

Sauk Rapids-Rice 2022-2023 World's Best Workforce Plan



The World's Best Workforce Plan
is a publication of the Sauk Rapids-Rice School District

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Overview

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Sauk Rapids-Rice Public School District also develops, approves, and communicates information related to its comprehensive strategic plan, which includes the following:

- Clearly defined district and site goals and benchmarks for instruction and student achievement for all student subgroups identified in Section 120B.35, Subdivision 3, Paragraph (b), Clause (2)
- A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the World's Best Workforce
- A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal and teacher evaluations
- Strategies for improving instruction, curriculum, and student achievement
- Practice integration relating to educational effectiveness that implements high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance and success
- An annual budget for continuing to implement the district plan

The Sauk Rapids-Rice World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together to prepare students to be successful in the 21st Century and beyond.

The Sauk Rapids-Rice School Board

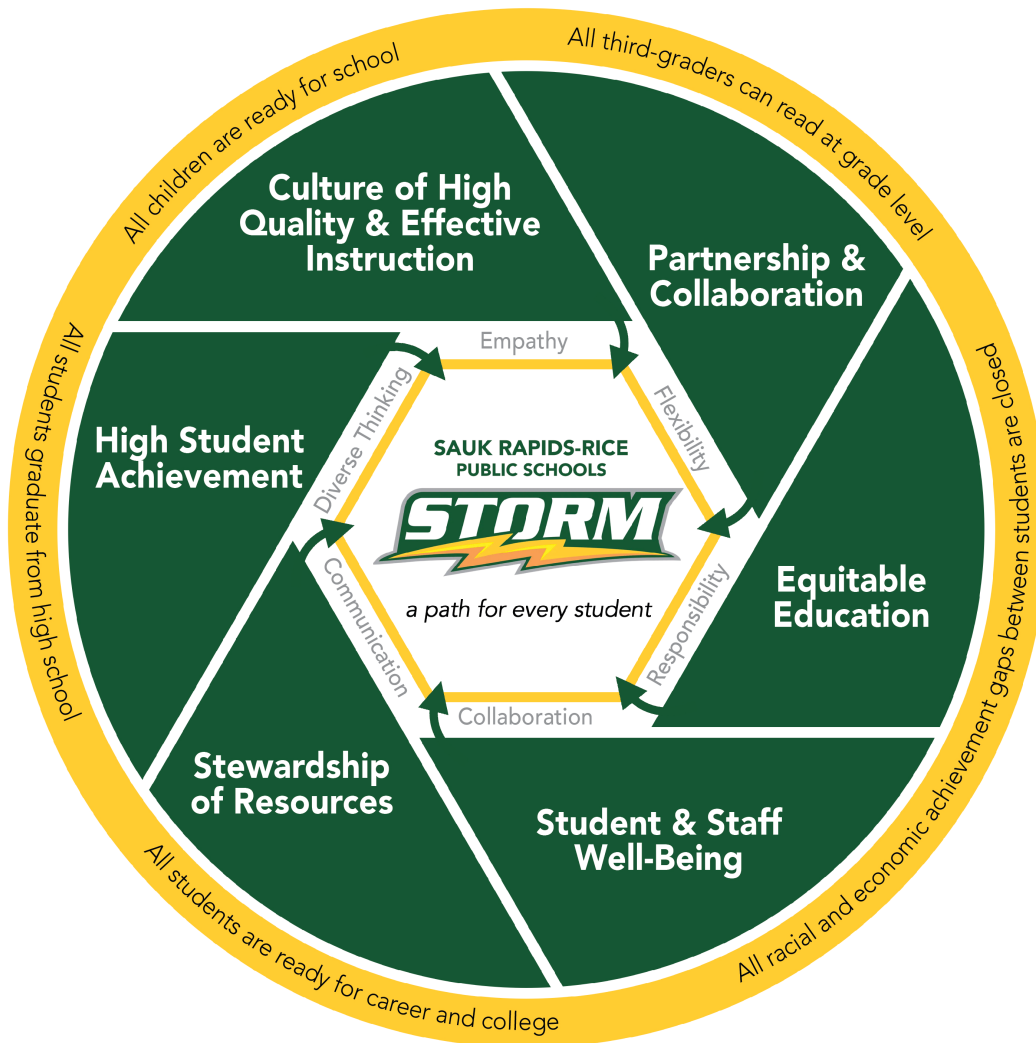


Left to Right: Ryan Butkowski, Robyn Holthaus, Lisa J. Braun, Lisa Loidolt, Jan Solarz, Tracy Morse, and Mark Hauck

