

Strategic Alignment 2021-22 Goals



10.28.21 Work Study

Vision- What we intend to create



Inspire dreams, build integrity and instill hope in our students, our staff, our families and our communities.

Mission- Purpose of our work



Partner with students, families and communities to challenge all students to achieve their greatest potential and become informed and engaged citizens.

At the Forefront of Educational Excellence



Leaps of greatness require
the combined problem-solving
ability of people who trust
each other

– *Simon Senek*

If everyone is
moving forward
together, then
success takes care
of itself.

– *Henry Ford*

*Building a
visionary
organization
requires one
percent vision
and 99 percent
alignment.*

– *Jim Collins and
Jerry Porra*

Core Values- What Drives Our Words and Actions

1. **Positive Relating**- the **who** of the work

We genuinely value people and **CONNECT** with them as unique individuals leading to positive, trusting, and productive interaction.

2. **Mission Focusing**- the **why** of the work

We **ALIGN** our intent and impact with a people-centered purpose that is a consistent driving force through good as well as challenging times.

3. **Mobilizing Others**- the **how** of the work

We **ENGAGE** with others to develop an intentional, people-centered process that helps them reach their potential.

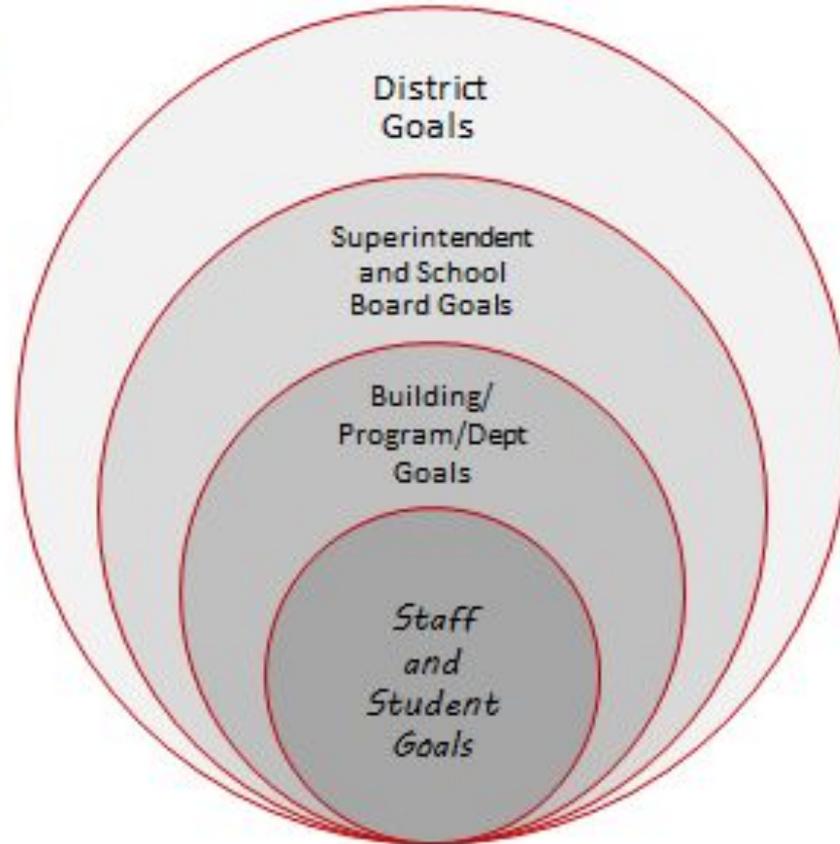
4. **Results Focusing**- the **do** of the work

We design and **MEASURE** progress in a collaborative, systematic way to ensure desired results.

5. **Multiplying Impact**- the **win-win** of the work

We **EXTEND** our influence by facilitating partnerships and shared solutions across the community.

System Alignment



District Goals

1A: Prepare all learners for success in school and in life by ensuring students meet the educational milestones of the World's Best Workforce statute.



1B: Prepare all learners for success in school and in life by committing to the success of every student.

2. Ensure mutual accountability for measurable progress toward shared goals.

3. Mobilize community engagement

4. Commit resources to district priorities

School Board and Superintendent Student Learning Goals

<p><i>Provide leadership to prepare all learners for success in school and in life.</i></p>	<p><u>Student Learning</u></p> <p>The School Board will govern progress on student learning strategic goals.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none">• During the 2021-22 school year, the School Board will ensure regular updates of student learning are provided by the Superintendent	<p><u>Student Learning</u></p> <p>The Superintendent will manage the progress of student learning strategic goals.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none">• During the 2021-22 school year, the Superintendent will ensure alignment of classroom, building and district academic goals• During the 2021-22 school year, the Superintendent will ensure SEL Programming in place at all buildings
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Building Goals



Staff and Student Learning Goals

- **PLC** Question #3: How will we respond when some students do not learn?
- **Marzano Element #14**: Using Formative Assessment to Track Progress (specifically students identifying their current level of performance as it relates to standards-based **learning targets** embedded in the **performance scale**)
- Marzano Element #3: Planning to Close the Achievement Gap **Using Data** (specifically showing each student making progress towards **closing the achievement gap**)
- Marzano Element #17: Establishing and Acknowledging **Adherence to Rules** and Procedures (specifically ensuring students know and follow classroom rules and procedures to ensure time out of the classroom is minimal)



Where are we going? - Education Center

By June 1, 2022, 80% of early childhood students will demonstrate age-appropriate school readiness skills as measured by **language** TS Gold Indicators. Students yet to demonstrate evidence of meeting “Learning Goal Targets” success criteria will have a personalized learning path showing growth to proficiency.

