



2016-17 World's Best Workforce Report Summary

District or Charter Name: Parkers Prairie Public Schools ISD 547

Grades Served: PreK - 12

Contact Person Name and Position: Steven Radtke, Elementary Principal

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.]

- <http://www.isd547.com/District/docsandforms.html> Under "Districtwide" documents.

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.]

- The date of the school board annual public meeting to review progress from the 2016-2017 school year is Thursday, December 14, 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
Tom Ames	Superintendent
Carey Johnson	High School Principal
Steven Radtke	Elementary Principal
Megan Dreger	Student
Kaylee Esterberg	Student
Michelle Olson	Parent/Paraprofessional
Heather Anderson	Community Member
Lizz Peterson	Teacher/Parent
Nikki Aldrich	Parent/Paraprofessional
Marlene Schoeneck	Teacher
Joe Johnson	Student

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>By May 2017, the students entering Kindergarten from the School Readiness program will be secure in the following areas as assessed on the IGDIs.</i></p> <p><u>Picture Naming</u>: maintain 88% from 2015-16</p> <p><u>Rhyming</u>: maintain 88% from 2015-16</p> <p><u>Letter Naming</u>: Increase from 82% to 84%</p> <p><u>Alliteration</u>: Increase from 83% to 84%</p>	<p>Picture Naming: Goal 88%</p> <p style="text-align: center;">Actual 92% - met</p> <p>Rhyming: Goal 88%</p> <p style="text-align: center;">Actual 88% - met</p> <p>Letter Naming: Goal 84%</p> <p style="text-align: center;">Actual 79% - not met</p> <p>Alliteration: Goal 84%</p> <p style="text-align: center;">Actual 88% - met</p>	<p>See individual skill results as posted in results.</p>

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

Goal	Result	Goal Status
<p><i>3rd grade students will increase proficiency in estimated oral reading fluency from 66% proficient at the end of the 2015-2016 school year to 75 % proficient at the end of the 2016-2017 school year as measured on the STAR Reading Test.</i></p>	<p><i>During the 2016-2017 school year 75 % of 3rd graders met grade level proficiency in estimated oral reading fluency on the STAR Reading Test.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</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 grade 3</i></p>

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

Goal	Result	Goal Status
<p><i>During the 2016-2017 school year elementary students in the Free and Reduced category will improve their math proficiency from 56.7% proficient in 2015-2016 to 60% proficient and improve reading proficiency from 45% proficient in 2015-2016 to 50% proficient on the MCA IIIs.</i></p> <p><i>During the 2016-2017 school year, high school students will improve their writing proficiency. Measurement will be according to classroom teachers' individual assessments in the classroom.</i></p>	<p><i>During the 2016-2017 school year elementary Free and Reduced students at math proficiency decreased from 56.7 % proficient to 55.8% proficient. In 2016-2017 reading proficiency increased in the Free and Reduced category from 45% to 54.2 %.</i></p> <p><i>HS staff used PLCs and staff meeting time to determine needs of the writing skills of all students, grades 7-12, evaluate what is currently being taught, and what needs to be taught this year.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Students will complete a Personal Learning Plan through MCIS and present it to the Social Studies department, either verbally, by link, or by hard copy before graduation. This PLP will outline their plans for future. Students will complete a 5-year plan for fiscal and career responsibility during their HS Economics credit proving their understanding of personal finances, professional and career planning, and family/life planning.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>All graduates successfully completed their PLP and, during their junior year, completed the economics 5-year plan. The social studies department worked throughout the year on MCIS for all students, focusing on the seniors, with the PLPs completed in time for graduation.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><i>This is the on-going goal for each graduating class to meet the needs of determining Career and College Readiness.</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>All Parkers Prairie High School seniors will complete required courses and obtain needed credits to graduate in June of 2017.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>All Parkers Prairie High School seniors did complete their required courses and obtained the needed credits, graduating on June 2, 2017.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

