

## **Strategic Plan for World's Best Workforce** **Board of Education Goals District #2135**

*The Maple River School District is a partnership of students, parents, staff, and communities dedicated to providing a working and learning environment in which all students are empowered to become lifelong learners.*

### **Teaching and Learning Goals in the District**

The Maple River School District works to continually improve its curriculum and instruction practices to prepare students to be competitive and competent citizens. The District will effectively meet the needs of our students by raising achievement and closing existing achievement gaps for all students. The district will incorporate strategies based on scientifically based research to strengthen academic areas. The WBWF legislation identifies specific targets to determine if schools are striving to create the world's best workforce. They include the following:

- Closing the identified achievement gap(s) in the district
- Having all students ready for Kindergarten
- Having all students in third grade achieving grade level literacy
- Having all students attaining career and college readiness before graduating from high school
- Having all students graduate from high school

Progress toward the targeted legislative WBWF goals will be achieved by the District Strategic Plan through:

- a. High quality professional development focusing on instructional best practice methods.
- b. Having clearly defined district and school site goals for instruction and achievement.
- c. Incorporating teaching and learning strategies based on scientific research to strengthen all academic areas and raise student achievement.
- d. Utilization of assessment data to drive classroom instruction and curriculum decisions.
- e. Tracking of individual and summary data on district, state, and national assessments.
- f. Promoting effective parent and student involvement through annual goal setting with parents and students.
- g. Providing an annual budget for sustaining the WBWF district plan.

### **Instructional, Professional, and Curriculum Goals/Activities**

1. The Maple River School District will make every effort to ensure that all students are proficient in their core academic subjects annually. In order to achieve that goal, Maple River Schools will utilize **Professional Learning Communities (PLCs)** to drive the Continuous Improvement approach to meet the needs of all students. The PLCs will:
  - Provide the staff with a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.
  - Monitor Assessment and Instructional Practice to determine effectiveness of instruction and learning (high quality instruction through best practices).

- Measure the academic performance of students by formative measures as well as from standardized assessments.
  - Monitor that the curriculum taught aligns with state and national standards (rigorous curriculum).
  - Measure their own performance through a rubric and the teacher evaluation system.
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2. **The District will ensure the professional development** needs of the instructional staff are met by providing opportunities to participate in high quality professional development. Goals include:
- Professional Development will align with district, site, and PLC strategies.
  - Professional Development opportunities for staff that align to/with the PLC Action and Work plans filed by each PLC with the administration in the fall.
  - Training of the staff on the most effective instructional technology available.
  - Developing, implementing, and maintaining a *Continuous Improvement Plan* for the purpose of improving student achievement.
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3. A **District Systems Strategy** will be developed for monitoring student progress. To do that each subject/class/grade level will be expected to implement the following:
- **Define** what it is they want students to know or be able to do.
  - **Determine** measurement tools to be used for assessments.
  - **Develop** common assessments within subjects which are aligned to Minnesota State Benchmarks and the MCA test specifications or national standards if a state standard does not exist.
  - **Measure** progress towards District goals by local, state, or national assessment results.
  - **Monitor** monthly the pacing of subject material using the subject curriculum map to ensure that essential content is covered in a timely manner.
  - **Maintain** a system of date management that will inform teachers, administrators, and board.
  - **Monitor** and take appropriate instructional measures to address any achievement gap which may exist within student subgroups when identified by assessment.
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4. The **District's teaching staff** will engage in effective parent and student involvement strategies through a goal setting process.
- Staff will engage students and parents in improving student performance through goal setting.
  - Classroom Goal Setting with students and their teachers will be completed and aligned with District goals to improve classroom achievement and student motivation.

## District Test Scores

There will be an annual review of the District test score data to examine grade level proficiency and any achievement gaps that may exist in the District. The combination of three concepts constitutes the foundation for results in MR schools: meaningful and informed teamwork, clear and measurable goals, and the regular collection and analysis of performance data. Included in that report will be the data from assessments used to ascertain whether or not all students have received adequate career and college readiness preparation. Actionable data will be collected in all subject areas.

