



Fulda Independent School District 505

2022-2023 Local 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.

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Fulda Independent School District 505

Local World's Best Workforce Plan

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- 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

Fulda'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 Fulda school district has an established structure of strategic systematic goal setting which aims to align all district, student achievement and staff development goals toward the district's vision. Each of the components of this structure is described briefly below. Documents which provide a detailed and comprehensive description of each element are referenced.

Fulda Public Schools District Goals 2019-2020 (See FPS District Goals 2022-2023)

<https://www.fps.mntm.org/Page/37>

The areas addressed in the district's goals are **High Student Achievement**, **Effective Leadership**, and **Efficient Operations**. These general areas and the related sub areas correspond to the district's Mission Statement.

Fulda Public School Instructional Goals **educational initiatives*

- Fulda School Readiness students, Pre-K, will receive instruction in in alphabet, letter sound awareness, and basic number sense.

All Students Ready for Kindergarten

- Fulda students will increase their proficiency rate (Exceeding or Meeting according to MCA's) in grade three reading by 5%.

All Students in Third Grade Achieving Grade-Level Literacy

- Fulda District will close the achievement gap in Reading, Math and Science among all groups. (All Students, Free/Reduced and Special Education)

Close the Achievement Gap(s) Among All Groups

- Fulda students will show a 5% increase in college and career readiness through MCA Math scores in Grade 11.

All Students Career- and College-Ready by Graduation

- Fulda District will graduate 95% of our students.

All Students Graduate

Fulda Public Schools Staff Development Goals (See Staff Development Goals 2022-2023)

<https://www.fps.mntm.org/Page/1042>

The District Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee, comprised of three teacher representatives from each building, two members of the school board, one administrator, one parent and two non-certified staff members develop district staff development goals which align with the district's strategic directions.

Fulda Curriculum, Instruction, and Student Achievement

The mission statement of public education in Minnesota, a system for lifelong learning, is to ensure individual academic achievement, an informed citizenry, and a highly productive work force.

Improvement / Implementation Plans

Continue reviewing MCA III data and results to inform curricular strengths and weaknesses and to create learning plans for grade levels or individual students.

Provide new technology information to staff.

Continue Response to Intervention implementation at elementary.

Administer the Minnesota Comprehensive Assessment IIIs to students in grades 3 through 11 as required by the state.

Continue to align and embed all academic standards as required by the state in reading, language arts, mathematics, science and social studies.

Fulda Student Proficiency Targets

Minnesota set a goal in the No Child Left Behind (NCLB) Flexibility waiver to reduce the achievement gap by 50 percent by 2017. Minnesota established annual targets up until 2017 in reading and math for all student groups, including American Indian, Asian, Hispanic, Black, White, Free/Reduced-Price Lunch, Special Education and English Learners. These established targets help establish goals for achieving student proficiency in the Fulda schools.

II. Assessing and Evaluating Student Progress

Data from 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.

Minnesota has Academic Standards in place for mathematics, language arts, science and social studies. These standards are to be embedded in the curriculum for all students grades K-12. Standards are written locally for other curricular areas. State and federal legislation lists the standards and credit requirements that all students must accomplish before graduation.

Every Student Succeeds Act (ESSA)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA). The Minnesota Department of Education (MDE) will work closely with the U.S. Department of Education to ensure Minnesota's students, educators, schools, and districts experience a clear and orderly transition to the new law. The [U.S. Department of Education maintains a page explaining ESSA](#), and the [text of the law](#) is available online.

2022 Student Proficiency

The percentage of students tested who meet or exceed achievement standards set by Minnesota educators.

Grade 3	% Proficient	State Average % Proficient
Math	70.4%	58.8%
Reading	40.7%	47.8%

Grade 7	% Proficient	State Average % Proficient
Math	27.3%	37.4%
Reading	18.8%	45.3%

Grade 4	% Proficient	State Average % Proficient
Math	54.2%	56.2%
Reading	41.7%	49.5%

Grade 8	% Proficient	State Average % Proficient
Math	41.9%	39.8%
Reading	36.7%	46.1%
Science	25.8%	28.6%

Grade 5	% Proficient	State Average % Proficient
Math	62.1%	42.9%
Reading	58.6%	59.3%
Science	58.6%	49.8%

Grade 10	% Proficient	State Average % Proficient
Reading	62.5%	54.9%

Grade 6	% Proficient	State Average % Proficient
Math	45.2%	39.0%
Reading	48.4%	54.4%

