

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Floodwood School District

Grades Served: PK-12

Contact Person Name and Position: Dr. 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 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

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.]

- www.floodwood.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.]

- *November 28, 2016---Note: The district is going through the strategic planning process. We have had three public meetings on October 27, 2016, November 3, 2016, and November 17, 2016. We will have a final meeting on December 8, 2016 to set goals for the district. We have used data from the WBWF to guide our topics.*

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.]

Superintendent / Pre K - 12 Principal	→	Dr. Rae Villebrun	
Teacher Elementary	→	David Tollefson	[5th Grade]
Teacher Elementary	→	Tim Nelson	[2nd Grade]
Teacher High School	→	Shannon Rocco	[Science]
Teacher High School	→	Amanda Fjeld	[Instructional Coach/Math]
Media Specialist	→	Geraldine Davidson	
Parent Representative	→	Lisa Dusek	
School Board Member	→	Tim Myles	

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 Kindergarten

Goal	Result	Goal Status
<p>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.</p>	<p><i>The Floodwood PK Program has a 4-star Parent Aware rating. Programming was offered 4 days a week for both three and four year olds with full days for four year olds and half days for three year olds. The program consisted of one licensed PK teacher, one licensed ECSE teacher, and two paraprofessionals.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p>In order to reach Reading Proficiency of 70.2% by 2017, Floodwood Elementary will improve Reading Proficiency by 10% in Spring 2016 (from 43.5% to 53.5%).</p>	<p><i>Using the MCA scores to determine proficiency, the reading scores went from 43.3% to 49.1%. We did not meet the target, but we are moving in the right direction. Our Maintenance of Achievement in Reading from 2015 to 2016 shows that out of 39 students, we had 18 students show growth, 18 students stay the same, and 3 students show negative growth.</i></p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p>Floodwood School will improve Math Proficiency for the special education population from 19.9% in Spring 2015 to 22.5%. Floodwood School will improve Reading Proficiency for the special education population from 14.1 % in Spring 2015 to 29.1%.</p>	<p><i>Special Education population Math—18.75% Reading—22.97%</i></p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p><i>100% of students in grades 7-12 will use iPads or Chromebooks in classes by the end of 2015.</i></p> <p><i>25% of 7th-12th grade students will participate in Talent Search offered through the College of Saint Scholastica by the end of 2015.</i></p>	<p><i>100% of students had access to iPads and Chrome books in 2015 and will continue to have access to them.</i></p> <p><i>32% of the 7th-12th grade students participated in the Talent Search program during the 15-16 school year.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Increase the Graduation Rate at Floodwood High School from 87% to 90%.</p>	<p><i>The graduation rate for Floodwood High School is 88%.</i></p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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.]

1. *Reading Proficiency: An instructional coach was hired to work with the teachers to improve instruction. The teachers continue to be trained on a balanced literacy approach in reading. Teachers continue to use learning targets to guide instruction as well as develop scales so students can self-monitor their learning. The reading curriculum will be replaced in 2017-2018.*
2. *Closing the Achievement Gap: Based on our data, we realize we need to focus on the special education/free and reduced lunch population. Our Response to Intervention is more focused on these populations. All students are receiving core instruction in the classroom and pulled out for interventions.*
3. *Graduation: The high school teachers are focused on meeting the needs of the students through building relationships and designing lessons that meet students' needs. Students are offered credit recovery through the Alternative Learning Program. We are giving students every opportunity to pass classes and not fall behind. The teachers are also focusing on informing parents and building a working relationship with them to ensure student success.*

4. Systems, Strategies and Support Category

4a. 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. To ensure growth, all populations will be focused on. However, we need to pay close attention to the populations of special education and free and reduced lunch. The students are monitored using diagnostics assessments (phonics screeners, BAS, etc.) who were identified through the FASTbridge data. Students 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.*

4b. Teachers and Principals

- *The Floodwood School District used Learning Sciences International~iObservation, to evaluate teachers. The program is designed with a growth plan in conjunction with observations from peers and the principal, which will give teachers the feedback they need to grow in their learning. Peers will observe one another at least once per year. The principal will observe all teachers at least once per year and non-tenured teacher three times per year. The teachers also attend professional development at least three times per year to increase their learning.*
- *The principal is evaluated through the school board as the position is a combined position of Superintendent/Principal. The school board decides what areas should be evaluated and uses those areas to determine growth for the principal.*

4c. District

- *The focus for the district has been improving instruction. To improve instruction, the teachers have been focusing on their content standards and teaching to the standards vs. a curriculum. They are receiving professional development and peer coaching on a monthly basis. If we can improve instruction, we will improve our test scores and our graduation rate. Professional Development includes professional learning communities once a week, workshops through area school districts, in house workshops through consultants, and support from the instructional coach.*

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Floodwood School District has one building for PK-12. Teachers are hired based on qualifications, licensure, and if they fit in with the vision and mission of the district. Elementary teachers are placed in grade levels based on skill and flexibility as well as licensure. High School teachers are placed according to their licenses to teach specific content areas.*

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