The Sauk Rapids-Rice School Board consists of seven members, elected by the public, who serve four-year terms. Elections are held in conjunction with the general election in November of even-numbered years. Sauk Rapids-Rice High School student council appoints two non-voting student representatives to the Board, and the Superintendent is an ex-officio member. School Board members are responsible for establishing the district budget and for generating district policies. The Board officially enters into contract agreements on behalf of the organization, though the delegation of responsibilities for the operation of the district flows through the office of the Superintendent of Schools and their administrative team.

Strategic Plan

The System



- Portrait of a Graduate
- Professional Development
- Multi-Tiered Systems of Support
- Positive Behavioral Interventions & Supports
- Professional Learning Communities

By achieving the goals established with our Strategic Plan and Portrait of a Graduate, we will prepare our students to be successful in the 21st Century as defined by the World's Best Workforce

Assessment and Accountability

Using data to inform decision-making is essential to any comprehensive plan. When putting together the comprehensive assessment plan, staff considered the appropriateness of the assessment tools, cost, technology needs, training, validity, purpose, use, and how information was reported. Assessment tools provide timely, reliable, and appropriate information to inform decisions related to students who are falling behind and students who may benefit from accelerated learning opportunities.

Sauk Rapids-Rice Public Schools is committed to the guidelines set forth by the Minnesota Department of Education in regard to testing limitations; grades 1-6 maximum of 10 hours of testing annually and grades 7-12 maximum 11 hours of testing annually (excluding state mandated tests). The Testing Plan shows the variety of tools used to measure student academic growth and proficiency.

Sauk Rapids-Rice 2022-2023 Assessment Plan

This plan is located on the district website at: <https://www.isd47.org/academics/assessments> Please reach out to Daniel Athman, Data, Research, and Assessment Specialist at daniel.athman@isd47.org with any questions you might have.

Using Data and Assessment Results

Building principals and district staff use assessment results to identify curricular strengths and to make modifications to curriculum and materials. Instructional staff and administration also use the data to set site achievement goals, make instructional changes, implement interventions and to better meet individual student needs. Data from formative and summative assessments is evaluated and monitored closely. Assessments include, but are not limited to classroom assessments, MCA, FastBridge, NWEA, and ACT tests.

Student Assessment Results on Minnesota Comprehensive Assessments (MCA) and other State and Local Assessments

Included in this report is a description of local and state assessments used to evaluate programing and guide instruction. A summary presentation of the 2021-2022 World's Best Workforce goals is located on the district's website.

College Entrance Exams: ACT

The ACT is the most common college admission examination, which consists of curriculum-based tests of educational development in English, Math, Reading, and Science designed to measure the skills needed for success in first year college coursework. the most recent and trend data is displayed in the chart below.

Graduation year	English	Mathematics	Reading	Science	Composite
2022	18.6	20.2	21.5	20.7	20.4
2021	17.7	20.3	20.7	20.6	20.0

2020	No testing was done in 2020				
2019	18.8	21.9	22.0	21.6	21.2
2018	20.3	22.2	22.2	21.8	21.7

District Performance on the Advanced Placement Assessments

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. This program gives high school students exposure to college-level material through the involvement in an Advanced Placement course. It also gives students an opportunity to demonstrate what they have learned by taking an AP examination. Colleges and universities are then able to grant credit, placement, or both to these students depending on their performance on the AP examination. In order for students to obtain college or university credit, they must obtain at least a 3 out of 5 on each exam.

In the 2021-2022 school year, there was a total of 299 exams given across a variety of courses including Biology, Calculus AB, Calculus BC, English Literature and Composition, Psychology, Spanish Language and Culture, Statistics, United States Government, United States History, and World History Modern. The chart below shows the Exam, the number of students who took the exam, and the percent of students who scored a 3 or higher on the exam.

