

2014-2015 World's Best Workforce Report Summary

District or Charter Name: ISD #698 Floodwood

Contact Person Name and Position: Rae Villebrun, Superintendent/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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

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.]

- www.floodwood.k12.mn.us

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.]

- *Thursday, October 29, 2015*
 - *Optional: Attach relevant annual public meeting documents (i.e. agenda, minutes) to this submission.*

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.]

- Rae Villebrun, Superintendent/PK-12 Principal
- Sarah Lindstrom, Elementary Teacher
- Dave Tollefson, Elementary Teacher

- Alyson Morberg, Title I Teacher
- Jennifer Bartsch, Elementary Teacher
- Cyndee Parsons, High School Teacher
- Heather Goette, High School Teacher
- Blake Johnson, High School Teacher
- Vangie Mattfield, High School Teacher
- Jim Dusek, Parent
- Lisa Dusek, Parent
- Carol Scharnberg, Community Representative
- Tim Myles, School Board

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<ul style="list-style-type: none"> • Students currently receive partial programming in preschool in ISD 698 (12 weeks at 4 hours per week). All families who are interested are able to participate in Pre-K & ECFE Programming. However, in order to reach our goal of all students Ready for Kindergarten, we are working to improve the quality and quantity of programming in early childhood. For 2015 - 2016 the district has plans to collaborate with Head Start and the Blandin Foundation <ul style="list-style-type: none"> ○ To create a Pre-K Program that all students ages 3 & 4 will be able to participate in high quality programming four full days per week throughout the school year. • Students will be assessed three times (3x's) per year on oral language, early literacy, and early numeracy. Students will be provided with individualized interventions based on this data 	<ul style="list-style-type: none"> • <i>The Floodwood School has implemented a full day program for 4 year olds and a half day program for 3 year olds.</i> • <i>Students are monitored 3X per year and we have implemented interventions to support the students who are not making adequate progress.</i> • <i>Due to staff changes in Kindergarten, data may have been collected, but was not analyzed.</i>

	2014-2015 Goals	2014-2015 Goal Results
	<p>and progress monitored monthly in an effort to ensure they have the academic skills as they enter kindergarten.</p> <ul style="list-style-type: none"> • There is no baseline data for 2013 - 2014. Using the IGDIs and the Kindergarten Language Screener-II, the goal is to have 70% proficiency as students enter kindergarten in 2016 and 85% proficiency as they enter kindergarten in 2017. 	
All Students in Third Grade Achieving Grade-Level Literacy	<ul style="list-style-type: none"> • There is no baseline data for 2013 - 2014. Using the AIMSweb, the goal is to have 70% proficient in Grades K-3 in Spring of 2015 and 80% in Spring of 2016. • The World's Best Workforce Committee will be working throughout this school year to revise the PK-6 Local Literacy Plan to address this goal area. The strategies outlined above as part of the RTI framework will be implemented to reach our goal of students in third grade achieving grade level literacy. • The latest version of the Literacy Plan has been requested from the state department & will be entered in this category in the future. 	<i>The Literacy Plan was not updated last year. It will be done this year.</i>
Close the Achievement Gap(s) Among All Groups	<ul style="list-style-type: none"> • In reviewing trend data back from 2012, Floodwood School special education achievement data on the MCAs has shown little or no growth in reading or math across the district. Overall, special education achievement data is far below state average. • In order to reach Math Proficiency in Special Education of 62.2% by 2018, Floodwood School will improve Math Proficiency by 19.9% in Spring 2015. Proficiency goals for the next three years for special education students in the area of math include: 2016—22.5 %, 2017—42.4 %, and 2018— 	<i>Floodwood School staff are working with Northern Sky Regional Center of Excellence.</i>

	2014-2015 Goals	2014-2015 Goal Results
	<p>62.2 %.</p> <ul style="list-style-type: none"> • In order to reach Reading Proficiency in Special Education of 57.3% by 2017, Floodwood School will improve Reading Proficiency by 14.1 % in Spring 2015. • Proficiency goals for the next three years for special education students in the area of reading include: <ul style="list-style-type: none"> ○ 2015 29.1 % ○ 2016 43.2 % ○ 2017 57.3 % 	
All Students Career- and College-Ready by Graduation	<ul style="list-style-type: none"> • Students in Grades 7-12 have received an iPad to assist in developing 21st Century skills for College & Career Readiness. Additionally, this implementation will allow staff to better meet the needs of all learning by improving differentiation of instruction. • Students take the Accuplacer to help prepare them for college or a career. • Students take the PSAT to help prepare them for college entrance. • Juniors & Seniors at Floodwood Public School take the ACT to determine college-readiness levels. 	<i>All 7-12th grade student have iPads. They are taking the Accuplacer, ACT and PSAT at the appropriate grade level.</i>
All Students Graduate	<ul style="list-style-type: none"> • The Graduation Rate for Floodwood High School in 2013 was 68 %. Prior to 2013, the Graduation Rates ranged from 88 % - 100 %. However, given our small cohort numbers in each grade, it is difficult to obtain accurate trend data. The average cohort size in Grades 7-12 is 23. • According to the Minnesota Report Card for the Floodwood District posted on the Minnesota Department of Education (MDE) 	<i>Floodwood School is working on developing plans for high school students to keep them on track for graduation.</i>