- **For students entering Kindergarten there was a need to increase the percentage of students that were on target in the areas of picture naming, alliteration, and letter sounds. At the end of the 2015-2016 school year on the IGDIs 1 41 % of students were on target in picture naming, 35% were on target in alliteration, and 35% were on target in letter sounds. No Reading Corp Tutor was available for these students as they had been in the past.**
- **Kindergarten students need to increase proficiency at identifying 25 high frequency words from 89% proficient at the end of the 2015-16 school year. 92% of Kindergarten students were proficient at the end of 2016-2017.**
- **3rd grade students need to increase estimated oral reading fluency on the STAR test from 66% proficient in the 2015-2016 school year to 75% proficient in the 2016-2017 school year.**
- **There is a continued need to close the achievement gap for free and reduced students in both reading and math MCAIIIs at the elementary.**
- **At the High School, staff collaborated in determining needs based on writing fluency, accuracy, and overall capacity. Staff used students' writing samples to determine needs for instruction.**

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*
- **Preschool and Kindergarten students are assessed using IGDI 1, observational data, SNAP math assessments, and FAST (K only).**
- **Elementary Students are assessed through teacher created formative assessments, Fountas and Pinnell Benchmarking, Sight Word I.D., Running Records, Star Reading, FAST, AVR Math, and MCA IIIs.**
- **Data is discussed in Professional Learning Communities. Data is used to target student needs and to identify interventions.**
- **Elementary PLAN Team reviews MCA III data to determine strengths and weaknesses and to determine areas or student groups that should be targeted for the upcoming school year. For the 2016-2017 school year student groups identified included math and reading proficiency in the free and reduced lunch population of students.**
- **High School: Each department assessed student samples of written work.**
- **HS Departments determined greatest needs for the students regarding their writing skills.**
- **HS Staff collaborated on writing skills and implemented writing, along with teaching skills and strategies, into each classroom.**

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*
- Parkers Prairie Schools Teacher Development and Evaluation Plan is used. Continuing contract staff are placed in a 3 year rotation, probationary staff are placed in the single year rotation.
- Staff met with PLCs on a regular basis and determine what instructional and interventional needs are necessary.
- Staff Members wrote personal professional and student learning SMART goals that were measured throughout the year and success-rate determination made at year's completion.
- Administration team focused on instructional practice and supporting teachers with strategies to implement in the classrooms.
- Principal evaluations included monthly or bi-weekly collaboration with other principals discussing cognitive understanding, based on Willingham's Why Don't Students Like School? End of the year evaluations included principal reflections on each of the nine chapters of Willingham's book.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

The following staff development goals were implemented at the elementary in an effort to continue to build high quality instruction and rigorous curriculum. These goals are discussed and developed at a weekly PLC/Staff Meeting. At these meetings a technology is also integrated into the curriculum in the areas of Social Studies, Science, math and reading.

2016-2017 Staff Development Goals

1. Staff will continue to develop their understanding of Growth vs. Fixed Mindset and continue implementation of Growth Mindset strategies into the classroom environment.
2. Staff will continue to implement learning targets into their lessons and present learning targets to students to establish a direction and purpose for learning in order to increase student achievement.
3. Staff will begin implementation of FAST, PRESS, and the Everyday Math 4 program to increase reading and math skills.
4. Staff will use various teaching techniques from Teach Like a Champion 2.0, by Doug Lemov, to continue to improve teaching.

Time is devoted to a technology curriculum teacher at the elementary and high school to integrate technology into a variety of subjects.

Secondary Level: All courses use technology for presentation, projects, reports, student work, and research. Collaboration is in all classrooms to varying levels. Some courses use collaboration exclusively, along with project-based learning, while other classes at the secondary level use both collaboration and individual work.

Professional Culture: Professional Learning Communities are used at the elementary to serve as a support system when implementing and evaluating curriculum and during the introduction of new technologies. Teachers at the secondary level learn in Professional Learning Communities with their like department colleagues. Full staff collaboration happens monthly. Paraprofessionals learn in their PLCs with building leadership once a month. Technology learning and instructional strategies are the focus for all PLCs, both teachers and paraprofessionals.

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 longterm 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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
- **Each year, teachers are determined to be highly qualified teachers, according to MDE. The district employed only highly qualified teachers, with the exception of one teacher being pre-approved as a Non-Licensed Community Expert by the Minnesota Board of Teaching. This position has been re-opened each year to search for a highly qualified teacher for this position.**
- **All students are served equally for each course. The high school students are randomly divided into two sections with every student having equal access to every highly qualified staff members. All seventh graders have a trimester course and are taught by the NLCE in that one CTE course.**
- **High School teachers are available before and after school to meet with students one-on-one, or in small groups, to enforce individual skill development in each content area.**