



## 2016-17 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

#### 1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Public meeting: December 13<sup>th</sup>, 2017.

### **1c. District Advisory Committee**

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Jeff Drake	Superintendent, K-6 Principal, Curriculum Director, Parent
Ryan Severson	7-12 Principal, District Assessment Coordinator, Technology Coordinator
Patsi Kugler	Kindergarten Teacher, Rti Chair
David Marso	Science Teacher & Parent
Kari Dorn	Business Teacher & Parent
Amy Severson	Elementary Special Education Teacher & Parent
Stacy Lundquist	Elementary Math Teacher
Trenton Feda	Student (Strategic Plan Committee)
Steven McCann	Student (Strategic Plan Committee)
Sam Bellig	Parent & School Board Member (Strategic Plan Committee)
Robert Dorn	Parent (Strategic Plan Committee)
Anne Cline	Teacher, 2 <sup>nd</sup> Grade
Tom Leuthner	Industrial Technology Teacher, Parent

Note: Those who served on the Technology Strategic Planning Committee were included as that work shaped our vision for education in I.S.D. 542. It directed professional development, curriculum and instruction.

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>85% of students in our 4-year-old pre-school program will be ready for kindergarten based on demonstrating proficiency on the developmental standards of the Creative Curriculum</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>We had 29 students in our 4-year-old preschool program in 2016-17. 26 of them (90%) were kindergarten-ready based on demonstrated proficiency on the Creative Curriculum.</p>	<p><i>Check one of the following:</i></p> <p><b>X Goal Met</b></p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

## 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2016-2017 school year.</p> <p>80% of all third grade students will be proficient on the MCA for Reading.</p> <p>83% of White students will be proficient on the MCA for Reading.</p>	<p>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</p> <p><b>All Students: 86.2%</b></p> <p><b>White Students: 88.9%</b></p>	<p>Check one of the following:</p> <p><b>X Goal Met</b></p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

## 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2016-2017 school year.</p> <p>83.35 proficiency target for White students in math.</p> <p>67.12 proficiency target for FRP students in math.</p> <p>83.99 proficiency target for White students in reading.</p> <p>66.72 proficiency target for FRP students in reading.</p>	<p>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</p> <p><b>82.32 proficiency index of White students in math.</b></p> <p><b>63.11 proficiency index of FRP students in math.</b></p> <p><b>84.13 proficiency index of White students in reading.</b></p> <p><b>74.11 proficiency index of FRP students in reading.</b></p>	<p>Check one of the following:</p> <p><b>X Goal Met (Reading)</b></p> <p><b>X Goal Not Met (Math)</b></p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

## 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>75% of high school students will self-report that they find it easy to send email and create spreadsheets. <b>(FOUNDATION SKILLS)</b></p> <p>75% of high school students will self-report that they agree using technology enhances learning and daily life. <b>(BELIEFS)</b></p> <p>75% of high school students will self-report that they have the essential skills for contributing to and collaborating on the internet. <b>(ONLINE SKILLS)</b></p> <p>75% of high school students will self-report that they have the essential multimedia skills to record and edit video. <b>(MULTIMEDIA SKILLS)</b></p> <p>75% of high school students will self-report that they practice responsible behavior when using technology, legal use of content, establishing a presence online, online safety, and cyberbullying prevention. <b>(DIGITAL CITIZENSHIP)</b></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><b>FOUNDATION SKILLS: 37%</b></p> <p><b>BELIEFS: 65%</b></p> <p><b>ONLINE SKILLS: 57%</b></p> <p><b>MULTIMEIDA SKILLS: 47%</b></p> <p><b>DIGITAL CITIZENSHIP SKILLS: 10%</b></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> <b>Goal Not Met</b></p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