Grade 11	% Proficient	State Average % Proficient
Math	15.8%	36.3%

Grade 10/11	% Proficient	State Average % Proficient
Science	46.2%	45.3%

Graduation Rate

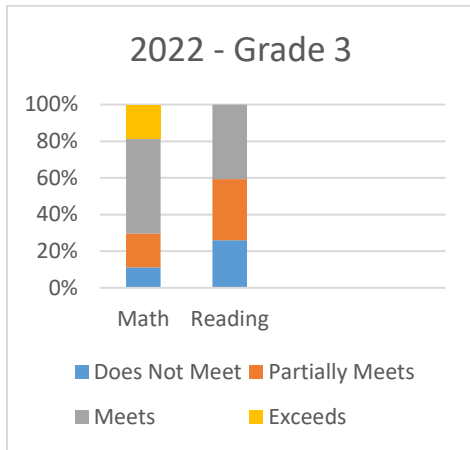
	Percentage	State Percentage
2017	95.0%	82.7%
2018	93.3%	83.2%
2019	88.5%	83.7%
2020	92.9%	83.8%
2021	87.5%	83.3%

Achievement Levels for Minnesota Comprehensive Assessments

When students are scored on the MCA III tests, they receive a standard score and a level rating. Achievement levels describe student progress toward meeting Minnesota’s Academic Standards. The level ratings received by students are:

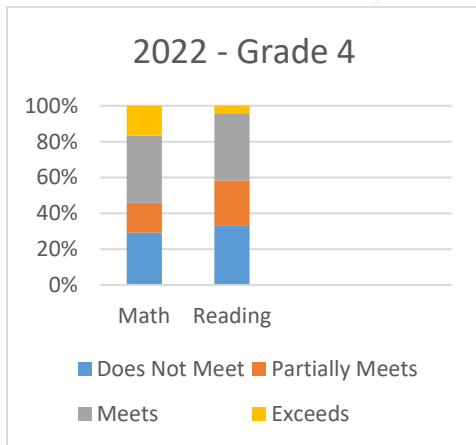
1. **Exceeding Standard:** The student performance exceeds the grade level standards.
2. **Meeting Standard:** The student performance meets the grade level standards set forth by the state of Minnesota
3. **Partially Meeting Standard:** The student demonstrated some areas of meeting grade level standard but other areas that are not proficient.
4. **Not Meeting Standard:** The student’s level of proficiency does not meet the grade level standard set forth by the state.

Student Achievement Level - Grade 3



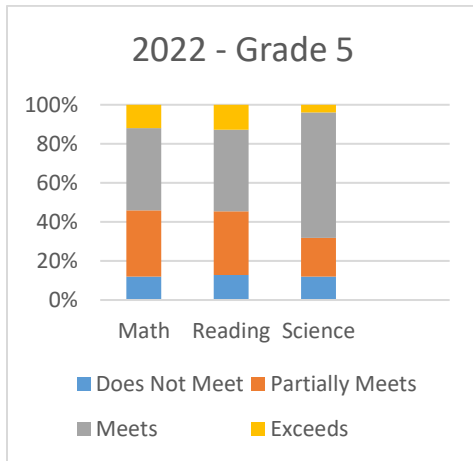
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	18.5%	51.9%	18.5%	11.1%
Reading	Percent	0%	40.7%	33.3%	25.9%

Student Achievement Level – Grade 4



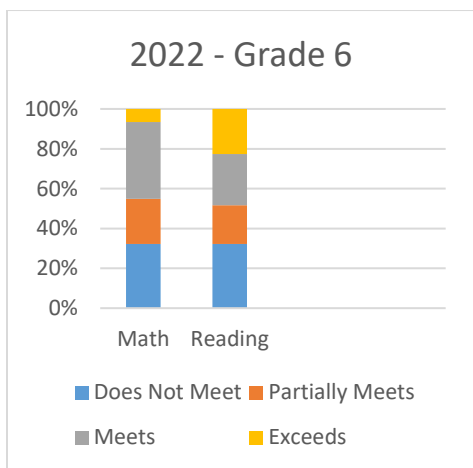
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	16.7%	37.5%	16.7%	29.2%
Reading	Percent	4.2%	37.5%	25%	33.3%

