

Springfield World's Best Workforce Annual Report 2020-2021

Reviewed on November 10, 2021 prior to regular board meeting



SPRINGFIELD PUBLIC SCHOOL'S MISSION STATEMENT

"Learning for All"

SPRINGFIELD PUBLIC SCHOOL'S PHILOSOPHY

We believe all people can learn. Springfield Public School District 85 is responsible for providing an appropriate learning environment. The responsibility of the learner to be successful in meeting the demands of an ever changing global society will be supported by a partnership of community, parents, and the school district.

SPRINGFIELD PUBLIC SCHOOL'S RESOURCE ALLOCATION TO SUPPORT THE DISTRICT'S WORLD'S BEST WORKFORCE PLAN

Springfield Public School District is responsible for allocating financial resources to support the continuous improvement strategies identified in the district World's Best Workforce(WBWF) Plan. Approximately 74% of all General Fund expenditures supported the WBWF Plan or \$5,135,215. The district also dedicated approximately 68% of all Community Service Fund expenditures or \$100,122 to support the strategies found in the WBWF Plan.

Who We Are

2020-2021 Springfield Student Demographics

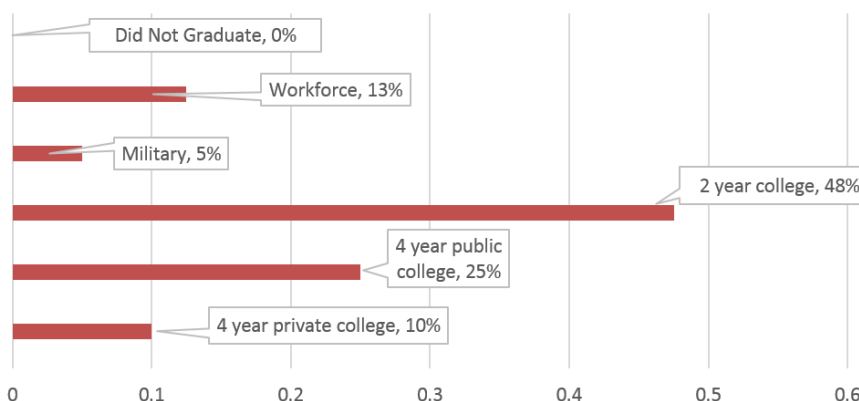
Student Population: 567 (October 1st Student Count)

	<u>Springfield</u>	<u>State</u>
Ethnicity	9.7%	36%
LEP	0.5%	8.4%
Special Ed	12.7%	16.7%
Free/Reduced Lunch	46.2%	32.2%



Where We're Going

Class of 2021 Postgraduate Plans



Springfield School District
"Learning For All"

2021 District Math & Reading MCA Goals and Results



Improvement Strategy: The Springfield School District has applied the following programs to support continuous improvement in our student achievement goals : Professional Learning Communities(PLC's), RTI-reading literacy and math interventions; Student Achievement and Integration Plan; All Day Kindergarten, Positive Behavioral Intervention Strategies(PBIS); Student Personal Learning Plans(PLP's); Jr. High Advisory; ICU & Hover Room; 21st Century Learning Project-1 to 1 Student Technology; ECCE & School Readiness; Teacher Evaluation System; Principal Evaluation System; Teacher Induction; and Flexible Learning Year.

Please refer to the district World's Best Workforce Plan(WBWF) for more information. The plan can be found at www.springfield.mntm.org.

2021 Math Proficiency			
Grade Level	Proficiency Goal	Proficiency Results	Test Utilized
K	79%	93%	NWEA
1 st	98%	77%	NWEA
2 nd	75%	87%	NWEA
3 rd	91%	98%	MCA
4 th	93%	91%	MCA
5 th	86%	65%	MCA
6 th	77%	97%	MCA
7 th	70%	32%	MCA
8 th	65%	46%	MCA
11 th	74%	40%	MCA
Dist. Avg.	81%	65%	MCA

MCA III Math - All Students			
	2020 % Proficient	2021 % Proficient	Change
District	Did not test	65%	No 2020 data
State	Did not test	44%	No 2020 data

MCA III Math - Free & Reduced			
	2020 % Proficient	2021 % Proficient	Change
District	Did not test	64%	No 2020 data
State	Did not test	22%	No 2020 data

