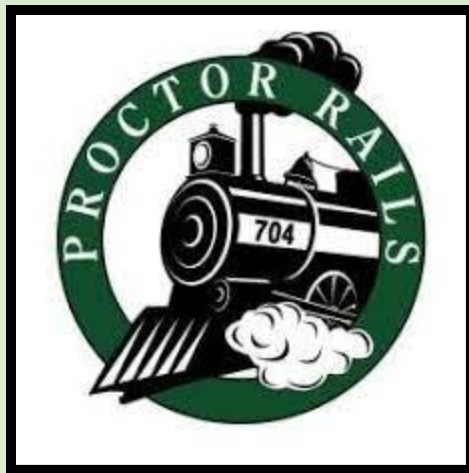


# Proctor Public Schools World's Best Workforce Report 2022-23



Educate | Engage | Inspire

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five 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

Along with a long-term, comprehensive strategic plan, district leaders will post an annual report on their progress, hold annual public meetings, and are required to submit an annual summary report to the Minnesota Department of Education.

School Districts that have an Achievement and Integration Plan must also include preliminary analysis on goal progress and related data within the World's Best Workforce Plan and Summary.

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# Stakeholder Engagement

## **Annual Report**

2022-23 Combined WBW Summary and Achievement and Integration Progress Report are due to the Minnesota Department of Education by December 15th of each year. This report provides results of the identified goals and narratives around the five WBW goals.

[Here is the link to access the submitted WBW Summary Report & Plan](#)

## **Annual Meeting**

Proctor Public Schools held an annual meeting to review 2022-2023 World's Best Workforce goals, outcomes, and strategies on Monday, November 13, 2023.

## **School Board Goals**

The Superintendent and School Board recognize the importance of developing professional goals to support their duties. The School Board developed the basic premise for their goals within the five broad focus areas of the District's Strategic Plan. These areas of focus and the Board's goals will serve as the Board's focus for the 2022-23 school year.

### **2019 - 2024 Strategic Planning District Focus Areas:**

- ★ **Student Achievement**
- ★ **Student Support**
- ★ **Workforce**
- ★ **Facilities**
- ★ **Communications**



## District Advisory Committee

The District Advisory Committee works to ensure that the focus of the district curriculum follows our mission to educate, engage and inspire the students and staff within the Proctor Public Schools while following state requirements.

Meetings will be held prior to the district school board meetings. Meeting dates will be established by the committee and meeting notes will be available on the district website.

The committee will follow the MN state policy recommended member guidelines of two-thirds community members and one-third district staff. A two-year term limit is enforced with the option to serve up to three terms.

### 2022-2023 Committee Members:

District Staff Representatives	Parent Representatives	Community Representatives
Tim Rohweder - PHS Principal Rachel Johnson - ELEM teacher Linda Hughes - PHS teacher Mark Hughes - District Assessment Coordinator Judi Vitito - Director of Curriculum & Learning Nic Hanson- Student Success Coordinator John Awsumb - JMS principal Kerry Juntunen - Superintendent	Karen Mehle -PHS parent Christy Strom - JMS parent Karen Swanson - PHS parent Jennifer Lundberg-PL parent Kelly Johnson - JMS parent Sydney Seliskar - Bay View parent Andrew Ohrt - JMS parent	Lynn Peterson - school board Jim Podgornik- school board Amy Pocrnich - school board Sarah Klyve - Early Childhood

# Goals and Results

Goal Area	2022-23 Goals	2022-23 Results
<b>All Students Ready for Kindergarten</b>	The number of children screened between their 3rd and 4th birthday will increase from 42.6% in 2021-22 to 45% in 2022-23.	<b>Met the goal.</b> 60% of the children were screened  Proctor Screened 92 children in 2022-23. Of those children, 56 were between their 3rd and 4th birthday.
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	The percentage of all 3rd grade students enrolled in grade 3 at Proctor Public Schools who are proficient on the reading MCA will increase from 57% in 2022 to 60% proficient in 2023.	<b>Did not meet the goal</b>  53.3% of all 3rd grade students demonstrated proficiency on the reading MCA in 2023.
<b>Close the Achievement Gap(s) Among All Groups</b>	The percentage of students in poverty enrolled in Proctor Public Schools who are proficient on the MCA and MTAS reading tests will increase from 33.2% in 2022 to 36% on the MCA and MTAS reading assessment in the spring of 2023.	<b>Met the goal</b>  38.6% of all students in poverty demonstrated proficiency on the MCA and MTAS reading assessment in 2023
<b>All Students Career- and College- Ready by Graduation</b>	In 2022-23 97% of all seniors will complete their personal learning plans with the support of the school counselors.	<b>Met the goal</b> 100% of seniors completed a personal learning plan
<b>All Students Graduate</b>	In 2022-23 96% of all seniors will graduate by August 1, 2023	<b>Met the goal</b> 99% graduation rate.

# Goal Area #1: All Students Ready for Kindergarten

Proctor Public Schools partners with the Hermantown Public Schools to provide the following early learning opportunities to guide and prepare our youngest learners for Kindergarten.

## Preschool Screening

Preschool Screening was available to all district residents with children 3 - 5 years old throughout the school year at the Proctor Early Childhood Center. During each child's screening educators do a quick and simple check of each child's development in areas of large motor skills, fine motor skills, cognitive skills, and health (vision, hearing, weight).



Proctor completed 92 early childhood screenings for the 2022-2023 school year, 56 were between their 3rd and 4th birthday.

