



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:** Floodwood School District

**Grades Served:** PK-12

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A and I Contact: N/A  
Title: Enter title.  
Phone: Enter phone number.  
Email:

**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**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.

- <https://www.isd698.org/o/floodwood-school/browse/7394>
- N/A

### Annual Public Meeting

**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.

- *Monday, November 26, 2018 at 6:00 p.m. in the Floodwood School Media Center*

### District Advisory Committee

**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.

Complete the list of your district advisory committee members for the 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
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District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Rae Villebrun	Superintendent/Principal	
David Tollefson	Elementary Teacher	
Jennifer Bartsch	Elementary Teacher	
Shannon Rocco	High School Science Teacher	
Amanda Fjeld	Instructional Coach/Middle School Math Teacher	
Geraldine Davidson	Media Specialist	
Lisa Dusek	Community Member	
Tim Myles	School Board Representative	
Samantha Rohde	Student	
Jayde White	Student	
Maria Manner	Parent	

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

*Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
  - *The school board and WBWF committee reviews the data. This discussion will occur at the spring WBWF meeting and will be presented to the board at the following board meeting.*
  - *Seventy-nine percent of our teachers are experienced. Ninety-seven percent of our teachers are In-Field teachers. One hundred percent of our teachers are effective. Teachers have been trained in Adverse Childhood Experiences and strive to meet the needs of all students. Demographics show our student body is 12.8 % students of color and 44% receive FRL. The data was collected from MDE.*
  - *Strategies include hiring teachers who will do the best job for our students. Some of these teachers are new to teaching so we provide them with a mentor and support from the instructional coach and administration. Teachers are trained. Research shows teachers remain when they feel supported by colleagues and administration. We have retained elementary and core high school teachers for the last three years. We have only need to rehire our PE teacher and Band teacher.*
- *Access to Diverse Teachers*
  - *The teaching staff and support staff are White. The superintendent/principal is an American Indian. Our staff is not reflective of our student body.*
  - *I hire the best people for the job. If a person of color applied and was the best fit, they would be offered a position. Jobs are posted in Ed Post and the Duluth News Tribune.*

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

### 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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>All PK teachers will be trained in the using TS Gold to assess their students by the end of the school year. Teachers will use TS Gold to assess students through out the year.</i></p>	<p><i>PK teachers attended TS Gold training on August 23 and 24<sup>th</sup>, 2017. All students were assessed Fall, Winter, and Spring.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> <b>X</b> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *The goal for 17-18 was written prior to our summary review by MDE. The goal was an attempt to move us in the direction of using data to drive the lessons and monitor the progress of students.*
- *The teachers had been using TS Gold, but weren't trained. They weren't using it to its full potential.*
- *Floodwood School District was awarded a Classroom Engagement Model grant through MDE and is attending CEM training each month. We also have a monthly meeting with a resource person, our instructional coach, and teachers to keep us on track of using the data collected through TS Gold, strategies learned from CEM, and staff goals to ensure our students are getting the services they need.*
- *The PK teachers meet with their coach once a week to go over the progress they are making to achieve their goals.*
- *We know the teachers are making progress toward our new goal through the agendas and notes collected from meetings.*
- *Our goal for 18-19 is "80% of the preschool students who will be entering Kindergarten during the 19-20 school year will be at the 51<sup>st</sup> percentile using the Kindergarten Language Screening Test by spring of 2019.*

### All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>By the end of the 17-18 school year, the percentage of 3<sup>rd</sup>-6<sup>th</sup> grade students enrolled October 1<sup>st</sup> will increase from 61.1% to 70% using the Minnesota Comprehensive Assessments.</i></p>	<p><i>Students in grades 3-6<sup>th</sup> increased from 61.1% to 62.5% in reading using the Minnesota Comprehensive Assessments.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