Student Achievement Level – Grade 5



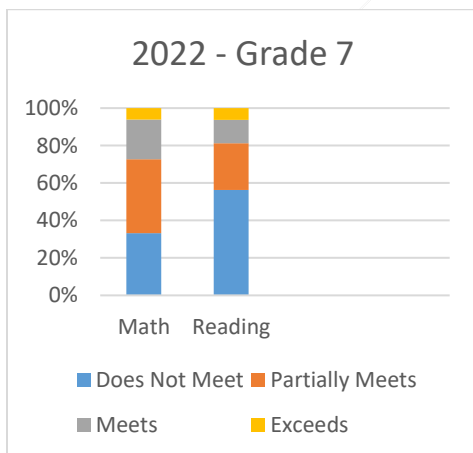
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	13.8%	48.3%	39%	13.8%
Reading	Percent	13.8%	44.8%	35%	13.8%
Science	Percent	3.4%	55.2%	17%	10.3%

Student Achievement Level – Grade 6



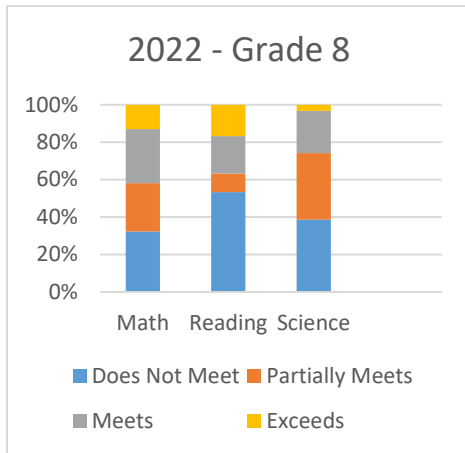
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	6.5%	38.7%	22.6%	32.3%
Reading	Percent	22.6%	25.8%	19.4%	32.3%

Student Achievement Level - Grade 7



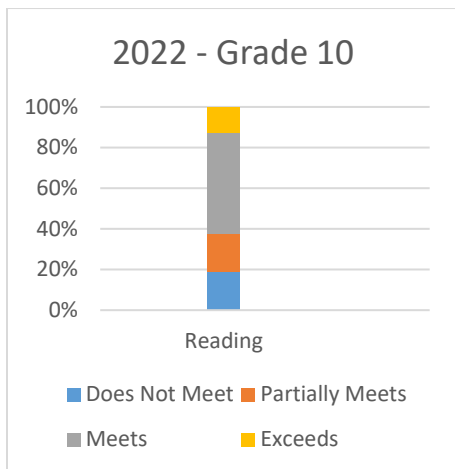
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	6.1%	21.2%	39.4%	33.3%
Reading	Percent	6.3%	12.5%	25%	56.3%

Student Achievement Level - Grade 8



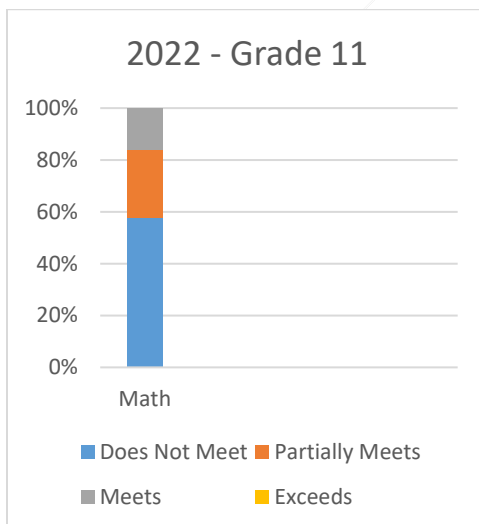
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	12.9%	29%	25.8%	32.3%
Reading	Percent	16.7%	20%	10%	53.3%
Science	Percent	3.2%	22.6%	35.5%	38.7%

Student Achievement Level - Grade 10



Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Reading	Percent	12.5%	50%	18.8%	18.8%

Student Achievement Level - Grade 11



Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Percent	0%	15.8%	26.3%	57.9%

**2022 Academic Progress
Fulda Elementary School**

Math Academic Progress

	Statewide	Fulda Elementary
Achievement Level Improved	18.2%	12.5%
Achievement Level Maintained	41.8%	52.5%
Achievement Level Decreased or Stayed <i>"Does not Meet Standards"</i>	40.0%	35.0%

Reading Academic Progress

	Statewide	Fulda Elementary
Achievement Level Improved	20.2%	23.1%
Achievement Level Maintained	43.0%	43.6%
Achievement Level Decreased or Stayed <i>"Does not Meet Standards"</i>	36.8%	33.3%

Fulda School District Assessments

The following assessments are given to the students who attend Fulda Schools. The first seven available assessments listed are informal assessments and the results are used to guide instruction in the classroom. The remaining assessments are standardized that may be used to assist in curriculum decisions.

