

## **2015-2016 World's Best Workforce Report Summary**

District or Charter Name: Fertile-Beltrami

Grades Served: K-12

Contact Person Name and Position: Brian Clarke- Superintendent

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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### **1. Stakeholder Engagement**

#### **1a. Annual Report**

Provided via <http://www.fertilebeltrami.k12.mn.us/>

#### **1b. Annual Public Meeting**

Summary presented, goals revised- September 27, 2016

## **1c. District Advisory Committee**

### Membership

Garth Kaste-School Board Chair, Brian Clarke-Superintendent, Nathaniel Messick-Principal, Garnet Asmundson-Dean of Students/AD, Sarah Nereson-Counselor, Karin Sorenson- Teacher/Parent, Jason Allrich-Teacher/Parent, Samantha Stock-Teacher/Parent, Leah Swenby-Teacher/Parent, Carol Osmondson- ECFE/School Readiness, Leah Swenby- Kindergarten/Parent, Jean Tollefson- Title One/Reading Intervention, Marjie Broden- ECI/Parent

## 2. Goals and Results

### 2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p><b><i>Fertile-Beltrami School Readiness students will receive instruction in alphabet, letter sound awareness, and basic number sense.</i></b></p>	<p><i>Program time increased to two full days of instruction, literacy=45 minutes, math=30 minutes, and handwriting=20 minutes.</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><b><i>Fertile-Beltrami students will increase their proficiency rate in grade level literacy (grade three) by 10%.</i></b></p>	<p><i>Grade level literacy by grade three proficiency rate decreased in 2013 from 69.4% to 67.6% in 2014, decreased to 47.2% in 2015, and increased to 67.5% in 2016=+20.30%.</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 grade 3</p>

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

Goal	Result	Goal Status
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<p><b>Fertile-Beltrami District proficiency on MCA test scores will increase by 5% in Reading, Math, and Science (including subgroup scores in Free/Reduced, Special Education).</b></p> <p><b>Overall results= -5%</b></p>	<p><b><u>Reading Results from 2015-2016-</u> District Reading Proficiency on MCA test scores increased from 61.1% in 2013 to 64.3% in 2014, decreased to 59.8% in 2015, and increased to 66.9% in 2016= +7.10%.</b></p> <p><b>Special Education Proficiency on MCA test scores increased from 28.0% in 2013 to 30.6% in 2014, decreased to 29% in 2015, and decreased to 25.9% in 2016= -3.10%.</b></p> <p><b>Free/Reduced Proficiency on MCA test scores decreased from 56.3% in 2013 to 54.9% in 2014, increased to 55.2% in 2015, and decreased to 53.1 in 2016= -2.10%.</b></p> <p><b><u>Math Results from 2015-2016-</u> District Math Proficiency on MCA test scores increased from 67.6% in 2013 to 68% in 2014, decreased to 60.8% in 2015, and increased to 67.3% in 2016= +6.50%.</b></p> <p><b>Special Education Proficiency on MCA test scores increased from 31.0% in 2013 to 43.3% in 2014, decreased to 33.3% in 2015, and decreased to 17.2 in 2016= -16.10%.</b></p> <p><b>Free/Reduced Proficiency on MCA test scores increased from 63.2% in 2013 to 71.6% in 2014, decreased to 52.6% in 2015, and increased to 57.6% in 2016= +5%.</b></p> <p><b><u>Science Results from 2015-2016-</u> District Science Proficiency on MCA test scores increased from 49.0% in 2013 to 50.0% in 2014, increased to 54.6% in 2015, and decreased to 52.3% in 2016= -2.30%.</b></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p><b>All Fertile-Beltrami students will complete the Explore Assessment (Grade 8), Career Exploration Activities (Grade 9), Plan Assessment (Grade 10), and ACT (Grade 11).</b></p>	<p><i>Previous assessments (8,9,10<sup>th</sup> grade) were replaced with activities for students through TRIO, 2020 Collaborative, College Fair activities, and John Baylor Test Prep system</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><b>The Fertile-Beltrami High School graduation rate will increase to 95% for all students in 2014-2015.</b></p>	<p><b>2013- 30 students=93.8%, 2014-37 students =94.9%, 2015-25 students=100%.</b></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 grade 12</p>

### **3. Identified Needs Based on Data**

The Fertile-Beltrami school district has established a system of benchmarks and target scores aligned to State of Minnesota MCA scores. Fertile-Beltrami Elementary students will have opportunities to check for understanding and development through the District's LLP Plan, Aimsweb, and summative or formative assessments. Fertile-Beltrami Secondary students will have opportunities to check for understanding, development, and growth through Plan, Explore, ASVAB, and ACT tests as well.

## 4. Systems, Strategies and Support Category

### 4a. Students

**Assessment System** Achievement benchmarks and progress will be monitored in Professional Learning Community meetings- recommendations will be made to the District Staff Development committee to improve or address key instructional strategies to positively influence student achievement. School and District achievement results as determined by MCA testing will be reviewed in October at the Regular School Board meeting- presented by the Principal and School Counselor.

Progress toward college and career readiness standards will be monitored to determine growth and progress for individual students, subgroups, and district achievement as a whole. School stakeholders will screen, monitor, view curriculum effectiveness, and relay information back to students and parents through written communication.

### 4b. Teachers and Principals

Fertile-Beltrami maintains an on-going process to evaluate the effectiveness of school district curriculum and instruction. Teaching staff are required to map curriculum offerings aligned to the Minnesota academic standards and post lesson plans on a weekly basis- also aligned to Minnesota academic standards. Principal “walk-throughs” provide direct observation of teaching strategies and feedback to instructors. Professional Learning Community members review student data and results to identify needed staff development opportunities, or modifications to curriculum.

**Teacher Evaluation-** Fertile-Beltrami will incorporate required elements for Teacher Evaluation as determined by the State of Minnesota. Evaluations will be conducted by a licensed administrator. Teaching staff will provide feedback to each other through the Peer Review process. Rubrics used for final evaluation include professional teaching standards outlined in MN Statute.

**Principal Evaluation-** Fertile-Beltrami will implement a Principal Evaluation model aligned to the State of Minnesota statutory requirements for Principal Evaluation. The Superintendent will evaluate the Principal acting as an agent for the School Board. The plan includes goal setting, review, self-reflection, and a professional growth plan.

### 4c. District

Staff development committee and PLC groups will review proficiency results to focus intervention/instructional strategies. OLPA data results will be used to monitor student progress- PLC groups will develop SMART goals to address specific instructional strategies for student subgroups.

To ensure that all students in Grade 3 read well by the end of third grade, Fertile-Beltrami will provide research based reading instruction, assessment, and curriculum aligned with the 2010 Minnesota K-12 Academic Standards in English Language Arts for all students/staff.

## 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.

### Fertile-Beltrami Action Plan

*Principal and Superintendent review yearly student achievement results, teaching assignments, staff evaluations, and staff experience. Trend data showing gaps in student achievement for low-income and minority students will allow for additional staff development opportunities, peer review, mentorship, and "best-practice" instructional strategy modeling for staff.*