By June 1, 2022, 80% of early childhood students will demonstrate age-appropriate school readiness skills as measured by **math** TS Gold Indicators and by math TS Gold Indicators. Students yet to demonstrate evidence of meeting “Learning Goal Targets” success criteria will have a personalized learning path showing growth to proficiency.



Where are we going? - Education Center

By June 1, 2022, 80% of kindergarten students will demonstrate growth in **literacy** skills development as measured by weekly functional phonics probes; students yet to demonstrate evidence of meeting “Learning Goal Targets” success criteria will have a personalized learning path showing growth to proficiency.

By June 1, 2022, 80% of kindergarten students will demonstrate growth in **early numeracy skills** as measured by classroom formative assessment (i.e. daily or end of unit assessments); students yet to demonstrate evidence of meeting “Learning Goal Targets” success criteria will have a personalized learning path showing growth to proficiency.



Where are we going? - Education Center

Building Wide Goal



By June 1, 2022, 80% of Ed Center students will demonstrate age-appropriate **social emotional skills development** as measured by daily formative assessments and student self-assessment.

How will we get there?



- LETRS professional Development in grades K-5
 - Volume 1 - Units 1-4: The Science of Learning to Read
- Committed to refocusing our PLCs
- Age appropriate student self-assessment of social and emotional growth

Education Center Key Takeaways

- Continue to use data to best meet the needs of all students.
- Continue developing and teaching rituals and routines.
- Continue with LETRS implementation.
- Develop SEL and behavior expectations.



Where are we going? - Sunrise Building Goal



By June 1, 2022, when given formative classroom assessments, at least 80% of students will be at grade level standards; students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.

By June 1st, 2022, 100% of classroom staff will deliver Be Good People SEL lessons at least once per week during Morning Meetings or alternate class time, as assessed via walkthroughs.

How will we get there?



- LETRS professional Development in grades 1-5
 - Volume 1 - Units 1-4: The Science of Learning to Read
 - Volume 2 - Units 5-8: Language, Vocabulary, Comprehension
- Specific and focused intervention services
 - Used LETRS Reading Survey to collect specific data
- Implementing Be Good People as an SEL curriculum
 - Be Good People Lessons
- Revamping our focus on formative assessments
 - PLC Work

Sunrise Key Takeaways

1. We are “jumping curves” to create new opportunities for our students.
2. We are embracing this new goal and the ownership of all our students.
3. In the end, this is causing us to focus on the process and not the end standardized goal. By focusing on the process, we are digging into quality instruction each day.



Where are we going? - Middle School

Goal #1: By June 1, 2022, at least 80% of NBAMS students will be at grade level standards (Learning Goal Targets) in all classes as measured by classroom formative data; students yet to demonstrate evidence of meeting “Learning Goal Targets” success criteria will have a personalized learning path showing growth to proficiency.

Goal #2: By June 1, 2022, at least 80% of NBAMS students will display productive school behaviors on a daily basis as measured by the detailed incident count in EduClimber.



How will we get there?

- All students who have not met the learning goal target will show growth towards proficiency
- Authentic conversations are heard in PLCs as staff collaborate to work on formative assessments
- Authentic conversations are heard in PLCs as staff discuss formative assessment data and determine next steps in their instruction
- Individual teachers making adjustments to lesson plans in response to formative assessment results
- Evidence of students tracking their progress towards learning targets
- Staff will provide cues or signals when a rule or procedure should be used by a student (Love and Logic/ Kid Whisperer training)
- Staff will proactively address possible inflammatory situations
- “Motivational Monday” (Be Good People curriculum) delivered to all students via specific classes
- Staff will recognize and/or acknowledge students or groups who follow rules and procedures (3:1 deposits to withdrawals; “I notice” statements)



Middle School Key Takeaways

1. The focus of learning shifts from what was taught to what was learned and what is next based on assessment results.
2. PLCs are collaborative teams of teachers with the goal of helping each other improve. The sharing of collective wisdom is expected.
3. Coverage of content goes by the wayside; evidence of student proficiency is the focus.
4. Internal focus on steps the NBAMS staff can take to improve the climate of the school.



Chisago County Schools' Life Works Center



- For students with disabilities, this includes transition services that are available until age 21.
- The Individual Education Plan (IEP) team determines the services each student needs to meet their goals.
- Transition services and activities are individualized based on the student's strengths, interests, preferences, and needs.

Where are we going? - High School

By June 1st, 2022, 85% of students will be able to successfully demonstrate communication skills (i.e. communicate verbally, listen actively, comprehend written material, convey information in writing, observe carefully) as measured by classroom formative data; students yet to demonstrate evidence of communication skills' success criteria will have a learning path showing growth towards proficiency.