## 2e. All Students Graduate

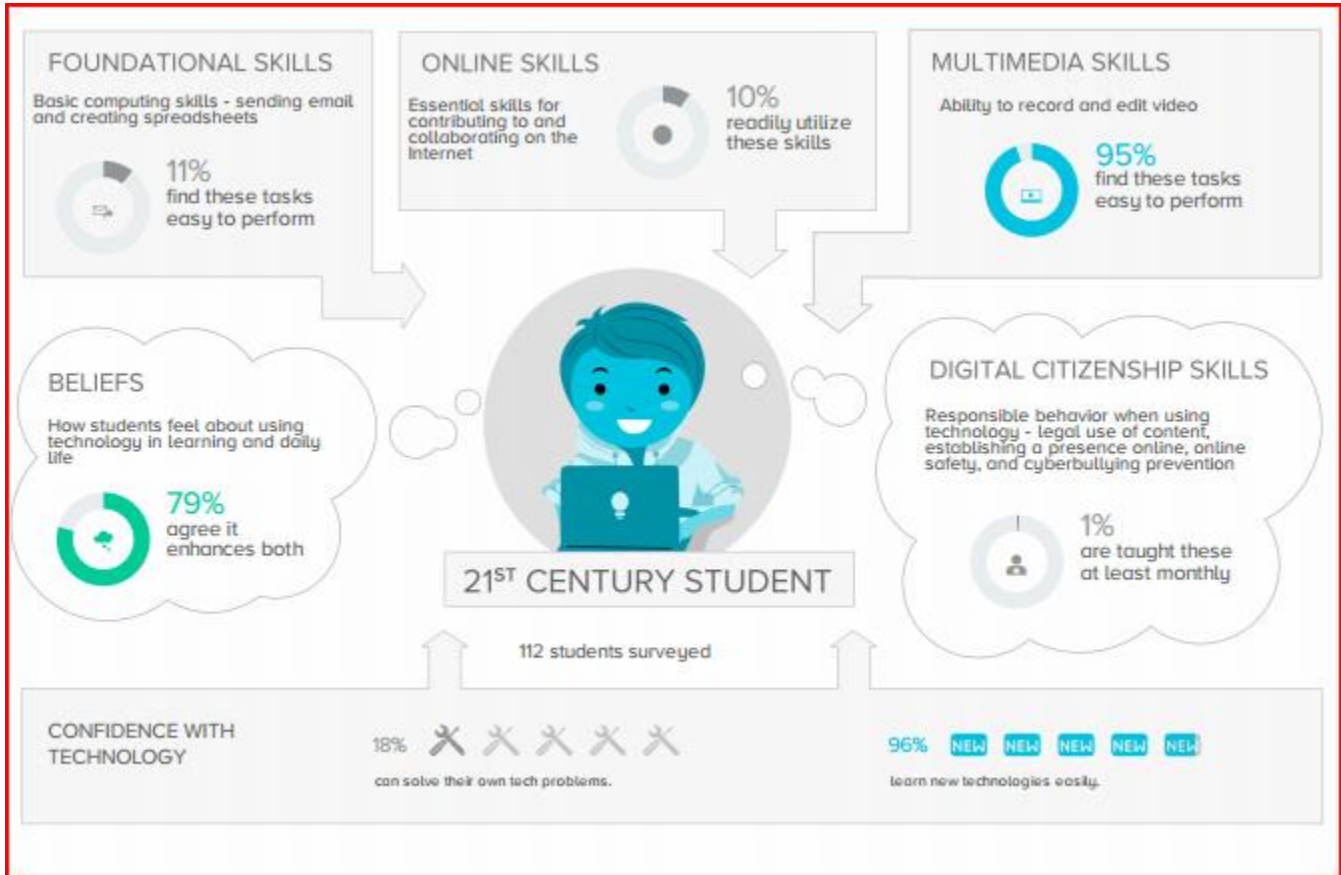
Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>100% of the seniors enrolled during the entire school year in 2016-2017 will fulfill all diploma requirements on time.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><b><i>100% of the seniors fulfilled their diploma requirements on time.</i></b></p>	<p><i>Check one of the following:</i></p> <p><b>X Goal Met</b></p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### 3. Identified Needs Based on Data