TEST	GRADES	PURPOSE	RESULTS	Estimated Time
FastBridge Early Reading Early Math	K-1 3 times/year	Monitor Early Literature and Math skills	Parents/Teachers /Students	30 Minutes per test / time
FastBridge Oral Reading CBM Fluency Tests	2-6 3 times/year	Monitor reading rate and fluency Instructional Planning	Parents/Teachers /Students	30 Minutes per time
FastBridge - A Reading - A Math - CBM Math	2-6 3 times/year	Monitor number recognition and computation skills Instructional Planning	Parents/Teachers /Students	30-45 Minutes per time
WIDA ACCESS for ELL	K-12	Reading Remedial	Parents/Teachers /Students	1-2.5 Hours per Assessment Area
STAR 360 - Reading Assessments - Early Literacy Assessments - Math Assessments	K-6 3+ times/year	Monitor early literature skills, reading comprehension, number recognition and math concepts Instructional Planning	Parents/Teachers /Students	30 Minutes per time
Minnesota Comprehensive Assessments	Rdg.: 3-8, 10 Math: 3-8, 11 Science: 5, 8 & 10	State requirement to assess progress toward meeting the high standards and to demonstrate the school meets progress and gains.	Parents/Teachers /Students	1-2.5 Hours for each test
Pre ACT	10	Career and College Readiness	Parents/Teachers /Students	3 Hours
PSAT (Optional)	11-12	College entrance Counseling for college bound students, Merit Scholarship qualification	Parents/Teachers /Students	4 Hours
ASVAB	11	Interest Inventory Aptitude for higher education	Parents/Students	2-3 Hours
ACT (Optional)	11	College Entrance, System Review – College and Career Readiness	Parents/Teachers /Students	3 Hours and 33 Minutes

III. Assessing and Evaluating Instruction and Curriculum

Curriculum & Instruction Review Process

Fulda employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of Fulda's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time. Fulda recognizes that a guaranteed and viable curriculum has a strong correlation to student achievement (Marzano, 2003).

Teacher Development and Evaluation

Fulda engages in regular evaluation of probationary and tenured teachers. The goal of the Fulda's teacher development and evaluation system is to articulate expectations, assess performance in the instructional domain, and provide support for the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved through self-assessment and reflection, individual and PLC goal setting, and peer observations. On-site professional development opportunities provide teachers with the opportunity to grow professionally.

Principal Evaluation

Fulda has a comprehensive principal evaluation system designed to evaluate principals in five domains. The superintendent evaluates principals based on school performance data, state level and school performance measures, and feedback from staff and parents. The evaluation involves principal self-reflection, goal setting, and a professional growth plan.

IV. Strategies for Improving Instruction and Curriculum

“... unless professional learning experiences help teachers examine their working assumptions about how student learn and how good teaching supports learning, they will not make meaningful changes in their teaching practices.” (Moss, 2002; Schrieber, Moss, & Staab, 2007)

Plans for district/school/department improvement are developed and /or revised annually and focus on increasing student achievement by enhancing instruction, upgrading curriculum and developing effective programming.

Curriculum Review and Development

The primary goal of Fulda’s curriculum development process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within the allocated instructional time. The cyclic review involves teacher collaboration, parent/community member input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates.

Fulda recognizes that a guaranteed and viable curriculum has a strong correlation to student achievement.

Formative Assessment

Formative assessment is an instructional tool used to inform the educational decisions which are made minute by minute in the classroom by both teachers and students. The strategy assists teachers and students by answering three central questions:

- o Where am I going?
- o Where am I now?
- o What strategies can help me get to where I need to go?

Research shows when Educators partner with students in the formative assessment process, the teaching/learning process is enhanced and powerful learning takes place. This is true for all learners, but the effects are even more dynamic for struggling learners. “And although formative assessment has a significant effect on learning for all students, it ‘helps low achievers more than other students and so reduces the range of achievement while raising achievement overall’ ” (Moss, Brookhart, 2009), (Black & Wiliam, 1998).

