



2015-16 World's Best Workforce Report Summary

District or Charter Name: Adrian Public Schools

Contact Person Name and Position: Roger Graff, Superintendent of Schools

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 2015-16 report summary. Districts must submit this completed template by **December 15, 2016** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report Location (link to PDF on the district web site): www.isd511.net

Annual Public Meeting Date/Time

October 17, 2016 @ 5:30 pm prior to the Board of Education Meeting

District Advisory Committee

Administration: Roger Graff, Superintendent, Russ Lofthus Pre-K-5 Principal, Tim Christensen 6-12 Principal

School Board: Lisa Kruger

Teachers: Jolene Henning, Monica Horn, Jason Berghorst

Support Staff: Mary Peterson and Kelly Kooiman

Students: Mitchell Lonneman and Avery Balster

Parents/Community Members: Brian McCarthy, Sarah Lenz, Bruce Heitkamp, Jessica Frodermann, Cate Koehne

Goals and Results

2a. All Students Ready for Kindergarten

Goal	Results	Goal Status
90% of the students entering kindergarten that have attended Kid's Connection Preschool will have the necessary skills to be ready for kindergarten. Kindergarten readiness will be determined using Preschool teacher judgement and Literacy data results from the Teaching Strategies curriculum and Aware Gold data collection report.	98% of students met the literacy benchmark at the end of the 15-16 SY.	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

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

Goal	Results	Goal Status
75% of our students will have the necessary skills to be grade level readers at the end of the year as measured by the MCA III Reading results.	53% of our students met or exceeded the MCA III Reading assessment in the spring of 2016.	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 grades 3

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

Goal	Results	Goal Status
To increase the number of students scoring proficient in each measurable groups by a minimum of two percentage points as measured by the MCA III results.	See Appendix A for results. Click here for link to Appendix A	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)

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

Goal	Results	Goal Status
<p>To provide our students in grades 8-12 with a comprehensive College and Career Readiness program that meets state guidelines. This program will include classroom instruction, student interaction with instructors, college visits/reflections, career fairs, college fairs, career professional presentations, etc. In addition, all students in 8th grade will take the EXPLORE test, 10th grade students will take the PLAN test, 11th grade students will take the ASVAB test.</p>	<p>100% of students in 8th grade took the EXPLORE test, 100% of students in 10th grade took the PLAN test, 100% of students in 11th grade took the ASVAB test, 90% of students in 11th grade took the ACT+Writing test, 100% of all graduating seniors (2016) participated in the spring 2015 ACT + Writing test (**Our scores have remained consistent and are meeting state standards even with the increase of students taking the tests) and the ASVAB test.</p> <p>All students in grades 8-12 participated in a comprehensive College and Career Readiness program, which included the tests noted above, classroom instruction, 9th graders participating in career presentations, 10th graders attending a Career Fair at a local two year college, 11th graders attending a College Fair at a neighboring high school. A senior student/parent FAFSA and college readiness meeting was held for all seniors with our guidance counselor - Financial Aid representative from SMSU presented FAFSA material.</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	Results	Goal Status
100% of seniors graduate.	100% of seniors graduated.	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 grades 12

Identified Needs for SY 16-17 Based on Data

Each year we focus on continuous improvement of all district academic programs. For the purpose of this document, our focus is on the following initiatives:

- **Initiative #1:** Continue to work on preparing all our students to be ready for kindergarten when they leave our early childhood program.
- **Initiative #2:** Continue to work on preparing our students to be grade level readers at the end of their 3rd grade year.
- **Initiative #3:** Continue to work on our goal of closing the achievement gap for all student groups.
- **Initiative #4:** Continue to work on having all our students be career and college ready by the time they graduate.
- **Initiative #5:** Each year our goal is to work with our students throughout the high school years to ensure that they take the necessary coursework and perform academically to graduate from high school on time. Our focus is a 100% graduation rate.

Systems, Strategies and Support Category

Students

1. All Students Ready for Kindergarten: 98% of our incoming kindergarten students met the spring literacy benchmark in SY 15-16, exceeding the 90% threshold.

SY 16-17 Focus: In an effort to exceed the 90% challenge, district early childhood staff will attend Teaching Strategies and Aware Gold curriculum training to ensure fidelity of curriculum implementation. Our early childhood teacher will work closely with our kindergarten teachers on preparing our preschoolers to be ready for K. Parents of early

childhood age children will have access to quality ECFE classes, and we will offer a three-part series to parents during the school year that provide a comprehensive overlook at helping parents better understand kindergarten readiness.

2. All Students in Third Grade Achieving Grade-Level Literacy: Our Title I School Wide Plan outlines the various strategies we implement to work towards all children being grade level readers each year. We have observed a 5 year downward trend in the percentage of children in grades 3-5 that meet the MCA III Reading Proficiency level.