Exam	Number of students participating	Percent of students scoring a 3 or higher
Biology	30	66.7
Calc AB	20	90.0
Calc BC	5	Cell size too small to report
English Literature and Composition	25	92.0
Psychology	21	76.2
Spanish Language and Culture	8	Cell size too small to report
Statistics	44	63.6
US Government and Politics	34	79.4
US History	47	63.8
World History: Modern	65	69.2

Sauk Rapids-Rice World's Best Workforce Goals

The World's Best Workforce Plan is intended to serve as a document that aligns educational initiatives that serve students Pre-K through High School. The following SMART goals are developed to meet the initiatives set forth in the WBWF plan.

World's Best Workforce Focus Area	District Goal(s)
All children are ready for school	<ul style="list-style-type: none"> 80% or more of 3-year-olds attending SRR Early Learning will be able to complete the developmental stroke assessment by demonstrating the following strokes: vertical line, horizontal line, circle, and a cross by May 2023. 80% or more of 4-year-olds attending SRR Early Learning will be able to complete the developmental stroke assessment by demonstrating the following strokes: vertical line, horizontal line, circle, a cross, square, diagonal lines, and an X, by May 2023. 80% or more of all 4 and 5-year-old students attending SRR Early Learning will be proficient in blending two syllables together to make a word as measured by Heggerty's summary report by May 2023. Using a feelings check-in and implementing Second Step, students ages 3-5 enrolled in SRR Early Learning will be able to recognize (verbally and/or receptively) and describe their emotions in themselves and others as measured by observations and the TS GOLD. It is expected that 80% of the children in the sample will show progress on the TS GOLD. 80% or more of 4-year-old students will be able to complete 1:1 correspondence to 10 and rote count to 20. 80% or more of 3-year-old students in SRR Early Learning will be able to rote count to 10.
All third-graders can read at grade level	In the 2022-2023 school year, at least 80% of students in grades K-5 will be on Target or achieve "typical" or "aggressive" growth from fall to spring based on the FastBridge Reading assessment appropriate to their grade level.
All racial and economic achievement gaps between students are closed	In 2022-2023 school year, the district will decrease racial and economic achievement gaps by at least 8%, while maintaining overall growth as measured on the Reading and Math MCAs.
All students are ready for career and college (SRRHS)	In 2022-2023 school year, 100% of students will begin or continue to create a grade appropriate postsecondary plan by the end of the second trimester.
All students graduate from high school	In 2022 and 2023 school years, 90% or more of seniors will graduate in 4 years.

Each building sets goals that align to and support the district goals in each of the World's Best Workforce Focus areas. These goals are implemented, monitored and adjusted by the Student Success/Achievement Team in each school.

Committees to Improve Teaching and Learning

District Curriculum Advisory Committee

The Sauk Rapids-Rice School district has a curriculum advisory committee that consists of students and parent representatives, as well as teachers and administrators. The purpose of the committee is to advise the district on curriculum content, instructional practices, and assessments.

In accordance with Subdivision 1A and Sections 120B.022, Subdivision 1, Paragraphs (b) and (c), and 120B.35, committee members make recommendations to the Board of Education regarding rigorous academic standards, achievement goals, district assessments, and programming.

Sauk Rapids-Rice parents/guardians and community members are invited to apply for membership on the district curriculum advisory committee and may do so by contacting Jenny Bushman, Director of Teaching and Learning, jenny.bushman@isd47.org or by calling 320-258-1822 for additional information.

Name	Title	Term
1. Bradley D. Bergstrom	Superintendent	Ongoing
2. Ryan Smith	Parent	2023
3. Mike Rogers	SRRMS Science Teacher	2023
4. Jill Zimpel	Parent/PVES Teacher	2023
5. Amy Buttweiler	Parent	2023
6. Sandy Coyle	Early Childhood Teacher	2023
7. Megan Rogholt	Parent	2023
8. Jenny Bushman	Director of Teaching and Learning	Ongoing
10. Steve Wagner	Assistant High School Principal	2023
11. Kristina Tykwinski	Parent	2023
12. Katie Wilson	Parent/PVES Teacher	2023
14. Lisa Loidolt	School Board Member	
15. Tracy Morse	School Board Member	
15. Tracey Fiereck	Parent	2023
17. TBD	SRRHS Student	2023
18. TBD	SRRMS Student	2024

Assessment Advisory Committee

Per the amended Minnesota Statute, Section 120B.304, the district has created and facilitated an Assessment Advisory committee. The make-up of this committee includes teachers, administration and at least one parent of a student in the district. The primary purpose of this committee is to review the [District Assessment Plan](#) and advise the school board on administering standardized assessments to students in addition to the assessments required under section 120B.30. This committee meets a minimum of three times annually, and recommendations from this committee are shared with the Board of Education and the district's curriculum advisory committee. Feedback is then utilized to make appropriate modifications in order to best serve Sauk Rapids-Rice students.

