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ISD 4172 Clarkfield Area Charter School

2020-2021 World's Best Workforce Plan

Clarkfield Area Charter School Mission: *~The school known for - Developing the love or learning, preparing all students to be successful in junior high school and beyond, valuing community partnerships, financial responsibility and excellence in teaching.*

Goal #1:

**All children are ready for school** - the charter school has many preschool initiatives to ensure all of our children have the opportunity to come to our preschool programs. We have been given again a 4-star rating (renewed in 2021, expires on August 13 2023) for Parent Aware which allows us to have access to MDE scholarships for our families. We have families receiving scholarships from Pathway I and Pathway II. For those families who do not meet the criteria for the scholarships we have area businesses that sponsor families and help support them by paying their tuition. We do not deny any family access to our preschool programs due to inability to pay.

For the 2020-2021 school year our kindergarten teacher served as a mentor to our preschool teacher. They met on a weekly basis to ensure support was given to all areas, curriculum, classroom management, communication to parents and goal setting. Our preschool teacher continued to attend school/college throughout the 2020-2021 school year and received her early childhood degree in the spring of 2021. This partnership continued during the 2020-2021 school year was also a factor in ensuring a seamless transition from preschool to kindergarten.

The SMART goals for the 2020-2021 school year were:

62% of students enrolled in Monday/Wednesday/Friday preschool program from fall to spring 2020-2021 school year will be able to identify 20/26 upper case letters. Result: 100% of the goal reached.

67% of the students in kindergarten enrolled from September 2020 – Spring 2021 at CACCS will reach NWEA individual growth target in reading. Result: 100% of the goal reached. All 12 students reached their individual goal in reading.

Goal #2:

**All third graders can read at grade level** – the charter school had 11 third grade students in 2020-2021. The classroom teacher provided instruction in all subject areas and this class was not combined with other grade levels.

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The SMART goal for the 2020-2021 was:

80% of students in 3<sup>rd</sup> grade enrolled from fall to spring of 2020-2021 at CACS will reach their NWEA individual growth target in reading. Result: 91% of the students (10/11) reached their goal.

Goal #3:

**All racial and economic achievement gaps between students are closed.** The charter school has very little ethnic diversity. The only subgroups that are applicable, that have enough students to report in our school include: special education and free/reduced. The small class sizes do allow for individualized instruction and the staff are able to focus on each student and individual needs.

The SMART goals for the 2020-2021 school year were: 75% of CACS students identified as Free/Reduced will achieve at least 75% proficiency as determined by MCA results; and 75% of CACS students identified as Special Education will achieve at least 75% proficiency as determined by MCA results. These goals were carried over from 2019-2020 school year and were set for both Reading and Math.

2020-2021 School Year	Free and Reduced Students	Special Education Students
Reading	77% proficiency – goal met	25% proficiency – goal not met
Math	69% proficiency – goal not met	25% proficiency – goal not met

\*19 students in 3<sup>rd</sup> through 6<sup>th</sup> grade took the MCA in the spring of 2021

\*13 students were identified as Free and Reduced

\*4 students were identified as Special Education

\*1 student in fifth grade took the Science MCA – was not included in the data

Goals #4 and #5: **All students are ready for career and college/All students graduate from high school**

Not applicable to the Clarkfield Area Charter School – we are an elementary school. In 2020-2021 we were serving students in preschool through sixth grade. As of 2021-2022 we restructured our grade levels are currently serving students in preschool through fourth grade.



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**Specific Strategies for improving instruction, curriculum, and student achievement:**

Professional Learning Communities/staff discussions every Friday for 50 minutes and staff development days for 90 minutes

School wide and individual goals are set after the fall testing is complete

Data review and analysis - part of our q-comp plan and weekly discussions determines strengths and weaknesses for each student and guides instruction for classroom teachers

Student work is reviewed, and strategies shared during weekly staff discussions

Peer observations throughout the school year - valuable discussion and feedback

Formal evaluations 3 times per year/each licensed teacher

Guided Reading for all students in kindergarten through sixth grade, beginning with 2<sup>nd</sup> quarter (November)

Title I program - Reading and Math: implementing research-based programs to supplement curriculum resources

Title II funds - All certified staff have access to these funds to attend workshops and trainings. Each staff member will report to the other staff after attending a workshop or training.

Zones of Regulation - support program that helps students with self regulation strategies and social awareness building skills, taught by our school psychologist.

Q-comp results from 2020-2021: Five of the six staff members received 100% of the compensation. The school wide goal was carried over from 2019-2020, which was 87% of the students in Kindergarten through Sixth grade would meet their individual target growth in both Reading and Math. The results were: 79% of the students reached their individual target growth in Reading and 81% of the students reached their individual target growth in Math.



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### **District Advisory Committee Members**

Members include parents, school board members, teachers, support staff, and a community member.

