

## 2014-2015 World's Best Workforce Report Summary

Maple River Public Schools ISD 2135

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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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### Report

On district website  
[www.isd2135.k12.mn.us](http://www.isd2135.k12.mn.us)

#### Annual Public Meeting

##### District Advisory Committee

**September 15, 2014 6:00 p.m. High School Media Center**

#### Community Members in attendance:

John Hollerich, Shelly Berndt, Sara Keller, Caesar Larson, Joe Sohre, Leah Davis, Cathy Schirmer, Neil Majeski, Jeff Kunkel, Rick Proehl, Kristi Thomas, Tricia See, Sarah Caven, John and Kari Healy, Stephanie Conrad, Melissa Decker, Dan Anderson, Todd Griepentrog, Jim Bisel, Deanne Rengstorf, Ann Langworthy, Laura Walser, Brenda Stoltzman, Sue Burman, Cole Leary, and Jay Sohre.

#### Plan approved at March 10, 2015 Board Meeting

**October 14, 2015**

**Career and College Readiness Meeting: WBWF**

**Community Members**

Ann Langworthy, Dan Sohre, Mary Meyer, Dan Anderson, Michael Sheely, Ashley Hawker, Patrick Pfeffer, Lori Swehla, GERALYN VanRossum, Barbara Lake, RoxAnne Gosson, Brian Bruckhoff, Nick Hager, Gene Horning, Maureen Spear, Jeff Boesch, Barry Kiehlmann, Glen Morris, Maxine Daly, and Paul Fitzsimmons.

**Summary Approved at the November 9, 2015 Board Meeting**

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	100% of students in the Maple River School District will be ready for Kindergarten by the year 2017.	70 students entered Kindergarten Fall 2015 67% of those incoming Kindergartners attended MR preschool 2014-15 school year. Fall 2015 NWEA scores for all students show 64% met norm in math and 69% met norm in reading.
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	100% of Kindergarten -Third grade students in the Maple River School District will score at or above norm grade level mean on the Language Arts NWEA testing by 2017.	Percent of students who were reading at or above grade level grades K through 3 district wide based on the spring NWEA test Rit scores. K -- 76% 1st- 59% 2nd-78% 3rd-79% (MCA Reading 2015-86%)
<b>Close the Achievement Gap(s) Among All Groups</b>	The proficiency gap between the non-FRP and FRP students enrolled the full academic year in grades 3-8 & 11 at Maple River District Schools on all state mathematics accountability tests (MCA, MOD,MTAS) will decrease from 12% in 2010-11 to 6% in 2016-17 by increasing the proficiency rate of the groups as follows: Non FRP from 68% in 2010-11 to 84% in 2016-17 and FRP students from 56% in 2010-11 to 78% in 2016-17.	The proficiency gap between the non-FRP and FRP students enrolled the full academic year in grades 3-8 & 11 at Maple River District Schools on all state mathematics accountability tests (MCA, MOD, MTAS) will decrease from 12% in 2010-11 to 6% in 2016-17 by increasing the proficiency rate of the groups as follows: Non FRP from 68% in 2010-11 to 75.3% in 2016-17 and FRP students from 56% in 2010-11 to 69.3% in 2016-17.

<b>All Students Career- and College-Ready by Graduation</b>	100% of students in the Maple River School District will be career and college ready by graduation in 2017.	63% of the class (40 students) enrolled in a 4-year college or university. 17% of the class (11 students) enrolled in a 2-year vocational or liberal arts program of study. 6% of the class (4 students) joined the military, and 14% (9 students) went into the workforce with jobs in place for these students at the time of graduation.
<b>All Students Graduate</b>	100% of students in the Maple River School District will graduate by the year 2017.	Graduation Rates by year 2012.....91.6% 2013.....93.2% 2014.....93.2% 2015.....99.1% (preliminary)

### Identified Needs Based on Data

Our district goal is to always exceed the state average score in the MCA Reading and Math tests. We also want to remain above the 60% proficiency level even if the state average proficiency in that subject area is below 60%. In 2014-2015, we either were below the state average, or were below the 60% proficiency rate in: 7th Grade Reading (57.5), Special Education Reading (38.2) 6th Math (54.8), 7th Grade Math (56.3), 11th grade Math (47.0). We will have our PLCs do analysis of these test results and include in their work plan strategies to improve these scores. For each student identified as below grade level in reading K-5 the district shall provide reading intervention to accelerate student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. Data used to determine grade level include the NWEA, the MCAs and Star Reading.

### Systems, Strategies and Support Category

#### Students.

The Maple River School District will make every effort to ensure that all students are proficient in their core academic subjects annually. Practices essential in meeting those goals include:

- Mapping of all subjects and grade levels to meet and align with state standards
- A district-wide standardization of resources
- A district-wide standardization of assessments tracked and recorded monthly at PLC meetings
- A district-wide data reporting system for student achievement performance. Unit and chapter tests have set an 80% achievement goal for all Math and Reading in each grade.
- The district will monitor student sub-groups for achievement including F&R and Special Education

- The student will track test and achievement data for class level and student groups with a 3% growth target yearly. That data will be presented to the Board of Education.
- Preschool was offered at Maple River East, West and Central. An additional day was added at Maple River West through the Race to the Top Title One grant.
- WIN (What I Need) time was added at the elementary level to provide additional small group instruction in reading. Additional paraprofessionals were trained to work with small groups in reading.
- A full time math interventionist was added at the elementary level to provide more individualized math instruction for at risk students in mathematics.
- An Advisory Council focused on Career and College Readiness met in the Fall of 2015. Many local stakeholders attended the initial meeting as listed above. The discussion was centered around student internships, job opportunities and forging partnerships between School and Community. Subsequent meetings have been scheduled. The ground work for a local jobs fair has been laid and is scheduled for April 2016.

### Teachers and Principals

- PLC meetings each month give our staff an opportunity to collaborate and plan. Common core mathematics assessments are aligned with the Minnesota State Mathematics standards during PLC time.
- Teacher and Principal evaluation system
- Math training for the new 2016 Common Core Math series was given to all staff on Sept. 2, 2015 and again on Nov. 12, 2015.

### District

The District will ensure the professional development needs of the instructional staff are met by providing opportunities to participate in high quality professional development. Goals include:

- Developing, implementing, and maintaining a **Continuous Improvement Plan** for the purpose of improving student achievement
- Developing, implementing, and maintaining a standardized district curriculum in all subject areas between and within site.
- The professional staff will work within their Professional Learning Communities (PLC) to focus on student achievement and data driven education.

**This process will be supported by Staff Development dollars.**

A **District Systems Strategy** will be developed for monitoring student progress. To do that each subject/class/grade level will be expected to implement the following.

- **Define** what it is they want students to know or be able to do
- **Determine** measurement tools to used for assessments

- **Develop** common assessments within subjects which are aligned to Minnesota State Benchmarks and the MCA test specifications or national standards if a state standard does not exist.
- **Measure** progress towards district goals by local, state, or national assessment results.
- **Monitor** monthly the pacing of subject material using the subject curriculum map to ensure that essential content is covered in a timely manner.
- **Maintain** a system of data management that will inform teachers, administrators, and board.
- **Monitor** and take appropriate instructional measures to address any achievement gap which may exist within student subgroups when identified by assessment.

**There will be an annual review of district test scores. Actionable data will be collected and aggregated to drive instruction and the continuous improvement process in all subject areas.**

## **Equitable Access to Excellent Teachers**

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.