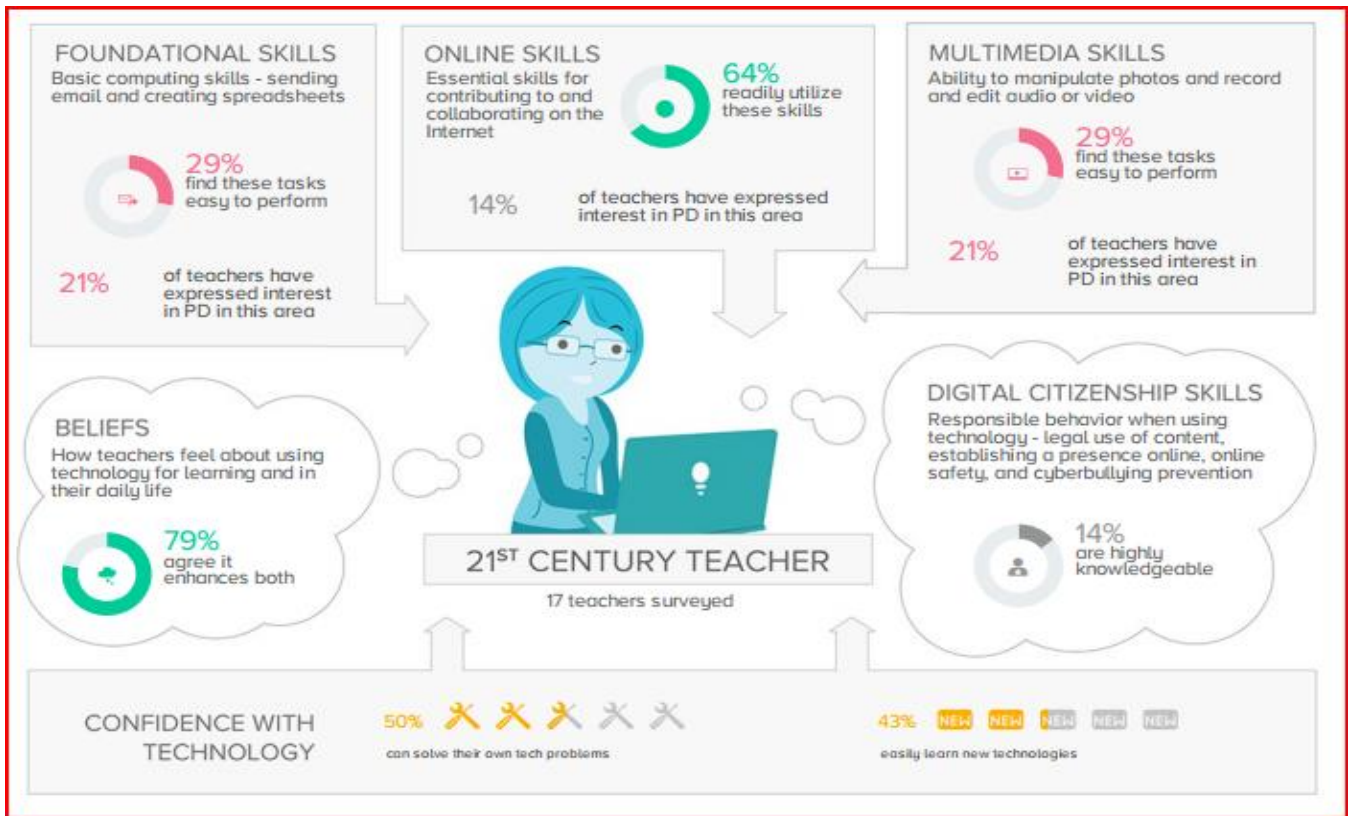
[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

The district did a large technology survey of students and staff. A few of the findings are shared here.

