

ACGC's

World's Best Workforce (WBWF) Summary

Annual Report

Effective Date: 2013-2014 Updated: 10/1/14 ACGC School Board approval: A&I- 6/23/14 WBWF 9/22/14
2014-2015 WBWF Updated: 9/2015 School Board Approved: 8/24/15



World's Best Workforce District Plan Outline

The district's strategic plan must include:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups
- (2) a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
- (3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, (links to top 14 strategies and guaranteed and viable curriculum, student outcomes, **school principal evaluations** and **teacher evaluations**; iObservation
- (4) strategies for improving instruction, curriculum, and student achievement
- (5) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- (6) an annual budget for continuing to implement the district plan.

World's Best Workforce District Report

The school board must hold an annual public meeting to review:

- and revise, where appropriate, student achievement goals,
- local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction,
- district success in realizing the previously adopted student achievement goals and related benchmarks in the comprehensive district wide strategic plan leading to the World's Best Workforce.

In addition, the school board must publish a public report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board must also transmit an electronic summary of its report to the MDE Commissioner of Education in the form and manner the commissioner determines.

World's Best Workforce Checklist

The checklist included in this document is a tool for Minnesota school districts to use when preparing to develop public local strategic plans that strive to create the world's best workforce.

Part I: Provides an overview of minimum requirements of the World's Best Workforce plan components for easy reference.

Part II: Lists plan components with examples and suggestions that reflect best practice. This section includes suggested Existing District Resources or Plans that may already include relevant information, and bulleted questions and quality practices that may be of assistance in developing the WBWF Plan.

PART I: OVERVIEW OF LOCAL WORLD’S BEST WORKFORCE

The district public strategic plan referred to as “the World’s Best Workforce Plan” includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.11:

A. PERFORMANCE MEASURES

Due Date	March 1, 2014	Person of Responsibility	Actions/Documents/Goals That Meet the State Statute
	1.Measures to determine school district and school site progress in striving to create the world's best workforce; specifically progress towards: (1-5 listed below)	Principals, PLCs, Site Leadership Team, DAC PK-12 Staff	Use of the Marzano Instructional Framework for increased teacher effectiveness will prepare students for 1, 2, 3, 4 and 5 ACGC Obtainable Goals Increased Connection with: Community Members, Parents, School Board, ECFE and ECSE Staff, WCIC Staff, County Staff
	1.Closing the identified achievement gap(s) in the district Develop strategies based on data: Co-teaching K-11 started 2013 -Implement Strategies- SIP2014/2015 -Track data on strategies- DATA sheets created 9/2014 -Use feedback loops via PLCs to connect with staff on effectiveness of strategies- exit slips 9/2014	Principals, PLCs, Site Leadership Team, DAC PK-12 Staff	<p><u>2013/2014 Pre-Goal Data/Discussion on identified subgroups:</u> Hispanic vs. Non- Hispanic Math- less than 2% gap (no goal needed) Hispanic vs. Non- Hispanic Reading- no gap (no goal needed) Special Education vs. Non Special Education Reading, 22% gap (goal needed) Special Education vs. Non Special Education Math, 14.5% gap (no goal needed) Free and Reduced vs. Non Free and Reduces Reading 12% gap (goal needed) Free and Reduced vs. Non Free and Reduces Math 8% gap (no goal needed)</p> <p><u>Goal and Focus</u> ACGC school district will continue to decrease the achievement gaps identified in special education by decreasing the special education reading gap from 22% to 20% according to October 1, 2015 data.</p> <p><u>2015/2016 Pre-Goal Data/Discussion on identified subgroups:</u> Special Education vs. Non Special Education Reading, 38.8% gap (goal needed) Special Education vs. Non Special Education Math, 40.8% gap (goal needed)</p> <p><u>2015/2016 Goal and Focus</u> ACGC school district will continue to decrease the achievement gaps identified in special education by decreasing the special education reading gap from 38.8% to 33.8% and special education math gap from 40.8% to 45.8% according to 2016 MCA-III data</p>