SY 16-17 Focus: In an effort to reverse this downward trend, we will continue to provide both in class and Title I targeted interventions to students based on the data we collect through the FAST a Reading assessment as well as our PRESS intervention system. We will offer Fast Forward intervention to 30 students that meet the qualification criteria. We are implementing the Reading Wonders curriculum in SY 16-17. This is a Common Core curriculum that has solid correlation with the Minnesota Common Core literacy standards. During the 16-17 school year our reading teachers will be doing additional standards alignment to ensure that we are covering the benchmarks that are a part of the Minnesota Reading standards.

3. Close the Achievement Gap(s) Among All Groups: Each year we examine the achievement data we collect on our students with a focus on measuring growth for each subgroup and providing academic interventions to assist each student improve their overall achievement results.

SY 16-17 Focus: To increase the number of students scoring proficient in each measurable group by a minimum of two percentage points as measured by the MCA III results. We will do this by continuing to assess our students using both formative and summative assessments to determine student achievement. Using the data, we will provide effective instruction and targeted interventions to improve student achievement outcomes.

4. All Students Career and College-Ready by Graduation: Our ongoing goal is to help our students prepare for their future by offering relevant coursework that prepares our students for their post K-12 futures.

SY 16-17 Focus: We will provide our students in grades 8-12 with a comprehensive College and Career Readiness program that meets state guidelines. This program will include classroom instruction, student interaction with instructors, college visits/reflections, career fairs, college fairs, career professional presentations, seniors meeting with guidance counselor for college and career preparedness, financial aid meeting with seniors and their parents. In addition, all students in 9th grade will take the ACT ASPIRE test and 11th grade students will take the ASVAB test. In addition to these grade specific tests, we offer ACT Prep courses in Reading, Writing, Math and Science. Continue to provide our students with a variety of courses including the state

and district required courses for graduation. In addition, we will offer a variety of elective courses in visual arts, FACs, industrial technology (including CAD), performing arts, business technology, foreign language and mathematics.

5. 100% of Seniors Graduate On Time: By providing a comprehensive curriculum, along with effective guidance, our students have the opportunity to graduate on time.

SY 16-17 Focus: We will track student progress during their 9-12 years to ensure each student is on track to graduate on time. Students in grades 9-12 are required to complete grade level College and Career Readiness activities during our scheduled ½ hour of daily Advising times. These activities are tracked through Google Drive and Google Email by teachers and students sharing completed documents. Students are allowed to take a wide variety of courses at the high school level. Those courses include CIS course in: College English, College Algebra, College Pre-calculus, College Speech, College Government. We will also offer AP Psychology. On annual basis, students review their transcripts with their Advising instructor. Our principal and counselor will meet with students to review transcripts, discuss plans for after high school, help students transition to life after high school while providing them with multiple opportunities to attend work fairs, college fairs, financial aid awareness, etc.

Teachers and Principals Training/Development

- **MS/HS Professional Learning Communities (PLC) and Elementary Opportunity Team Meetings**
 - Weekly PLC meetings and Weekly Opportunity Team meetings that focus on
 - Effectiveness of instruction
 - Data driven intervention strategies
 - Curriculum review and development
 - Culture awareness
- **Teacher/Principal Evaluation Process**
 - District has an evaluation process in place based on state statute
 - Increase collaboration between teachers and principals through Peer Review Process
- **Indicators of Progress**
 - Development of Course Guides that align our curriculum with State Standards
 - Increased use of Formative Assessments
 - Analysis of pre- and post- assessments to determine growth and areas of need

District

- **High-quality Instruction**
 - Effective PLC/Opportunity Team collaboration
 - Ongoing classroom observations and walkthroughs by administration
 - Peer Review process
 - Teacher mentor/induction program
 - Ongoing professional development opportunities tied to Building/District goals
 - Standards based objective teacher evaluation process that measures teacher effectiveness

- **Rigorous Curriculum**
 - Development of Course Guides that align our curriculum with State Standards
 - Course alignment with Minnesota Standards

- **Technology**
 - Integration of Google Classroom into the instructional process
 - Online web-based learning opportunities that include
 - Google Drive
 - Schoology
 - IXL
 - FAST Forward Intervention
 - AR 360
 - Moby Max
 - Fast Forward

- **Collaborative Professional Culture**
 - MS/HS Professional Learning Communities (PLC) and Elem. Opportunity Team Mtg.
 - Bi-Monthly PLC and Weekly Opportunity Team meetings that focus on
 - Effectiveness of instruction
 - Data driven intervention strategies
 - Curriculum review and development
 - Culture awareness

- **Indicators of Progress**
 - Development of Course Guides that align our curriculum with State Standards
 - Increased use of Formative Assessments
 - Analysis of pre- and post- assessments to determine growth and areas of need
 - Increase use of technology integration into our daily instructional model

Equitable Access to Excellent Teachers

When hiring new teachers and reviewing teachers licenses, it is our goal to make sure all teachers meet the highly qualified status. All students, regardless of status (minority, low-income, etc.) are taught by these highly qualified teachers. Standards based objective teacher evaluation process that measures teacher effectiveness. We are a smaller school district so we do not have an issue with equitable distribution of teachers as all teachers teach all students in our district and at site levels.