Our goal for the 2023-24 school year will change from preschool screening tools to the Desired Results Developmental Profile (DRDP) tool. By the spring of 2024 80% of students assessed will be rated as "integrating" as measured by the DRDP.

## Bridges to Kindergarten:

A three-part series for families with children age-eligible for kindergarten entrance, topics are focused on *Getting Ready for Kindergarten*, *Raising a Reader*, and *Math... It's More than Counting*. Families start their night together with activities and circle time in the kindergarten classrooms. Parents will then have the opportunity to hear from the elementary and preschool staff about what "school readiness" means about each topic. Parents also are given a description of what a typical day of kindergarten is like and the skills children need to succeed in kindergarten.

Early Childhood and Kindergarten teachers led each night, and they were supported by the Elementary Principal(s) and Assistant Director of Early Learning.

### *Getting Ready for Kindergarten*

Bay View Elementary: 14

Pike Lake Elementary: 12

### *Raising a Reader*

Bay View Elementary: 14

Pike Lake Elementary: 8

### *Math... It's more than counting*

Bay View Elementary: 9

Pike Lake Elementary: 12

## Community Baby Shower

Replaced with Welcome Baby Baskets beginning January 1, 2023, which includes a visit with a Parent Educator.

Baby Basket Deliveries: 16

## Early Childhood Family Education

Early Childhood Family Education (ECFE) programs are available for parents and children, from birth to kindergarten age. We recognize that parents are a child's first and most significant teachers, and our programs are designed to strengthen families through education, resources, and support. ECFE helps families develop healthy parent/child relationships and sets the stage for supporting successful learners.

Early Childhood Family Education is available to all Proctor Public School families with children between the ages of birth to

kindergarten enrollment. Our classes are family-based, and they include parent-child playtime, parent observation, and small group discussion, along with plenty of time for children to play, discover, and engage with peers. All our classes are age-specific and provide 90 minutes of education to ensure our Minnesota Department of Education licensed educators can provide families with the necessary tools to be strong, healthy, and connected families.

**Early Childhood Family Education Classes:**

Baby Chat (up to 12 months): 6

Tiny Tots (9-18 months): canceled due to low enrollment/interest

Little Explorers (18-36 months): 10

Discovery Kids (2 ½ - 3 ½ years): 7

Creative Kids (3-5): 4

**School Readiness**

**Little Rails Stepping Stones for 3s** (25 children participated out of 32 available spots)

*Little Rails Stepping Stones* is a preschool program specifically designed for 3-year-olds who want to begin experiencing preschool. The guiding principles for Little Rails Stepping Stones are to develop social skills while making friends, gaining independence, and discovering new ideas through creative play. Educators also incorporate literacy and pre-math skills through activities that include circle time, storytime, counting, patterning, and calendar activities.

Children who are 3 years old by September 1st of the current school year are eligible to participate in this program. Classes meet twice per week for 2.5 hours per day with a Minnesota Department of Education licensed educator and trained support staff.

Little Rails Stepping Stones is a 4-Star Parent Aware-rated program. Our staff participates in continuous quality training and professional development to excel at using best practices that *Support Successful Learners*.

**Little Rails Preschool for 4s and 5s** (68 children participated out of 90 available spots)

Little Rails Preschool is a continuum of services offered by our Early Learning team for children who are preparing for the transition to kindergarten the following year. Preparation for supporting successful learners starts with student curiosity that is nurtured by teachers who understand the science of how students learn best, which is at their own pace and according to their own interests. It is natural and encouraged for children to learn through play, and alongside you, we foster a love of life-long learning through creative movement, visual arts, and music. Other significant components will include literacy, math, science, and social-emotional learning to better prepare a successful learner.

Little Rails Preschool provides a focus on preparing children for kindergarten while they play to learn with the whole group, small group, and individualized opportunities. Children's skills of problem-solving, cooperative play, and independent reasoning are promoted. Children also gain skills and experiences in language, literacy, math, science, art, music, and health and well-being.

Little Rails Preschool is a top-rated 4-Star Parent Aware program. Our staff participates in continuous quality training and professional development to excel at using best practices in *Supporting Successful Learners*.

[Link to Early Learning Website](#) (updated 10.27.23)

## Goal Area #2 All Students in Third Grade Achieving Grade-Level Literacy



Proctor School District provides abundant learning opportunities in a small-school atmosphere. Academic goals provide a coherent curriculum, soundly-structured lessons, and authentic literacy in every class and at every grade level. In order to accomplish these goals, the district is committed to investing in teaching and classrooms that prepare students to become college and career-ready citizens. Proctor Public Schools are guided by the principle - ***Success for Each, Respect for All.***

Reading development is one of the most important goals of Proctor Public Schools. The District is committed to building and sustaining a school culture in which high-quality reading instruction is one of our most important priorities. Our primary reading goal is to help every student read at grade level or above by third grade. To achieve this goal, all students will be assessed at regular intervals to diagnose reading development. Curriculum, instruction, and assessments are aligned to the current English Language Arts Standards and Benchmarks.

MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three. This legislation is commonly referred to as “Reading Well by Third Grade.” The literacy plan “must

include a process to assess student’s level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.”

The purpose of this document is to outline how the Proctor Public School District plans to address each of these requirements for students in kindergarten through third grade.

The literacy plan is the commitment Proctor Public Schools makes to its students, parents and guardians, and other stakeholders. Parents will be informed as to their child’s literacy development at each grade level.