## MAIC Integration Collaborative / Achievement and Integration

The MAIC Integration Collaborative includes Madelia (racially isolated district), Truman, Lake Crystal Wellcome-Memorial and Maple River as adjoining districts. The goal of the collaborative is to pursue academic achievement, racial and economic integration through:

- Integrated Learning Environments – programming designed to reduce both enrollment and academic achievement disparities based on students’ racial, ethnic and economic backgrounds.
- Rigorous career and college readiness – programs for underserved student populations with Minnesota’s Statewide Testing and Reporting System.

The Integration Collaboration plan will become part of the Districts Strategic WBWF plan. The plan components include effective, research based interventions with formative assessments to reduce academic achievement disparities between Free and Reduced Lunch students and Non-Free and Reduced Lunch students.

MAIC Integration Goals 2017-2020 Plan:

Goals:

**Goal #1: By June 2020, Maple River will increase student participation at Summer STEAM camp by 20%.**

**Goal #2: By June 2020, 90% of our elementary math intervention students will have met or exceeded on the MCA standardized state math test.**

**Goal #3: By the end of the school year 2020, the amount of student participation in Middle School Extended Day will increase 5% from 2016-2017 in the areas of math and reading.**

**Goal #4: By the end of the school year 2020, 90% of students attending the retreats will feel that they are cared for, respected by not only themselves, but others too. They will also feel they have the courage to stand up for what’s right.**

### **District Reporting Requirements**

A **District Advisory Committee** shall be established by the school board to ensure active community participating in planning and improving the instruction and curriculum affecting academic standards.

- The DAC shall reflect the diversity of the District and shall include teachers, parents, support staff, students, and other community residents.
- Whenever possible, parents and community residents shall comprise at least 2/3 of the advisory committee members.
- The DAC shall/may make recommendation to the school board regarding rigorous academic standards and student achievement goals.

The school board shall hold an annual public meeting to review and revise, if needed, student achievement goals, plans, and strategies of the PLCs for improving curriculum and instruction. Periodically the District shall survey affected constituencies about their connection to and level of satisfaction with school. These results shall be included in the superintendent summary report.

### **Career and College Readiness**

For purposes of statewide accountability, “career and college ready” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

Students who are career and college ready are able to successfully complete credit-bearing coursework at a two or four-year college or university or other credit-bearing postsecondary program without need for remediation.

What does Minnesota Law say?: Minnesota Statutes 2014, section 120B.125 PLANNING FOR STUDENTS’ SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYEMENT; PERSONAL LEARNING PLANS. School districts must assist all students by no later than grade 9 to explore their educational, college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

#### **Assessments:**

Grade 8 – MCA (Mathematics, Reading, Science)

Grade 10 – MCA (Reading & Science), Pre-ACT

Grade 11 – MCA (Mathematics & Science)

College Entrance Exam (ACT) – not required; optional test for students

Grade 11/12 – College Placement Diagnostic Test (Accuplacer)

**Maple River Job Fair:**

An advisory council focused on Career and College Readiness met in the Fall of 2015. Many stakeholders attended the initial meeting as listed above. The discussion was centered around student internships, job opportunities and forging partnerships between school and community. Subsequent meetings were scheduled and Maple River hosted its first job fair in the spring of 2016. Maple River continued to host in 2017 also. The job fair has evolved with the mock interview for juniors/seniors and is held at that time allowing students to meet local employers.

**Career Navigator for All 9<sup>th</sup> Graders:**

Through the Perkins grant, all freshmen will visit South Central College for a cluster 2-day program. Students are exposed to opportunities to help them see technical programs and their need/demand in the current workforce. Gender equity and career trends were topics of large group assembly before seeing individual areas of Allied Health & Nursing, Business, Agribusiness, Arts & Communications, Building and Design, and Transportation.

**Other programs to support Career and College Readiness (Organized by our Counseling Center):**

## Grade 9:

- Classroom Presentation regarding the Importance of Planning - academic importance/grades, courses, and "College Knowledge" (all forms of an education, including apprenticeships).
- STEM Equity Presentation (April)
- Career Navigator Program at South Central College (January/February)
- "Project Inform" presentation to freshmen regarding career paths and the importance of education/goal setting.