District Staff Development Committee

The School Board must also establish an advisory staff development committee (122A.60) to develop the district plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. The advisory committee must include teaching staff from a variety of grade levels, subject areas and special education, nonteaching staff, parents, and administrators who will:

- Provide opportunities for teachers to practice and improve their instructional skills over time
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement
- Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology
- Align with state and local academic standards
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and align with the plan of the district or site for an alternative teacher professional pay system

Site Staff Development Committees

Each level elementary, middle and high school has a staff development committee that is facilitated by a teacher. The purpose of the site team is to develop and implement a school improvement plan, which includes achievement goals, job-embedded professional development strategies to improve curriculum, instruction, and student achievement at each level. The facilitator of each of these committees also serves on the district committee, so professional development can be planned and measured across the district.

Standards and Credits/Programming Committee

This committee is an open meeting for any interested staff members. The primary goal is to consider programming within the high school by focusing on keeping our curriculum and offerings current, aligned, and meeting the needs of our students. In addition, the committee addresses the graduation requirements.

Title I Parent Advisory Committee

The Title I Parent Advisory Group helps in the development of the plan for the Title services. As part of a school-parent/guardian partnership, Sauk Rapids-Rice School District seeks parental input on how the district and families can work together to best meet the needs of students. Families are also invited to attend Literacy/Math nights where parents eat together and learn more about the Title I program, what Title teachers do to support their child and how they can provide literacy support at home.

Multicultural Parent Network

The purpose of this committee is to develop recommendations in consultation with the curriculum advisory committee required by section [120B.11, subdivision 3](#). This committee provides parents/guardians the necessary information and the opportunity effectively to express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school or program.

