



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

District or Charter Name: Heron Lake –Okabena School District [ISD 330]

Grades Served: PreK through 12

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A and I Contact: Paul Bang
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New this year! This is MDE’s first attempt at asking districts/charters to submit one combined report to address two needs: the Annual 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.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@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.

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.

- Both the WBWF plan and A & I plan can be found on the district web page.
- <https://www.isd330.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=2&DirectoryType=6>
- <https://www.isd330.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=2&DirectoryType=6>

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.

- 11-20-18

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)
Paul Bang	K-12 Principal/ Superintendent	X
Jason Fisher	Dean of Students	X
Jen Koep	Licensed Social Worker	X
Jeanie Rasche	School Board Member	X
Kelly Beckmann	Title 1/ Reading Interventionist	
Heather Huset	4 th Grade Teacher	
Lisa Fest	Community Member	

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.

The district works to provide highly qualified teachers and para-professionals in all positions. We have only one elementary school and one high school. Both schools are one section schools, thus all students have the same quality instructors. The teachers are assigned and their efforts are analyzed by looking at the growth of student learning as indicated on MCAs, Fastbridge and STAR assessments. Those teachers whose classes are not progressing as desired are provided professional development opportunities to assist in improving instruction. We have received guidance from the Center of Excellence and SWWC Cooperative support personnel. The district also gets support from the Nobles County Integration Collaborative staff. We get less than 5 applications per position. The district leadership team is involved in reviewing the equitable access data annually when reviewing MCA results.

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.

X 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

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>100% of student at Heron Lake – Okabena are prepared for Kindergarten before they start. They will have progressed in Personal/Self Care Skills, Cognitive Skills, Social/Emotional/Behavioral Skills, Motor Skills, and Communication/Language Skills to an age appropriate level.</p>	<p>Data collected through interviews with pre-school and kindergarten instructors. Percent prepared for kindergarten: Personal/Self Care Skills–77% Cognitive Skills–88% Social/Emotional/Behavioral–80% Motor Skills–82% Communication/Language–90% Overall–83.4+%</p> <p>The goal should be lowered below 100% so that it is attainable, but it should still be what we strive to accomplish.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

This year we utilized Early childhood FASTbridge data on the preschool students to assist on determining preparedness. Next year that will be phased out. We utilize ECFE activities and workshops. We have 3 & 4 year old preschool classes to support readiness for school. Over 85% of our kindergarten students have attended preschool and ECFE evening classes. Our progress is monitored by comparing the FASTbridge data on the preschool students from year to year.

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
95% of students in third grade will achieve grade-level literacy.	On the spring MCA test for reading 62.6% of students were at grade level literacy.	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

For determining literacy, we look at test data from MCA, Fastbridge, and STAR. We are unable to break data into sub-groups as the student count is low. We compare our data from year to year to help make instruction decisions, but each class is small and thus subject to wide variability with students.

Close the Achievement Gap(s) Between Student Groups

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Amongst HLO students there is no statistical achievement gap between categories of students. [or less than 5% difference in scores between categories]	There is a 9% achievement gap between different categories and the population as a whole. The group sizes are statistically small, but there is a gap. It has been lowered as a district by less than 2%.	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p>

As a small district, we have a challenge in having large enough sample sizes of each group to determine what strategies are most effective. We access support for improving instruction and implementing best practices for each of our student groups from the SWWC service coop, our EL teacher, NCIC, and MDE.

All Students Career- and College-Ready by Graduation

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>100% of graduating seniors have developed a plan for establishing a career before graduation day. They also should realize the plan should be flexible to adjust for life’s challenges.</p> <p>75% of students have applied for post-secondary education opportunities.</p> <p>90% of students have attended a career or college fair before 11TH grade.</p> <p>95% of students have taken the ASVAB career exploration test.</p>	<p>100 % of seniors have met with the school social worker, and developed a plan MCI to assist them.</p> <p>56% of students have applied for post-secondary education.</p> <p>90% of the juniors have attended a career or college fair.</p> <p>98% of juniors have taken the ASVAB and 91% attempted the ACT with class.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p>

We utilize the return of test result and completed form on MCI. We also use attendance lists from college fairs. The district offers the access to career planning, college fairs and taking the ASVAB and ACT. This accounts for the high percentage of participation. The lack of applications to post –secondary education varies from year to year.

All Students Graduate

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percentage of seniors graduating from Heron Lake -Okabena will remain near 98%</p> <p>Within 18 months of the original expected graduation date, all student(s) that do not graduate will be followed up on with remediation.</p>	<p>95 % of the students graduated. 2 students that did not graduate have worked on an on-line credit recovery program since the beginning of their senior year. Neither have completed all the necessary credits to receive a diploma. One has enrolled in an ALC.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

The district graduation data is used to identify needs in this area. The sample size is not large enough to disaggregate into student groups. We provide opportunities for credit recovery in order to support the students that are behind. They can take online courses, attend classes at the ALC, or make them up instead of a study hall. Our results are close to the goal, and the strategies seem to allow students to get back on track to graduate.

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?
By 2020, the percentage of 3rd grade students, in free and reduced lunch subgroup, who are proficient in reading according to MCA results will increase by 6%.	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p>30%</p> <p>Goal 45%</p>	CTSTR- data sample is not large enough	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input checked="" type="checkbox"/> <i>Not on Track</i></p>

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?
By 2020, 75% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to improve literacy.	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	No baseline available	60% reported increased understanding	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track
<p>Opportunities were offered but unfortunately, there were no participants from HL-O. As a part of our improvement plan, individual districts are responsible for providing professional development opportunities that are focused on culturally responsive trainings and practices.</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, on a district administered survey, the percentage of students in 4, 5, 7, and 9 who report improved school climate will increase from 60% to 70%.	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	No baseline, 1 st year of data. Goal 60-65%	85% had improved climate	<i>Check one of the following:</i> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track
<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> 				

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
To review local data and best practice research to determine what changes in district policy and practice are needed to improve equity and/or narrow achievement gaps.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	Discussions	Collaborated with Minnesota Education Equity Partnership (MnEEP) to develop an Action Plan. It has been a continuous effort for NCIC Equity team to share the report and strategies that are recommended towards equitable practices and narrowing the	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

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 5

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, at least 12 7th & 8th grade students will participate in NCIC summer programs and demonstrate increased math or STEAM skills as measured by a pre-and post-assessment.	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input checked="" type="checkbox"/> <i>Integration Goal</i>	No baseline, 1 st year reporting. Goal – 3 students	Result - 0	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input checked="" type="checkbox"/> <i>Not on Track</i>

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.

Working with the Nobles County Integration Collaborative, Heron Lake – Okabena School District has

increased its staff's awareness of the different life experiences each student has outside of school. The staff

has worked to make their instruction/curriculum more inclusive to all. It has made the leadership team

cognizant of working to hire staff that represent our student population.