## Grade 10:

- Classroom presentation about "The Year of the Who." --Who they are as students (Interest inventories, career exploration, etc.) and what opportunities are there
- Pre-ACT presentation
- Pre-ACT administration (November)- Pre-ACT test for all sophomores that provides academic and career info to all students. Results are given back individual and discuss personal needs.
- Parent Night/Student Meeting regarding planning for post-secondary interests and what is to come for the junior year (March)
- Career Expo for sophomores where they listen to adults who tell their life story and how they can pursue their career goals. The Career Expo has hands-on learning for the students about various careers as well.
- STEM Equity Presentation (April)

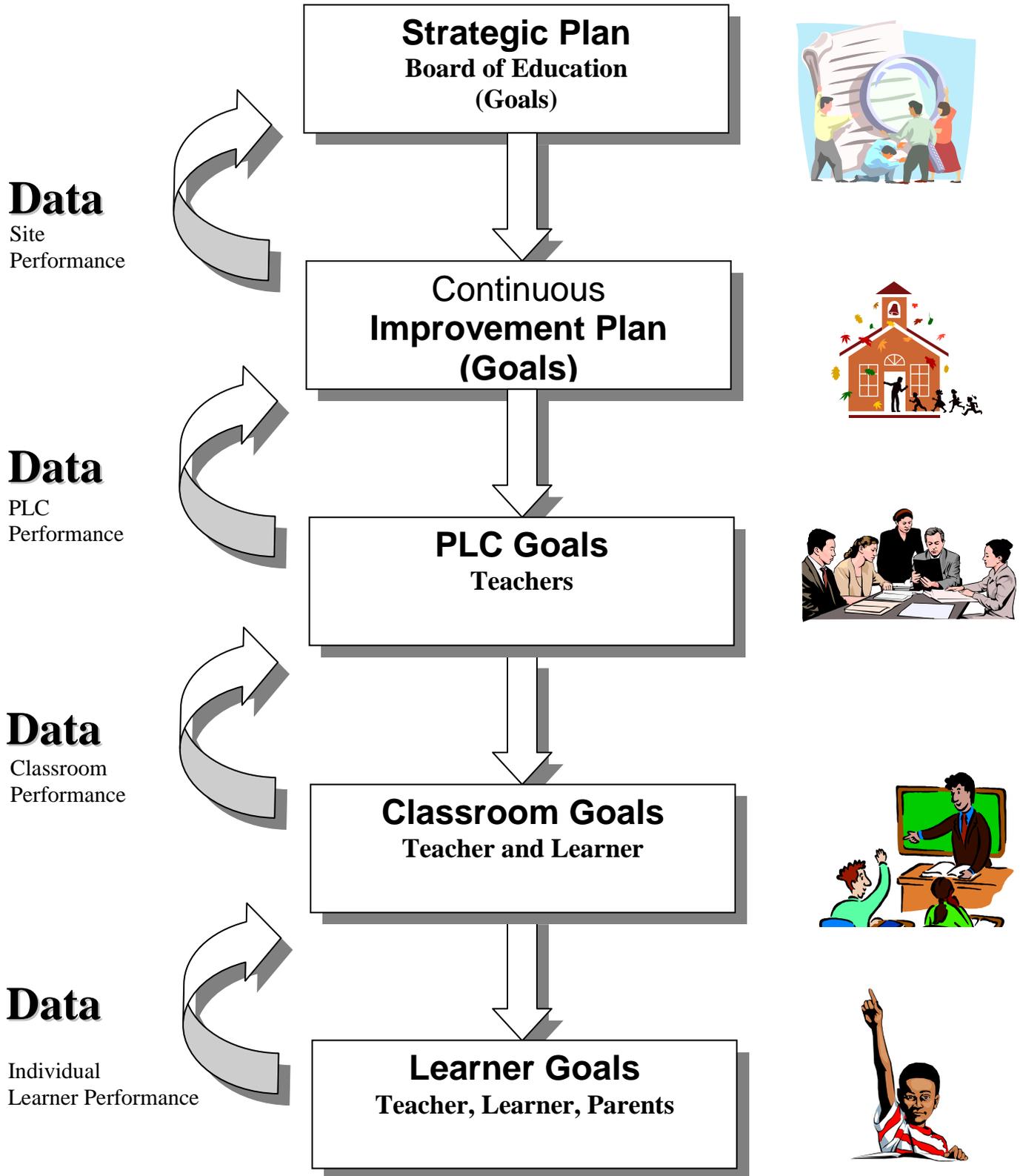
Grade 11:

- Classroom unit on career interest (students do a speech in English 11/College English). I come into the classroom for approximately 1 week. We discuss career options, job shadows, apprenticeships, college visits, etc.)
- Mock Interviews (April/May)
- Optional taking the P-SAT (October)
- College Fair (October)
- Optional taking the ACT (April)
- Optional taking the Accuplacer (throughout the year)
- Parent Night/Student Meeting regarding planning for post-secondary interests and what is to come for the junior year (February)
- Career Exploration Day at South Central College (March) - Career Day at SCC (juniors) where they pick 4 careers of their choice out of 100 options to hear from career professionals that is employed in the career field that is of interest to them to explore. There is also hands-on learning.
- Financial Aid Meeting (November)

Grade 12:

- Classroom presentation on what seniors should know and do for fall, winter and spring of senior year (individual presentations)
- Parent Night/Student Meeting regarding planning for the senior year and beyond (September)
- Parent Night/Student Meeting regarding Financial Aid (November)
- Presentation about scholarships (mid-fall and again in winter)
- Other Activities that all grades can participate in:
- (November)- Students attend (optional) "Construct Tomorrow" which promotes apprenticeship programs in the construction trades.
- Health Care Careers Exploration at South Central College - Students attend SCC for a medical careers "Health Care Day" to explore 2-year programs at the technical/community college.
- Educational Talent Search also supports students in their career exploration (students who are low income/first generation 2 or 4-year college bound)

# ACCOUNTABILITY AND MONITORING PLAN



## MCA Maple River Testing Results

	Math						Reading						Science				
	2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019
High School	48.6	37.7	50.6	50	44.7		61.9	56.3	61.3	54.8	54.8		77.8	71.4	67.8	69.3	72
State	48.7	47.1	48	47.9	45.4		57	58.9	60.5	59.9	61		54.6	55.5	56.3	52.9	54.4
Middle School													58.7	52.4	49.2	58.7	58.6
						State 2019						State 2019	45.3	47	46.1	45.2	43
6th Grade	53.4	69.4	59.7	61.7	53.8	55.5	69	69.8	63.9	76.7	60	63.2	x	x	x	x	x
7th Grade	56.3	45.3	75.4	62	62.3	52.6	57.5	56.3	69.2	60.5	71.7	57.9	x	x	x	x	x
8th Grade	62.7	54.9	67.7	76.2	69.6	55.5	66.7	59.3	66.7	71.4	62.3	58	x	x	x	x	x
East Elem													76.2	96.2	91.3	81.3	75.7
						State 2019						State 2019	59.1	61.5	60	58.5	54.9
3rd Grade	85	93.3	94.9	82.1	89.7	66	90	92.6	63.2	82.1	73.3	54.8	x	x	x	x	x
4th Grade	96	95.2	96.9	89.2	81.5	64.2	72	71.4	77.4	62.1	63	55.8	x	x	x	x	x
5th Grade	70	92.3	91.3	90.6	75.7	52.3	76.2	84.6	82.6	90.6	70.3	66.2	x	x	x	x	x
West Elem													70.7	81	80	66.7	73.7
						State 2019						State 2019	59.1	61.5	60	58.5	54.9
3rd Grade	83.8	91.2	92.8	84.2	100	66	83.8	79.4	69	68.4	87.1	54.8	x	x	x	x	x
4th Grade	92.7	91.9	97	77	82.5	64.2	61	80.6	62.5	53.8	72.5	55.8	x	x	x	x	x
5th Grade	78	61	74.3	78.8	68.4	52.3	82.5	81	88.2	79.4	81.6	66.2	x	x	x	x	x

## Maple River Achievement Gap - 2019

### Free and Reduced Lunch vs. Non-Free and Reduced Lunch

High School				Middle School			
	Math				Math		
	Non	FRL	Achievement Gap		Non	FRL	Achievement Gap
2016	47.2	16.7	30.5	2016	66.1	44.6	21.5
2017	55.2	38.5	16.7	2017	73.4	56.8	16.7
2019	45.6	40.00	5.6	2019	64.30	53.40	10.90
Reading				Reading			
	Non	FRL	Achievement Gap		Non	FRL	Achievement Gap
2016	61.4	50	11.4	2016	71.8	49.5	22.3
2017	70.2	50	20.2	2017	76.6	49.3	27.2
2019	60.50	38.1	22.40	2019	69.10	52.50	16.60
Secondary				Secondary			
	Math				Reading		
	Non	FRL	Achievement Gap		Non	FRL	Achievement Gap
2018	71.6	43.8	27.8	2018	68.4	57.7	10.7