MCA III Math - Special Education			
	2020 % Proficient	2021 % Proficient	Change
District	Did not test	62%	No 2020 data
State	Did not test	19%	No 2020 data

2021 Reading Proficiency-MCA			
Grade Level	Proficiency Goal	Proficiency Results	Test Utilized
K	81%	66%	NWEA
1 st	93%	86%	NWEA
2 nd	73%	83%	NWEA
3 rd	81%	79%	MCA
4 th	76%	57%	MCA
5 th	76%	67%	MCA
6 th	79%	85%	MCA
7 th	70%	45%	MCA
8 th	60%	49%	MCA
10 th	60%	64%	MCA
Dist. Avg.	75%	62%	MCA

MCA III Reading - All Students			
	2020 % Proficient	2021 % Proficient	Change
District	Did not test	62%	No 2020 data
State	Did not test	53%	No 2020 data

MCA III Reading - Free & Reduced			
	2020 % Proficient	2021 % Proficient	Change
District	Did not test	54%	No 2020 data
State	Did not test	32%	No 2020 data

MCA III Reading - Special Education			
	2020 % Proficient	2021 % Proficient	Change
District	Did not test	41%	No 2020 data
State	Did not test	22%	No 2020 data

2021 Achievement and Integration Results

Improvement Strategy: To provide literacy and reading intervention programming that includes formative assessment practices to reduce achievement disparities.

Supportive documents: District K-3 literacy plan; District Achievement & Integration Plan, and MDE's Common Principles of Effective Practice and Implementation.

Goal Statement: To reduce the proficiency GAP between the FRP vs. Non-FRP students enrolled the full academic year for all grades tested within Springfield Public Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see below), by **INCREASING** the proficiency of FRP student groups as follows within our District (see below):

As per requirements in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861 § 124D.862, Minn. R. 3535.0100-0180).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
<p>Copy the SMART goal statement from your 2020-23 plan.</p> <p><i>To reduce the achievement gap between the FRP and non-FRP student population enrolled the full academic year for all grades tested within Springfield Public Schools on all state reading accountability tests (MCA and MTAS). Targets for the achievement gap are 20% for 2020, 15% in 2021, 10% in 2022, and 5% in 2023. This progression represents a 5% annual reduction.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2020-23 plan.</p> <p><i>In 2020, the FRP proficiency rates were not determined due to cancelling MCA tests due to COVID-19.</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>Based on the results of the 2021 MCA reading assessments, our district's achievement gap is 14.1% between our FRP population (54.3%) and our non-FRP population (68.4%). This gap is 15.35% lower than the state's achievement gap between these two sub groups (FRP MCA reading performance is 32.4% and non-FRP is 61.8%)</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

Our district uses annual MCA data to measure our proficiency rates in the area of reading. MCA data provides disaggregated information. Our local literacy plan and professional growth process embeds consistent goal setting and intervention efforts to ensure that all students are making gains in the area of reading. We believe that we're implementing interventions with great fidelity and that support systems are in place to ensure student learning. When comparing our data with state averages, we far exceed the performance elsewhere (14.1% gap locally vs. 32.4% statewide). We will continue to monitor our progress on this goal and pursue high achievement for all students in the area of reading.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
<p>Copy the SMART goal statement from your 2020-23 plan.</p> <p><i>To reduce the disparities in equitable access to effective and more diverse teachers in our school, Springfield Public Schools will aim to further departmentalize our departments and grade-levels in the elementary to create a balance where students receive access to instruction from both male and female instructors during each school day.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><i>The percentage of elementary students (grades 1-6) able to experience daily homeroom and specialist instruction from teachers of each gender will be 100%.</i></p>	<p>Copy the baseline starting point from your 2020-23 plan.</p> <p>100%</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>100%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

What strategies are in place to support this goal area?