**ISD 704 Proctor Public Schools**

**Local Literacy Plan**

**Minnesota Statute 120B.12**

**“Reading Well by Third Grade”**

## Goal Area #3 Close the Achievement Gap(s) Among All Groups

The achievement gaps at the Proctor Public Schools is found between our students on an IEP and those who are not as well those students experiencing poverty according to free and reduced percentage. Students on an IEP have a range of learning differences and an Individual Learning Plan provides the needed modifications, adaptations, and supports to help students succeed in the learning environment.

To help guide students, special educational case managers work collaboratively with general education teachers to provide the least restrictive environment. Proctor Public Schools partners with the Northeast Special Education Service Cooperative for guidance in all aspects of core and adaptive



services. Additionally, Bay View Elementary identified as a Continuous School Improvement site. The building principal, licensed staff, and the Director of Curriculum and Learning worked collaboratively with our Regional Centers of Excellence school advocate to close the achievement gap. During the 2022-23 school year, the leadership team focused on Data-Based Decision Making as an evidence based practice.

As part of the MTSS process, all students have the opportunity to experience core/tier one instruction in the grade-level content areas. Special Education case managers, site administrators, district psychologists, and other service providers meet weekly to review the academic progress of students on an IEP.

The following guiding questions were used as a reflection for teachers to identify the best quality instruction for all students on an IEP.

- Are students receiving Core plus more?
- What does learning look like for students on an IEP in the core classroom?
- What supports are still needed to support both the students and the teachers?

Proctor will continue to use the school improvement cycle and monitor student achievement with local assessments to support our students on IEPs with advancing at least one achievement level.

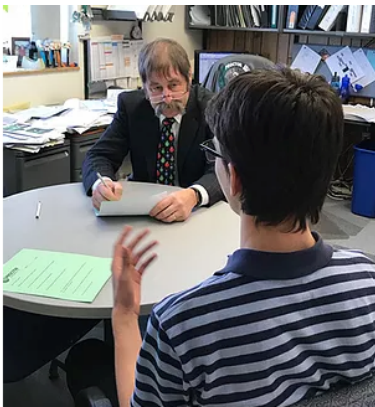


## Goal Area #4 All Students Career and College Ready by Graduation & Goal Area #5 All Students Graduate



Proctor Public Schools incorporates a pathways approach at our high school. This enables students to explore their interests and how they match up with careers available in order to have a better idea as to what they want to pursue a career after high school and to make what they are learning more relevant to them now. Our goals in moving in this direction are to decrease truancy, prevent dropouts, and increase student engagement in school across the board. Eighth grade and 11th grade students take part in a semester-long course called “Seminar” where they focus on Career Development, Transitional Knowledge, Employability Skills and Mindsets, and Social Awareness. All high school students are given opportunities to participate in mock interviews, job shadow experiences, site visits, and more as they explore the different career pathways.

Nic Hanson, the Student Success Coordinator, coordinates Proctor Pathways for the school district along with developing relationships with local businesses and leaders willing to partner with our students and staff.



As part of the Seminar, students begin to create their personal learning plans. These plans provide the students an area to collect the evidence of career and college experiences throughout their high school career. Our goal of 97% of all seniors will complete their personal learning plans with the support of the school counselors was met. This process will be shifted over to the Pathways to empower our students to build their personal learning plans with the support of the Student Success Coordinator and school counselors.



Additional Career and College Readiness experiences provided in Proctor.

### Career & Technical Education (CTE):

Over the course of the school year, the administration worked closely with both the teachers of CTE programs at our school as well as MDE in getting all of our CTE programs and teachers approved by the state. As a result, the increase in the number of

students enrolled in CTE programs enabled our school to get more funding through Carl Perkins to make our programs more contemporary and relevant with newer and better equipment. In addition, articulation agreements were added for some of our CTE programs through Lake Superior College (LSC) and advisory committees were set up not only with LSC but also with business partners to provide advice and guidance on how to best prepare our students for the working world.

Our culinary course partnered with local food establishments to provide an opportunity to have our students experience a career in culinary arts. Students prepared meals and were judged by local experts.



Along with building the foundation of career and college readiness skills, students were provided opportunities to tour local businesses. Many of our students took part in this experience around manufacturing, health care, and more.

#### **Head Start to Postsecondary - College in the Schools (CITS):**

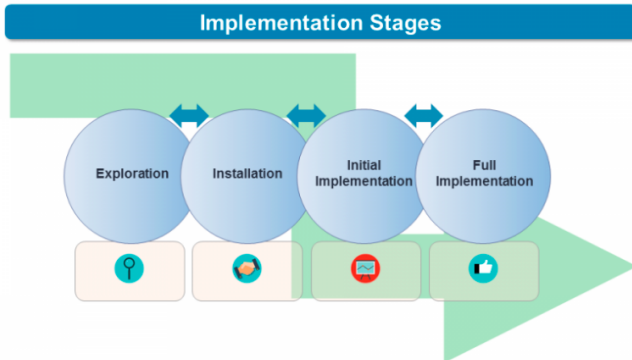
Proctor High School students have the opportunity to take College in the Schools courses through the University of Minnesota Duluth, Lake Superior College, and the College of St. Scholastica. PHS teachers who teach these courses are required to have the same qualifications as the instructors at the college level. These CITS courses are held at PHS and when students have completed the course, their grade is transcribed as if they took the course offerings for the 2022-23 school year. Courses include: CITS Economics; CITS Chemistry; CITS Spanish; CITS Calculus; CITS Pre-Calculus; CITS Comp II; CITS Psychology; CITS Sociology; CITS Literature Study; CITS PE & Fitness; and CITS World Regional Geography.