*Bulleted narrative is appreciated. 200-word limit.*

- In 2016, 3<sup>rd</sup>-6<sup>th</sup> grade was 47.1% proficient. In 2017, 3<sup>rd</sup>-6<sup>th</sup> grade was 49% proficient. In 2018, 3<sup>rd</sup>-6<sup>th</sup> grade was 61.1% proficient.*
- Due to our population, we have two subgroups of students: Free and Reduced Lunch and Special Education.*
- The strategies we are using include an instructional coach working with teachers on improving instruction; a new reading curriculum and training; a more defined MTSS to recognize which students need interventions.*
- Teachers met with instructional coach at least once a week. They utilized the new program with fidelity based on the practice profile that was developed. Students received daily interventions based on data that was collected through FASTbridge and STAR.*
- Progress is being made because the percent of students who were proficient went from 40% to 62.5%. We still have work to do.*
- The goal for 2019 will be “In 2016, 2017, and 2018, 58.3%, 50%, and 55.5% of third grade students scored proficient on the Minnesota Comprehensive Assessments. In 2019, the percent of third grade students who score proficient will increase to 70%.*

## Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>The percentage of students in Special Education enrolled October 1 in grades 3-6 who are proficient in reading on the Minnesota Comprehensive Assessments will increase from 27.3% to 32.3%.</i></p> <p><i>The percentage of students in Special Education enrolled October 1 in grades 3-6 who are proficient in math on the Minnesota Comprehensive Assessments will increase from 18% to 23%.</i></p> <p><i>The percentage of students who qualify for Free and Reduced Lunch enrolled October 1 in grades 3-6 who are proficient in reading on the Minnesota Comprehensive Assessments will increase from 46.4% to 51.4%.</i></p> <p><i>The percentage of students who qualify for Free and Reduced Lunch enrolled October 1 in grades 3-6 who are proficient in math on the Minnesota Comprehensive Assessments will increase from 57.1% to 52.1%.</i></p>	<p><u>Special Education:</u></p> <p><i>Reading-33.3% proficient</i></p> <p><i>Math-33% proficient</i></p> <p><u>Free and Reduced Lunch:</u></p> <p><i>Reading-51.2%</i></p> <p><i>Math-65.51%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>



*Bulleted narrative is appreciated. 200-word limit.*

- The data used to identify this goal was our previous years' data. We were realized that we were not being as intentional as we needed to be with our subgroups. We also added a goal for our students receiving FRL based on input from last year.*
- The strategies we are using include an instructional coach working with teachers on improving instruction; a new reading curriculum and training; a more defined MTSS to recognize which students need interventions. When it is in the best interest of their student and fits with their IEP goals, instruction for students in special education happens in the classroom. If students are pulled out, it is to work on specific goals.*
- The staff are using our strategies and the strategies are working.*
- We have increased proficiency for students who qualify for FRL and students in special education.*

## All Students Career- and College-Ready by Graduation

<input type="checkbox"/> X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
During the 17-18 school year, all seniors will have taken the ACT either in their junior or senior year. Students' composite scores will be the same or higher than the state composite score.	<i>100% of the seniors took the ACT in their junior or senior year. The composite score for the school was 17.8 while the state composite score was 21.3.</i>	Check <b>one</b> of the following:  <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> X Goal Not Met

*Bulleted narrative is appreciated. 200 word limit.*

- The data we used to identify our needs include: MCA reading and math scores, attendance rate, and the need for higher level classes in the high school. The data is disaggregated by gender and race ethnicity. The class of 2018 was broken into White and Two Races or More. The composite score for each was 17.8 and 18.*
- The strategies in place to support this goal area are: the structure to math classes has changed so that students will have two years of higher level math as part of the requirements; the MTSS committee is involved in behavior, attendance, and academic supports, and teachers are working with an instructional coach and using best practices in teaching in the high school. This is similar training our elementary has been utilizing. It is now being implemented in the high school.*
- We are in the first year of being intentional in the high school. Prior to this year, we were focusing the majority of our efforts in the elementary.*
- It is working because this is the first year all of our 11<sup>th</sup> graders are in a math class.*

## All Students Graduate

<input type="checkbox"/> X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
100% of the class of 2018 will graduate.	One senior did not graduate in 2018.	Check <b>one</b> of the following:  <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> X Goal Not Met  <input type="checkbox"/> District/charter does not enroll students in grade 12

*Bulleted narrative is appreciated. 200-word limit.*

*This goal is not a good goal, but it was the goal that was set prior to getting the feedback on last year's goal. Our goal for next year is based on trend data.*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i>  <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i>  <input type="checkbox"/> <i>Not on Track</i>

*Bulleted narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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*Bulleted narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## **Integration**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.