Instructional Scaffolding

Scaffolding Instruction describes specialized teaching strategies geared to support learning when students are first introduced to a new subject. Scaffolding gives students a context, motivation, or foundation from which to understand the new information that will be introduced during the coming lesson.

Concurrent Enrollment

Fulda Public Schools partners with Fon du Lac Tribal and Community College to offer the following college credit courses to our high school students here. Students who successfully complete these courses generate both high school and college credit from the partnering postsecondary institution.

Postsecondary Enrollment Options (PSEO)

PSEO is a program that allows students in 10th, 11th and 12th grades earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/technical PSEO course. If they earn at least a grade C in that class, they may take additional PSEO courses.

Career and College Success - Personal Learning Plans

Each student in grades 8-12 has a Personal Learning Plan. This plan developed with guidance from the school counselor helps the students explore opportunities and create an education plan that matches their interests, strengths and abilities. The Minnesota Career Information System and the ASVAB are both utilized in the development of these plans.

Staff Professional Learning Communities

Professional Learning Communities will work towards accomplishing our District and Instructional Goals outlined on pages 2 and 3 of this document. Fulda Administration has created specific PLC teams and has assigned these teams to explicit district goals. These teams will be collaborating to identify and use data to drive instruction, create common formative assessments based on standards, and use this data to guide further instruction. Educators will bring back student work and formative assessment data to reflect on practice and learning with the team and administration.

Throughout the school year teachers will peer review a colleague and give feedback and assistance in refining their instructional methods and ultimately improve their educator effectiveness.

V. Committees and Roles

District Advisory Committee

This advisory committee recommends to the school board academic standards, student achievement goals and measures, and district assessments. In addition, this committee also makes recommendations about the means to improve students' equitable access to effective and more diverse teachers. This committee will meet periodically throughout the school year as needed.

School Site Team

In accordance with Subdivision 4 of WBWF legislation both buildings in District 505 will have a site team to develop and implement strategies and practices to improve instruction, curriculum, cultural competencies, and student achievement at the school site. Each of these teams will include one teacher, one administrator and one parent. This committee will meet periodically throughout the school year as needed.

District Staff Development Committee

Fulda's Staff Development Committee shall facilitate, nurture, and promote opportunities to increase the personal and professional development of its staff. The primary goal of our district is to improve student achievement. Staff Development Committee positions include Chairperson, Recording Secretary, Grant / Continuing Education Certificate Chairperson, Public Relations / Hospitality and Ad Hoc Members.

In Fulda, the District Staff Development committee is the site committee for the purposes of allocating state funds.

1. Meet monthly during the school year on the Friday before the monthly school board meeting for organizational purposes. Meetings are held at 7:15 A.M. and normally be held in the high school building.
2. Formulate the annual Staff Development activities in alignment with goals for the district.
3. Arrange professional development activities to meet identified needs.
4. Notify all district employees and substitutes of staff development activities.
5. Provide for follow-through/evaluation after staff development activities.
6. Receive, distribute, and/or post information on professional development opportunities.
7. Review and take action on exemplary grant requests according to exemplary grant guidelines.
8. Update and distribute the Staff Development plan/handbook.
9. Meet in the spring to approve the Staff Development goals for the following school year.
10. Attend additional meetings called as needed.

Technology Committee

We in Fulda School District 505 believe that all children can learn and the use of technology will enhance the learning experience of each child. Using technology is a basic skill that will help students become lifelong learners capable of critical thinking and problem solving. The Technology Steering Committee is comprised of school administration, teaching staff, school board members and a paraprofessional representative. Committee meetings are held three times per year.

As part of the overall planning process the Technology Committee has identified eight major goals.

1. Technology will be used for the improvement of student learning to extend and enhance classroom activities to achieve both federal and state educational standards.
2. Technology will be used to improve access to reference and information resources throughout all areas of the curriculum. Our staff is encouraged to use the technology in their classes for research at all levels.
3. Students and staff will have the skills necessary to use technology to access, retrieve, evaluate, communicate, and interpret visual/auditory information. They will have a means to be trained in those necessary skills.
4. Students, staff and administration will use the network to facilitate communication and shared resources.
5. Secure an on-going financial commitment from the Board of Education based upon a realistic picture of school needs and associated costs.
6. Continue to enhance the present network within the District and with outside resources to keep up with changes and uses in the world of technology, as well as the online state assessments.
7. Establish guidelines for acquiring, maintaining, and replacing technology.
8. Encourage parents to use our school's website to access their child's grades as well as pertinent school information.