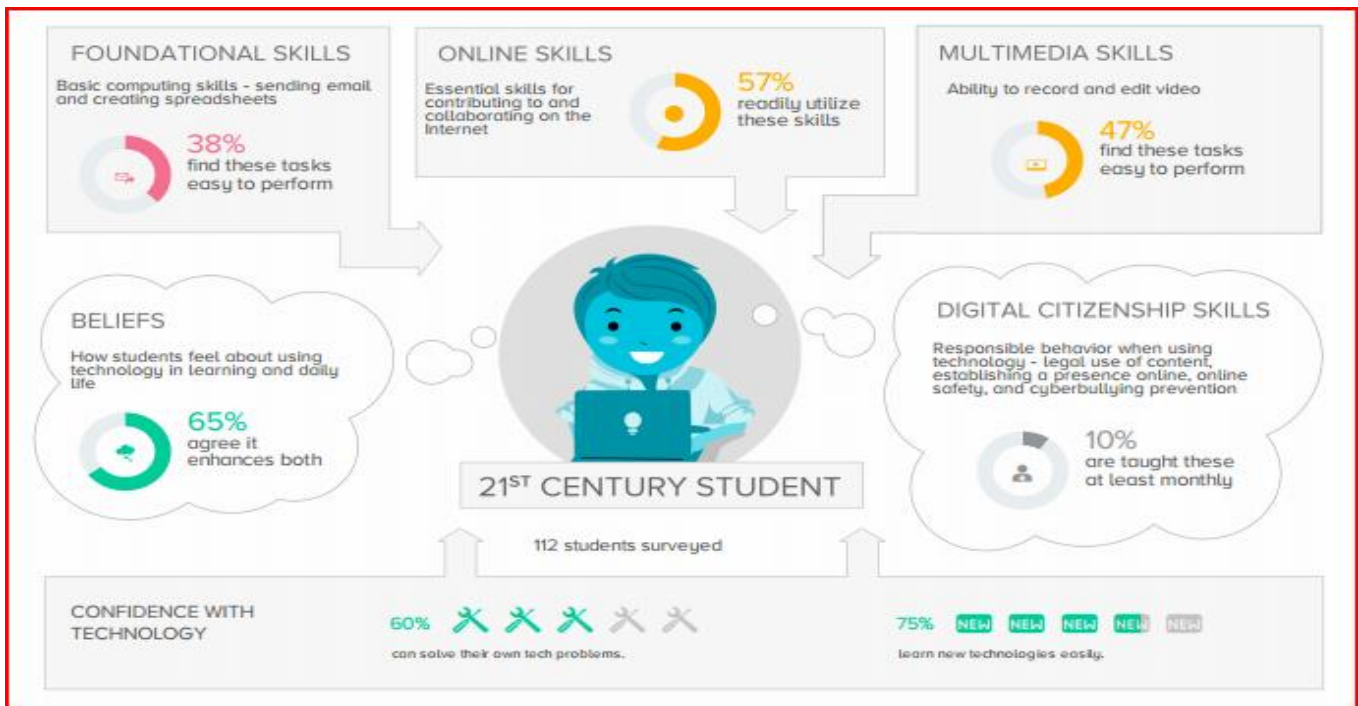
#### ELEMENTARY

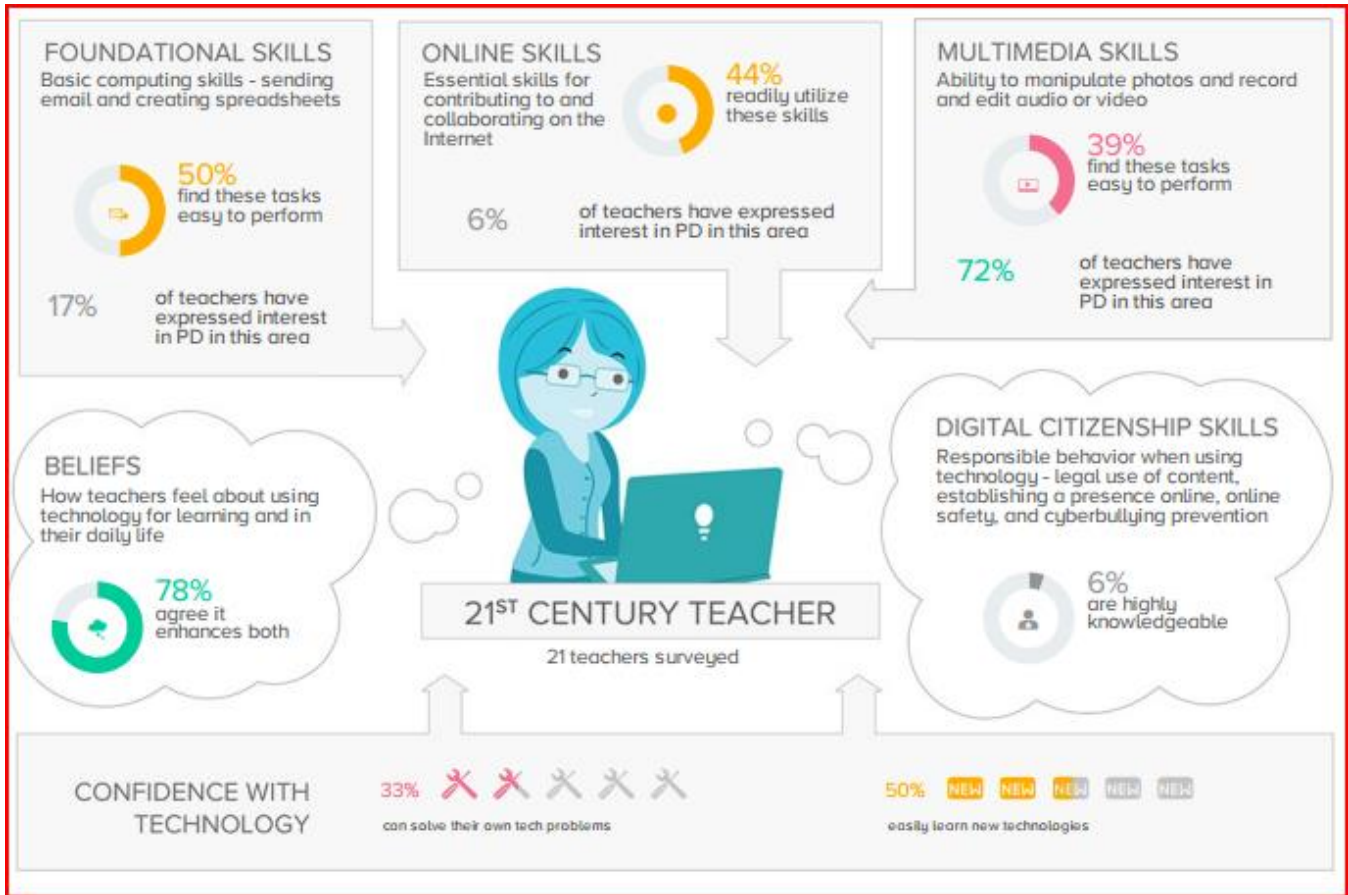






## HIGH SCHOOL





Based on the results of the technology survey, both students and teachers could use additional instruction/training in the skills and knowledge of basic computing skills, contribution and collaboration on the internet, multimedia skills, and digital citizenship skills. These will be focus areas for the 2017-18 school year.

- List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.
- Include only the key data used to determine identified needs and limit response to 300 words.
- Bulleted points are welcome and appreciated.

Our number one need is to be able to effectively identify those students who are performing below grade-level proficiency in reading and math. Once identified, our goal is to implement targeted interventions that will address the student's deficiency. We use interventions identified in our Rti program and progress monitor to ensure the student is making progress towards our learning goals.

We use Aimsweb/RCBM to identify students for Rti and FAST/RCBM to identify students who would benefit from Reading Corps intervention. Title I staff provide support in the area of math, however, our Title I funding level continues to drop and does not allow us to deliver the ideal level of support. We use MC data to provide information on instructional and curricular effectiveness.