East Elementary				West Elementary			
	Math				Math		
	Non	FRL	Achievement Gap		Non	FRL	Achievement Gap
2016	97.8	90.3	7.5	2016	84.7	72.5	12.2
2017	98.3	86.5	11.8	2017	91.5	82.1	9.5
2018	93.9	75.8	18.2	2018	89.7	62.8	26.9
2019	89.1	66.70	22.4	2019	87.70	72.20	15.5

Reading				Reading			
	Non	FRL	Achievement Gap		Non	FRL	Achievement Gap
2016	86.7	80.6	6	2016	80.4	73.2	11.3
2017	72.4	75.7	-3.3	2017	74.3	71.1	3.2
2018	78.8	75.8	3	2018	72.5	55.8	16.6
2019	72.30	60.00	12.3	2019	80.8	77.8	3

## 2019 school accountability measurements

School District	% proficient in math	% proficient in reading	% graduate in 4 years	% regular attendance
Blue Earth	48	54	88	92
Cleveland	55	67	95	96
Janesville-Waldorf-Pemberton	46	55	91	92
Lake Crystal Wellcome Memorial	54	63	93	91
Le Sueur-Henderson	53	52	81	93
Madelia	52	55	83	98
Mankato	59	64	88	86
Maple River	67	67	97	91
New Ulm	54	58	95	92
Nicollet	54	57	96	93
St. Clair	63	60	100	92
St. James	57	58	91	93
St. Peter	59	59	94	95
Tri-City United	50	58	93	88
United South Central	56	61	88	90
Waseca	47	55	90	86
Waterville-Elysian-Morristown	61	65	88	87

Source: Minnesota Department of Education

\*Proficiency rates are from 2019, graduation and attendance are from 2018

## **2019 ACT Results:**

### **Percent of Maple River Students (Class of 2019) Ready for College-level Coursework:**

**58 students took the ACT. (70% of the class)**

**ACT ENGLISH: 66% (meeting benchmark of 18)  
College English Composition Equivalency**

**ACT MATHEMATICS: 55% (meeting benchmark of 22)  
College Algebra Equivalency**

**ACT Social Science = 47% (meeting benchmark of 22)  
College Social Science Equivalency**

**ACT Science Reasoning = 34% (meeting benchmark of 23)  
College Biology Equivalency**

**Student who met all 4 ACT benchmark scores = 33%**

### **Three Year Trends: Average ACT Scores**

Grad Year	Total Tested	English	Math	Reading	Science	Composite
2015-2016	62	21.3	20.7	22.8	21.2	21.7
2016-2017	84	19.8	21	21.5	21.6	21.1
2017-2018	54	22.3	21.8	23.3	22.7	22.6
2019-2020	58	20	21.6	21.2	21.2	21.1

## **Professional Learning Communities: Improvement Planning (Action Research)**

Maple River Public Schools will utilize professional learning communities (PLC's) to drive the continuous improvement approach to meet the needs of all students (Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement by Richard Dufour; Visible Learning: A Syntheses of Over 800 Meta-Analyses Relating to Achievement, by John Hattie, pp 119-121; The Results Fieldbook by Mike Schmoker; Evaluating Professional Development by Thomas Guskey). In August of each year PLC facilitators (teacher leadership team) will meet to review and analyze student achievement data (disaggregating data by demographics utilizing NWEA, MCA, Star Enterprise, etc.) and lay the groundwork for site and district advisory teams to establish goals for the subsequent year. SMART goals will be presented for discussion and adoption of site and district targets. Attention will be paid to ensure that all students are making growth, with a focus on closing the achievement gap among the various demographic groups.

PLC's engage in action research to implement best practices in order to improve student learning (The Action Research Guidebook by Richard Sagor and Malcolm Baldrige Award Criteria). To drive the process down to the learner level and embed the process into the system, PLC's will

review and analyze classroom summative assessments (aligned to state standards and test specifications) to ensure that classroom instruction meets the level of rigor required of students to be prepared for post-secondary experiences. PLC's will develop action plans to continually improve student achievement. Overall improvement of the system will be monitored over an extended period of time. The focus will be on research based strategies. Original teacher initiated instructional improvements will also be considered for testing. Baseline data will be established to improve overall performance of students, targets will be set (using SMART goals), and strategies designed to meet identified targets. Plans will be monitored monthly to measure results against goals. Data on aligned summative measures will be aggregated across each PLC to determine student performance as well as the ability of the PLC to deliver instruction. Strategies proven to be effective will be implemented and further plans for improvement will be developed. Facilitators will share results with the entire system in teacher leadership meetings so that effective strategies can be replicated where appropriate.

