DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name: Marshall County Central Schools
Grades Served: Pre-K through Grade 12
Contact Person Name and Position: Jeffrey Lund, Superintendent/Elementary Principal

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.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (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.]

> ➢ **The link is http://www.newfolden.k12.mn.us**

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.]

> ➢ **The annual public meeting is scheduled for December 19, 2017 @ 6:30 p.m. in our high school library.**

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
Mark Carlson	School Board Chairperson
Rob Anderson	School Board Member and Parent
Jessica Jacobson	School Board Member and Parent
Craig Bakke	School Board Member and Parent
Mark Knutson	School Board Vice-Chairperson
Melanie Boe	School Board Treasurer and Parent
Robert Hestekind	School Board Member
Jeffrey Lund	Superintendent/Elementary Principal and Parent
Brian Longerbone	High School Principal and Parent
Matt Nelson	Elementary Dean of Students
Ashley Loe	Staff Development Chairperson, Teacher, and Parent
Lindy Franco	Teacher and Parent
Josh Tharaldson	Teacher and Parent
Jill Edin	Parent
Mike Adamek	Parent
Ole Hockstedler	Parent
Mary Anderson	Community Member
Student Members	Student Council Members (juniors and seniors)

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
The goal is to get 100% of our children 3 to 5 years old, not yet in kindergarten through preschool screening in order to identify possible special needs and examine if children are making social and learning targets relative to age. *Ultimately our goal is to get all students screened as young as possible.* *If a child is flagged as needing additional supports due to screening results, we engage our special education cooperative or work with Early Head Start to help provide services to the child.* *We are studying our Star Early Literacy from fall kindergarten and our Teaching Strategies Gold Assessments from pre-K to examine a proper readiness measure for kindergarten. This part of goal is in progress. We are targeting to have an improved smart goal for school readiness in place for next school year (Fall 2018).*	*Screening was held twice in 2016-2017. Dates were October 20, 2016 and March 20, 2017. We were able to screen all known children that entered kindergarten this year prior to arriving. We did not have any children move into the district that were entering kindergarten. No screenings were necessary for any kindergarten student because they all were done. We know that we are at risk to miss some 3 year olds and 4 year olds. Our teacher does daycare visits and has increased her list of known incoming students because of this. We also obtain county census birth records to help us. We are vulnerable if a new family moves to the district. We advertise our screening in our monthly newsletter which all families in the district receive. This helps us get the word out to a possible new family that moved in. Early Head Start provides some support in helping with our child count data as well.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
Improve percentage of grade 3 students obtaining proficiency on MCA Testing. The 2015-2016 proficiency obtained was 47.6%. Our goal in the next 5 years is to obtain 100% proficiency. If we obtain an increase in proficiency of 10.5% per year, we can get to 100% proficiency by 2021. On that path, our goal for 2016-2017 is to achieve 68% proficiency on the state exam.	*In 2015-2016, we obtained 47.6% proficiency. In 2016-2017 we obtained 62.5%. This was above state average which was at 56.5% and allowed us to get closer to our target of 68% proficiency for 2016-2017.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

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

Goal	Result	Goal Status
Improve percentage of free-reduced students obtaining proficiency on MCA tests. Goal is to reduce gap between Free-Reduced student results and all population. For math: Reduce gap from 13.8% to 7%. For reading: Reduce gap from 14% to 7%.	*We increased overall proficiency in math by 1.8% and we closed gap in comparing all to free-reduced from 13.8% to 5.2%.* *We saw a decline in overall proficiency in reading by 0.9%. However, we did close gap in comparing all to free-reduced from 13.7% to 10.8%.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)*

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

Goal	Result	Goal Status
We will have 100% participation in our schools Ramp-up-to-Readiness program for 2016-2017 School year. In addition, we will have 100% participation by students in a grade 8 and grade 11 careers course. Included in the careers course we will have 100% participation in a job shadowing program. Finally, we will have 100% participation by students taking the ACT college entrance exam. *Note if a student is exempt from on off the programs due to IEP, student will not count against 100%. Transition program for college and career readiness will be approved by IEP team as part of student plan.*	*100% of students grades 7-12 participated in the Ramp-up-to-Readiness program.* *100% of our 8th grade students participated in a career exploration/college exploration course.* *100% of our 11th grade students participated in a career preparation/college preparation course.* *100% of our 11th grade students were able to participate in a job shadow experience in their career interest area.* *100% of our 11th grade students were able to complete the ACT test.*	*Check one of the following:* X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
100% of MCC Seniors will graduate at the end of the school year by scheduled graduation date.	*We had 32/32 seniors meet requirements for graduation completing the 100% goal.*	*Check one of the following:* X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

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 must monitor and improve in math proficiency. During the 2015-2016 school year after a comprehensive curriculum review was completed last year. We found alignment issues with 7-11 math. New curriculum was purchased and implemented in 2016-2017 and courses were realigned to fit standards better. We saw gains in math and were especially proud of gains achieved by a 4th grade group that had low student achievement the year prior. Accelerated Math is being implemented in grades 3-11 to help provide extra practice opportunities and on-level practice opportunities. Star Testing data will monitor individual student growth and help us compare how new curriculum alignment is working. At elementary level proficiency of computation skills and problem solving skills is the emphasis.*
>
> ➤ *Data used to examine this need was MCA-III data from 2014-2015 through 2016-2017. Grade 3 showed a 39.9 decline between 2014-2015 and 2015-2016. It improved nearly 27 percentile points in 2016-2017. Grades 4, 5, and 11 showed increases. Grades 6, 7, and 8 showed slight decreases. Overall proficiency went up 1.7%. However it is currently 53.1% district wide. We want to at least get to the state average total next year and grow further in future years.*