<p>2. all students ready for kindergarten</p> <ul style="list-style-type: none"> - Networking meeting with PK, early childhood, county, WCIC on PK-3 Leadership Institute -Implement strategies developed through PK-3 Leadership Institute - Eight 4 hour days in August dedicated to Kindergarten Prep offered free to all ACGC students entering Kindergarten -April, 2014- Assess all 4 year olds using STAR who are enrolled in our on-sight preschool program -2014/2015- Assess all 4 year olds using STAR who are enrolled in our on-sight preschool program 3 times per year 	<p>Principals, PLCs, Site Leadership Team, DAC PK-12 Staff</p>	<p><u>2014/2015 Pre-Goal Data/Discussion on identified subgroups:</u> August 2013: Kindergarten Prep Offered for 8 days in August prior to the start of school, 43% of students attended August 2014: 42/62 68% attended <u>2014/2015 Goal and Focus</u> ACGC school district will continue to increase the amount of eligible students participating in Kindergarten Prep from 68% to 72% according to October 1, 2015 data. Attend PK-3 Leadership Institute 2013/2014-2014/2015</p> <p><u>2015/2016 Pre-Goal Data/Discussion on identified subgroups:</u> <u>FAST data-</u> Collected 3 times throughout the year on our 4 year olds. Spring data collection showed 69% of our students were meeting target</p> <p><u>2015/2016 Goal and Focus</u> ACGC will go from having 69% of their current 4-year olds meeting target in spring of 2015 to 74% of our current 4-year olds meeting target in spring of 2016 according to FAST benchmark testing.</p>
<p>3. all students in third grade achieving grade level literacy</p> <p>Through our Site Leadership team:</p> <ul style="list-style-type: none"> -STAR test ALL K-4 students, collect and analyze data -Develop strategies based on data -Implement Strategies -Track data on strategies -Use feedback loops via PLCs to connect with staff on effectiveness of strategies 	<p>Principals, PLCs, Site Leadership Team, DAC PK-12 Staff</p>	<p><u>2014/2015 Pre-Goal Data/Discussion:</u> 2013/2014 3rd grade end of year data Guided Reading Strategies currently in place Rtl added for 2014/2015 school year with focus on Reading <u>2014/2015 Goal and Focus</u> ACGC 3rd grade students on MCA-III, October 1st data 2014, will go from having 67.9% of 3rd graders meeting or exceeding state standards to 71.9% meeting or exceeding state standards according to 2015 data.</p> <p><u>2015/2016 Pre-Goal Data/Discussion:</u> 2015 MCA-III Data states that 75% of our 3rd graders were proficient, state was 59.6%. <u>2015/2016 Goal and Focus</u> ACGC will go from having 75% of students in 3rd grade meeting proficiency to 79.5% of students (enrolled on October 1st) in 3rd grade meeting proficiency according to 2016 MCA-III test data.</p>

4. all students attaining career and college readiness before graduating from high school	Principals, PLCs, Site Leadership Team, DAC PK-12 Staff	<p><u>2014/2015 Goal and Focus</u></p> <p>ACGC will go from 15% of students being college and career ready to 90% of student's grades 9-12 college and career reading by May 30, 2015 due to implementation of student success coordinator work.</p> <p>Create documentation of MCIS, job shadows, ACT and ASVAB- spread sheet started 9/2/14</p> <p>Create Student Success Center- added 7/1/14</p> <p>Meet individual with every 9-12 student to create a schedule that mirrors the needs of the student- started 9/2014</p> <p>ACT prep available to all 11th and 12th grade students- started 9/1/14</p> <p>Student success coordinator in place for 2014/2015 school year – started 7/1/14</p> <p>Career Class required for all 11th grade student- started 9/1/14</p> <p>Data Used: ACT, ASVAB scores and college admission STAR DATA</p> <p>PLAN, EXPLORE used</p> <p><u>2015/2016 Goal and Focus</u></p> <p>ACGC will go from 50% of students being college and career ready in 2014/2015 by meeting with every student and family in grades 9-12 to 59% of student's grades 9-12 being college and career ready by meeting with every student and family by May 30, 2016, as documented by the school success coordinator.</p>
5. all students graduating from high school	Principals, PLCs, Site Leadership Team, DAC PK-12 Staff	<p><u>Goal and Focus:</u></p> <p>ACGC will go from 91.75% 2014 graduation rate (Designation 2014 MMR combined percentage) to 92.25% graduation rate in 2015 according to MMR data.</p> <p>Meet with all students 9-12th grade student- started 9/2014</p> <p>Create transcript review- done 7/2014</p> <p>Study transcripts for credit attainment at each grade-level- done 9/2014</p> <p>Create opportunities for credit recovery- in place</p> <p>Use Mondays to enhance graduation rates- started 10/2014 Monday credit recovery component</p> <p><u>Goal and Focus:</u></p> <p>2015 MMR results for ACGC graduation rates state: Meet Target: Yes Recommendations: A-5YR: Above target for the 5-year rate- no goal needed</p>