### **Professional Learning Communities: Assessments, Instructional Practice, and Student Performance**

PLC's will create common assessments and align them with state test specifications. Data generated from these measures will be used as a measuring tool to determine effectiveness of instruction and learning. Assessments provide predictability when aligned to standards and test specifications to ensure that standards are met. Common formative assessments aligned with summative measures will be utilized for grouping and regrouping of students for additional instruction (Visible Learning by John Hattie, p 181). As a best practice and to identify students at risk, in order to keep them from falling behind, PLC's will align formal formative assessments to provide interventions close to the point of instruction. Special ed. and Title I teachers will closely monitor student performance by being integrated into regular ed. PLC's.

During monthly PLC meetings, test item analyses will be conducted to upgrade summative assessments and improve instruction. Reflection on assessments will be the primary focus on rigor validity and reliability. PLC's will reflect upon instruction and its effect on student performance as evidenced by the results. Integration and collaboration between classroom and special services (Title I, Special ed., etc.) will be an important feature in closing the achievement gap. Establishing modifications for assessments and administration of assessments will be a collaborative effort between and among regular ed. and special services teachers.

### **Professional Learning Communities: Performance**

PLC performance will be measured in the following ways:

- Through the overall academic performance of students as measured by aligned summative measures and results from standardized assessments (NWEA, MCA, etc.). Short and extended (five year) targets will be established.
- Twice annually through the use of an analytic rubric with thirteen descriptors designed to measure the functionality of each PLC. Targets for improving overall PLC performance

using the rubric will be set by each PLC. PLC's and an administration representative will collaboratively develop a consensus copy.

- Through the teacher evaluation process-Framework for Professional Practice

### **Professional Development**

Professional development will align with district, site and PLC strategies. Professional development activities funded by the district must align with the strategies identified by district, site and PLC improvement plans. Approval for professional development funds will meet established criteria and reviewed by administration. Professional development for the professional and para professional staff will be determined then offered and delivered through the Professional Learning Communities within the school. These initiatives will be based on scientifically based reading instruction strategies.

Staff will be provided summer curriculum writing days upon approval. The Maple River Reading Curriculum is aligned with the Minnesota State Standards in Reading. Through our PLC process the curriculum has been charted with a calendar curriculum map to assure that all content is covered in a timely manner in a systematic approach. All classroom summative measures are aligned with state test specifications.

### **Curriculum Alignment with Standards**

A systematic approach to curriculum development and implementation will be the goal of the district. District will ensure that all curriculum is aligned with state and/or national standards. Teachers will be required to document alignment by identifying content, skills, pacing, assessments, and resources. This will ensure that the entire curriculum is a district curriculum and does not, all or part, one belong to individual teachers. Documents will constitute the curriculum and be available for substitute teachers, new teachers, administrators, support staff, etc. Aligned curriculum will be reviewed regularly PLCs to ensure implementation. Documents will be archived with the curriculum director and monitored for compliance.

### **Student and Parent Engagement: Improvement Planning**

Students, teachers and parents collaborate in setting achievement goals. (Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano; Visible Learning, John Hattie, pp163-167; Seven Habits of Highly Effective People by Stephen Covey, pp135-137)

- Student learning will be a collaborative effort among student, teacher, and parents. Each student will keep a personal data file including baseline performance, goals, and strategies to reach goals. Teacher and parents identify strategies that they will implement to help each student be successful. After each summative measure, students graphically monitor progress to share with parents.

- Individual classrooms will collaboratively establish and set measureable achievement goals utilizing the same process identified above. Each classroom's results are graphically posted.

In order to close the achievement gap, the district will provide professional development for teachers and paraprofessionals to ensure strategies are in place for students to become independent, self-directed learners. Having students feel a sense of self-efficacy enhances a student's ability to learn and, in fact, will accelerate learning. Learned helplessness is a risk which has a negative impact on student learning. The greatest risk is among students in the special ed. and Title I populations for whom much additional help is provided.

