



2016-17 World's Best Workforce Report Summary

District or Charter Name: **Maple River ISD #2135**

Grades Served: **Pre-school - 12**

Contact Person Name and Position: **Laura Phillips, Dean of Students, Testing, & Curriculum**

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this 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.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

➤ www.isd2135.k12.mn.us

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

➤ December 7, 2017

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Dan Sohre	Parent/School Board Member
Gwen Issacson	HS Science Teacher
Mickaela McCone	Math Intervention Teacher
Jeff Kunkel	Parent/School Board Member
Mary Meyer	Community Resident
Sherry Langworthy	Business Manager
Samantha Gartner	HS Math Teacher
Brenda Stoltzman	Parent/Title I Teacher
Ted Simon	HS/MS Principal
Ann Langworthy	Parent/Counselor
Laura Phillips	Dean of Student, Testing, & Curriculum

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>In 2016, kindergartners who attended Maple River Preschool achieved 7% higher on the fall kindergarten assessments (Reading & Math) than the overall average of all students.</i></p> <p><i>In 2017, Maple River preschoolers will achieve 10% higher than the overall average on kindergarten fall assessments (NWEA-reading/math)</i></p>	<p><i>Fall 2017 NWEA results:</i></p> <p><i>62 total students.</i></p> <p><i>Overall students who met the norm in reading and math: (42% math, 37% reading)</i></p> <p><i>77% had preschool at Maple River</i></p> <p><i>Percent students that attending MR Preschool that were At or above norm: (52% math, 44% reading)</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met (math)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met (reading)</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p>By the end of 2016, 86% of Maple River 3rd graders were proficient on the MCAs.</p> <p>By the end of 2017, 90% of Maple River 3rd graders will be proficient on the MCAs.</p>	<p>2016: K – 91.5%, 1st – 72%, 2- 59%, 3rd – 86% (MCA)</p> <p>2017: K-76%, 1st – 71%, 2nd – 72%, 3rd – 66%</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> <p><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
<p>In 2016, we partially met this goal.</p> <p>By the end of the 2016 – 2017 school year, the achievement gap for all subjects and grade levels for the MCA test between Free/Reduced and Non Free/Reduces will be <10%.</p>	<p>HS: Math – 16.7%, Reading 20.2%</p> <p>MS: Math – 16.7%, Reading: 27.2</p> <p>East Elementary: Math 11.8%, Reading (-3.3%)</p> <p>West Elementary: Math 9.5%, Reading 3.2%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (West Elem – math, reading & East reading)</p> <p><input checked="" type="checkbox"/> Goal Not Met (HS, MS, & East Elem math)</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p>100% of students in Maple River School District will be career and college ready by graduation in 2017.</p>	<ul style="list-style-type: none"> ▪ 4 year college = 33 Students (50%) ▪ 2 year college = 24 students (36%) ▪ Military = 2 students (3%) ▪ Work Force = 7 students (11%) <p>ACT results: (meeting benchmark indicates a 50% chance of obtaining a B average or higher and a 75% chance of obtaining a C or higher in a credit-bearing college course.)</p> <ul style="list-style-type: none"> • ACT English – 76% met benchmark • ACT Math – 43% met benchmark • ACT Social/Science – 57% met benchmark • Biology – 41% met benchmark 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>In 2015, 95% of Maple River students graduated.</p> <p>In 2016, 97% of Maple River students will graduate.</p>	<ul style="list-style-type: none"> ▪ 2012 – 88.2% ▪ 2013 – 93% ▪ 2014 – 89.6% ▪ 2015 – 95% ▪ 2016 – 94.3% 	<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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Our district goal is to always exceed the state average score in the MCA Reading, Math and Science tests. We also want to remain about the 60% proficiency level even if the state average proficiency in that subject area is below 60%. At the beginning of the 2016-2017 school year, the areas we were below the 60% proficiency rate were: 7th Grade Reading (56.3), 8th Grade Reading (59.2) HS Reading (56.3), 7th Math (45.3), 8th Grade Math (54.9), 11th Grade Math (37.7).

Other individual student needs are established at the beginning of the year using a variety of testing assessments such as: NWEAs and Star Math/Reading. For each student identified as below grade level in reading K-5, the district shall provide reading/math intervention to accelerate student growth in order to reach the goal of reading/math at or above grade level by the end of the current grade and school year. One area of need determined and remains consistent each year to reduce our achievement gap between the non Free/Reduced students and the Free/Reduced students. Our goal as a district is to have this rate < 10%.

4. Systems, Strategies and Support Category

4a. 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 chapter tests in all subjects.*
- Achievement gaps within F&R and Special Education were monitored by the district/PLCs.*
- Preschool classes were offered in Good Thunder and Mapleton.*
- WIN (What I Need) time is continued at the elementary levels to provide additional small group instruction in reading.*
- A full-time math interventionist at the elementary schools provides more individualized math instruction for at risk student 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 were scheduled. The ground work for a local job fair was laid out in an April 2016 meeting. A Job Fair was held in the spring of 2016 involving many area businesses.*

4b. Teachers and Principals

The first system to review and evaluate the effectiveness of instruction/curriculum is to analyze all testing data. PLC meetings are held each month to give our staff an opportunity to analyze the data, collaborate and plan. Staff development is then scheduled to meet the needs of the staff member's action plan to increase student achievement. Departments meetings are set to evaluate curriculum. Departments have a rotation schedule to receive new books/curriculum. These meetings are also held to help vertically align curriculum throughout grade levels.

A Teacher and Principal evaluation system are in place. Teacher evaluations are used to improve teacher quality and student achievement, and encourage teacher reflection. Principal evaluations are also done by our superintendent to help foster leadership growth throughout the district.

4c. 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 be 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 date management that will inform teachers, administrators, and board.

Monitor and take appropriate instructional measures to address any [achievement gaps](#) 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.

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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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

Maple River teaching staff is 87% highly qualified. Our paraprofessional staff is 100% highly qualified. 97% of our teachers are licensed with the field they are teaching. 3% have special permission. 64% of our teachers have 10+ years of experience.

Each year, the district examines our teacher-student ratio to ensure all students have equitable access to excellent teachers. Based on the reviews year-to-year, additional teachers have been hired or shifted per grade level to meet the needs of the students. Right now, our student-teacher ratio is 15-1.