### **District Reporting Requirements**

School Board shall publish a report by electronic means on the district website

Public report to be titled: ISD 4172 World's Best Workforce Plan will be prominently displayed on the district's official web page and contain all required elements listed consistent with MN Statutes, section 120B.11 in a manner that is accessible and relevant.

The WBWF plan is approved by the school board prior to posting and updates are provided throughout the school year.

The School Board reviews all plans and is updated monthly on progress of goals and improvement plans.

The School Board has an annual meeting to review all goals from the school year in June of each year.

The WBWF document will be submitted to our authorizer and WBWF summary will be submitted to MDE by December 1, 2021.

### **Goals for 2021-2022**

Achieve Academic Excellence

\*Given effective instruction 80% of students enrolled for at least one year at CACS will meet or exceed grade level proficiency in Math and Reading as measured by scores on MCA. In 2020-21: 68% of the students were proficient in Reading and 63% in Math.

\*Given effective instruction 85% of students enrolled for at least one year at CACS will meet or exceed annual individual growth target in Reading and 82% of students enrolled for at least one year at CACS will meet or exceed annual individual growth target in Math, as measured by scores on NWEA. In 2020-2021 – 79% reached target in Reading and 81% reached target in Math.

\*The leadership team is developing a plan to address the Social Emotional Learning needs and is implementing monthly lessons and strategies to help each student in this area. This school year, with support from our special education team and led by our school psychologist we are

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implementing a program that teaches resilience and remaining positive when routines and schedules change. The Social Emotional Learning continues this school year with lessons from our school psychologist focusing on coping strategies for students. She meets weekly with individual students, groups of students and provides grade level lessons for each classroom. She is also available for our parents to contact for support and strategies to use at home.

#### Ensure Excellence in Teaching

\*All CACS staff attend professional development opportunities, workshops and conferences using Title II funds and professional development funds set aside from general fund.

\*Staff will be part of a weekly discussion to address any concerns and provide support for each other.

\*Q comp leaders/lead teacher meet informally with each certified staff and keep on top of any issues, concerns as well as celebrations to share.

\*Formal Evaluations will be completed during the school year and post-evaluation discussions will provide the teachers with valuable feedback, suggestions, and strategies to improve.

**Equitable Access to Excellent Teachers:** The Clarkfield Area Charter School has six licensed teachers, and we are all in one building. We serve students preschool through fourth grade. Our community has a population of 863 people and we are the only school in our town. Our teachers are all highly qualified and are assigned a grade level for the school year and each year can look different - all dependent on enrollment and student needs. We need to combine classes if the numbers are too small, but still have grade level Language Arts, Math, Social Studies and Science. We accept and welcome all students; there is no need for a process to ensure we are not denying any student the access to excellent and highly qualified teachers. If a student has a need for any special education service; occupational therapy, speech, physical therapy, or any other service - we contract with area providers to ensure that each student receives what they need to succeed.

We do not discriminate or place students in specific classrooms because they are low income or students of color. We have very few students of color and this has never been a concern that we are placing them with an ineffective teacher or limiting their access to highly qualified teachers. All our students that come into our building have equitable access to all staff members daily. We operate as a family and consider every student part of our family.

**Racial and Ethnic Diversity:** In 2020-2021 our total enrollment was 66 students, including our preschool who came either 3 days/week or 2/days week, depending on their age and program they are enrolled in. Of

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those 66 students, 12% were students of color: 4 Hispanic students, 4 Native American students, for a total of 8 students.

In the last few years, we have had a very difficult time getting anyone to apply for the open teacher positions that we have had. This is not specific to any race or culture. We cannot compete with the schools that are in our surrounding communities. They can provide a higher salary and benefits, including health insurance, that have proven to be very important factors for most people. What we do advertise is small class sizes, decision making that is done with staff that work in the building, teachers serve on the school board and a family atmosphere that creates a very positive and nurturing environment for students and staff. We are working closely with the local university – Southwest Minnesota State – located in Marshall, MN. The staff is very open to hosting students as they complete their field experiences, and we are hoping that will open more doors for potential teachers of all cultures.

**Disseminate Information:** CACS has numerous opportunities to bring the community into the school and effectively disseminate information regarding our school. We have a very active marketing committee currently that has many events throughout the year promoting the school. We had created a newsletter that we sent to our families during the summer month and a flyer that we posted at area fairs, churches and town events. We work very closely with all of the businesses in town and when a new family moves into our community we make a very good effort to reach them and give them the information about our school and invite them to come and visit. The businesses also have the brochure about our school to give to new families. We promote the school in the same way for all our families and we welcome everyone. The local Prairie Cardinals group has a gift basket that they share with the families which includes our information as well.

Our board of directors determined that we needed to put forth more effort at marketing the school. Once we were able to have events in our community, the board and staff were present at these events and promoted the school. We created an updated flyer and trifold that was distributed throughout the community and was given at all of the events and we had representation at the area parades.

This report was created by the director of the school – Kathy Koetter