Aug 1	<p>2. _____ Measures to assess progress must include at least:</p> <ul style="list-style-type: none"> (1) student performance on the National Association of Education Progress; (2) the size of the academic achievement gap by student subgroup; (3) student performance on the Minnesota Comprehensive Assessments; (4) high school graduation rates; and (5) career and college readiness under section 120B.30, subdivision 1. 	Principals, PLCs, Site Leadership Team, DAC PK-12 Staff	<ul style="list-style-type: none"> (1) Students PK-1 are assessed with FAST (Formative Assessment System for Teachers) Students 2-11 are assessed with STAR Reading and STAR Math (2)-(3) Use MMR and MDE given data to show achievement gap data, comprehensive data (4) graduation rates (5) Career and college readiness assessment- 8th Grade EXPLORE, 9th grade PLAN, 11th grade ASVAB or ACT, 12th grade ACT See Table 1 before 	Postsecondary Education Act District Goals ACT, ASVAB scores and college admission STAR DATA PLAN, EXPLORE used
----------	--	---	---	--

Note: Other relevant local standardized assessments may be used to supplement measures listed above (e.g., assessments used to determine kindergarten readiness or achievement in grades K-2).



B. District Plan Components and Activities

Date	SCHOOL BOARD ENSURES:	Who	Actions/Documents That Meet the State Statute	
	1. _____ Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);	Administration DAC Site Leadership Team PLC's New Teachers	Goal setting based on student data as evidenced in the Marzano Leadership Framework Domain 1	2014/2014 PD: August 12, 13, 14, 26 September 25, 26, <u>29</u> October <u>27</u> November 13, 14 January <u>26</u> February 11, 12 March <u>23</u> May 14, 15 Obtainable Goals *underlined dates indicated required Monday PD due to 4 day week 2015/2016 Required PD: 8/4/15, 8/5/15, 8/25/15, 9/14/15, 10/5/15, 10/26/15, 1/25/16

<p>2. _____ Specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the World's Best Workforce;</p>	<p>Administration DAC Site Leadership Team PLC's</p>	<p>The school board ensures effective instruction through support of the use of the Marzano Leadership and Instructional Frameworks. Teachers and principals self-assess using iObservation and create professional growth plans to identify strengths and weaknesses in instruction and leadership. Growth plans are created to improve teacher and leader effectiveness and ultimately student achievement through a series of action steps including peer observations, instructional rounds, coaching, collaboration in professional learning communities, and the standard observation processes.</p>	<p>2014/2015 Evidence from Instructional Rounds (September 25, 26 October 13,14 February 11,12 May 14,15), PLCs, student work samples -Professional Development Calendar- Elem -PD Calendar-JrSr 2015/2016 Evidence from Instructional Rounds (November 17, 18, 19, 20 February 16,17,18,19), PLCs, student work samples -Professional Development Calendar- Elem -Professional Development Calendar- JrSr</p>
<p>3. _____ Description of a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations;</p>	<p>Principals, PLCs, Site Leadership Team, DAC PK-12 Staff</p>	<p>Creation and Professional Development Implementation of the Minnesota Marzano Principal and Teacher Evaluation Systems Curriculum Review Cycle</p>	<p>Principal Evaluation Teacher Evaluation (Approved by ACGC EA in April, 2014) Curriculum Review Cycle</p>
<p>4. _____ Specific information on strategies for improving instruction, curriculum, and student achievement;</p>		<p>Marzano Instructional Framework Protocols Summer Technology Training New Teacher Mentoring</p>	<p>ACGC Professional Development Plan</p>