Our district regularly analyzes the impact of the staff that we already have in place. We then take into account retirements, resignations, and other staffing issues that create opportunities to make new hires. In making these decisions we look to recruit the most talented and capable staff to serve our students and families. This process often leads to circumstances in which staff of varying backgrounds and life experiences become part of our team. We then attempt to assign and schedule staff in such a way that licensure needs are met and students receive the broadest and diverse experience possible. This goal has been achieved largely because of our efforts to balance our 2-section elementary homerooms and our specialist departments (PE, music, and world cultures) with teachers that are both male and female. We believe this has created an outstanding learning environment for all students and has helped lead us to achieve both academic and behavioral goals in our school.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2020-23 plan.</p> <p><i>To improve student readiness and awareness for post-secondary education by ensuring that all (100%) 6th grade students in the CRIC collaborative school districts participate in an integrated post-secondary expo experience.</i></p>	<p>Check one of the following:</p> <p><u> </u> Achievement Goal</p> <p><u> X </u> Integration Goal</p>	<p>Copy the baseline starting point from your 2020-23 plan.</p> <p><i>Due to COVID-19, the secondary expo experience was not held in 2020 or 2021 school years.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>"Unable to Report"</i></p>	<p>Check one of the following:</p> <p><u> </u> Goal Met</p> <p><u> </u> Goal Not Met</p> <p><u> X </u> Unable to Report</p>

What strategies are in place to support this goal area?

We use attendance and survey data to measure the participation and understanding gained by students through this annual event. All students are invited to attend and participation has been 100% annually. We believe that this goal is being pursued with fidelity and achieved with great success.

Due to COVID-19 we were not able to host this event in the Spring of 2021.



Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
<p>Copy the SMART goal statement from your 2020-23 plan.</p> <p><i>To expand the curriculum and enrich the educational experience for our elementary students, Springfield Elementary will use incentive revenue to plan and host a summer STEAM academy. This program will challenge and accelerate the learning of students that have a need for remediation in the subjects of science, technology, engineering, art, and mathematics.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><i>75% of the students that are targeted as "at-risk" in the areas of STEAM learning will participate in the summer academy.</i></p>	<p>Copy the baseline starting point from your 2020-23 plan.</p> <p><i>Due to COVID-19 Unable to report 2020 Steam Academy Baseline</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>The target goal was not met.</i></p> <p><i>We believe this is due to a variety of factors including concerns over COVID, many of the candidates being distance learners, some candidates having special needs, and some having moved away prior to the start.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

What strategies are in place to support this goal area?

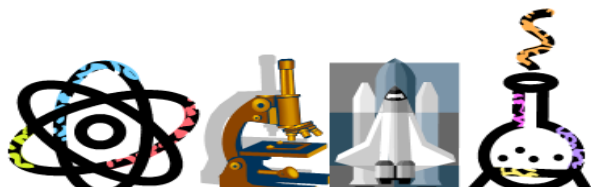
Our district uses annual MCA data to measure our proficiency rates in the area of math and science. Students that are not proficient are targeted as candidates for the summer STEAM academy. As noted above, it was disappointing to see a lower than expected enrollment in this program (particularly of students targeted for support). We believe this is due to a variety of factors including concerns over COVID, many of the candidates being distance learners, some candidates having special needs, and some having moved away prior to the start.

After further reflection it seems that we may need to adjust this goal and/or alter our recruitment tactics to ensure that the students in greatest need of this experience actually participate in the future.

2021 District Science MCA Test Goals and Results

Improvement Strategy:

- ◆ The district needs to continue development on correlating core classroom essential learning in Science with expected academic benchmarks measured with the current MCA Science test.

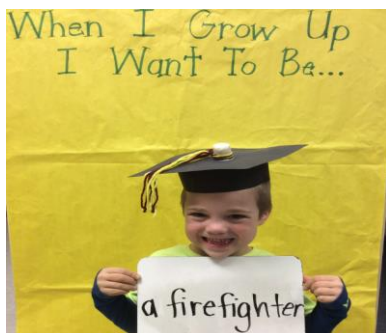


2021 Science Proficiency		
Grade Level	School Proficiency MCA	State Proficiency MCA
5 th	37%	48%
8 th	37%	34%
HS Science	41%	48%
Avg.	38%	43%

Kindergarten Readiness

Improvement Strategies:

- ◆ Beginning in 2014-15, the district began providing preschool programming with school readiness as the primary focus.
- ◆ The school district continues to expand preschool programming. The 4/5 year old base programming includes half-day three days a week and an option for two full days a week. 3/4 year old programming has expanded from two half-days to three half-days a week.
- ◆ The district will continue to work with partnerships with other preschool community programs to ensure school readiness alignment occurs.
- ◆ To continuously improve ECFE and School Readiness program participation. Program is designed to foster family engagement with the school by teaching school readiness and parent education to families the district serves. Current participation has been very strong.
- ◆ Implement effective pre-school screenings and provide necessary support services to families (ECSE) or interventions for families to achieve school readiness.