#### **Check and Connect**

Check and connect pairs a caring adult with students in need of academic and social emotional support. We are proud to offer this programming for students at both Jedlicka Middle School and Proctor High School. According to What Works Clearinghouse IES guides, this program is the only dropout prevention program that has proven results, and our students benefit from this support system.



# Record of Continuous Improvement



Proctor Public Schools implemented leadership teams at all sites to begin to build continuous improvement plans around instruction and learning. We follow the implementation stages as we implement practices and processes within the school setting.

## **Bay View**

Bay View's site leadership team met bi-weekly with a Regional Center of Excellence advocate to implement the school improvement plan. The plan for the 2022-23 school year focused on data based decision making in

relation to targeted interventions and using evidence based practices. Grade level teams met for "data dives" to analyze student data and determine the next best instructional moves. Bay View also continued with the implementation of the MTSS process with the goal of supporting all students with each tier of instruction. Guided by LETRS training, K-3 teachers, interventionists, and special education dedicated instructional time to foundational literacy skills.

## **Pike Lake**

Pike Lake leadership focused on intentional use of data to inform instruction across Tiers and content areas. Learning teams (PLCs) focused on standards at their grade levels and explored the 4 critical questions of a PLC. As a result of LETRS training, primary grades focused on foundational literacy skills.

## **Jedlicka Middle School**

Jedlicka Middle School leadership team implemented PBIS frameworks to support student social emotional learning outcomes as well as improving the culture and morale for the whole school. Learning teams analyzed universal screener data using STAR 360 to determine the best instructional practices to support student learning. JMS collaborated with the Regional Centers of Excellence with focus on increasing math proficiency rates. As a result math MCA scores increased approximately 10% schoolwide. JMS ELA teachers implemented an evidence-based curriculum across Tiers, and reading MCA scores increased 7%.

## **Proctor High School**

Proctor High School, through our site leadership team, established the following improvements that were implemented across our site: The addition of RAILtime for students to get academic support and have access to their teachers during the school day; coordinated and hosted family connection evenings where parents could learn about things their students were experiencing at our school surrounding grading, rigor, authentic learning, and safety; a more streamlined attendance tracking and reporting system that utilized not only the school resource officer, but also the St. Louis County Attorney's Office to address truancy issues; and a mentorship program where our junior class members were paired with an 8th grader to prepare them for what to expect as they become high schoolers.

# Student Systems

Proctor Public Schools offers abundant learning opportunities in a small school atmosphere and provides outstanding offerings for students at every age level. We strive to provide the best educational outcome for every child, every day. In order to ensure student success, we have a curriculum that is aligned with [Minnesota and/or National Standards](#). Teachers assess students to monitor progress. The primary goal of assessments is to measure student progress and growth and then use the assessment data to inform instruction.

## Reading & Math Universal Screeners and Schedule

Grade	Fall By September		Winter By January		Spring By May	
	Rdg	Math	Rdg	Math	Rdg	Math
<b>Kindergarten</b>	Star Early Literacy <i>Letter Naming Phoneme Segmentation</i>	Bridges Benchmark Assessment	Star Early Literacy <i>Letter Sounds Phoneme Segmentation Receptive Nonsense words</i>	Bridges Benchmark Assessment	Star Early Literacy <i>Letter Sounds Phoneme Segmentation Receptive Nonsense Word Fluency</i>	Bridges Benchmark Assessment
<b>Grade 1</b>	Star Early Literacy <i>Phoneme segmentation Expressive Nonsense Word Fluency</i>	Star Early Literacy Bridges Benchmark Assessment	Star Early Literacy <i>Phoneme Segmentation Expressive Nonsense Word Fluency Oral reading fluency</i>	Bridges Benchmark Assessment	Star Early Literacy <i>Phoneme segmentation Expressive Nonsense Words Oral reading fluency</i>	Bridges Benchmark Assessment
<b>Grade 2</b>	Star Reading <i>Expressive Nonsense word Fluency Oral Reading fluency</i>	Star Math <i>CBM fact fluency</i>	Star Reading <i>CBM ORF</i>	Star Math <i>CBM fact fluency</i>	Star Reading <i>CBM ORF</i>	Star Math <i>CBM fact fluency</i>
<b>Grade 3</b>	Star Reading <i>CBM ORF</i>	Star Math	Star Reading <i>CBM ORF</i>	Star Math	Star Reading <i>CBM ORF</i>	Star Math
<b>Grade 4</b>	Star Reading <i>CBM ORF</i>	Star Math	Star Reading <i>CBM ORF</i>	Star Math	Star Reading <i>CBM ORF</i>	Star Math
<b>Grade 5</b>	Star Reading <i>CBM ORF</i>	Star Math	Star Reading <i>CBM ORF</i>	Star Math	Star Reading <i>CBM ORF</i>	Star Math
<b>Grade 6</b>	Star Reading and Star Math		Star Reading and Star Math		Star Reading and Star Math	
<b>Grade 7</b>	Star Reading and Star Math		Star Reading and Star Math		Star Reading and Star Math	
<b>Grade 8</b>	Star Reading and Star Math		Star Reading and Star Math		Star Reading and Star Math	

# Multi-Tiered Systems of Support

MTSS is a comprehensive, evidence-based framework that aims to equitably support the academic, emotional, social, and behavioral development of **ALL STUDENTS**. The framework relies on data-driven, collaborative decision-making and high-quality, evidence-based instruction to accelerate student learning in the MN state standards.