The data tables below show us that, as a district, we still have goals to set in closing the achievement gap between non-Free/Reduced and our Free/Reduced students.

READING % Proficient	GRADE	2017	2016	2015	2014	2013
FREE/REDUCED	3	72.7	28.6	77.8	80	53.3
NON-FREE/REDUCED	3	90	86.7	83.3	80	70
		17.3	58.1	5.5	0	16.7
FREE/REDUCED	4	42.9	69.2	81.8	50	21.4
NON-FREE/REDUCED	4	66.7	82.4	72.7	75	66.7
		23.8	13.2	-9.1	25	45.3
FREE/REDUCED	5	100	70	64.3	61.5	72.7
NON-FREE/REDUCED	5	89.5	91.3	71.4	86.4	94.1
		-10.5	21.3	7.1	24.9	21.4
FREE/REDUCED	6	85.7	40	73.3	53.3	62.5
NON-FREE/REDUCED	6	94	81.8	95.7	88.9	77.8
		8.3	41.8	22.4	35.6	15.3
READING % Proficient	GRADE	2017	2016	2015		
FREE/REDUCED	7	-	38.9	33.4		
NON-FREE/REDUCED	7	65.5	56.1	55.9		
		#VALUE!	17.2	22.5		
FREE/REDUCED	8	54.6	42.9	45.5		
NON-FREE/REDUCED	8	62.1	63.7	67.5		
		7.5	20.8	22		
FREE/REDUCED	10	-	55.6	-		
NON-FREE/REDUCED	10	83.7	71.1	80.5		
		#VALUE!	15.5	#VALUE!		

MATH % Proficient	GRADE	2017	2016	2015	2014	2013
FREE/REDUCED	3	72.7	57.1	77.8	70	66.7
NON-FREE/REDUCED	3	85	93.3	88.9	80	100
		12.3	36.2	11.1	10	33.3
FREE/REDUCED	4	57.1	85.7	72.7	62.5	42.9
NON-FREE/REDUCED	4	88.9	94.1	68.2	85	85.7
		31.8	8.4	-4.5	22.5	42.8
FREE/REDUCED	5	75	30	50	30.8	90.9
NON-FREE/REDUCED	5	94.7	52.2	76.2	81.8	82.4
		19.7	22.2	26.2	51	-8.5
FREE/REDUCED	6	42.9	50	33.3	53.3	68.8
NON-FREE/REDUCED	6	68	59.1	91.3	77.8	92.6
		25.1	9.1	58	24.5	23.8
MATH % Proficient	GRADE	2017	2016	2015		
FREE/REDUCED	7	-	22.2	53.3		
NON-FREE/REDUCED	7	79.3	56.1	67.7		
		#VALUE!	33.9	14.4		
FREE/REDUCED	8	36.4	64.3	36.4		
NON-FREE/REDUCED	8	64.8	78.2	67.5		
		28.4	13.9	31.1		
FREE/REDUCED	11	33.3	30	33.4		
NON-FREE/REDUCED	11	54.6	63.4	56		
		21.3	33.4	22.6		

As a district, we had excellent results in closing the achievement gap in reading between those students who qualify for Free/Reduced Lunch and those who do not. In fact, our Free/Reduced 5<sup>th</sup> graders outperformed their Non Free/Reduced classmates in 2017. We have a significant achievement gap in math from elementary through high school. Due to data privacy, we do not share the income status of our students and their families with classroom teachers. We utilize Rti for reading in the elementary administered by our Title I staff, although steady cuts to our Title I funding has reduced the staff to the point that it likely isn't feasible to utilize them for targeted interventions in math. We have used Reading Corps effectively and will apply for a Math Corps position for the 2018-19 school year.