4. Systems, Strategies and Support Category

4a. Students

> *Our district provides supports to help learners at all levels. We utilize star assessments in reading and mathematics to identify students in need of additional practice or referrals for more service. Students scoring in a high risk range are provided with extra practice, referred to Title I services, After School program services, closely monitored, and their parents are provided with guidance for home help. Star assessments are aligned to state standards and help teachers target skills practice. Students are assessed quarterly, more often if progress monitoring is occurring. Our special education students are monitored more closely to ensure they are making continual progress. We also run reports to compare free-reduced student achievement totals to our all student achievement totals to ensure we are closing an achievement gap there.*

> *Students and parents are provided with gradebook access. This access can send alerts when students receive low scores or are missing work. This has greatly increased communication between parents and teachers. If students need additional services beyond our classroom support, Title I support, or after school program support, we implement a student assistance team that included teacher, support staff, administration, parents, and child (if applicable) to work on a plan for further support. Often this results in special education referral and services are provided if child qualifies. If child does not qualify team develops interventions and monitors progress continually meeting as necessary.*

> *We established a program in high school allowing students at risk of failing can obtain some support in organizational skills, study skills, tutoring, and academic supports even if they do not qualify for a 504 plan or an IEP. Students are teacher referred and students are able complete this extra resource help during school. Once students show they are back on track they are exited but monitored.*

4b. Teachers and Principals

- ➢ Our school district provides support for teachers and principals. One key support is our evaluation plans involve self-directed goals, peer coaching support, and feedback from classroom observations. We ask all teachers and principals to mentor new staff. The peer coaching program helps facilitate this mentorship. Our administrators frequently visit classrooms providing prompt feedback using Marzano's best practices from Classroom Instruction that Works as a guide. Teachers receive a comprehensive evaluation with includes a combination of mini-observations, classroom observations, and professionalism monitoring. Marzano's work and rubrics adapted from Danielson are the framework for the evaluation. Our administrators receive comprehensive evaluation based on self-directed goals, staff survey to guide growth, and observational feedback provided by superintendent. The superintendent receives feedback from the school board administrative committee.

- ➢ Curriculum is examined on a cyclical basis. We just went through an implementation year in math of a new curriculum. We did some study of standards and our new curriculum to ensure we are hitting all learning targets and filling any gaps that have been discovered. We spent time with teachers at common grade levels or teaching same courses to maintain similar curriculum maps to ensure students completing grades/courses are prepared well by both teachers.

- ➢ Instruction is mostly monitored through mini-observations and formal observations by administrators. Peer coaching meetings focus on instructional best practices and goals to increase student engagement in learning. Staff development goals align with this and we have brought in a instructional coach this year to help teachers implement instructional improvements.

- ➢ The primary goal of all our evaluation is to encourage best practice teaching and to develop and refine a comprehensive plan that fosters the growth of skills in our teachers and administrators.

> ➤ Our district has a strong staff development program encouraging development from within and by allowing teachers, administrators, and support staff the opportunity to seek high quality professional development to build knowledge and skills. Staff return from these experiences sharing the knowledge they learn with others to promote learning.

> ➤ We have embraced technology in our district and are utilizing technology tools to assist in student learning, parent communication, communication within the district, and to encourage collaboration. Staff experts have conducted many trainings to build capacity within staff. We have called on experts to assist in comprehensive trainings of all staff. We participate in regional technology trainings through our area service cooperative.

> ➤ Progress of staff development is monitored by a representative committee of administrators, teachers, support staff, a board member, and a parent member. This group meetings every other month and site representatives share growth. The committee guides all groups making recommendations to promote overall staff development. A technology committee monitors technology growth. The technology coordinator and superintendent survey staff each year to identify needs and monitor growth.

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.

- *Our district demographics show little diversity. We are 94.3% White, not of Hispanic origin, 1.8% Black, not of Hispanic origin, 2.3% Hispanic, 0.3% Asian/Pacific Islander, and 0% American Indian/Alaskan Native. This data was obtained by district records and the Minnesota Report Card. Where we see more diversity is in special populations. 13.4% of our students are in special education. 41.6% of our students receive free-reduced lunch.*

- *When we hire teachers we use an open process advertising in 4 area newspapers and using the St. Cloud State University ED Post system to post state wide.*

- *We review all applications carefully selecting the best applications based on education, experience, references, and achievement. Applicants meeting criteria are provided the opportunity to interview and a committee consisting of two administrators, a school board member, and a teacher (when applicable) assist with hire of new teachers. Support staff are hired by a committee of two administrators and a school board member.*

- *We are an equal opportunity employer and follow all policies in that regard.*

- *We are aware demographics state wide are changing. The nearby city of Thief River Falls has seen a rapid change in demographics due to a large employer and their business expansion. We are aware that demographics could quickly change in our area and we have brought in training for our staff in the areas of preparing for English Language Learners, Learning Styles, Adaptations and Curriculum Modifications to help our teaching staff prepare should we experience more needs in those areas to benefit all learners.*