VI. Gifted and Talented

Process used to assess and identify students for participation in Gifted and Talented Programs

Our process for identifying gifted and talented students within Fulda Schools incorporates the screening of all students, teacher observations and input, parent perspectives and input, classroom performance assessments, and ability testing.

In grades K-2, teachers use an informal identification and screening process that considers all of their students. Using a teacher-nomination scale, they look at both social and academic characteristics that are known to lead to high achievement levels or indicate the potential for high achievement.

Acceleration

Student information is reviewed periodically throughout the child's school career, starting during Grade 1 and then whenever new information becomes available (or at the request of a teacher or parent).

Informal services begin in Grades 1 and 2 for students who show a need for differentiated curriculum due to high reading and math abilities. By Grade 3, enough information has been gathered to make a sound decision about the child's educational needs. In the winter of that year, we review the results of individual assessments take place during 3rd grade and formal identification takes place in the spring of that year.

Formal service begins in Grade 4. We continue to screen data from individual assessment tests in Grade 5. We also review STAR 360 (reading/math) and MCA (academic progress) data, classroom performance, and gifted characteristic indicators in to make new service recommendations.

In Grades 6-12 students who show a need for differentiated / accelerated curriculum due to high abilities are allowed and encouraged to advance to the higher leveled course work including the 11th and 12th grade concurrent enrollment offerings.

Early Admission to Kindergarten and First Grade

Children are eligible to enroll in kindergarten in District 505 Schools if they are five years old on or before the first day of September. It is recognized that some children may have exceptional skills and are ready to begin their formal education before they reach that age.

For the fall of 2017, District 505 will consider for early entrance to kindergarten, only those children whose birth date falls between September 2, 2013 and October 31, 2013. Early entrants must show good physical health, emotional maturity, good social adjustment, exceptional pre-academic skills, and superior intelligence. There must be evidence that the child will experience success with the total school program.

Specifically: a.) Children must demonstrate superior intellectual ability, defined as performance at or above the 90thile on a nationally normed, individually administered test of cognitive ability, +/- the standard error of measurement. b.) Children must demonstrate superior intellectual ability, defined as performance at or above the 90thile on a nationally normed, individually administered test of cognitive ability, +/- the standard error of measurement.

VII. Access to Excellent and Diverse Teachers

A yearly review of student achievement results, teaching assignments, staff evaluations, and staff experience. Trend data showing gaps in student achievement for low-income and minority students will allow for additional staff development opportunities, peer review, mentorship, and “best-practice” instructional strategy modeling for staff.

IIX. Early Learning / School Readiness

The early years of a child's life are crucial in creating a foundation for life-long learning and success. The Fulda Public School District is committed to ensuring all children's readiness for school by providing comprehensive services and supports to children, families, teachers and other professionals. Services supported by the school includes the following:

Early Childhood Screening

Screening is a brief, simple procedure used to identify potential health or developmental problems in Infants and young children who may need a health assessment, diagnostic assessment or educational Evaluation. Screening in early childhood supports children's readiness for kindergarten and promotes positive child health and developmental outcomes.

Early Childhood Family Education

Fulda's Early Childhood Family Education (ECFE) provides programming and services for families of small children. Sessions are held at the Fulda Elementary School and include parents and children. Parent and family engagement is crucial to a young learner's development and provides a foundation for kindergarten success.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) programs provide supports and services to infants, toddlers and preschool children with disabilities and their families. Eligibility for this program is determined by an evaluation after an initial referral has been made for a young child.

Preschool

Our goal is to know your child well and use this knowledge to guide, support and motivate him or her. We believe that our Preschool programming

- Provides developmentally appropriate practices for young children
- Fosters school readiness and an easier transition to kindergarten
- Increases vocabulary development
- Provides positive behavior support for children with challenging behaviors
- Promotes health and nutrition awareness

We value parent involvement at this level and encourage you to partner with us to give your child the most powerful and joyous learning experience possible.

Fulda Public Schools Literacy Plan

<https://www.fps.mntm.org/Domain/118>

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

Literacy Plan Summary

Our district is currently using Wonders, a basal program to teach reading in kindergarten through grade 6. Included in this program are components for guided reading, read aloud, shared reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 60 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners.

All students in grades K-3 are given the AIMSweb screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly on a weekly basis and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Fulda district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum to ensure that the standards are taught within the time available.

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