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Process to disaggregate data by student group.*

There are two main components to the assessment of student progress towards meeting state and local academic standards. Most importantly, this falls on the variety of assessments given by the classroom teacher to determine mastery of the lesson objectives which are aligned to national, state and local standards. In addition, we have relied on the results of the MCAs and the ACT as these are standardized tests that provide us with the ability to compare the achievement of our students to those outside of our district.

Our district purchased Viewpoint data analysis software mid-year during the 2016-17 school year through the generous support of a grant. The administration received some training on the software last spring and the staff received professional development during our back to school workshop this fall. Learning the software is also part of our PLC focus this year. We are taking small steps right now, but we are able to dig down into the data using a wide variety of reports and demographic sorting options. As we grow more familiar with Viewpoint it will open up many more options for the disaggregation of data which should lead to even better decisions for curriculum, whole group instruction and Rti strategies for our students.

## 4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *System to review and evaluate the effectiveness of*
    - *Instruction: Best Practices – Our 2016-17 focus consisted of a workshop with the Henning Public School District where our faculties shared best teaching practices and technology integration. We focused on technology integration and began work on establishing a PBIS model in our school.*
    - *Curriculum: We have a six-year curriculum review schedule. Language Arts was the focus of the 2015-16 school year as we reviewed available curricula and made adoption decisions. 2016-17 was an implementation year for our new Language Arts curriculum. We also completed a technology curriculum strategic plan that included plans to integrate the 27 ISTE standards over a 3-year cycle and to implement a more comprehensive curriculum on digital citizenship. Science is on the schedule for curriculum adoption this year.*
    - *Teacher evaluations: Non-tenured teachers are formally evaluated three times, tenured faculty are formally evaluated every three years. Teachers also conduct and receive peer reviews although this is not part of the district’s formal evaluation process.*
    - *Principal evaluations: Our small district has a combination of elementary principal/superintendent/curriculum director and high school principal/technology coordinator/district assessment coordinator. The superintendent evaluates the high school principal. The school board evaluates the superintendent.*

#### 4c. District

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
  - Include the district practices around high-quality instruction and rigorous curriculum which integrate:

### **Technology:**

We have selected the ISTE standards as the benchmarks for our technology curriculum. There are seven broad categories and twenty-eight ISTE standards total. Implementation will be in conjunction with existing standards e.g. Knowledge Constructor might be paired with the teaching of a social studies standard.

#### *Empowered Learner*

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

#### *Digital Citizen*

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

#### *Knowledge Constructor*

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

#### *Innovative Designer*

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

#### *Computational Thinker*

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

#### *Creative Communicator*

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

#### *Global Collaborator*

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

We also developed plans to remodel our media center to make it a space more conducive to collaboration, redesigned a former ITV room into a digital media production lab and converted a former sign-out computer lab into a Makerspace. In addition, we planned an implementation of a one-to-one model for grades 3-12 to begin in the fall of 2017.

### **Collaborative professional culture:**

We continue to implement our PLCs. In 2016-17 we set up our PLCs of three-five members by grade level – either elementary or high school. The school calendar was divided into thirds. We incorporated a mini action-research model. During the first trimester, PLC groups were to select and read articles related to effective strategies in working with students with challenging behavior. The second trimester focused on students who struggle with homework completion. The third trimester addressed maintaining a healthy mind and body in a stressful occupation. Teachers wrote an action plan to include their goal for each of these areas, their strategy or intervention, data collected to determine whether the intervention strategy was effective and a summary of the results.



## 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Battle Lake Public School is a small (425 student) K-12 school housed in a single building. We have transitioned to a one/two-section school because of declining enrollment. At the junior high and high school levels, all students will experience each of our teachers in the core subject areas. At the lower primary level, students could experience different grade level teachers, however, with the exception of kindergarten, there was not a significant difference in experience, education, and competency between any two teachers at a particular grade level. In kindergarten, we had a first year teacher in one section and an experienced teacher in the other section.

Percent Inexperienced: 15.15%

Percent Out of Field: 3.03%

Percent Non-Licensed: 0%