	5. _____ Description of educational effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and	Principals, PLCs, Site Leadership Team, DAC PK-12 Staff	Teachers and principals become more proficient in the study of strategies through leadership academy, instructional rounds, on-site coaching and job-embedded professional development, the use of iObservation, and collaboration in professional learning communities.	ACGC Professional Development Plan Principal Evaluation Teacher Evaluation
	6. _____ An annual budget for sustaining Professional Development Implementation of the district plan.	Business Manager	School board supports the partnership with Leading Forward through yearly contracts for service delivery and Professional Development Implementation support.	PD Budget

C. District Reporting Requirements

Date	COMMUNICATIONS	Who	Actions/Documents That Meet the State Statute	
	<p>1. _____ The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.</p> <p><i>Public report to be titled: 2396, Atwater-Cosmos-Grove City (ACGC) Local World's Best Workforce Plan will be prominently displayed on the district's official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11, in a manner that is accessible and relevant.</i></p> <p>2015/2016</p> <p><i>ISD 2396, Atwater-Cosmos-Grove City (ACGC) will hold a community meeting on Monday, September 28, 2015 at 5:00PM at ACGC Elementary School to review our Local World's Best Workforce Plan which is prominently displayed on the district's official Web page, www.acgc.k12.mn.us, and contain all required elements listed consistent with Minnesota Statutes, section 120B.11, in a manner that is accessible and relevant.</i></p>	Admin	Report Published in newspaper(s) before October 1, 2014	<p>Published: Independent Review Agenda included 9/11/14 Also on Independent Review website along with ACGC website</p> <p>2015/2016 September 28, 2015 6:00PM ACGC Elementary School Atwater, MN</p> <p>Published: Independent Review</p>

	<p>2. ____ The school board shall hold an annual public meeting to:</p> <p>(1) ____ review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction.</p> <p>(2) ____ review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.</p>	<p>Admin DAC Site Leadership Team PLC's</p>	<p>Annual meeting will occur before October 1, 2014</p> <p>Annual Meeting September 28, 2015 6:00PM ACGC Elementary School Atwater, MN</p>	<p>Annual Meeting held: 9/11/14 JrSr 6:00PM</p> <p>ACGC District Goals MCA-III Data PowerPoint</p>
	<p>3. ____ The school board must transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.</p>	<p>Admin</p>	<p>Leading Forward Professional Development Implementation Plan</p>	<p>Summary report to be titled: District #2396, Atwater-Cosmos-Grove City Public Schools World's Best Workforce Summary Report Send 10/9/14 Send 9/2015</p>
	<p>4. ____ Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of these surveys in the summary report.</p>	<p>Admin</p>	<p>Engagement surveys administered through the Marzano Leadership Framework and Principal Evaluation Program/Processes</p>	<p>Past Survey for Reflective Practice 2013/2014: Surveyed parents on technology and homework <u>2015/2016</u> Continue to survey parents, students and staff</p>

