

## **Introduction:**

Minnesota Statute 120B.11 requires all Minnesota School Districts plan and submit an annual report containing the following information:

1. Clearly defined district and school site goals with benchmarks for instruction and students achievement for all student subgroups;
2. Process for assessing and evaluating each student's progress toward meeting state and local academic standards;
3. Identify strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress toward career and college readiness;
4. Outline a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, students outcomes, school principal evaluations, and teacher evaluations;
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;
6. An annual budget for continuing to implement the district plan.

## **Staff Development Goals and Student Achievement Goals for 2016-2017**

### District Goals:

1. Improve academically in all student subgroups in reading and mathematics, making progress compared to prior year goals and in comparing to state averages.
2. Improve direct communication with all parents making efforts to contact parents immediately when students are failing or developing a pattern of academic distress.

### Viking Elementary Goals:

1. Carefully measure student mathematical progress in essential basic skills to ensure students meet standards and are ready for the next academic level.
2. Technology (staff/student readiness and use of technology in instruction and learning)

### Newfolden Elementary Goals:

1. Technology (staff/student readiness and use of technology in instruction and learning)
2. Improve direct communication with all parents making efforts to contact parents immediately when students are failing or developing a pattern of academic distress.

### High School Goals:

1. Improve direct communication with all parents making efforts to contact parents immediately when students are failing or developing a pattern of academic distress.
2. Improve number/percentage of students appearing on honor rolls and graduating with high honors; Reducing number of students at each grade level in deficiency.

## **Assessment Measurements and Student Achievement Monitoring:**

Marshall County Central Schools will use a combination of state testing, local assessment, and curriculum based measurement to monitor student achievement and the achievement gap.

- Prior to entering kindergarten, potential students will attend early childhood screening. The district school readiness program and Head Start will check how students are meeting standards using Creative Curriculum Checklists and assessments from Teaching Strategies Gold.
- To ensure students are ready to read by grade three, the district will monitor students using Early Star Literacy from Learning Renaissance, Curriculum Based Measurement, and Fluency exams following the requirements established in the district literacy plan (**see Appendix 1**).
- MCA Exams for students in grades 3-8, 10, and 11 will be used to assess annual progress of students in all subgroups and effectiveness of curriculum and instruction in mathematics, reading, and science.
- Students in grades 4 and 8 also participate in the National Association of Academic Progress exams whenever given the opportunity.
- Renaissance Learning Star Testing will be used to measure student progress in reading/language arts and mathematics. Benchmark exams will be conducted throughout the year to assess ongoing student progress allowing identification of students who may need extra support.
- Curriculum based measurement will supplement local assessment and state assessment to determine that students are meeting standards in mathematics, reading, science, and other academic subjects not assessed using state or local measurement instruments.
- For career and college readiness, our students participate in the University of Minnesota Ramp up to Readiness Program. We provide a required careers class in grade 8 and grade 11. Students complete a college/career portfolio. We provide John Baylor ACT Prep to all juniors. We provide a counselor to help students with financial aid, college visit planning, college planning, and career planning. All Juniors take the ACT. We provide the option for students to take the PSAT, ASVAB, and Accuplacer test.
- The administration and high school office staff monitor student achievement each quarter and inform families of student progress towards graduation. If a child is at risk for not graduating on time, the high school principal and counselor will help students with remedial options to assist them in getting back on track towards graduation.

**Requirements for Graduation from Marshall County Central Schools:**

In accordance with Graduation Standards legislation, ISD #441 has adopted the following general rule regarding requirements. All students, unless they are on an Individual Educational Plan (IEP) must pass the following:

All students in the graduating classes of 2010 must take a college entrance exam. These tests are required by state law and. Students on an IEP may take an alternate assessment if the IEP team deems it as appropriate as in relation to the disability.

Typically, students in grades 7 -12 will earn 7 credits per year. Students graduating must complete 26 credits. Required courses include:

- One-half (1/2) credit of career exploration;
- One-half (1/2) credit of FACS;
- One-half (1/2) credit of health;
- Four (4) credits of language arts;
- Three (3) credits of mathematics;
- One (1) credit of physical education:
- Three (3) credits of science;
- Four (4) credits of social studies;
- One-quarter (1/4) credit of industrial technology;
- One-quarter (1/4) credit of art 9 with a total of one (1) credit of fine arts.