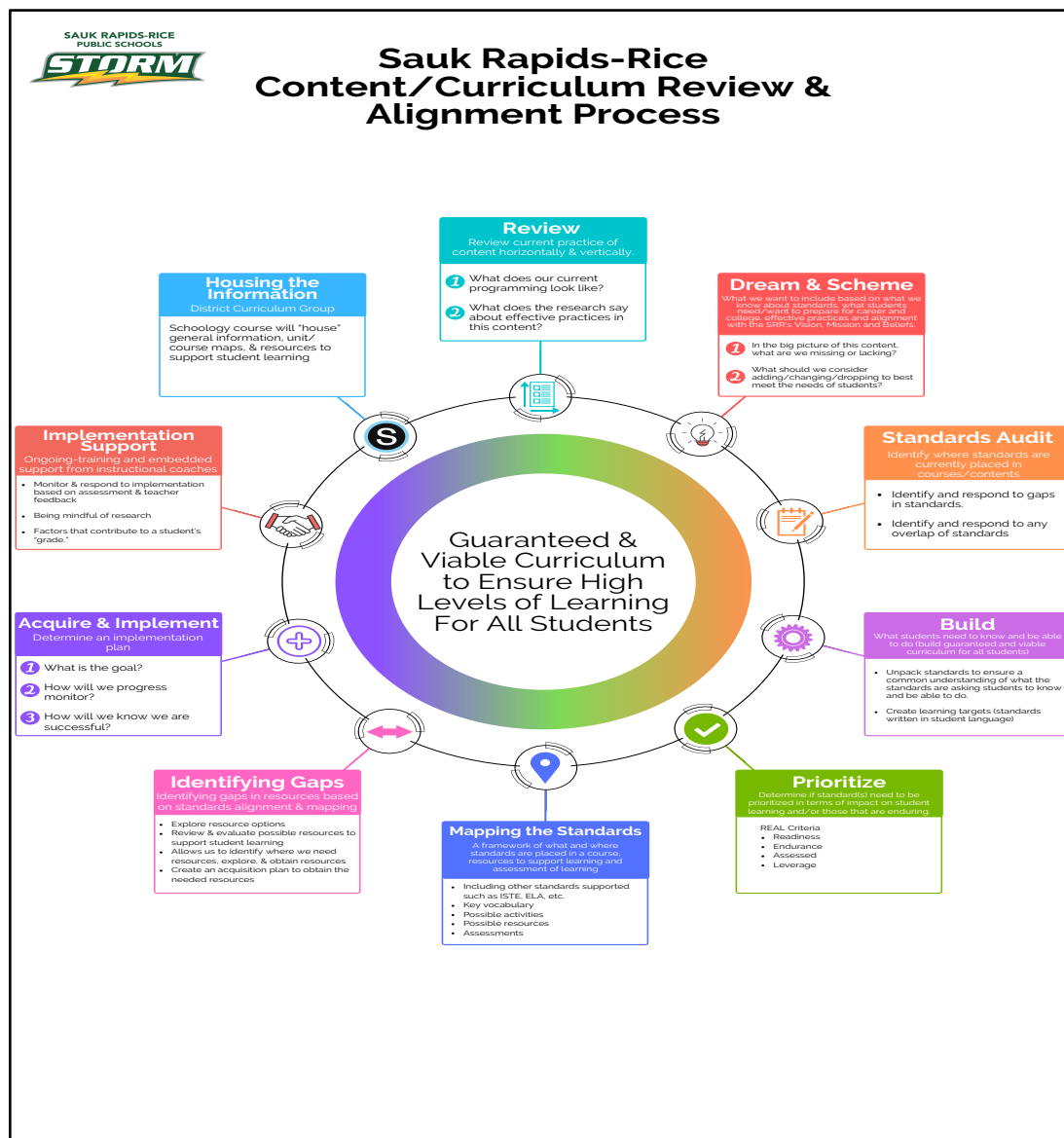
Student Success/Achievement Teams

The purpose of the Achievement Team is to build consensus about school goals and priorities and guide school wide decisions that positively impact student achievement. Members of the team are actively involved in determining, implementing, monitoring and adjusting the school goals.

This team:

- Reviews data
- Helps determine what the key indicators of success look like in the school
- Creates a goal(s) that supports what data shows as a need for growth and key indicators
- Brainstorms and creates a plan (strategies, people responsible, timelines, evidence of implementation) that brings current reality (data) closer to the school's key indicators of success
- Determines the best way to implement the plan
- Monitors and adjusts the plan through monthly meetings where successes, challenges and next steps are discussed and acted upon
- Identifies the goal and creates plan to ensure goals are met
- Remains focused on and responsive to the needs of students

Strategies and Supports for Improving Curriculum



The district content/curriculum review and alignment process can also be viewed in a Google Doc at <https://docs.google.com/document/d/1Er7fP-l00tuG1OyiuCCKOINhMeVxQn0Xj7PQdu1AxH8/edit>.

Teacher Evaluation and Continuous Improvement

Academic excellence is dependent upon quality teaching, which requires much deliberation and support. The Sauk Rapids-Rice School District is committed to continuous learning, reflection, and assistance for all. As a result, teachers, administrators, and members of the Board of Education worked collaboratively to develop and implement a systematic program for continuous learning, reflection, and evaluation in accordance with Minnesota Rule 8710.2000 and Minnesota Statute 122A.40. This information is provided to assist employees, while outlining the key components to the

continuous learning, reflection and evaluation process.

Assumptions:

1. Continuous learning is essential to the success of all Sauk Rapids-Rice stakeholders.
2. All teachers are committed to continuous learning and academic excellence.
3. Professional development is supported through effective performance evaluation.
4. It is the responsibility of every teacher to continuously learn, and thus, work collaboratively to support growth activities.
5. The district will provide various learning opportunities for teachers. However, it is assumed that each teacher will be a self-motivated learner, seeking out additional opportunities for growth.
6. Teachers will understand the needs of the students they serve and work individually and collectively to address those needs.
7. All teachers, regardless of tenure, are expected to demonstrate a level of performance at or above the level of proficiency, or to demonstrate progress towards proficiency, as defined by the Sauk Rapids-Rice Standards of Performance highlighted in the evaluation tool.

Purpose of the Continuous Learning, Reflection, and Evaluation Plan:

1. To maintain and enhance quality learning experiences for students.
2. To provide support and guidance for teachers and administrators.
3. To reinforce the importance of continuous learning for all employees.
4. To communicate specific standards of proficiency, while fostering continued dialogue about professional growth.
5. To maintain a written document of professional staff performance and service as an acknowledgement of effective job performance.
6. To assist staff with gaining insights related to areas of strength and/or areas in need of improvement.
7. To serve as a tool to recommend continuing contract status or to develop a targeted plan for needed support.

