

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0115-01 Cass Lake-Bena Public Schools

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Rochelle Johnson

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

218-335-2204 ext: 6011

WBWF Contact Email

rjohnson@isd115.net

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

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.

<http://www.clbs.k12.mn.us/worlds-best-workforce-reports.html>

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

Dec. 16, 2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: 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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Rochelle Johnson

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Josh Grover

Role in District

Elementary Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jake Richter

Role in District

Middle School Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Bryan Hackbarth

Role in District

High School Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ellen Skogen

Role in District

ALC Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

LuAnn Frazer

Role in District

Indian Education Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Amber Bellino

Role in District

High School Instructional Coach

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Leo Blair

Role in District

Community Elder

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mike Schmid

Role in District

Community Elder

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Carol Wittner

Role in District

LIEC parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Donna Wittner

Role in District

LIEC parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Yodi Bloomgren

Role in District

LIEC Chair

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Eva White

Role in District

LIEC parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Theresa Flocken

Role in District

LIEC parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mary Aery

Role in District

teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Marie Chandler

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

District administration and principals annually review the STAR report and any discrepancies in staff licensing and examines how staff are distributed among schools. Teachers are placed in a grade level/department or teaching assignment based on experience and degree. The district looks at student test data and also reviews the placement of students with qualified teachers. In order to understand the emotional needs of students, teachers meet in PLC's. By identifying the social/emotional needs, reviewing test data and using teacher recommendations, students are placed with the most qualified teacher which will benefit student needs. The placement of teachers occurs in early Spring and is reviewed throughout the year. District administration and principals review the overall staffing plan to ensure there is equitable access across the district.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

The district provides a mentoring program to new and inexperienced teachers. Teachers in their first year are assigned a mentor and meeting occur before school starts and monthly thereafter. Identified struggling teachers are provided individual coaching and modeling by their mentor or instructional coach. All teachers are evaluated yearly and non-tenured teachers participate in a monthly PLC. The district has a staff development committee that meets quarterly and arranges for professional development based on the district needs and school improvement strategies. The district maintains a competitive salary structure which attracts highly qualified teachers and compensates experienced veteran teachers. The district attends regional job fairs and collaborates with Bemidji State University in the student teacher placement process as well as recruit teachers of color.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

Ninety percent of our students are American Indian, two percent are hispanic, and eight percent are white.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

The District's Strategic Plan identified as one of its goals to hire, support, recruit and retain highly qualified staff who best serve the school district's learners. One of the Objectives is to "grow our own staff" targeting recent Cass Lake-Bena graduates and local applicants. The district works closely with Bemidji State University and the Leech Lake Tribal College in implementing this strategy. The District also partners with State universities to coordinate student teaching placements and vet candidates for hire before they graduate. The District includes community members and teachers of color in the hiring process creating a diverse hiring committee. The district's mentoring and induction programs provide support to teachers of color as well as all non-tenured teachers in their first three years of teaching. Offering these two opportunities provides teachers time to collaborate with other teachers, coaching and feedback from experienced teachers. We also have 90 minutes of PLCs weekly at all schools that are focused on improving instructional practice and time for teachers to collaborate on meeting the needs of all students including those of color and/or American Indian.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of Curiosity Center PreK students meeting grade level benchmark by the end of the school year will increase from 95% in 2018 to 96% in 2019 in literacy and from 97% in 2018 to 98% in math according to the My Individual Growth and Development Indicators Early Literacy and Early Math assessments.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In the past, We utilized IGDIs Early Literacy and Math Assessments 3 times per year for a data-based approach to screening. This data system allows teachers to easily record and track relevant data and disaggregate by student groups. The system generates individual, group, and school reports to quickly analyze test data for targeting interventions. Using the Success for All researched-based curriculum, the principles of developmentally appropriate practice are interwoven through concrete, age-appropriate activities that target nine developmental domains. The curriculum requires staff to participate in yearly professional development giving them the training and support they need to do their jobs effectively. The ongoing support is tailored to teachers' needs with onsite facilitator training and guidance in establishing yearly goals. Students show significant progress towards meeting benchmark level by analyzing the IGDl data progress monitoring. PLCs provide the time for teacher to analyze data and differentiate instruction based on student needs. The IGDl data system, having a comprehensive ECFE prescreening process in place, strong relationships with Leech Lake Head Start and Education Departments are evidence that we are making progress toward our goal.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of all students enrolled in grade 3 for at least half an academic year at Cass Lake-Bena Elementary School who are proficient on the Minnesota reading accountability tests will increase from 38.8% in 2018 to 45.0% in 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In the past, The data used was 2019 Grade 3 MCA-III Reading test results reported by MDE. The data is disaggregated by analyzing individual student and subgroup results and strand data. Viewpoint is used to dig deeper looking at attendance and behavior data. Guided Reading, Benchmark Assessment System, curriculum mapping and alignment, and the development of common formative assessments are strategies in place to support this goal. We completed year 4 of a 5-year School Improvement Grant to implement reform strategies to ensure effective teaching, learning and building capacity among staff. To support continuous improvement in reading and literacy, we identified the need to have a school literacy team. Team members have been identified and this team is currently in their third year of attending Sourcewell's Literacy Leaders Academy. The focus is developing a system of growth that integrates data, effective instructional practices, coaching feedback, and developing a collaborative culture. This promotes sustainability in literacy strategies. We use the STAR Reading Assessment and AIMSweb Plus depending on grade levels. Students identified for Tier II and III interventions receive Title I support. We believe more time is needed for our school improvement strategies to become school-wide practice.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of all students enrolled in grade 3 for at least half an academic year at Cass Lake-Bena Elementary School who are proficient on the Minnesota reading accountability tests will increase from 38.8% in 2018 to 45.0% in 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In the past, MCA-III results and STAR data was used. Data is disaggregated by grade level, subgroups and strands. Viewpoint is

