

2020-2021 World's Best Work Force

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data? Who was included in conversations to review equitable access data?

The Fertile-Beltrami School District will review staff qualifications, certifications, and teaching experience to determine that all students and sub-groups within the Fertile-Beltrami 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. As reported on the Minnesota Report Card, 100% of the district teachers are licensed, 75% are experienced and 45% hold advanced degrees.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

The Fertile-Beltrami School District will continue to ensure that all students have equitable access to experienced, in-field, and effective teachers. They will do this through systematic review of teaching staff and continue to pursue teaching candidates that are experienced, in-field, and effective. The Fertile-Beltrami School District has not found any gaps in equitable access to experienced, in-field, and effective teachers.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

7.5% of our students are students of color, the racial and ethnic student groups present in the Fertile-Beltrami School District are Hispanic/Latino, American Indian, Asian, and Black/African American. Three additional teachers of color would increase our licensed staff to 8.1 % staff of color and would be more reflective of our student of color and American Indian population.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

The root cause contributing to the lack of student access to teachers of color and American Indian teachers is a lack of teaching candidates matching this profile.

The Fertile-Beltrami School District will continue actively seek out teachers of color and American Indian teachers as a part of their hiring process. The district will provide the help and support necessary to retain all experienced, in-field, and effective teachers.

All Students Ready for School

Goal: Fertile-Beltrami School Readiness students will be introduced to the alphabet, know 8 letter sounds, and have a basic number sense. School readiness students will increase their letter sound proficiency by 10% as measured by the Fast Bridge – Letter Sound Fluency (LSF) from the fall of 2020 to the spring of 2021.

Result: All School Readiness students met the goal of increasing their letter sound proficiency by 10% as measured by the Fast Bridge – Letter Sound Fluency (LSF) from the fall of 2020 to the spring of 2021.

Narrative: 1. The data used to identify the needs for all students include: preschool screening activities, pre-reading skills, and Fast Bridge - Letter Sound Fluency. All students enrolled in the Fertile-Beltrami school readiness program are placed in small groups and receive the same instruction.

2. The strategies used to support this goal include activities designed for phonemic awareness act, letter sound fluency, basic number sense, and ECI and ECFE programming.

3. We have been using this system for one year, and feel we that hiring a licensed elementary teacher implement these strategies has been highly effective.

4. We know we are making progress towards our goal based on progress monitoring and screening for letter names, sounds, and beginning site words, as well as basic number sense.

All Students in Third Grade Achieving Grade-Level Literacy

Goal: Fertile-Beltrami 3rd grade students will show grade level literacy by the end of 3rd grade using a Multi-Tiered System of Support (MTSS). 3rd grade students will increase their lexile score by 100 points from September of 2020 to May of 2021, as measured by the Scholastic Reading Inventory (SRI).

Result: All but two students met the goal of increasing their lexile score by 100 points from September of 2020 to May of 2021, as measured by the Scholastic Reading Inventory (SRI).

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.

The COVID-19 pandemic caused significant disruptions to learning. Schools shut down in March of 2020 and did not reopen for the remainder of the 2019-2020 school year. Teachers had 3 days to prepare students before schools were shut down and students were sent home. After this time, students did not have direct contact with their teachers and instruction was all online. This was a significant change to how the students of the Fertile-Beltrami school district receive their instruction. Teachers and students who have only experienced traditional instruction methods did not have sufficient time to prepare and practice for an all online instructional model. The online model caused significant issues and made it difficult for teachers to progress monitor.

During the 2020-2021 school year students transitioned between In-Person, Distance Learning, and Hybrid Learning models. These transitions caused significant disruptions and made it difficult for continuity throughout the school year. These disruptions may have affected the quality of the data used to measure our SMART goal.

Narrative: 1. The data used to identify the needs for all students include: AIMS Web, CBM-R, SRI, Maze comprehension, and the Local Literacy Plan. All students are progress monitored and data is reviewed weekly.

2. The strategies in place to support this goal are Tier Time reading instruction utilizing Title One services, MN Reading Corp support, SRI, weekly grade level literacy meetings.

3. The strategies were being implemented well and progress is being made based on measurements other than the reported MCA results.

4. We are using SRI, LLI, MN Reading Corps, and MCA results to measure progress towards our goals.

Close the Achievement Gap(s) Between Student Groups

Goal: The Fertile-Beltrami student sub group populations Free/Reduced and Special Education will increase their proficiency by 2% on MCA and Math and Reading tests to be measured annually.

Result: The Fertile-Beltrami Free/Reduced subgroup population decreased their proficiency on the MCA Math test by 11.5% and decreased their proficiency on the MCA Reading test by 10%. The Fertile-Beltrami Special Education subgroup population decreased the proficiency on the MCA Math test by 3.9% and increased their proficiency on the MCA Reading test by 6.7%. The Fertile-Beltrami Free/Reduced and Special Education subgroup populations did not meet their goal of increase their proficiency by 2% on MCA Math and Reading tests.

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.

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During the 2020-2021 school year students transitioned between In-Person, Distance Learning, and Hybrid Learning models. These transitions caused significant disruptions and made it difficult for continuity throughout the school year.

One example of this is that the Free/Reduced subgroup population had 11% less students participate in the MCA Math test and 7% less students participate in the MCA Reading test. This low participation percentage combined with the disruptions to learning may have affected the quality of the data used to measure our SMART goal.

Narrative: 1. The data used to identify the needs for all students include: AIMS Web, CBM-R, SRI, Maze comprehension, and the Local Literacy Plan. All students are progress monitored and data is reviewed weekly.

2. The strategies in place to support this goal are Tier Time reading instruction utilizing Title One services, MN Reading Corp support, SRI, weekly grade level literacy meetings.

3. The strategies were being implemented well and progress is being made based on measurements other than the reported MCA results.

4. We are using SRI, LLI, MN Reading Corps, and MCA results to measure progress towards our goals.

All Students Career- and College-Ready by Graduation

Goal: Fertile-Beltrami students will be exposed to Career and College Readiness (CCR) activities annually. All students in the sub group population Free and Reduced will have at least one college visit between 9th and 12th grade.

Result: Students participated in Career and College-Ready activities.

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.

The COVID-19 pandemic limited the ability and opportunities for students to visit colleges and participate in off-campus Career and College-Ready activities, this may have affected the quality of the data used to measure our SMART goal.

Narrative:

1. We require all students to participate in Career and College Ready activities.

2. Focus on student opportunities and activities that engage students to explore career choice. Field trips, college visits, and job shadow opportunities.

3. Feedback from students, conversations with parents of graduates let us know that we are on track.

4. Conversations with students in classrooms.

All Students Graduate

Goal: The Fertile-Beltrami High School will maintain a graduation rate of 95% or better to be measured annually based on successful completion of graduation requirements established by the Fertile-Beltrami Board of Education.

Result: Graduation rate was 100%.

Narrative: 1. Number of diplomas issued to students.

2. School Counselor reviews credit and registration for each student. SAT team meets weekly to review student needs.

3. Based on the number of students who graduate.