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	<p>website, the Graduation Rate Trends based on 4 years in High</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Student Count</th> <th>% Graduated</th> </tr> </thead> <tbody> <tr> <td>2013 – 2014</td> <td>20</td> <td>80.0 %</td> </tr> <tr> <td>2012 – 2013</td> <td>16</td> <td>66.7 %</td> </tr> <tr> <td>2011 – 2012</td> <td>22</td> <td>95.7 %</td> </tr> <tr> <td>2010 – 2011</td> <td>30</td> <td>88.2 %</td> </tr> <tr> <td>2009 – 2010</td> <td>27</td> <td>81.8 %</td> </tr> </tbody> </table> <p>School are as follows:</p> <ul style="list-style-type: none"> • Therefore, based on the class size projections for the next three years, the goal for increasing the Graduation Rate at Floodwood High School will be: <ul style="list-style-type: none"> ○ 2014 – 2015 From: 68 % → 87 % (26 out of 30) ○ 2015 – 2016 From: 87 % → 92 % (24 out of 26) ○ 2016 – 2017 From: 92 % → 94 % (16 out of 17) 	Year	Student Count	% Graduated	2013 – 2014	20	80.0 %	2012 – 2013	16	66.7 %	2011 – 2012	22	95.7 %	2010 – 2011	30	88.2 %	2009 – 2010	27	81.8 %	
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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.]

Goal #1: **Student Achievement**

- Improve math scores based on local & state assessments.

- Continued training regarding the new elementary math curriculum (Math Expressions) to address low math MCA proficient scores and continued math curriculum alignment work.
- Continue working with the RCE advocate to increase capacity.
- Teachers are beginning to use Learning Targets to improve instruction & so the students know what they are learning and why.
- Attend workshops that focus on best practices in teaching & learning.
- Improve reading scores based on local & state assessments.
 - Continue working with the RCE advocate to increase capacity.
 - Teachers are beginning to use Learning Targets to improve instruction & so the students know what they are learning and why.
 - Attend workshops that focus on best practices in teaching & learning.
- Improve staff understanding of the implications of the ELA Common Core Standards.
 - Staff will attend a workshop re: ELA CCSS during an early out to address all content areas.
- Staff will be developing a Response to Intervention framework in 2014 in order to provide more systematic supports to all students. Essential components will include benchmarking 3 times per year for all students in grade PK-6, implementing progress monitoring for any students receiving interventions, implementing high quality core and supplemental supports and establishing a problem solving process to identify students at-risk.
- Foundations were laid during the 2014 - 2015 School Year to begin implementation of Positive Behavior Intervention Supports (PBIS). Examples include development of school wide expectations, adopting SWIS databases, etc. The district intends to apply for training and coaching offered by MDE for PBIS for the 2015 - 2016 School Year.
- The Floodwood School District allocated appropriate funds to implement the Marzano Teacher Evaluation Model and other staff development opportunities during the 2014 – 2015 School Year. The Marzano Method (“The Art & Science of Teaching”) will continue to be studied & implemented during the 2015 – 2016 School Year.
- The School Board & Superintendent will continue attending training throughout the year as offered by MASA and MSBA to learn how to best practice strategies to support the World’s Best Work Force goals.

Goal #2: **Technology**

- In 2014 - 2015, staff received training & support in developing and sustaining Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) structures to better meet the academic and social/emotional needs all of students.
- In 2014 - 2015, special education staff received training and support from Superintendent / Principal and Special Education Director to better support special education students in achieving grade level standards.
- Ongoing professional development opportunities for school board, administration, and teachers as outlined above specific to technology integration, CCSS, and instructional best practices (Marzano Model).

