Evaluation of programs, curricular resources, instructional practices, and action plans.
- An Accelerated Learning Program (ALP) is offered in math and language arts to elementary students who are at the 95th percentile on grade level assessments.
- Students who meet requirements may register for College in the Schools courses.
- Staff and students use Ramp Up to Readiness in grade-level advisories.
- Counselors meet with students to review graduation requirements as well as college and career plans of each student based on data from various assessments.
- Curriculum maps are continually updated and reviewed to identify gaps and overlaps of academic standards.
- Data is analyzed at the subgroup level when available. Our two focus groups are addressing our free and reduced and special education population. Our district is committed to reducing the achievement gap of these two groups compared to our “All” student population.
- Implement Science of Reading methodology as it aligns with READ Act legislation.
- Continue to learn, review, and improve non-exclusionary discipline theories.

Systems of Review and Evaluation

PreK-12 Curriculum System

- All grade levels and courses build curriculum maps.
- All curriculum maps are aligned with state and/or national standards.
- All curriculum maps are available for review and update at
 - <https://www.milaca.k12.mn.us/page/2874>
- All curriculum maps are continually reviewed and modified at the department level.
- All curriculum maps are continually reviewed at the district level.
- With the implementation of an iPad one-to-one and digital curriculum into grades 3-12, Milaca Public Schools has adopted an “As Need” policy for the purchase of new curriculum. Staff monitor and modify their curriculum to

continually align to state standards and based on the changing opportunities of real-time open source materials.

- MCA, FAST, MCA, AimsWeb, PELI, and classroom data is frequently monitored at the district level, building level, content level, grade level, and classroom / teacher level. This data is analyzed to identify curriculum and instruction effectiveness. This data is then brought to the local administration team, school board, District Feedback (CACR) Committee, building leadership teams, district's instructional leadership team, and district / building "Data-digs" to identify trends, create action plans, and to identify areas of professional development.

Teacher Development and Evaluation Plan (TDE)

Teacher development and growth are core tenets of the TDE. By utilizing a three-year professional review cycle for tenured teachers and an annual review cycle for probationary teachers based the Charlotte Danielson's Framework (Clusters) for Teaching, administrators will evaluate the quality of individual teachers and provide feedback to ensure continued growth. Teachers will complete annual individual growth and development plans. These growth and development plans are built on data from the assessments used by the district. In addition, teachers will participate in PLCs and build portfolios to document evidence of reflection and professional growth.

Principal Evaluation

Milaca Public Schools currently addresses principal evaluation utilizing combination of the recommended evaluation by the Minnesota Department of Education and a local feedback document. The plan includes the following components: strategic leadership, instructional leadership, managerial leadership, cultural leadership, communication leadership, school community leadership, and ethical and professional leadership.

The purpose of the principal evaluation is to provide feedback to ensure continued growth and development of building principals.

Strategies for Improvement of Instruction, Curriculum, and Student Achievement

Effective Practices

- The Teacher Development and Evaluation plan utilizes observations and evaluation using Charlotte Danielson's Framework (Clusters) for Teaching. The rubric provides teachers with feedback regarding areas of strength in their teaching as well as areas in need of improvement.
- The Teacher Development and Evaluation plan utilizes teacher portfolios to show evidence of reflection and professional growth.

- Professional Learning Communities meet a minimum of 2 times a month to provide a collaborative and ongoing learning process so teachers can continue to develop their skills and strategies.
- Grade-level teaming at the elementary school provides frequent opportunities for data analysis and movement of students within flexible groups.
- Milaca Public Schools currently addresses principal evaluation utilizing a state recommended plan that includes a locally developed feedback component. The purpose of the principal evaluation is to provide feedback to ensure continued growth and development of building principals.

Annual Budget for Sustaining Implementation of District Plan

The budget will be reviewed annually. Staff development dollars will be set aside from the general fund to finance opportunities both within the school and outside of the school for Milaca Public School District employees to engage in professional development.

Staff Development

Staff development activities, guidelines, and progress toward staff development goals.

Staff Development Goals

1. Curriculum Provide staff members the opportunity and support to continue to develop and enhance curriculum as to be aligned to maps, assessments and state standards.
2. Teacher Instruction Provide staff members opportunity and support to implement evidence based instructional techniques and strategies, strengthen classroom management strategies, and integrate technology skills into their classroom.
3. Technology (SAMR model) Provide staff members the opportunity and support to move from substitution using technology through augmentation and modification to redefinition of technology as a part of the learning experience. Implementing the SAMR model into their curriculum.
4. Positive Learning Environment Provide staff members the opportunity and support for staff to develop and maintain a positive learning environment for all students and staff.
5. PLC and TDE Provide staff members the opportunity and support to continue to develop their IGDP's (Individual Growth and Development Plans) and portfolios through working within their PLC's. Provide staff members training on PLC's.

Q Comp

Milaca Public School District does not participate in Q-Comp or any other alternative teacher professional pay system.

Gifted and Talented

Process to Assess and Identify Students for Participation in Gifted and Talented Programs

Milaca Public Schools has a plan in place to assess and identify students for participation in gifted and talented programs. The main tools used for identification are parent and teacher interviews, Formative Assessment System for Teachers (FAST) scores and percentile rankings and MCA scores and achievement levels. Occasionally the SAGES (Screening Assessment for Gifted Elementary and Middle School Students), TOMAGS (Test of Mathematical Abilities for Gifted Students), and/or Woodcock-Munoz Language Survey are administered as well, to provide further evidence for the readiness for acceleration. At times classroom participation and homework completion are also considered. Through this variety of criteria, traditionally underrepresented groups have a fair representation in our local gifted and talented programs.