Proctor Public Schools implemented a tiered system of support at all levels of education. Each site developed an MTSS team to work as the problem-solving team around student data and instructional support. An ADSIS grant was received to help move the instruction forward with specific and targeted interventions. Tier two interventions were established with the goal to have a fluid system of support and show academic growth for all students. Along with developing this system, Proctor Public Schools began to explore utilizing the RTI model for criteria to qualify for an Individual Learning Plan through SLD criteria.

## MTSS Academic Intervention Process

### Multi-Tiered System of Support Process

Who	Action	Outcome
<b>Tier I - 80% - Universal Instruction</b>		
<b>Classroom Teacher</b>	Differentiated for all students to ensure mastery of standards.	Support students towards mastery of standards.
<b>Learning Team</b>	Review student data (Benchmark/Diagnostic screeners, Progress Monitoring, Essential Outcome assessments) Discuss and identify students of concern.	Identify students who need a strategic interventions/accelerated instruction.
<b>MTSS Team</b>	If 40% or more of class/grade level is below expected achievement, conduct whole group intervention. Monitor progress	Identify instructional strategy to employ based on whole group data.

<b>Tier II - 15% - Strategic Instruction</b>		
<b>MTSS Team</b>	Review identified students for strategic interventions.	Use diagnostic assessments to identify the strategic intervention resource and goal.
<b>Classroom Teacher/ Interventionist</b>	Conduct intervention determined by MTSS team and progress monitor.	Support students towards mastery of standards.
<b>MTSS Team</b>	Meet to review student intervention data.	Team will determine continuation of intervention, change of intervention or refer to CST.

### AFTER DOCUMENTED INTERVENTION

<b>Tier II - 15%</b>			
	<b>Continue Intervention</b> intervention was successful, student is not yet at goal achievement level	<b>Change Intervention</b> intervention was not successful based on student data	<b>Exit Intervention</b> intervention was successful, student data shows student will meet goal achievement level.

<b>Who</b>	Classroom Teacher/ Interventionist	Classroom Teacher/ Interventionist	Classroom Teacher
<b>Process</b>	Continue second intervention and progress monitor.	Conduct different intervention and progress monitor.	Progress monitor regularly
<b>Outcome</b>	Support students towards mastery of standards.	Support students towards mastery of standards.	Support students towards mastery of standards.

- MTSS Team Members**

  - Administration
  - School Psychologist
  - Grade Level Teachers
  - Interventionists
  - SpEd Teachers
  - Counselor
  - School Nurse
  - Related Services (OT, PT, SLP)

**AFTER 2ND FAILED INTERVENTION**

<b>Qualifying for Tier III - 5%</b>	
<b>Who</b>	CST Team
<b>Process</b>	Review past interventions and collect all student data to review and determine next steps
<b>Outcome</b>	Student will be tested for further specialized support, or referral made back to MTSS for further interventions.

**TIER III**

	<b>Pre-Assessment Meeting</b> Referral for Special Education Testing Received
<b>Who</b>	Case Manager, School Psychologist, Teacher, & Parents/Guardians
<b>Process</b>	To explain the evaluation process & assessments to parents; To gather information to create assessment plan
<b>Outcome</b>	Evaluation plan is completed & given to parents to sign for consent

	<b>Evaluation Process</b> Signed parental consent of evaluation plan received
<b>Who</b>	Case Manager, School Psychologist, SLP when required, Teacher input, Parent Input
<b>Process</b>	Determination of special ed eligibility through evaluation. Review evaluation results with families and determine special ed eligibility. Parents sign form to agree or disagree.
<b>Timeline</b>	Evaluation must be completed within <b>30 school days</b> from receiving signed consent of evaluation plan.

	<b>If Student Qualifies</b>
<b>Who</b>	Case Manager, Teacher, Parent, SLP when required, Administrator
<b>Process</b>	Draft the IEP based on evaluation results & team input
<b>Timeline</b>	IEP meeting must be held within <b>30 calendar days</b> of eligibility determination & may be conducted at the same time eligibility is determined*

	<b>If Student DOES NOT Qualify</b>
<b>Who</b>	MTSS Team
<b>Process</b>	Determine intervention/accommodation to support student in the general education classroom. Possible 504 plan created and implemented.
<b>Timeline</b>	Student continues in Tier II interventions



	<b>IEP</b>
<b>Who</b>	Case Manager
<b>Process</b>	Case Manager writes IEP & distributes to parents
<b>Timeline</b>	Parents have 14 <b>calendar</b> days to review the IEP Services begin after signed consent is received

- CST Team Members**

  - Administration
  - SpEd Team
  - School Psychologist
  - Related Services (OT, PT, SLP)

***\*Every effort is made to hold the Eligibility Determination meeting and the IEP meeting at the same time; however, it is not always possible.***

## ADSIS

**Alternative Delivery of Specialized Instructional Services (ADSIS).** The purpose of ADSIS is to provide instruction to assist students who need additional academic support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing support early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports, collect data as specified in the application, and submit evaluation information to the Minnesota Department of Education (MDE) each year to determine program impact.

Proctor Public Schools ADSIS funds support Tier 2 instruction for all students without an IEP in grades Kindergarten through Grade 10. Reading and Math interventionists meet with students to establish goals and strategies to guide their academic achievement.

## Title One

Bay View Elementary is the District's only Title I school. Title I is a school-wide program that serves approximately 60 students. The Bay View Title I Program is staffed with two teachers that support students in grades K-5 in reading and math. Title I programming supports tiered intervention focused on differentiation. Interventions are conducted in daily, small group activities throughout the school week.