also used to look at attendance, behavior data and trend data. Growth data drives PLC discussions to determine if students are gaining and maintaining the skills necessary to be academically successful. STAR data assesses student progress and PLC discussions decide appropriate interventions for meeting academic standard benchmarks. Guided Reading, Benchmark Assessment System, curriculum mapping and alignment, and common formative assessments are strategies in place. Special Education teachers attend content PLCs so they implement the same strategies as classroom teachers. School Improvement Grant monitoring and fidelity checks, in addition to classroom walkthroughs and formal evaluations, assess how well teachers are mastering the skills needed to improve instruction.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of CLB District students in the American Indian, Special Education, and Free/Reduced subgroups who meet the enrollment criteria under the North Star Accountability System and who earns achievement levels of Exceeds or Meets the Standards on the Mathematics MCA (all accountability tests) will increase by 5% in each subgroup from 2018 to 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In the past, MCA-III results and STAR data was used. Data is disaggregated by grade level, subgroups and strands. Viewpoint is

also used to look at attendance, behavior data and trend data. Growth data drives PLC discussions to determine if students are gaining and maintaining the skills necessary to be academically successful. STAR data assesses student progress and PLC discussions decide appropriate interventions for meeting academic standard benchmarks. Cognitive Guided Instruction, curriculum mapping and alignment, and common formative assessments are strategies in place. School Improvement Grant monitoring and fidelity checks, in addition to classroom walkthroughs and formal evaluations, assess how well teachers are mastering the skills needed to improve instruction. Ongoing coaching and training is provided based on needs.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of CLB District students in grade 8 who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Mathematics MCA (all accountability tests) will increase from 17.8% in 2018 to 25.0% in 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In the past, The data used was 2019 Grade 8 MCA Mathematics results. Grade 8 MCA Math scores show an increase of 12.2%.

Data was disaggregated by grade level and by student groups. The Middle School has focused on school improvement strategies including Jo Boaler Mathematical Mindset strategies and engaging students in mathematical thinking, reasoning, and sense making to strengthen teaching and learning (Principles to Actions). Our school district also continues to provide multiple opportunities to support students as they plan for college and/or career.

Opportunities include PLTW instruction, technology integration with online and digital tool experience, 9th Grade Academy where students have solid structures as they transition into high school and receive more one-on-one support, and collaboration between teachers focusing on barriers that student face through the transition from middle to high school.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1608137201_5fda39f15f9c31.04764825&sg_navigate=start