- Although the staff at the Floodwood School is reasonably proficient in the use of Technology, there needs to be on-going Technology Training to enhance existing skills & learn new technology skills.
- In order to enhance student learning & achievement, Floodwood School will incorporate the use of technology, specifically iPads, into all of its content areas.
 - Staff attended a full day training during workshop week to learn more strategies for technology integration.
 - Staff have opportunities to attend conferences specific to technology integration (e.g. TIES & Minnetonka Technology Conference).

Systems, Strategies and Support Category

Students

As part of the Floodwood Title I plan, the district intends to improve the current RTI structure to better monitor student progress utilizing weekly data. AIMSweb was adopted for the 2014 - 2015 school year & will continue to be used in 2015 – 2016. Additionally, diagnostics assessments (phonics screeners, BAS, etc.) will be used for students who were identified as at-risk using the AIMSweb screener. Any student receiving Title I or Special Education interventions will be monitored weekly and progress monitoring data received weekly by grade level teams consisting of the Title I teacher, classroom teachers, & administration.

Teachers and Principals

The Floodwood Teacher Collaboration, Growth, & Evaluation model consists of a number of activities during the 3-year Professional Review Cycle:

1. The process begins with a **Self-Assessment** & collaborative / planning conversations with peer & instructional coaches to develop an Individual Growth Plan. This is the recognition that ALL teachers can improve their practice by addressing areas of desired growth. Teachers may work individually, in professional learning communities (PLC's), in instructional rounds, & / or with instructional coaches to address their professional development based on data. The plan connects individual professional learning to the review cycle. The Individual Growth Plan is intended for the following purposes:
 - a. To guide individual learning strategies & peer review throughout the 3-year review cycle.
 - b. To empower a teacher to plan his / her own individual professional learning.
 - c. To focus individual professional development on outcome-based goals connected to student learning & engagement.
2. **Evidence** of teacher practice is collected during each of three (3) years through self-assessment & peer review (instructional rounds), walk-throughs, and formal & informal observations. Throughout the process, all roles in the process are aware of teacher growth:
 - a. The Teacher
 - b. The Peer Observer
 - c. The Summative Evaluator

This engagement & awareness is available through the following forms of Evidence:

- Individual Growth Plan
 - Individual Reflection
 - Attendance at Professional Learning Communities (PLC's)
 - Attendance at Team Meetings
 - Tracking of Teacher Progress through *iObservation* data (secured online tracking system)
 - End-of-the-Year Self-Reflection
3. Self-Assessment & **Peer Review** at the end of the year will inform Individual Growth Plan revisions in years one (1) and two (2) and connect each year to the previous year in the 3-year review cycle.

4. At the end of the 3-year review cycle, the assigned summative evaluation conducts a **Summative Evaluation** & determines a final summative performance rating. The summative evaluation updates & informs a new Individual Growth Plan for the next 3-year review cycle.

There are three (3) components of the Floodwood School District, ISD #698, Teacher Development & Evaluation Plan represented by the triangle in Figure 1. Figure 1 illustrates the three (3) components and how they relate to one another, to teacher professional development and learning, and to district priorities. They are as follows:

- 1) Teacher Practice
- 2) Student Engagement
- 3) Student Learning & Achievement

District

- The District intends to apply for training and coaching offered by MDE for PBIS for the 2015 - 2016 School Year.
- In the 2014 - 2015 school year, the teachers & administration began taking part in extensive training to implement the Marzano Teacher Evaluation Model (derived from the work of Dr. Robert Marzano & based on the book, "The Art and Science of Teaching"). Dr. Marzano's Model is the causal model that identifies the effect that instructional practices have on student achievement. Training will continue through the 2015 - 2016 school year.
- Teachers are receiving professional development to learn how to use teaching strategies to foster collaboration, communication, creativity, and critical thinking in an effort to prepare students for the 21st century workforce.
- Beginning in the 2014-2015 school year, teachers received training regarding the implications of ELA Common Core standards (i.e. text complexity, close reading strategies, etc.) across all content areas.
- During the 2013 - 2014 school year, teachers received training by math specialist, Russ Davidson, to improve curriculum alignment to current math standards. Additionally, the district adopted a new elementary math curriculum (Math Expressions) to address low math MCA proficient scores.
- Improving curriculum alignment began during 2014-15 & will continue during the 2015-16 school year.
- In 2014 - 2015, teachers received training on MCA test specifications in Reading, Math, & Science. Additionally, staff was trained & professional development time was allocated for teachers to map curriculum and assessments to grade level standards. Teachers will continue to implement teaching strategies aligned with the MCA test specifications throughout the 2015 - 2016 school year.

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.

- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.