

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Parkers Prairie Public Schools ISD 547

Grades Served: K-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 fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 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 2015-2016 school year is Thursday, December 8, 2016.

### **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.]

**Tom Ames, Superintendent**  
**Carey Johnson, High School Principal**  
**Steve Radtke, Elementary Principal**  
**Hunter McDaniel, Student**  
**Megan Dreger, Student**  
**Linda Bates, School Staff and Community Member**  
**Lizz Peterson, Teacher, Community Member, Parent**  
**Michelle Olson, School Staff and Parent**  
**Trisha Reed, Parent**  
**Isaac Reed, 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 Kindergarten

Goal	Result	Goal Status
<p><i>By May 2016, the students entering Kindergarten from the School Readiness program will be secure in the following areas assessed on the IGDI's.</i></p> <p><u>Picture naming</u>: maintain 88% from 2015.</p> <p><u>Rhyming</u>: maintain 88% from 2015.</p> <p><u>Letter naming</u>: increase from 78% to 80%.</p> <p><u>Alliteration</u>: maintain 84%.</p> <p><u>Letter Sounds</u>: increase from 62% to 75%.</p>	<p><i>Picture naming: Goal 88% Actual 89%- met</i></p> <p><i>Rhyming: Goal 88% Actual 88% - met</i></p> <p><i>Letter Naming: Goal 80% Actual 82% - met</i></p> <p><i>Alliteration: Goal 84% Actual 83% not met</i></p> <p><i>Letter Sounds : Goal 75% Actual 35% not met</i></p>	<p><i>See individual skill results as posted in results.</i></p>

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

Goal	Result	Goal Status
<p>75% of 3rd grade students will meet grade level proficiency in comprehension on the STAR Reading Test.</p>	<p>69% of 3<sup>rd</sup> grade students have met grade level proficiency in comprehension on the STAR Reading Test.</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> <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>Students in the Free and Reduced category will improve their math and reading MCAIII's by 1% for the school year 2015-2016.</p> <p>This is also a goal for science MCAIII's at the high school.</p>	<p>FR students at the elementary did not improve math and reading MCAIII's by 1%.</p> <p>FR students at the HS didn't improve in math but improved by 13.2% in science and 9.1% in reading.</p>	<p>Check one of the following:            Goal Met  <input checked="" type="checkbox"/> Goal Not Met            Goal in Progress  <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>All students will have an MCIS portfolio developed with career goals and individual Personalized Learning Plan, grades 7-12, and will work throughout the year to develop the plan with the help of the teaching staff.</i></p>	<p><i>All students developed their PLPs and their MCIS portfolio online with the help of the teaching staff. Students moving in during the school year were required to develop the portfolio.</i></p>	<p>Check one of the following:  <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></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p><i>Parkers Prairie High School Graduating Class of 2016 will graduate all students, with exception of students who have extended IEPs for transitional development through the age of 21.</i></p>	<p><i>Parkers Prairie earned all 25 points on the MMR rating for graduation of the class of 2016</i></p>	<p>Check one of the following:  <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>  <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.]

- In Kindergarten needs exist to increase student achievement in letter naming, letter sounds, and alliteration.
- There is a need for growth in comprehension by 3rd grade.
- A need for closing the achievement gap for free and reduced students in both reading and math MCAs was recognized at the elementary school and at the high school.
- High School needs include the white population did not meet target in proficiency, missing it by 5 points.
- Career and college readiness: our need was to implement a program that would be long-standing and career oriented for all students. Students in grades 7-12 will receive career planning from faculty, concentrating in the social studies classrooms. All of the students in grades 7-12 will complete career inventories, their age appropriate MCIS portfolio work, personalized learning plans, and course planning with the guidance counselor/principal.
- The graduating class of 2016 graduated all but two students. One student received a certificate of attendance as this student will have an extended IEP for transitional services through age 21. The other student was not on track to graduate on time, so that student opted to obtain GED. Process for not being on track for graduation starts as early as freshman year. The process for graduating at PPHS is as follows:
  - All students work with guidance counselor and class advisors to obtain grade specific required credits.
  - Students receiving no credit, "NC", must take course over for credit recovery.
  - Credit recovery for diploma, grades 9-12, obtained by the following options:
    - Taking the course again by staff at PPHS with other peers
    - ALC attendance
    - Online credit recovery through CCSS/MN Standards program during the school day
    - Combination of the above options
  - Schedules built to help students obtain needed credits (at PPHS)
  - Student meets with Principal and Guidance counselor throughout grades 9-12 to stay on track.
  - Principal hosts parent meetings.
  - Students must obtain credits for both diploma and walking through graduation ceremony.
- Each senior will meet with the registrar during first semester. Seniors found not to be on track for graduation will meet with principal and counselor throughout the year, closely monitored with teacher assistance as needed. Parents contacted by the principal. Principal will host parent conferences as needed. Juniors will meet with the counselor during the second semester of the 11th grade year in preparation for the senior year. This meeting will happen around course registration to ensure students are registered for courses in line with graduation needs. Principal and counselor meet to determine needs of junior students. All students, grades 9-12, meet with counselor and principal throughout their years, as needed, to closely monitor their academic needs and align with their career goals.

## 4. Systems, Strategies and Support Category

### 4a. Students

- Preschool and Kindergarten students are assessed using IGDI, 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. In 2015-2016 the student groups identified included math and reading proficiency in the free and reduced lunch population of students.
- High school students are assessed through MCA state standard testing. Data is disaggregated by student group to the staff through individual results, whole group results, student grouping information, and MMR Rating.
- District focus areas: closing the achievement gap and the MMR rating. The proficiency rating at the high school in reading and math (focus on free and reduced student population) and the Elementary Math and Reading proficiency (focus on free and reduced student population) are the district's main focus points.
- At the High School, a main focus was the Career and College Readiness plan for the student population.

#### **4b. Teachers and Principals**

- To help meet reading and comprehension goals staff development on Close Reading was presented to elementary teachers.
- Goals in math and reading were also targeted with various staff development sessions on learning targets during the 2015-2016 school year.
- Staff began to develop their understanding of Growth vs. Fixed Mindsets and began implementation of Growth Mindset strategies into the classroom environment to increase student achievement.
- Social Studies Teachers at the High School were trained in MCIS as this career readiness program is embedded into their curriculum.
- Staff training addressed closing the achievement gap and an opportunity to explore new pedagogy in each individual classroom.
- 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.
- The district's focus areas are: closing the achievement gap and the MMR rating. The proficiency rating at the high school in reading and math (focus on free and reduced student population) and the Elementary Math and Reading proficiency (focus on free and reduced student population) are the district's main focus points.

#### **4c. District**

- **Teacher and Administrative Professional Learning Communities are used throughout District 547 to serve as a support system when implementing and evaluating curriculum.**
- **Common Core curriculum is used in both reading and writing. Curriculum that is used in Parkers Prairie implements Social Studies, Science, math, and reading State Standards.**
- **Time is devoted to a technology curriculum teacher at the elementary and high school to integrate technology into a variety of subjects.**
- **Evidence of implementing these practices into our school can be found in the Goal Results section of this report.**

## 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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
- *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
- One teacher, at the 7th grade level, is considered Community expert. All students in 7th grade have this teacher for an equal amount of time and all other students in the district have a highly qualified teacher for each of their academic needs.
- Being a small district, students have access to all teachers at their specified grade level. All teachers are “Highly Qualified”, with the exception of the community expert, leaving no student without a highly qualified teacher for any subject area. The data process includes working directly with the district office and determining qualifications for teachers to be highly qualified.