Note: Professional growth is an ongoing process, requiring effective collaboration between teachers, administrators, and School Board members. In addition, activities including, but not limited to, peer coaching and observation, professional learning community collaborative teams, continued open and honest dialogue, and support are essential to the success of Sauk Rapids-Rice children, employees, and community.

Framework for Teacher Evaluation:

Information related to this framework for teacher evaluation is provided below.

Domain 1: Planning and Preparation	This domain focuses on the teacher's knowledge of their subject area, prerequisite relationships, and content-related pedagogy, all of which include the effective integration of technology.
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Domain 2: Classroom Environment	This domain relates to the organization of the classroom and interactions within. The culture for learning, classroom management, and student behavior are also assessed.
Domain 3: Delivery of Instruction	This domain emphasizes the delivery of instruction as it relates to student engagement, which is evidenced by effective communication, questioning, discussion, assessment, teacher responsiveness and the effective integration of technology with instruction.
Domain 4: Student Engagement	This domain highlights student engagement and the student's role as a learner and active participant in the classroom.
Domain 5: Professional Responsibilities	This domain recognizes the importance of the teacher as a professional educator. Professional educators reflect, maintain accurate records, communicate effectively with families, and participate in community. This domain also highlights the importance of continuous learning and representing oneself professionally at all times.

Principal/Director Appraisal and Continuous Improvement

Academic excellence is dependent upon effective leadership, which requires much deliberation and support. The Sauk Rapids-Rice School District is committed to continuous learning, reflection, and assistance for all. As a result, administrators and School Board members worked collaboratively to develop and implement a systematic program for continuous learning, reflection, and evaluation in accordance with Minnesota Statutes, Section 123B.147.

Purpose

The purpose of the evaluation is to enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement. The Sauk Rapids-Rice School District developed and implemented a performance-based system for annually evaluating school principals assigned to supervise a school building within the district.

This process is designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

Performance Measures

The five performance measures in the evaluation of principals are listed below.

1. Establish a vision and mission focused on shared goals and high expectations.
2. Provide instructional leadership for high student academic performance.
3. Manage human resources for quality instruction and professional growth.

4. Build professional and ethical relationships through collaboration and effective communication.
5. Strategically manage resources for systemic performance accountability.

Process for Appraisal

The evaluation process consists of six steps, which are listed below.

1. Orientation about the process at which a complete set of materials are outlined and discussed.
2. Pre-planning on the part of the principal, which includes reflection, self-assessment and identification of priorities
3. A goal-setting conference between the superintendent and principal to reach agreement on goals and review the process
4. Consistent and ongoing reflection on the goal to guide next steps.
5. Review of goals at monthly meeting with the superintendent and director of teaching and learning
6. An end-of-year review to look all summary information and a conference to review and discuss.

School Performance Data

The use of longitudinal data on student academic growth occurs during the goal-setting process. The principal sets specific goal related to student achievement and school performance; goal setting is done in collaboration with the superintendent.

Identified goals include proficiency or growth measures using MCA scores along with other WBWF indicators such as graduation rates and reducing achievement gaps.

School performance data often includes the use other student data points such as other assessments (NWEA, FastBridge, ACT), course completion information, attendance, suspensions or disciplinary referrals.

Programming to Improve and Support Student Growth and Achievement

The Sauk Rapids-Rice School District works diligently to provide clearly defined district and school goals, which include instructional benchmarks related to quality programming and support for all children. This section contains pertinent information related to said programming and support.

Student Support System for Multilingual Learners

Multilingual Learner services are provided to all eligible students within the Sauk Rapids-Rice School District. Licensed teachers primarily use pullout services to improve speaking, listening, reading, and writing skills across content areas.

The English/multilingual learner teachers collaborate with classroom teachers to align and provide services that are appropriate for students. The focus of this instruction is to nurture the development of English language proficiency in all language domains, while supporting the acquisition of content area skills, concepts, and knowledge. Working with content area teachers, the teacher develops and implements lessons, which support classroom content at a level that is appropriate for each student. The selection of instructional materials reflects the need to integrate English lessons with the mainstream content.