Kindergarten Readiness		
Goal	2020-21 Goal	Results
All Students Ready for Kindergarten	80% of all school readiness students will be able to recognize all letters of the alphabet.	90% of school readiness students attained letter recognition.
	80% of all school readiness students will be able to recognize numbers 1 through 10.	98% of all school readiness students were able to recognize numbers 1 through 10.

Career and College Readiness

Improvement Strategies:

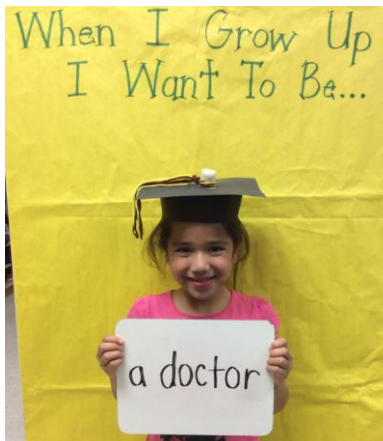
- ◆ Supported by the same strategies listed for MCA improvement along with ACT Test Prep Academy; promotion of College Coursework (Concurrent Enrollment) within our schools; CRIC Collaborative Integration efforts will focus on Career and Post-Secondary planning beginning in 6th grade; 21st Century Learning Project-1 to 1 Technology Project; and District Graduation Requirements.
- ◆ The district will continue to work with partnerships (SMSU and online options) to provide students as many college level courses as possible.
- ◆ The district will continue to survey student and work with partnerships to provide students with courses that are interesting, relevant, and prepare them with 21st Century skills.
- ◆ The school district is renovating the elementary gymnasium into a CTE trades shop to provide students hands on learning opportunities for trades and job opportunities that have a high local demand.
- ◆ Through our staff PLC work, improve student achievement and school engagement by moving students forward in their learning. We will work to accommodate the following: "What do we do when a student hasn't learned the content" and "What do we do when a student already knows the content." Improving the Depth of Knowledge for all student in every classroom will promote higher order thinking, 21st Century Skills as well as a strategy to improve MCA testing gains for all students.

Please refer to the district World's Best Workforce Plan (WBWF) for more information. The plan can be found at www.springfield.mntm.org.

Graduation Rates

Graduation Rates: Goal is 100%

2021: 100%
2020: 93%
2019: 94%
2018: 100%



Graduation Requirements

A. Credit requirements:

- 4 English/Language Arts**
English 9 English 11
English 10 English 12
- 4 Social Studies**
Civics 9 Geography
US History 10 Government
World History Economics
- 3 Mathematics**
Algebra I
Geometry/Geometry Concepts
Algebra II/Algebra Concepts
FST/ FST Concepts
- 3 Science**
Physical Sci. 9 Biology 10
Chemistry Physics
Ecology
- 0.5 Health**
High School Health
- 0.5 Physical Education**
Physical Education 9
- 1 Fine Arts**
Band or Choir or Art
- 0.5 Computer**
Computer Applications
- 7.5 Other Elective credits**
- 24 TOTAL**

B. Complete ACT

C. Complete 16 hours of community service.

ACT's

		Total Tested	Composite
Class of '20	Springfield	46	18.8
Results	State of MN	61,253	21.3
Class of '21	Meet or		Meet or
Goal	Exceed State		Exceed State
Class of '21	Springfield	37	19.5
Results	State of MN	59,186	21.6

ACT Note: The Springfield School District has all juniors take the ACT exam where some districts only have students who are interested in a 4 year school take the exam.

