



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

District or Charter Name: Fertile-Beltrami School District #599

Grades Served: K-12

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A and I Contact: Enter name.
Title: Enter title.
Phone: Enter phone number.
Email: Enter email.

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.WorldsBestWorkforce@state.mn.us.

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

➤ <http://fertibeltrami.k12.mn.us/index.html>

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.

➤ *Thursday September 27, 2018*

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)
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District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Matt Erickson	School Board Chair	
Brian Clarke	Superintendent	
Nathaniel Messick	Principal	
Sarah Nereson	Counselor	
Karin Sorenson	Teacher/Parent	
Jason Allrich	Teacher/Parent	
Samantha Stock	Teacher/Parent	
Leah Swenby	Teacher/Parent	
Bonnie Meine	ECFE/School Readiness	
Jean Tollefson	Title One	
Marji Broden	ECI/Parent	
Liz Lisburg	Parent	
Brenda Nelson	Parent	

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.

Fertile-Beltrami will review staff qualifications, certifications, and teaching experience to determine that all students and sub-groups within the FB system have access to “highly” qualified instructors. The District’s QComp plan, AIW process, and additional staff development will focus upon instructional skills, lesson plan review, and instructional strategies. The principal will conduct yearly evaluations and review professional goal plans to measure teacher skill level. QComp group guides will work within existing PLC cohorts to implement “best practice” teaching strategies for all staff members, and use the peer review process for instructional feedback to teachers.

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.

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>Fertile-Beltrami School Readiness students will receive instruction in alphabet, letter sound awareness, and basic number sense.</i>	<i>A literacy intervention instructor was added for two hours per day to assist School Readiness instructor.</i>	Check one of the following: Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten

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? Preschool screening activities, pre-reading skills*
- *What strategies are in place to support this goal area? Phonemic awareness, letter sound*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal? Screening for letter names, sounds, beginning site words.*

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
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<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>Fertile-Beltrami students will increase their proficiency rate in grade level literacy (grade three) by 3%.</i>	<i>Grade level literacy by grade three proficiency rate increased from 66.7% in 2016, to 80.5% in 2017, decreased in 2018 to 71.9%</i>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</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? AIMS web, CBM-R, SRI, and MAZE- comprehension*
- *What strategies are in place to support this goal area? Title One services, MN Reading Corp support,*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*
- *SRI, LLI, MN Reading Corps, and MCA*

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Fertile-Beltrami District proficiency on MCA test scores will increase by 2% in Reading, Math, and Science (including subgroup scores in Free/Reduced, Special Education.</i></p>	<p><i><u>District Reading Proficiency on MCA test scores increased from 67.1% in 2016 to 72.2% in 2017, and decreased to 71.7% in 2018.</u></i></p> <p><i><u>Special Education Proficiency on MCA test scores increased from 25.9% in 2016 to 40% in 2017, and increased to 43.8% in 2018%.</u></i></p> <p><i><u>Free/Reduced Proficiency on MCA test scores increased from 54.8% in 2016 to 61.4% in 2017, and decreased to 51.9% in 2018%.</u></i></p> <p><i><u>District Math Proficiency on MCA test scores increased from 67.6% in 2016 to 74.1% in 2017, and decreased to 68.3% in 2018.</u></i></p> <p><i><u>Special Education Proficiency on MCA test scores increased from 17.2% in 2016 to 44.8% in 2017, and increased to 54.8% in 2018.</u></i></p> <p><i><u>Free/Reduced Proficiency on MCA test scores increased from 58.5% in 2016 to 59.5% in 2017, and decreased to 52.8% in 2018.</u></i></p> <p><i><u>District Science Proficiency on MCA test scores increased from 52.20% in 2016 to 54.2% in 2017, and increased to 56.3 in 2018.</u></i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</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? MCA data*
- *What strategies are in place to support this goal area? Instructional goals, teacher evaluation, AIW staff development.*
- *How well are you implementing your strategies? We will focus more on assessment and lesson plan feedback for teaching staff.*
- *How do you know whether it is or is not helping you make progress toward your goal? Principal conversation with staff regarding instructional practice.*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>All Fertile-Beltrami students will complete TRIO Activities (Grades 7-12), Career Exploration Activities (Grade 9), PSAT (Grade 11), ASVAB (Grade 11), and ACT (Grade 11), Career & Economic Future Planning Unit (Grade 12), students will have access to College in the HS Credits per enrollment criteria.</p>	<p><i>Students participated in activities throughout the school year.</i></p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</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? We require all students to participate in Career and College Ready activities.*
- *What strategies are in place to support this goal area? Focus on student opportunities and activities that engage students to explore career choice. Field trips, college visits, and job shadow opportunities.*
- *How well are you implementing your strategies? Feedback from students, conversations with parents of graduates let us know that we are on track.*
- *How do you know whether it is or is not helping you make progress toward your goal? Conversations with students in classrooms.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>The Fertile-Beltrami High School graduation rate will increase to 95% for all students in 2017-2018.</i></p>	<p>26 students=100%</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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? Number of diplomas issued to students.*
- *What strategies are in place to support this goal area? School Counselor reviews credit and registration for each student. SAT team meets bi-weekly to review to review student needs.*
- *How well are you implementing your strategies? Successfully- our grad rate is 100%.*
- *How do you know whether it is or is not helping you make progress toward your goal?*

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?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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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?*

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.