Grade 9:	Grade 10:	Grade 11:	Grade 12:
1 credit in Social Studies 1 credit in English 1 credit in Science 1 credit in Mathematics 1/2 credit in Physical Education 1/2 credit in Child Development 1/4 credit in Computer Technology 1/4 credit in Industrial Tech	1 credit in Social Studies 1 credit in English 1 credit in Science 1 credit in Mathematics 1/2 credit in Physical Education 1/2 credit in Health	1 credit in Social Studies 1 credit in English 1/2 credit in Guidance (Careers) 1 credit in Mathematics 1 credit in Science	1 credit in Social Studies 1 credit in English

## **Career & College Readiness**

In addition to monitoring student achievement, the district will also engage students in college and career planning beginning with a transition program in grade 6. The school district works with the University of North Dakota Trio program to help students in sub-groups with additional assistance in college/career planning. The school district has partnered with the University of Minnesota and began a program called "Ramp up to Readiness" since the fall of 2015-2016. The program is a high school wide, curriculum driven college/career program that will help prepare our students for their future beyond high school. Students meet in advising groups weekly to learn about important topics to develop their independence, become informed about career and education opportunities beyond high school, develop character education to promote positive citizenship, learn more about themselves, and plan for the future beyond high school.

Current programming in place specific to College and Career Planning:

Grade 6-12: UND Trio Support

Grades 7-12: Comprehensive Ramp up to Readiness Sessions

Grade 8: Careers 8 Course

Grade 10-12: Guidance on career planning, college applications, and college entrance by counselor;  
MCA Exams

Grade 11: Careers 11 Course/Job Shadowing; ACT Prep; ACT Exam

## Comprehensive State Assessment Results (2014-2015 through 2016-2017)

### Reading

Grade	14-15 Prof.	15-16 Prof.	16-17 Prof.	14-15 Index	15-16 Index	16-17 Index
3	86.7	47.6	<b>62.5</b>	87.9	61.9	<b>71.9</b>
4	50.0	61.3	<b>50.0</b>	65.4	75.7	<b>65.9</b>
5	61.5	76.0	<b>86.7</b>	71.1	86.0	<b>91.7</b>
6	69.4	69.0	<b>62.1</b>	77.9	79.35	<b>79.35</b>
7	46.4	60.5	<b>48.4</b>	59.0	69.6	<b>56.45</b>
8	42.9	48.3	<b>50.0</b>	55.3	58.65	<b>60.3</b>
10	47.1	53.1	<b>48</b>	57.6	65.6	<b>64.0</b>
<b>Dist. Avg.</b>	58.2	59.4	<b>58.6</b>	67.95	70.97	<b>69.95</b>

### Math

Grade	14-15 Prof.	15-16 Prof.	16-17 Prof.	14-15 Index	15-16 Index	16-17 Index
3	83.9	42.9	<b>69.7</b>	87.95	59.55	<b>80.3</b>
4	57.7	61.3	<b>60.9</b>	67.3	75.7	<b>73.9</b>
5	73.1	72.0	<b>80.0</b>	84.65	84	<b>90</b>
6	61.1	60.7	<b>51.7</b>	70.65	75.0	<b>65.5</b>
7	25.0	48.4	<b>45.2</b>	50.0	66.6	<b>59.7</b>
8	14.3	37.9	<b>29.4</b>	33.95	53.4	<b>55.9</b>
11*	27.6	36.7	<b>38.7</b>	51.65	41.7	<b>58.1</b>
<b>Dist. Avg.</b>	49.5	51.4	<b>53.1</b>	63.75	65.1	<b>68.7</b>

### Science

Grade	14-15 Prof.	15-16 Prof.	16-17 Prof.	14-15 Index	15-16 Index	16-17 Index
5	73.1	92.0	<b>86.7</b>	82.7	96.0	<b>91.7</b>
8	32.1	35.7	<b>41.2</b>	46.4	53.55	<b>60.3</b>
HS	41.2	59.4	<b>54.2</b>	62.1	68.8	<b>64.6</b>
<b>Dist. Avg.</b>	53.4	62.37	<b>60.2</b>	63.25	72.78	<b>72.15</b>

## Free-Reduced Proficiency Sub Group 2016-2017

### Reading

Grade	16-17 Free/Reduced District	16-17 F/R State Avg.	District (All Students)
3	52.9	37.7	62.5
4	87.5	37.0	50.0
5	76.9	48.3	86.7
6	50.0	43.3	62.1
7	15.4	37.2	48.4
8	40.0	38.7	50.0
10	28.6	39.3	48
<b>Dist. Avg. all grades</b>	47.8	40.2	58.6

### Math

Grade	16-17 Free/Reduced District	16-17 F/R State Avg.	District (All Students)
3	61.1	49.2	69.7
4	88.9	47	60.9
5	69.2	35.8	80.0
6	33.3	32.6	51.7
7	15.4	32.4	45.2
8	26.7	35.9	29.4
11	50.0	26.1	38.7
<b>Dist. Avg. all grades</b>	47.9	37.9	53.1

### Science

Grade	16-17 Free/Reduced District	16-17 F/R State Avg.	District (All Students)
5	84.6	39.0	86.7
8	26.7	25.0	41.2
HS	46.2	34.1	54.2
<b>Dist. Avg. all grades</b>	51.2	33.0	60.2

Note: Other subgroups lack cell size to share comparison data.