D. Committees and Roles (District Advisory Committee and School Site Teams)

Date	District /Building Instructional Leadership Teams	Who	Actions/Documents That Meet the State Statute	
	<p>1. _____ Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards.</p> <p>(1) _____ The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students, and other community residents.</p> <p>(2) _____ Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.</p> <p>(3) _____ The district advisory committee shall provide recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.</p>	<p>Admin DAC Site Leadership Team PLC's</p>	<p>Leading Forward Professional Development Plan</p> <p>ACGC DAC was establish in August, 2013 Meeting Held in the ACGC JRSR District Office on: 10/10/13, 11/14/13, 1/9/14, 5/8/14</p> <p>Current Committee: 2/13 administrators 1/13 teacher 1/13student 9/13 (69%) community members</p> <p>The committee would like to add an additional teacher to represent the elementary teaching staff. In addition, the committee asks staff members to present on current topics and issues relevant to the DAC needs.</p> <p><u>2015/2016</u> Meetings will be held in the ACGC JRSR District Office on: 10/8/15, 11/12/15, 1/14/16, 2/11/16, 3/10/16, 4/14/16 from 2:00-3:30</p>	<p>DAC meeting notes are recorded.</p> <p>Committee Diagram</p>

	<p>2. ____ The district may establish school site teams as subcommittees of the district advisory committee.</p>	<p>Admin DAC Site Leadership Team PLC's</p>	<p>ACGC K-4 Established a Site Leadership Team in September, 2012 and PLC's 5-12 start 2014/2015 school year JrSr Scheduling through interdisciplinary research groups. Site Leadership Team established at JRSR during the 2014/2015 school year</p> <p><u>2015/2016</u> Site Leadership team have been established PK-4 meeting bi monthly 5-12 meeting monthly</p>	<p>Site Leadership description PLC description SIP</p> <p>See calendars</p>
	<p>3. ____ A school may establish a school site team to develop and implement strategies and evidence-based practices to improve instruction, curriculum, and student achievement at the school site.</p> <p>(1) __The school site team may advise the board and the district advisory committee about developing the annual budget and revising the school site improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and local academic standards and instruction.</p>	<p>Admin DAC Site Leadership Team PLC's</p>	<p>Leading Forward Professional Development Plan. Establishment of a representative school leadership team to be trained in and implement the Marzano Leadership and Instructional Frameworks. Some of these members will be involved with and report to the District Advisory Committee. Administration reports monthly at ACGC school board meetings on the Site Leadership Team progress.</p>	<p>2014/2015 SIP</p>

PART II: PLAN COMPONENTS SPECIFIED IN MINNESOTA STATUTES, SECTION 120B.11, WITH SUGGESTIONS AND EXAMPLES THAT REFLECT BEST PRACTICE

Part II outlines plan components specified in Minnesota Statutes, section 120B.11. This section includes suggested *Existing District Resources or Plans* that may already include relevant information. Districts are not required to respond to the questions and statements, but are encouraged to use this section as a guide to provide helpful direction as needed. (*Existing District Resources and Plans may include: Q Comp Plan; Alternative Delivery of Specialized Instructional Services (ADSIS); School Improvement Plan (SIP), Integration Plan, Educator Effectiveness Plan, District integration Plan, District Staff Development Plan, Continuous Improvement Monitoring Process (CIMP) Plan*).

Action Step	District Plan Components and Activities	Who	Actions/Documents That Meet the State Statute	
1	Provide clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups.	Administration DAC Site Leadership Team PLC's	Leading Forward Professional Development Plan Goal setting based on student data as evidenced in the Marzano Leadership Framework Domain 1	Principal Evaluation Teacher Evaluation Professional Development Implementation Plan Obtainable Goals ACGC District Goals
2	Provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce.	Administration DAC Site Leadership Team PLC's	iObservation Report of Growth in Instructional Strategies 9/29/14- PD on Growth and Rigor 10/27/14 1/26/15 3/23/15 Comprehensive Needs Assessment (CNA) April, 2014 to identify needs and strengths reflected in SIP Needs: Reading and math Strategy Reading: Guided Reading/Flexible Grouping/PLCs Math: Goal Setting	
3	Describe the system in place to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations and teacher evaluations.	Administration DAC Site Leadership Team PLC's	Formative Assessment- STAR/FAST at minimum 5x per year to evaluate student outcomes, data reviewed in PLCs Instructional Rounds- Group discussion prior, during and after rounds including post conference discussion with observed teacher and observers.	