Multiple measures are used to determine quantity and focus of services. The Assessing Comprehension and Communication in English Learners test is used to determine English proficiency levels annually. Measures of Academic Progress (SRRHS), FastBridge (K-8), TS Gold (PreK), Minnesota Comprehensive Assessment (MCA) and Assessing Comprehension and Communication in English State-to-State (ACCESS) tests provide data about the level of support students need in order to access the mainstream curriculum. Data from these assessments, together with teacher recommendations, inform decisions about the quantity and focus of instruction within each student's program.

- Teachers receive training and support to effectively recognize and meet the unique needs of students
- All teachers identify and apply students' cultural strengths and experiences in providing culturally appropriate and responsive instruction
- Teachers utilize data to inform instructional planning and implementation
- District leadership support effective programming

Alternative Delivery of Specialized Instructional Services (ADSIS)

Sauk Rapids-Rice staff believe literacy, math, and social emotional wellness are critical to student success. As a result, the Sauk Rapids-Rice School District applied for and received funding from the State of Minnesota to provide additional support for students who struggle with literacy, math and social emotional wellness but do not receive special education services in these areas. Monies are used to support students in literacy and social emotional learning in all three elementary buildings and the middle school.

Description of Intervention Program and Goals

Literacy support provides varying levels of service to students based on benchmark and formative assessments. FastBridge is a scientifically based measurement tool that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators. Social emotional services provide students with additional time and support needed to be successful, while math services provide students at Sauk Rapids-Rice Middle School with additional time and intervention.

ADSIS provides opportunities for students, parents, classroom teachers, literacy specialists, social workers, and administration to collaborate in every phase of development and support. Currently, this includes the development and enhancement of personalized programming, implementation of researched based interventions, and the evaluation of student success.

Achievement and Integration

The Sauk Rapids-Rice School District seeks to create a culturally competent environment, empower diverse learners, and encourage academic success for all students through equitable educational opportunities and innovative programs. Staff funded with integration dollars are meant to serve as a resource to staff, students, families, and community members throughout Sauk Rapids and Rice.

The overall purpose of integration funding and programming is to develop and nurture a welcoming, culturally proficient environment that is respectful, inclusive, and inviting for all through increased and sustained inter-racial contacts; measured by an increase of three percent participation in both staff and students each school year.

Specific Achievement and Integration Plan Components

- Family engagement initiatives that involve families in students' academic life and success
- Professional development opportunities for teachers and administrators to improve the academic achievement of all students
- Increased programmatic opportunities focused on rigor and college and career readiness for underserved students
- The implementation of research-based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments

Title I, Part A

Title I, Part A of the Elementary and Secondary Act (ESEA) provides financial assistance to Local Education Agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards. Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach, proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and

which are supported by organized and effective parental involvement. Currently, Pleasantview Elementary receives all Title I funds allocated to the district and offers schoolwide Title services which allows for schoolwide reform.

High Potential Services

Sauk Rapids-Rice School District staff, administration, and School Board members believe education should provide for the maximum development of each student. Students often require differentiated and challenging educational programs and/or services beyond those provided in the general school program.

Students capable of high performance may include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts. Options for students, grades K-12, are provided within and outside the general classroom setting through activities that challenge, accelerate and enrich each student, while encouraging self-development and service.

Program Design and Development

The Sauk Rapids-Rice School District, recognizes the unique potential of these students. Enrichment programming looks different at each site to best meet the developmental and intellectual needs of students. However, despite different strategies and models, the district remains committed to providing enrichment activities, equal access, and opportunities to accelerate learning for all students.

The earliest form of enrichment comes in the form of early admission to kindergarten. The district has developed a comprehensive process to ensure early admission is the best options for a child. The early entrance to kindergarten procedures and information packet can be found on the district website: <https://www.isd47.org/academics/kindergarten>.

Students attending Sauk Rapids-Rice High School are provided enrichment opportunities through Advanced Placement courses, articulated college credit, Senior2Sophomore, Postsecondary Enrollment Options (PSEO) as well as through a variety of enrichment opportunities that take place outside the school day. More information regarding the academic options above can be found on the SRRHS webpage: <https://www.isd47.org/academics/high-school>.