## Assessment Goals for 2017-2018

Grade	16-17 Proficiency	17-18 Goal	16-17 Index	17-18 Index Goal
3	62.5	70	71.9	86
4	50.0	60	65.9	73
5	86.7	89	91.7	93
6	62.1	70	79.35	83
7	48.4	58.5	56.45	66
8	50.0	60	60.3	68
10	48	58.5	64.0	71
Dist. Avg.	58.6	67	69.95	76

### Math

Grade	16-17 Proficiency	17-18 Goal	16-17 Index	17-18 Index Goal
3	69.7	75	80.3	84
4	60.9	68	73.9	79
5	80.0	84	90	92
6	51.7	61	65.5	72
7	45.2	56	59.7	68
8	29.4	45	55.9	65
11	38.7	51	58.1	66.5
Dist. Avg.	53.1	63	68.7	75

### Science

Grade	16-17 Proficiency	17-18 Goal	16-17 Index	17-18 Index Goal
5	86.7	89	91.7	93
8	41.2	53	60.3	68
HS	54.2	63	64.6	72
Dist. Avg.	60.2	68	72.15	77.5

## **Overall Effectiveness of Curriculum and Instruction**

The district staff development committee will serve as a leadership committee that will closely monitor student achievement and staff development goal progress throughout the school year. The staff development committee meets approximately 10 times a year. Each site is required to report progress towards goals at each meeting. The staff development chair and administrators on the committee will provide ongoing progress on the district's overall goals.

Administrators will share data from student achievement progress with teachers as soon as it is available. Teachers will meet and discuss student achievement progress at staff meetings and use the data when they goal plan for the following year.

Teacher Evaluation and Principal Evaluation will also play a role in determining effectiveness of instruction and curriculum implementation. Principals will monitor overall teacher observation data and the superintendent will also look over the cumulative data. Where deficiencies in instruction or curriculum are apparent, the administration will make recommendations to the staff development committee, strategic planning committee, and the school board.

Marshall County Central Schools reestablished a strategic planning committee in the fall of 2013 to help look at the overall picture of the school district, analyze areas of potential need, and help assist in recommending goals and visions to help the district progress.

The strategic planning committee will meet at least two times during the year in relation to the World's Best Workforce Plan. They meet additional times if meeting is called for other district purposes. The first meeting will occur before **December 15** of each year to share plans for the year and progress up to that point. A second meeting will occur before **June 15** each year as a preliminary report on progress towards the World's Best Workforce Goals and preliminary outline of following years' goals.

An annual report will be developed and shared with district strategic planning committee and approved by the school board annually by October 1 each year. The report will include most current state and local assessment results data, literacy plan outcomes, graduation rate, progress made towards student achievement/staff development goals, staff development opportunities and participation throughout the year, and administrative recommendations for curriculum and staff development changes for instructional improvements.

The report will be shared with the public on our district web site. An article about the report will also be published in the district newsletter and local newspaper directing the public to the web site report. Summary information for the report will be submitted to the Minnesota Department of Education as required by statute.



## Annual Budget for Implementation of World's Best WorkForce Plan:

### Staff Development Budget:

Fund	Budget
District	10,000.00
Viking	5,000.00
Newfolden	5,000.00
High School	10,000.00
Freeze Innovation Grants	10,000.00
<b>Total</b>	<b>\$40,000.00</b>

### Notes:

- We will have some reserves after 2015-2016 school year. I estimate those to be in the \$20,000 - \$25,000 range.
- In October, I will ask the school board and teachers union to waive 2% requirement this year. This will free up some dollars to help with flexibility. This is important this year with the boiler project and the anticipated deficit of \$254,000.
- **Important to take site based approach to dollars spent. Staff Development Site Leaders should help staff members prioritize workshop choices. Expect and check that people report back and share information.**
- We will continue our Freeze Innovation Grants.
  - The goal of this program is to encourage teachers to be creative and to cultivate engaging and challenging experiences with students.
  - Reminder: Anything under \$400 (raised threshold from last year) just needs site/principal/superintendent approval.
  - Anything over \$400 needs full committee approval. Committee approval can be done by e-mail/electronic voting to reduce wait time.
  - Site leaders: Help staff take advantage of these offerings.

### Teacher & Principal Growth Plans

We dedicate four half day in-service days during the school year for Teacher/Principal Growth Goals/Development.

An approximate Dollar Cost for this is about \$20,000 in staff salary (38 teachers and 3 administrators).

### Strategic Planning Board Member Participation

Our full board participates and would receive pay for each meeting along with a mileage stipend.

Our administrators participate but do not receive additional compensation.

Our teacher members participate but do not receive additional compensation.

Parent and community participants volunteer.

Our local assessment costs include:

Star Testing K-11: \$2650

Teaching Strategies Gold (preK): \$219

ACT Prep John Baylor \$1850

ACT \$1500