## American Indian Education Program Plan

The Minnesota Department of Education – Office of Indian Education is committed to supporting districts and schools to ensure that every Native American student in the state has equitable access to programs that are specifically designed to meet their unique educational and cultural academic needs. Proctor Public Schools contracted with service providers to implement appropriate and culturally responsive programs to support Native American students along with sharing the culture with all. This funding is used to support the five goals required by the American Indian Education grant: Post Secondary Pathways, Academic Achievement, Culturally Relevant Curriculum, Positive Identity, and Intercultural Awareness. All students in grades K-12 will have the opportunity to experience American Indian culture through contracted services.



[American Indian Education Plan 2022-23](#)  
[Achievement and Integration Plan 2022-2025](#)

## Acceleration Process

### Acceleration MTSS Process

Who	Action	Outcome
<b>Tier I - 80% - Universal Instruction</b>		
<b>Classroom Teacher</b>	Differentiated for all students to ensure mastery of standards.	Support students towards mastery of standards.
<b>Learning Team</b>	Review student data (Benchmark Screener, Progress Monitoring, Essential Outcome assessments, MCA data) Discuss and identify students for acceleration.	Identify students who need a strategic intervention and accelerated instruction.
<b>Learning Team</b>	If 40% or more of class/grade level is above expected achievement, conduct whole group intervention.	Identify instructional strategy to employ based on whole group data.

Tier II - 15% - Strategic Accelerated Instruction		
<b>Learning Team</b>	Review identified students for accelerated instruction.	Identify the acceleration resource, instructor and goal.
<b>Classroom Teacher</b>	Conduct accelerated intervention, Collect progress monitoring data	Support students towards mastery of standards.
<b>MTSS Team</b>	Meet to review student acceleration data.	Team will determine continuation of acceleration or refer to content/grade acceleration.

**AFTER DOCUMENTED ACCELERATION INTERVENTION**

Tier II - 15%		
	Continue on-grade level acceleration intervention <small>intervention was successful</small>	Change Acceleration Intervention <small>Intervention did not provide adequate acceleration</small>
<b>Who</b>	<b>Classroom Teacher</b>	<b>Classroom Teacher</b>
<b>Process</b>	Continue Intervention and progress monitor.	Complete an acceleration request form to site principal.
<b>Outcome</b>	Support students towards acceleration of standards.	Support students through content/grade level acceleration option per policy 513 guidelines

**Acceleration Options**

Qualifying for Tier III - 5%	
<b>Who</b>	Building Team (principal, classroom teacher/s, school counselor and other staff as appropriate)
<b>Process</b>	Review student trend data (MCA, classroom assessments, benchmark data, work ethic)
<b>Outcome</b>	Student will be referred for content/grade level acceleration or referral made back to classroom teacher for further acceleration.

- | MTSS Team Members  |
|--|
| <ul style="list-style-type: none"> <li>• Administration</li> <li>• School Psychologist</li> <li>• Grade Level Teachers</li> <li>• Counselor</li> <li>• Interventionists</li> <li>• School Nurse</li> <li>• Related Services</li> </ul> |

## Teacher and Principal Systems

Proctor Public Schools is committed to providing the best possible educational opportunities for all students. Learning can best be achieved by increasing administrator effectiveness through performance appraisal that emphasizes a cooperative working relationship among colleagues. Since full utilization of the talents of the staff is essential, the district encourages a dynamic and continuous effort to enhance the human, technical, and conceptual skills of all its employees.

## ATPPS

ATPPS = Alternative Teacher Professional Performance System. ATPPS is a state and locally funded program that is monitored by the MN Department of Education. The Proctor Public Schools have been in the program since 2006 and were the 23rd school district in the state to be awarded funding for its plan. The state-approved ISD #704's plan has 5 main components: Teacher Leadership, Job-embedded Staff Development, Student Achievement, Performance Pay, and Teacher Evaluation.



The main component of the ATPPS plan is Teacher Leadership. Teacher leaders, sometimes called career ladder positions, are opportunities within our district to serve in a teacher “leadership” capacity and receive extra compensation for doing so. Teacher leaders must apply and be recommended by the school leadership, ATPPS Advisory Council, with final approval by the School Board. [2021-23 Proctor Public Schools ATPPS Plan](#).

There are several ways to be considered a teacher leader. They are as follows: Advisory Council, is the decision making body of the plan and have final approval of plan changes; Coordinator, chairs the Advisory Council and oversees the day to day activities of the program and budget; Lead Teachers, facilitate weekly meetings and do peer review observations for the learning team members each semester; Mentors, who mentor probationary teachers and execute the expectations of the [2021-23 Proctor Public Schools Mentoring Plan](#). All certified staff members participate in ATPPS.



# Curriculum Review Process

## Updated 10.27.22

Minnesota's K-12 academic standards are reviewed in one content area per year, following the schedule specified in Minnesota Statutes, section 120B.021, Subdivision 4. Revisions are completed every 10 years at the state level.