### **Students Ready for Kindergarten – Early Childhood Program**

School Readiness offers preschool classes to children 3-5 years of age and include a variety of classes offered throughout the district. There is a preschool classroom within the school buildings in Good Thunder and Mapleton. Half-day classes include a multi-age class, a three year old class and a four year old class. A full day class is offered to children going into Kindergarten the following year. The main goal of each preschool class is to help children make progress toward school-readiness.

Preschool classes are offered to any child in the school district and, if space allows, out-of-district students as well. Preschoolers are placed in the program through the Early Childhood Special Education program as a way to provide services to children on an IEP. Each child is included in the program through the support of the ECSE teacher and special education paraprofessionals. The special education services are listed on their IEP. The School Readiness/Preschool program charges for attending preschool class but offers tuition assistance/scholarships to those who need it. Teachers in the School Readiness Program collaborate closely with the Kindergarten PLC for a smooth transition to Kindergarten. The curriculum used by the School Readiness/Preschool program aligns with the Early Childhood Indicators of Progress, which is the state suggested standards for preschool.

We have expanded our Eagle Care to include child care for preschool-age children. Starting the summer of 2017, preschool-age children can get a full-time child care through the Eagle Care Program. Child care is offered before and after preschool and also on the days the child does not have pre-school.

### **Maple River Reading Assessment Plan/Literacy Plan (Reading Well by 3<sup>rd</sup>) Goals**

Maple River will have a district policy in place to comply with state legislation addressing the Reading Well by 3<sup>rd</sup> Grade legislation. The policy to meet this legislative directive is called the district "Literacy Plan. The plan's main components include the following goals:

1. To accelerate student progress until students are competent readers based on the MCA, NWEA, and STAR test results
2. To have in place an intervention system that accomplishes this acceleration. The intervention system may results in individualized planning for each student.

3. To continue to support the intervention process until each student has accelerated his/her reading achievement to the point of competence.
4. The Maple River goal for reading instruction is to have 100% of students reading at grade level at the end of grade three.

District instruction and supporting materials meet the recommendations established by the National Reading Panel which issued the report *Teaching Children to Read*. This report provides a meta-analysis of studies conducted in such areas of reading as phonemic awareness, phonics, and fluency. The focus of providing this instruction is to help students decode written language. The district adheres to these recommendations by ensuring that students are able to first be able to decode the English language and then to identify and utilize the discrete comprehension skills that contribute to understanding text.

Assessments are given to closely monitor progress and identify students at risk. Provisions are made to ensure that additional support is provided as needed. Words and expectations are shared with parents at parent conferences so parents can partner with the school in providing this important activity.

District curriculum includes discrete comprehension skills (identify main idea, draw an inference where it not explicitly stated, compare and contrast most important points, etc.) as identified in the state standards. Ability to understand text through interacting with it is the focus of instruction when addressing the standards.

### **Elementary Extended School Day** (Visible Learning by John Hattie)

An extended day program is offered to students in grades 2-5. Students meet twice a week from 3:00 – 4:00 PM, February through April. Students are recommended by classroom teachers using Dolch Word, Basic Math Fact, Star Enterprise, and reading and math summative assessments. A certified classroom teacher provides additional instruction.

### **MS Extended School Day**

An extended day program is offered to students in grades 6-8. Students will meet once a week from 3:15 – 5:15 PM, February through April. Students are recommended by classroom teachers using MCA, STAR and chapter test scores. A certified classroom teacher will provide additional instruction. One hour will be used for reading and one hour will be used for math.

### **Math/Reading Intervention/Support Program – Middle School**

Maple River has provided a math and reading intervention/support teacher for grades 6-8. The program will help support students not meeting academic goals. Students are selected based on MCA & STAR results. Students meet with intervention teacher 40 minutes per week for math and 120 minutes for reading intervention. (Barton)

## **Uniform Grading Policy**

Grading has a direct impact on student achievement. To ensure that grading is uniform throughout the district so that it does not depend upon who the teacher is as to the grade a student earns. PLCs will engage in discussions toward developing a uniform grading policy. Initially the effort will center around factoring in summative assessments, formative assessments, behavior, homework, participation, extra credit, etc. In some cases, PLC discussions may eventually move toward standards based grading.