Staff Development Report Components

Staff Development Advisory Committee Member

- Chair - Monica Horn
- Members - Christy Hornstein, Susan Bullerman, Cate Koehne, Jason Berghorst, Lindsey Bonnett, Kelly Kooiman
- Board of Education Member/Parent - Lisa Kruger
- Administration - Tim Christensen, Russ Lofthus

District/site professional development goal(s)

- To improve the achievement of all students using data and scientifically research based strategies through the use of Professional Learning Communities.
 - **What were the findings?** District-wide MCA III Reading and Math data indicated that we need to examine our instructional practices and implement better systems of improving student achievement.
 - **What was the impact on student learning?** Student learning did not improve significantly as indicated by the assessment data in Appendix A.
 - **What was the impact on teacher practice?** Our district remains committed to set aside time to allow for professional learning where teachers collaborate, discuss and work on implementation of the various teaching strategies they have learned through professional development training offered by the district.
- To integrate technology into the learning process.
 - **What were the findings?** Our district is committed to the use of technology as evidenced by the increased access to Google Chromebook technology. Teachers have received specific training on the integration of the various Google related tools.
 - **What was the impact on student learning?** Through increased access to technology, students are able to better utilize technology as a learning tool which better prepares them for life after graduation.
 - **What was the impact on teacher practice?** Through the use of technology, teachers are finding new ways to:
 - Interact with our students
 - Interact with the data we collect on our students
 - Provide technology-based learning experiences
 - Provide a variety of online learning opportunities for our students

- To focus on quality communication at all levels with all stakeholders.
 - **What were the findings?** Our district continues to focus on quality communication with all stakeholders through the use of:
 - Staff training
 - Newsletters
 - Daily bulletins
 - District website
 - Parent-Teacher conferences
 - Informational news articles in the local newspaper throughout the course of the year
 - Class and focus group meetings with advisers
 - Staff meetings
 - **What was the impact on student learning?** Through the use of effective communication, we create opportunities for all stakeholders to be informed about daily happenings in our district
 - **What was the impact on teacher practice?** Through the use of effective communication, our staff received quality training on instructional best practices

- To enhance school climate through positive behavior strategies.
 - **What were the findings?** Each year, we continue to focus on positive behavior strategies. Each year our data shows indicates that we have fewer severe behavioral incidents.
 - **What was the impact on student learning?** Creating a positive learning environment has a positive impact on our students.
 - **What was the impact on teacher practice?** By focusing on positive behavior and creating a positive school culture, we have found that our teachers are able to spend less time on discipline and more time on positive student/teacher interactions.

Gifted and Talented

Districts and charter schools are now required to include information about three areas of their gifted and talented programs within their WBWF plans.

Process to Assess and Identify Students for Participation in Gifted and Talented Programs

All local district WBWF plans must now include the process used to assess and identify students for participation in gifted and talented programs including: (1) multiple and objective criteria; and, (2) assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

Acceleration

All local WBWF plans must now include the procedures used for the academic acceleration of gifted and talented students. These procedures must include how the district will: (1) assess a student's readiness and motivation for acceleration; and, (2) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

Early Admission to Kindergarten and First Grade

All local WBWF plans must now include a procedure for early admission to kindergarten and first grade, consistent with section 124D.02, subdivision 1. The procedure should be sensitive to underrepresented groups and include the evaluation of cognitive, social, and emotional development domains to help determine the child's ability to meet expectations and progress in the subsequent year.

These are not new requirements for districts. Instead, these existing processes are included as part of local WBWF plans (not submitted to MDE).

Additional information about gifted and talented programs and contact information can be found on the [Gifted Education webpage](#).

Appendix A: Achievement Gap Data Results

2015 & 2016 MCA State Testing Data

MCA III Math – Free and Reduced

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	40.8%	39.0%	(1.8%)
District	53.5%	44.0%	(9.5%)

MCA III Math – Special Education

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	30.9%	26.2%	(4.7%)
District	28.9%	9.8%	(19.1%)

MCA III Math – All Learners

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	60.2%	59.4%	(0.8%)
District	66.0%	56.3%	(9.7%)

MCA III Reading – Free and Reduced

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	40.4%	40.2%	(0.2%)
District	47.1%	42.1%	(5.6%)

MCA III Reading – Special Education

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	30.0%	26.1%	(3.9%)
District	18.4%	10.5%	(7.9%)

MCA III Reading – All Learners

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	59.5%	59.7%	0.2%
District	57.2%	48.8%	(8.4%)

MCA III Science – Free and Reduced

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	32.9%	33.7%	.8%
District	37.8%	34.6%	(3.2%)

MCA III Science – Special Education

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	28.4%	24.9%	(3.5%)
District	25.0%	16.7%	(8.3%)

MCA III Science – All Learners

<u>Grade Level</u>	<u>%Proficient 2015</u>	<u>%Proficient 2016</u>	<u>Percent Increase/Decrease</u>
State	53.4%	54.7%	1.4%
District	47.4%	48.6%	1.2%