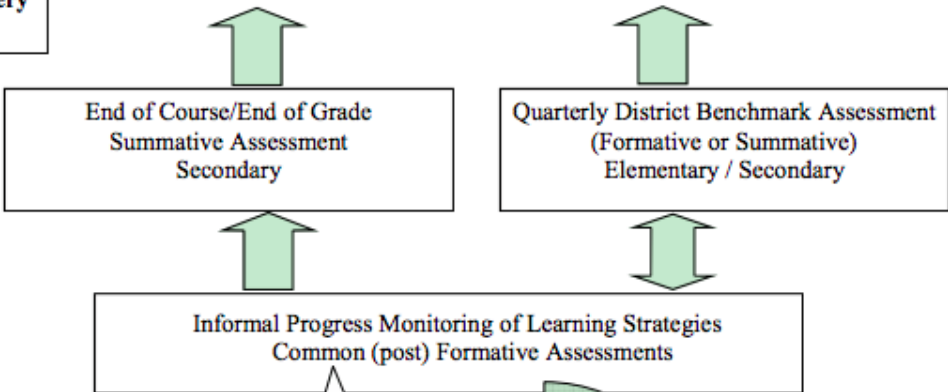
<b>CONTENT</b>	<b>MDE REVISION OF ACADEMIC STANDARDS</b> (MN Statute 120B.021, Subdivision 4) 10 year cycle	<b>PHASE 1 DISTRICT PLANNING/ EXPLORATION</b> Develop content team to familiarize with new state standards and explore the resources available to implement. Create a timeline of exploration process and communicate with stakeholders. Identify curriculum resources to explore, pilot and evaluate for purchase.	<b>PHASE 2 DISTRICT PLANNING/ INSTALLATION/ PURCHASE</b> Content team pilots curriculum options and provides feedback. Recommendation made to the school board for purchase. Team develops implementation plan including a timeline of curriculum review and purchase. Provide staff development around new standards and resources.	<b>PHASE 3 DISTRICT ALIGNMENT/ INITIAL IMPLEMENTATION</b> Begin implementation of standard instruction, resources and development of state aligned assessments. Content team meets to assure instruction, resources and assessments fulfill district and state expectations. Finalize curriculum to reflect new standards.	<b>PHASE 4 FULL IMPLEMENTATION</b> MN academic standards are fully implemented throughout the district. Fidelity checks developed to review implementation of academic standards. Content team meets annually to review data and make recommendations for improvement. Communication is provided to all stakeholders around full implementation of state standards.
<b>E-12 Physical Education/Health/ Guidance</b>	<b>2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2022-23</b>
<b>E-12 Art/Music. World Languages (ACTFL for World Languages)</b>	<b>2018</b>	<b>2018-2019</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2022-23</b>
<b>E-12 Science</b>	<b>2019</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-24</b>	<b>2024-25</b>
<b>E-12 Language Arts</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-2025</b>	<b>2025-26</b>
<b>E-12 Social Studies</b>	<b>2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2025</b>	<b>2026-27</b>
<b>E-12 Mathematics</b>	<b>2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2026</b>	<b>2027-2028</b>
<b>E-12 Technical Careers</b>	<b>NA</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2027</b>	<b>2027-2028</b>

# Implementation Action Plan

**Mission:** A Continual Process of Thorough, Thoughtful Focus on: What We Teach, How We Teach, and Embedding Purposeful Reading and Writing in Every Class and Every Grade Level.

## Proctor Public Schools Curriculum Design Process College and Career Ready Students

State Exams, Minnesota Comprehensive Assessments



**Strategies:**

- Effective Learning
- Differentiation
- Intervention Strategies
- Monitoring Progress
- Checking for Understanding

**HOW WE TEACH**

Curricular Unit of Study with Engaging Learning Experiences Based on Unwrapped Priority Standards, Big Ideas, Essential Questions, and Purposeful Writing

**HOW WE TEACH**

Data Team Process Revisit Effective Learning Strategies

Team Based Teaching Process with Common (pre) Formative Assessments

Prioritizing Standards and Unwrapping the Standards to Focus on What Students Need to Know

Minnesota Academic Content Standards for Courses

Curriculum Mapping and Pacing of Curricular Units for Each Content Area, Course or Grade Level

**WHAT WE TEACH**

Embedded Literacy Standards with Purposeful Reading and Writing in Every Class



Educate, Engage, Inspire

Adopted using strategies and intervention from: Larry Ainsworth and Mike Schenker

## Teacher Evaluation

In accordance with TDE (Teacher Development and Evaluation) law and the statutes regarding the state-approved ATPPS, (Alternative Teacher Professional Performance System) teachers, both tenured and probationary, have at least 3 peer observations from two differing highly qualified trained observers with one being the 3rd year summative evaluation from a principal. The observations and evaluations use the state-approved best practice Pre-observation, Observation, and Post-observation model. Components of the Charlotte Danielson Rubric are used for the structure of the evaluation/observation process.

## Principal Evaluation

Proctor Public Schools is committed to providing the best possible educational opportunities for all students. Learning can best be achieved by increasing administrator effectiveness through performance appraisal that emphasizes a cooperative working relationship among colleagues. Since full utilization of the talents of the staff is essential, the district encourages a dynamic and continuous effort to enhance the human, technical, and conceptual skills of all its employees.

The purpose of the evaluation process is to assure the quality of performance through formal evaluation of both probationary and tenured administrators and to support professional learning and continued growth for all administrators each year. Additional levels of assistance for tenured administrators will be provided as deemed necessary by that employee's supervisor and/or superintendent.

This Principal Evaluation Tool is a researched-based tool using K-12 principal competencies and is designed to enhance the principals' professional growth. This tool anticipates a three-to-five-year performance improvement cycle. In the first year, the principal must set measurable goals for the entire evaluation cycle. The goals require self-assessment, professional development, and a demonstration of the core principal competencies. The goals also require ongoing performance reviews throughout the cycle. Additionally, staff surveys are used to assess climate and culture within each site.

**CORE COMPETENCIES:** These Six Behavior Competencies plus Student Progress comprise what the superintendent/designee and the principal should measure during the evaluation process.