District Improvement & Staff Development

2020-2021 Highlights

Each school year, staff development funding is provided for activities at three levels (district, high school, and elementary). During the 2020-2021 school year, \$94,184.37 was budgeted for such activities. This money is used for building level staff development activities that support district initiatives included in the strategic plan and other school board goals. A committee representative from the teaching staff is appointed to work with fellow colleagues, administration, and board representatives in overseeing and distributing this money. A year-end report of these activities is submitted to the district and to the Minnesota Department of Education. Some specific activities undertaken were limited during the 2020-21 school year due to COVID-19 restrictions. However, the district continues with the following:

- Continued development of Professional Learning Communities (PLC's) and Standards Based Grading. Teams of teachers have been established by grade-level and department to review curriculum, establish essential standards, and begin the process of building common formative assessments. These teams are also a consistent funnel through which communication with families occurs and interventions are put into action. The PLC initiative is a coordinated effort both within our district and the other schools within the Flexible Learning Year (FLY) consortium.
- The district continues to engage in ongoing training in the use of technology and connecting with distance learners.
- The district has consulted with Sandy Novak to reinforce our districtwide literacy initiative across grade levels and content areas.
- The district utilizes a flexible learning year program allowing improved access to high quality staff development presenters improving teacher effectiveness and provides a better use of district resources by scheduling up to 9 additional days of instruction prior to high stakes assessments.

As part of a continuous improvement plan to maximize student learning, areas of the curriculum go through a review cycle. The intent of this process is to review and revise existing K-12 curriculum and programs.

Phase One

1. Assemble Curriculum Review Study Team, including representative educators and administrators.
2. Conduct a needs assessment to assess current program and/or resources.
3. Review student achievement data, including Northwest Education Assessment (NWEA), Minnesota Comprehensive Assessments II's (MCA) and Basic Skills Tests (BST) results.
4. Access best practice research (e.g. visit sites with exemplary programs, attend conferences, review current research).
5. Review and/or update program purpose, beliefs, and develop a mission statement.
6. Develop quality program standards that reflect diverse perspectives, incorporate technology, align with state and national standards and ensure differentiation and high rigor.
7. Articulate K-12 goals, outcomes and expectations (topics/units of study and focus areas) by grade or course. Link Graduation Rule performance assessments (BST) and K-12 State academic standards to outcomes.
8. Seek input from additional content area teachers, parents, community members and business (if applicable).
9. Establish criteria for resource selection.
10. Evaluate and recommend resources for district review.
11. K-12 Curriculum Review Study Team gathers input and feedback, from faculty and administrators, of resources the district reviewed.
12. Propose a K-12 Curriculum and a staff development plan.
13. Evaluate resources necessary within the budgetary process.
14. Report to the District Advisory Council for curriculum approval.
15. Propose a K-12 Curriculum and a staff development plan to the Board of Education and to the public for recommendation for adoption.

Phase Two

16. Provide staff development and technical assistance for implementation.
17. Incorporate key instructional strategies and delivery systems that support student learning.
18. Identify baseline data and set targets for improvement in student achievement.
19. Implement new curriculum.

Phase Three

20. Gather data on student achievement under the new curriculum.
21. Interpret results to evaluate program effectiveness and student learning. Make recommendations for continual improvement.

Phase Four

22. Continuation of teacher training and review of curriculum. Implement necessary adjustments.

Springfield Board of Education

Jeff Kretsch	Chair
Justin Roiger	Clerk
Mike Vogel	Treasurer
Sarah Groebner	Director
Lori Groebner	Director
Ramsey Beyer	Director
Jessica Potter	Director

Springfield School Administration

Keith Kottke	Superintendent
Jeff Kuehn	Elementary Principal
Pat Moriarty	High School Principal



District Advisory Committee

Purpose: The mission of the Springfield School "District Advisory Committee" is to provide guidance and support to the Board of Education in the development of curriculum, staff development and student achievement.

Current Members:

Brenda Anderson	Parent
Tiffany Trapp	Parent
Zach Granda	Student
Luke Boyle	Student
Kierra Lafferty	Student
Jack Ziemer	Teacher
Darcy Hoyt	Teacher
Jim Eckstein	Teacher
Gigi DeBerg	Counselor
Keith Kottke	Superintendent and Parent
Jeff Kuehn	Elementary Principal and Parent
Pat Moriarty	High School Principal and Parent
Sarah Groebner	Board Member and Parent
Lori Groebner	Board Member and Parent
Jessica Potter	Board Member and Parent

Selection of committee members is based on a random periodic selection. If you are interested in being a member of the District Advisory Committee, please contact the High School or Elementary office anytime. Former members may still serve on this committee.

