DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name:
Grades Served:
Contact Person Name and Position:

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

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.isd330.org

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.]

> ➢ October 17, 2017

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.]

➢ Complete the list of your District Advisory Committee members for the 2016-17 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 Member	Role in District
Paul Bang	K-12 Principal/Superintendent
Jason Fisher	Dean of Students/Parent
Jen Koep	Social Worker/Parent
Kelly Beckmann	Title 1 Coordinator/Reading Interventionist
Jeanie Rasche	School Board Director
Heather Huset	4th Grade Teacher
Lisa Fest	Parent

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 School

Goal	Result	Goal Status
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.	Data collected through interviews with pre-school and kindergarten instructors. Percent prepared for kindergarten: Personal/Self Care Skills–75% Cognitive Skills–90% Social/Emotional/Behavioral–75% Motor Skills–80% Communication/Language–90% Overall–77+% During the interviews it was discussed that the percent prepared in the goal may be unrealistic and should be reduced in the future.	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
95% of students in third grade will achieve grade-level literacy.	By analyzing the Fastbridge and STAR reading data collected at the end of second grade and beginning of 3rd grade, it was determined that 82% of students were at grade level literacy when entering 3rd grade.	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

Goal	Result	Goal Status
		☐ *District/charter does not enroll students in grade 3*

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

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 was reduced as a district in Math by 1%, but increased by 2% in Reading.	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

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

Goal	Result	Goal Status
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. 75% of students have applied for post-secondary education opportunities. 90% of students have attended a career or college fair before 11TH grade. 95% of students have taken the ASVAB career exploration test.	100 % of seniors have met with the school social worker, and developed a plan MCI to assist them. 65% of students have applied for post-secondary education. 85% of the juniors have attended a career or college fair. 98% of juniors have taken the ASVAB and 95% attempted the ACT with class.	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
The percentage of seniors graduating from Heron Lake-Okabena will remain at above an average of 98%. Within 18 months of the original expected graduation date, all student(s) that do not graduate will be followed up on with remediation.	95 % of the students graduated. 2 of the 3 students that did not graduate have worked on an on-line credit recovery program since the beginning of their senior year. They have not complete all the necessary credits to receive a diploma. One finished last summer and the other 2 have plans to finish by January of 2018.	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

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.]

Our MCA scores have placed us as a Focus for the past several years. This indicates that we need to increase our emphasis on improving instruction and teaching the Math and ELA state standards. The curriculum needs to be aligned and all instructors must utilize best practices. Our STAR data and Fastbridge benchmarking indicate that the students are improving and getting closer to meeting standards. It shows that the classroom efforts made are increasing student achievement, but that there is still a need to keep raising expectations. The greatest needs we have seen with our data is in the area of math, k-12. We are working with our Service Cooperative and our focus school improvement liaison to implement best practices at all levels. High percentage of Free and Reduced students (53%) requires additional support at school. Our graduation rate is above 90% and student attendance is 95%and this demonstrates a high level of student engagement.

4. Systems, Strategies and Support Category

4a. Students

There are several areas of focus for the district. The district has a leadership team meet in the summer to analyze the MCA data and break it down by students groups. This is assisted by the Center of Excellence staff. The elementary also uses Fastbridge and STAR assessments to evaluate student progress throughout the school year. Each grade level meets once a month [data day] with a SWWC employee to analyze student progress and determine if any interventions need to be implemented. We have a licensed instructor who manages the Title program and is attending available workshops on best practices in reading and math interventions.

4b. Teachers and Principals

The focus for Instruction is to properly integrate formative assessment processes into the daily instruction. In the area of curriculum the staff is to unpack and break down the state standards at all grade levels and subjects. Then the staff will analyze the curriculum map and that will allow them to analyze scope and sequence of the curriculum for gaps. The district is in year three of the TDE plan that was adopted for teacher evaluations.

4c. District

The district focus in technology was to increase the use of google documents by instructors for collecting work and communicating with students and parents. The district utilized the weekly PLC's to educate the staff in the use of technology and to work on improving instruction. The weekly PLC increase the ability of the instructors to grow professionally together.

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

The district works to provide highly qualified teachers and para-professionals in all positions. We have only one elementary school and one high school. 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 get guidance from the Center of Excellence and SWWC Cooperative support personnel. We get less than 10 applications on average per position.