Where are we going? - High School

By June 1st, 2022, all PLC's will collaborate effectively working towards closing the achievement gap through the use of formative data and increasingly complex questions. PLCs will continue to plan and discuss effective instruction, curriculum, formative assessments and the achievement of all students.

By June 1st, 2022, 100% of teachers will effectively deliver SEL activities with the enthusiasm commensurate with ensuring our students understand and apply its concepts. A minimum of 85% of students will demonstrate fluency in The Viking Way, as assessed via student feedback.



Where are we going? - High School

By June 1st, 2022, all teachers will successfully use formative assessments according to the performance scale. Regularly collected formative assessment data will be analyzed and an action step created in PLC's in order to close the achievement gap.



How will we get there? - High School

- Intentionally integrating communication skills development into our daily lessons.
 - Learning proper email etiquette
 - Lab - working in groups & producing tables
 - Advocating, preferred outcomes
 - Developing essay writing skills through content
 - Public speaking skills through individual and group presentations.
- Redefining PLC operations, roles and responsibilities
 - Adjusting protocols to ensure our focus remain on student learning/formative assessment and building goals.
- Implementation of building-wide SEL instruction
 - the Viking Way Wednesdays
 - Common language
- Formative Assessment impacts
 - 8-2 schedule advantages
 - Office Hours/Flex Time opportunities
 - Self-assessment towards Learning Targets



High School Key Takeaways



1. Investing in different
2. Embracing student ownership and increased opportunities for all students
3. Acknowledging the challenges of student reintegration back into our school community.

Where are we going? - Norse Area Learning Center



Student Engagement - Social Emotional Learning

Students enrolled at Norse ALC on October 1, 2021 as measured by percent present from an average over the 2019-20 and 2020-21 school year from 85% present will increase to 88% present during the 2021-22 school year.

Academic Core

By June 1, 2022, at least 80% of Norse ALC students will be at grade level standards (learning goal targets) in all core classes, not including credit recovery classes, as measured by classroom formative data; students yet to demonstrate evidence of meeting “learning goal targets” success criteria will have a personalized learning path showing growth to proficiency.

Credit Recovery

By June 1, 2022, at least 80% of Norse ALC students will be at grade level standards (learning goal targets) in all credit recovery core area classes, as measured by classroom summative data; students yet to demonstrate evidence of meeting “learning goal targets” success criteria will have a personalized learning path showing growth to proficiency.

How will we get there?

1. Committing to our shared collective commitment in living out the work of the PLC. Staff will use PLC and other common time to share data, chart/show progress and create new individual learning plans to ensure students are reaching their full potential
2. Teachers will share learning targets, in the form of “I Can” statements with their students during class time.
3. Teachers differentiating instruction by developing and delivering assessment options (formative assessments) to demonstrate they are at grade level and met the learning target.
4. Students who do not demonstrate understanding of a specific learning goal target will be assigned new learnings to improve their comprehension and given a new chance to prove what they have learned.
5. Collaborate with North Branch Area High School VLC/Special education department, SCRED and Instructional Support staff to ensure we are providing the necessary support for our students receiving special education
6. Collaborate with Instructional Support Team and SCRED staff in developing collective strategies to integrate social emotional learning into Core instruction.



Norse ALC Key Takeaways

- Building a culture with a sense of family
- Personalized learning path for every student
- Providing an environment where students assist in designing their personalized path which focuses on the students strength



Where are we going? - Distance Learning Academy



Goal 1: Engagement

By June 1, 2022, students attending our K-5 Distance Learning Academy will attend more than 90% as measured by our weekly attendance logs; students yet to demonstrate this standard will have a personalized learning path to our desired outcome

Goal 2: Academic

By June 1, 2022, at least 80% of students will be at grade level standards (learning goal targets) in all core classes, not including credit recovery classes, as measured by classroom performance data; students yet to demonstrate evidence of meeting “learning goal targets” success criteria will have a personalized learning path showing growth to proficiency.

Goal 3: Pacing

By June 1, 2022, at least 80% of students will remain on pace (no more than five days behind) in all core classes, students yet to demonstrate our desired outcome will have a personalized learning path showing growth to proficiency

How will we get there?

1. Multiple connection points with the Distance Learning Academy
2. On-site support with individualized teacher support
3. Virtual support with individualized teacher support
4. Check and Connect staff ensuring we are listening and responding to student and family needs
5. Family support and development on how to be an effective guide on the side.
6. Collaborate with Kindergarten and Sunrise River Elementary School staff.
7. Collaborate with Special Education teachers to ensure students receiving special education needs are being met
8. Collaborate with Title Intervention teachers to ensure eligible students are receiving evidence based interventions - virtually
9. Providing onsite learning and social opportunities at Sunrise River Elementary School once a week. Program focuses on science and physical education and runs through the middle of November.



DLA Key Takeaways

The importance to ensure the family feels connected to the school environment.

The importance to ensure families have the necessary tools, supports, and resources to be an effective guide on the side.

The importance of continuing to offer multiple ways to connect with the teacher via virtual or face to face.