Acceleration

Milaca Public Schools offers the following acceleration opportunities for students identified: elementary pull-out programs for reading and math, accelerated English classes for secondary students, subject acceleration for math, independent study, Math Olympiads and WordMasters contests, SCSU Math Contest, ability-grouped instruction, differentiated instruction, concurrent enrollment (College in the Schools), and PSEO (Post-Secondary Enrollment Options). Through one or more of the above, students receive access to curriculum that has the complexity and pace to match their acceleration needs.

Early Admission to Kindergarten and First Grade

EARLY ENTRANCE The Milaca School District #912 recognizes that early entrance to school is an important decision and should be limited to and reflective of the following process:

A. Selection Criteria for Early Entrance into Elementary School To be eligible for early entrance to school the student must meet the criteria in the prioritized order listed below.

1. Birthday is prior to October 1st of the year student seeks early entrance.
- 2a. Demonstrated academic success and social maturity in a preschool program validated by a letter of recommendation from preschool teacher/director. OR
- ;;2b. Social maturity is demonstrated by social maturity assessments conducted by school personnel (usually a kindergarten teacher).
3. Mental age is in the high average range as demonstrated by ability assessments conducted by the school psychologist.

4. Competency in academic skills is demonstrated by the student on the Milaca Kindergarten Assessment which is conducted by a kindergarten teacher.

B. Application Procedure

1. Secure application form at the elementary school of attendance. Complete and return by August 1. Applications received after August 1 may be considered in the case of extenuating circumstances provided assessments can be completed prior to September 1.
2. Interview of parents and child by principal, reading specialist or kindergarten teacher.
3. Assessments and Observations
 - a. Social Maturity
 - b. Psychological
 - c. Milaca Kindergarten Assessment Cost incurred for assessment to be borne by parents.

Costs include assessment materials; professional time for assessing, scoring and reporting; substitute for teacher (if necessary).

4. Complete medical check-up at the parent's expense. Immunizations must meet State of Minnesota requirements.
5. Post-assessment interview with the parents and school personnel.
 - a. The decision for allowing early entrance will be made at team staffing of school personnel (usually the principal and the kindergarten teacher).
 - b. If entered early, the child will be placed on a trial basis. The probationary period will consist of the first month of school. An evaluation using the "Early Entrance Probationary Checklist" may be requested by the teacher at the end of the first month with the option to withdraw the student from early entrance by the admittance committee.
 - c. The early entrance assessment packet will be kept in the student's cumulative file.

Access to Excellent and Diverse Teachers:
Equitable Teacher Distribution

The Milaca Public School District process to examine the distribution of experienced and qualified teachers across the district and within school sites is based on a review of a variety of information.

- Our districts most valuable asset for improving student achievement is the classroom teacher, Milaca Public Schools employs certified instructional staff that is licensed or receives Minnesota Department of Education permission for instruction in their field(s) of instruction. As the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, the unbiased and unfiltered student placement with

highly qualified teachers satisfies the equitable distribution of teachers to and for students of all abilities and socioeconomic basis.

- The equitable and diverse teaching is reviewed in the spring, summer, and fall with teacher leadership teams, district administration team, World's Best Workforce Committee, and the annual World's Best Workforce community meeting.
- MCA, FAST, MCA, and AimsWeb data is analyzed by grade level and classroom level comparing the percent of students meeting or exceeding the standards in Reading, Math, and Science.
- Data is also reviewed at each grade level to determine the percent of students meeting proficiency.
- Student data is reviewed at the classroom and teacher level to identify trends to better fulfill the needs and assignments of our school district.

The Milaca School District continues to provide support for the district mentorship and instructional coaching programs. The goal of the district mentoring and instructional coaching programs are to support, guide, and encourage all teachers to develop and advance their skills and knowledge using reflective assessment and continuous collaboration.

The scopes of the programs will include, but not be limited to, advancing knowledge and skills in logistical procedures, instructional strategies, curriculum planning, classroom management, student diversity, improving student achievement, understanding and creating formative assessments, ongoing self-assessment and reflection, and collaboration among teachers.

Access to Diverse Teacher

Milaca Public Schools has a limited number of teachers who are members of diverse backgrounds, but does closely represent our student body of being 91% white. The district has addressed this with the strategic plan and makes continual efforts of recruiting and retaining quality educators, but has difficulty to get applicants in certain content areas and applicants of diversity.

Voluntary Pre-Kindergarten

- Milaca Public School District was just approved seats for Voluntary Pre-Kindergarten Program starting in the 2024-2025 school year.

Charter Schools

- This is not applicable to the Milaca Public School District.

APPENDICES

Reporting Requirements

- The school board will publish this report on the Milaca Public Schools website at www.milaca.k12.mn.us

- The school board will hold an annual public meeting to review the Comprehensive Achievement and Civic Readiness Plan as well as the district's success in achievement and the improvement plans.
- The school board will send an electronic summary of its report to the Commissioner of the Minnesota Department of Education by the MDE deadline each year. A designated district representative will compile and submit this summary.

Comprehensive Achievement and Civic Readiness (CACR) Committee (District Feedback/Advisory Committee) and Roles

Milaca Public School District has established a Committee (Feedback/District Advisory Committee) to support the CACR Plan. This committee advises and reviews plans for implementing and defining standards, reviewing curriculum, assessments, and performance goals for Milaca students.

- The committee is comprised of teachers, support staff, administrators, school board members, parents, and students. The district continues to make an effort to get at least 2/3 of the committee's membership to be parents or other community members.
- Anyone wishing to inquire about membership is encouraged to contact Dave Wedin, Superintendent, Milaca Public Schools.
- The committee meets will meet at least 3 times a year.
- Additional community input and representation is welcome and encouraged.