4	Provide specific information on strategies for improving instruction, curriculum, and student achievement.	Administration DAC Site Leadership Team PLC's	Instructional Framework PD throughout all PD opportunities in conjunction with LSI, Resource Training and Solutions and Marzano 2014/2015 PD: August 12, 13, 14, 26 September 25, 26, 29 October 27 November 13, 14 January 26 February 11, 12 March 23 May 14, 15	
5	Description of education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness	Administration DAC Site Leadership Team PLC's	2013/2014- Homework, grading and rubric research groups for K-12 that continue into the 2014/2015 school year <u>2015/2016</u> ACGC will continue: -iObservation/Marzano PD 8/5/15, 8/25/15, 10/26/15, 1/25/15 -instructional rounds November 17,18,19,20 February 16,17,18,19 -surveying parents, staff and students -using formative assessment- STAR/FAST at minimum 5x per year to evaluate student outcomes, data reviewed in PLCs	
6	Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report.	Administration	Engagement surveys administered through the Marzano Leadership Framework and Principal Evaluation Program/Processes	Survey for Reflective Practice

Committees and Roles (District Advisory Committee and School Site Teams)

Action Step	District /Building Instructional Leadership Teams	Who	Actions/Documents That Meet the State Statute	
7	<p>Each school board shall establish a district advisory committee to ensure active community participation in all phases of planning and the instruction and curriculum affecting state academic standards</p> <p>_____ The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students and other community residents.</p> <p>_____ Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.</p> <p>_____ The district advisory committee shall make recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.</p>	Admin DAC School Board	<p>Leading Forward Professional Development Plan</p> <p>ACGC DAC was establish in August, 2013</p> <p>In 2014/2015 ACGC DAC will increase meetings to a minimum of 4x/year.</p> <p>ACGC DAC was establish in August, 2013 Meeting Held in the ACGC JRSR District Office on: 10/10/13 11/14/13 1/9/14 5/8/14</p> <p>Current Committee: 2/13 administrators 1/13 teacher 1/13student 9/13 (69%) community members</p> <p>The committee would like to add an additional teacher to represent the elementary teaching staff.</p> <p>In addition, the committee asks staff members to present on current topics and issues relevant to the DAC needs</p>	<p>DAC meeting notes are recorded.</p> <p>Committee Diagram</p>

			<p><u>2015/2016 Update:</u> Meetings will be held in the ACGC JRSR District Office on: 10/8/15, 11/12/15, 1/14/16, 2/11/16, 3/10/16, 4/14/16 from 2:00-3:30</p>	
	<p>_____ The district may establish school site teams as subcommittees of the district advisory committee.</p> <p>_____ A school may establish a school site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum and student achievement at the school site.</p> <p>_____ The school site team may advise the board and the district advisory committee about developing the annual budget and revising an instruction and curriculum improvement plan that aligns curriculum, assessment of student progress and growth in meeting state academic standards and instruction.</p>	<p>DAC Site Leadership Team</p>	<p>ACGC K-4 Established a Site Leadership Team in September, 2012 ACGC K-4 Established PLC's in September, 2012 Administration reports monthly at ACGC school board meetings on the Site Leadership Team progress and generally outlines the instruction and achievement process.</p> <p><u>2015/2016</u> Site Leadership team have been established PK-4 meeting bi monthly 5-12 meeting monthly</p>	<p>Site Leadership Team description PLC description SIP</p>

District Reporting Requirements

Action Step	The School Board shall do the following each year:	Date	School Board Links
8	_____ publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.	Published: Independent Review Agenda included 9/11/14	-District Website http://www.acgc.k12.mn.us Located under District then meeting information
9	_____ hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction. _____ review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the World's Best Workforce.	Also on Independent Review website along with ACGC website Public Meeting held on 9/11/14	-Board Documents -ACGC District Goals <u>2015/2016</u> September 28, 2015 6:00PM ACGC Elementary School Atwater, MN Published: Independent Review
10	_____ transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education.	10/9/14 Website 9/9/15	This document was submitted as a summary. In addition this document and supporting documents posted on website



Amanda Anderson
Leadership Development Coordinator
aanderson@resourcetraining.com
320.255.3236