1. Strategic Leadership
2. Instructional Leadership
3. Managerial Leadership
4. Cultural Leadership
5. Communications Leadership
6. School Community Leadership

**Critical features for each competency can be objectively rated based on the following scale:**

4 = Exemplary: Creatively interprets and demonstrates above and beyond.

3 = Effective: Fulfills almost all of the responsibilities in a competent manner.

2 = Needing Improvement: Understands and is looking for ways to implement.

1 = Unsatisfactory: Unaware and/or has not yet begun to implement.

## District Supports

### Technology

Technology has become an essential part of our everyday life. Its ever-changing influence is impacting how we as a global society advance in the constantly evolving 21st century. It provides us with an opportunity to transform and enhance student learning. The Proctor Public School District believes that the integration of technology in the classroom should be for the academic benefit of all students.

**WIFI on buses:** Proctor Public Schools installed WIFI on our buses that transport our students on longer routes. These buses will also be available for student-centered event transportation to give students the opportunity to continue their learning outside the school walls.



**One-to-one:** Students in Proctor have the opportunity to incorporate technology within their learning through the use of a Chromebook in grades k-12. Curriculum resources, tools, and learning activities can be accessed through technology to support our student's academic achievement.

**Communication:** At Proctor Public Schools, we strive for transparency and trust through communication tools. Technology tools such as Infinite Campus, RailsTV, Canvas, S'more and SeeSaw support effective communication with our stakeholders.

Through these technological opportunities, Proctor students are preparing to function competently in the 21st-century global community. Technology integration will be used to increase students' career and college readiness skills: creativity and innovation, critical thinking and problem solving, communication and collaboration.



## Staff Development

At Proctor Public Schools, professional development (learning) focuses on what we teach, how we teach, and embedded literacy in all content areas with a focus on Professional Learning Communities. ISD #704 has continued to build professional learning with the teacher/student relationship at the forefront. ISD #704 is committed to providing world-class professional development to its teachers every year. Each summer, Proctor partners with The College of St. Scholastica to bring in educational leaders. During the 2022-23 school year, we continued our work on cultural awareness through the Native American lens in conjunction with our Native American grant from the state of Minnesota. Our other main focus was on data analysis and review, and curriculum review and adoption. Professional Learning Communities are a district focus within the Q-comp framework and funding source.

August 22-23, 2022	New Teacher Orientation and Mentoring
August 30-Sept 1, 2022	All Staff Training <ul style="list-style-type: none"> <li>● Onboarding/Policy review/Bloodborne</li> <li>● Heggerty</li> <li>● SPED training</li> </ul>
October 24, 2022	Certified Faculty <ul style="list-style-type: none"> <li>● Seizure Training, Lexia, Star screener training</li> <li>● District Data Review - PLC</li> <li>● Student Maltreatment and microaggression</li> </ul>
November 28, 2022	Certified Faculty <ul style="list-style-type: none"> <li>● K-12 Curriculum Review</li> <li>● ELA standards review and training</li> </ul>
January 16, 2023	Certified Faculty <ul style="list-style-type: none"> <li>● Mid Year Star Data Review and Analysis</li> <li>● PBIS</li> </ul> Classified Staff - various SPED training in Esko
February 17, 2023	Certified Faculty <ul style="list-style-type: none"> <li>● Keynote presentation - Anton Treuer</li> </ul>
April 10, 2023	Certified Faculty <ul style="list-style-type: none"> <li>● K-12 Curriculum Review and Data Analysis</li> <li>● K-5 Science Adoption</li> <li>● K-12 MCA Preparation</li> </ul>

### [Detailed list of 2022-23 District Staff Development Activities](#)

Additionally, 16 K-3 licensed staff continued their work for a second year of LETRS training sponsored by the Minnesota Department of Education.

## Family & Community Partnerships

We value our Proctor community and seek to partner with families through school events and activities.

### **Community Garden:**

Located behind Bay View Elementary School, the Bay View Community Garden has created both intergenerational and interdisciplinary learning opportunities for our students, staff, parents, and senior citizens. The Garden was made possible through a grant from the Northland Foundation in Duluth, and it has hosted a variety of events and learning opportunities throughout its two-year history.

The engagement of our families and students has been very strong with the Garden. Our Bay View Community Garden Harvest Fest attracts multi-generational support and 350 hot dogs were served. All these events have contributed to a very successful first three years and has built a solid foundation for the Garden moving forward as a true vehicle for fostering community and family partnerships in Proctor.

In addition, Bay View staff hosted family literacy nights, community book reading, and family events. Activities included read alouds by community members and literacy games. Book Fairs and a Book Vending Machine promote literacy and community.

### **Community Events:**

Pike Lake hosts a variety of community events including Trunk or Treat in October, a community campfire the evening of our winter program in December, as well as a science night in March. Trunk or Treat draws families from throughout Canosia Township and Hermantown. The campfire event includes music, hot chocolate, and a fire in our outdoor classroom. Families are invited to the school for science night; teachers prepare a menu of hands-on activities for family engagement. In the fall, secondary sites hosted Railstrong cookouts at football games for students and families. In the spring secondary sites hosted family connection nights with a cook-out, opportunity for families to connect personally with any teacher, and families followed student schedules to see a showcase of student work.

### **PIE Organizations:**

Parents in Education is a network of community members invested in creating opportunities for students that may not be otherwise afforded by a site. By hosting activities like Fall Fest and book fairs, earned money is given back to the schools in the form of financial support and books for teachers and students.

## Equitable Access to Excellent Teachers

- Established partnerships with St. Scholastica, UWS, and UMD.
- Teacher hiring process includes the highest qualified candidate.
- Vertical discussion around student placement.

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