Academic acceleration is another option available to students who may need to be challenged either in a single subject or grade level. Decisions for acceleration are made using a wide range of data by an acceleration committee, including the student's principal, teacher(s) and the high potential specialist. Information and input are also gathered from the student and parent(s)/guardian(s). Decisions on acceleration are made on an individual basis.

Acceleration is an effective intervention for certain students and the following factors are analyzed using the Iowa Acceleration Scale. These factors include:

1. Ability—a student's general cognitive potential compared to others

2. Aptitude—a student’s problem solving and critical thinking abilities
3. Achievement—a student’s learning within specific content area(s)
4. Additional factors—other factors that can impact the success of acceleration

Once it is determined that acceleration is the best option for a student, an Accelerated Learning Plan is created for the student that includes details of the plan such as who is responsible, timeline for implementation, transition plan, monitoring plan and communication/logistical considerations. This plan is then signed off on by the parent(s)/guardian(s) and the student.

The district is committed to academic achievement and excellence, which include 21st century skills and knowledge and will continue to strive to provide programming that meets the needs of all learners.

Literacy Plan (Read Well by Grade 3)

According to a statement released by the Minnesota Department of Education and embraced by Sauk Rapids-Rice Public Schools, “Literacy is the cornerstone of all learning. In each subject area, the ability to read and produce written material is the highest importance. Supporting the development of capable readers at every level is our goal as educators, parents and as a community.”

With this philosophy, the state of Minnesota passed legislation that seeks to have all of Minnesota’s children reading well by third grade. The bill requires local school districts to adhere to certain expectations, including the following.

- All students are provided reading instruction that is scientifically-based.
- Parents/Guardians are notified of student progress at least annually for all students and schools must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered; services available and strategies parents can use at home to support their child(ren).
- Students not reading at or above grade level are given intervention using evidence-based practices to accelerate their growth toward grade level expectations.
- Assessment methods and data points used to determine grade level proficiency are reported annually to the Minnesota Department of Education.
- Sufficient training is provided for all licensed staff to improve reading instruction.
- The district literacy plan is posted to the official district website:
<https://www.isd47.org/academics>.

Teaching and Learning Department

The Director of Teaching and Learning works collaboratively with administration and teachers to analyze student data, set goals, determine the best plan of action and provide support in meeting the set goals. The director works with individual school teams and principals to develop plans based on the specific building needs. The director regularly confers with the superintendent, principals, and leadership teams to ensure systems and structures are in place to meet the needs of all students

Instructional Coaches

Instructional coaches are accessible in all buildings providing job-embedded professional development to support teachers and administrators improve student learning. Coaches challenge and support teachers in classrooms throughout the district to be innovative and responsive to the varying needs of students. In addition, they help teachers identify solutions for instructional challenges, apply and test shared ideas, increase pedagogical and content knowledge and skills, and implement best practices and protocols. In addition, coaches engage in Jim Knight's Impact Cycle with all teachers in years one, two and three of their teaching careers. The purpose of the Impact Cycle is to provide job-embedded, individualized professional growth.

Sauk Rapids-Rice Early Childhood Programming

Sauk Rapids-Rice School Readiness preschool program brings preschool aged children together offering an engaging, nurturing, and creative learning environment.



Staff at both Rice and Hillside implement Creative Curriculum which is aligned with Minnesota's Early Childhood Indicators of Progress and the goals of Sauk Rapids-Rice Public Schools. Children's progress is continually assessed using the Teaching Strategies Gold Assessment (TS Gold).

All preschool staff are highly qualified and licensed by the State of Minnesota. Sauk Rapids-Rice Early Childhood programs are proud to be four-star rated—the highest rating possible through the Minnesota Parent Aware Program.

Sauk Rapids-Rice Public Schools Budget/ Expenditures

The financial performance of the district as a whole is reflected in its governmental funds. By Board policy, the district strives to maintain a minimum unassigned fund balance of 15% of the annual budget.

In accordance with its fiduciary responsibility, the School Board contracts with independent certified public accountants to audit district finances. The district's fiscal year runs from July 1 to June 30 each year. The audit is presented to the School Board by the end of the December each year.

Current and past financial/budget documentation can be found on the district website at: <https://www.isd47.org/services/budget-finance>. Please reach out to Tracey Fiereck, Director of Business Services with any questions you have.

**SAUK RAPIDS-RICE
PUBLIC SCHOOLS**



If you have any questions or would like more information, please contact

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