This is the Springfield Public School District World's Best Workforce Report. It is published on the Springfield Public School website at www.springfield.mntm.org.

More data regarding school improvement may be found on the Minnesota Department of Education website at www.education.state.mn.us.

Teacher Evaluation System

Goal: Ensure a high performing workforce by including continuous improvement at all levels of the organization.

Improvement Strategy: The district will implement a teacher evaluation system that meets the state requirements. The teacher evaluation system handbook includes the following:

- ◆ Based on Professional Teaching Standards
- Based on Charlotte Danielson Framework
- Performance expectations set by teachers and district is at or above Proficiency in each domain
- ◆ Longitudinal Data on Student Engagement
- Accomplished through data collected through Domain 5-Student Engagement.
- ◆ Student Growth (35% of Evaluation)
 - 12.5% -- District MCA Math Proficiency
 - 12.5% -- District MCA Reading Proficiency
 - 10% -- Individual Content
- ◆ Annual Evaluation Review Cycle
- ◆ Summative Evaluation completed by principals.
- ◆ Peer Review and Collaboration in PLC groups.
- ◆ Individual Growth and Development Plan
- Utilizes continuous improvement process the district currently utilizes(PLC 's & Goal Setting).

Emphasis is on the continuous improvement process and collaboration (PLC's & setting goals by student)

Not part of the criteria that would be used to determine placement into the improvement process.

- ◆ Teacher Improvement Process
 - Awareness Phase, Assistance Phase, Discipline Phase (in the Teacher Evaluation Plan handbook)

The district practices and reinforces high-quality instruction, curriculum, technology and a collaborative professional culture by the following expectations for all PreK-12 professional staff:

- * uniformed implementation of the Teacher Evaluation Plan.
- *district has full implementation of a K-12 comprehensive 1:1 technology plan where district initiatives and professional development has been facilitated by tech integrationist and technology leadership team.
- *Collaborative Professional Culture: The district has fully implemented PLC's PreK-12 that focus on student learning and dedicated time during the contract day for PLC's to meet.
- *School as a Learning Community: the school recognizes the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional, and developmental growth for students.
- *Indicators of student growth will include standardized test data to meet accountability requirements.

Principal Evaluation

Goal: Ensure a high performing workforce by including continuous improvement at all levels of the organization.

Improvement Strategy: The district will implement a principal evaluation system that meets the state requirements. The principal evaluation system includes the following:

- ◆ Aligned with Minnesota K-12 Principal Competencies
- ◆ School as a Learning Community
 - recognize the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional, and developmental growth for all students.
 - indicators of student growth will include standardized test data to meet accountability requirements.
- ◆ Evaluation Process is to provide feedback to promote a high level of performance and support their personal and professional growth
- ◆ Support district continuous progress and connected to our school district improvement goals.
- ◆ Align building and district goals with the vision of the school district and community.
 - Accomplished through data collected through Domain 5-Student Engagement.
- ◆ Align building and district goals with the vision of the school district and community.

District Literacy Plan Summary

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level reading proficiency by Grade 3 and in the years thereafter.

Literacy Plan Summary:

Our district is currently using the Macmillan McGraw Hill Reading and Language Arts series, a literature-based basal program to teach reading in kindergarten through grade 6. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 85 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies including SMARTboards, iPads, Nook e-Readers, computers, listening stations, etc. have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Our district also utilizes the online reading program Study Island which assesses students in all state reading standards, strands, and strategies.

All students in grades K-3 are given the AIMS web screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each

student's progress is monitored regularly during a daily 25-minute intervention period and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to after-school tutoring, Reading Mastery small groups, Minnesota Reading Corps, and/or special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Springfield district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a map of "essentials or power standards" is in place to ensure that the standards are taught within the time available. This outline of curriculum and essential learning outcomes can be accessed by selecting "Elementary Curriculum" under the "Elementary School" tab of the school website at www.springfield.mntm.org.

The complete copy of the District Literacy plan can be accessed under the "Our District" tab of the school website at www.springfield.mntm.org.