

2015-2016 World’s Best Workforce Report Summary

District or Charter Name: Spring Grove School District #297

Grades Served: K - 12

Contact Person Name and Position: Rachel Udstuen, Superintendent

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.

1. Stakeholder Engagement

1a. Annual Report

Website link to District’s World’s Best Workforce Annual Report:

<http://www.springgrove.k12.mn.us/page/3503>

1b. Annual Public Meeting: October 17, 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.]

Name	Role
Aaron Solum	School Board Chairman (Parent)
Christian Myrah	School Board (Parent)
Shannon Schutte-meier	School Board (Parent)
Thomas Trehus	School Board
Brad Hernandez	School Board (Parent)
Stephanie Jaster	School Board (Parent)
Jessi Strinmoen	Parent

JC Nerstad	Parent
Heather Gray	Parent
Debra Brumm	Parent
Scott Solberg	Teacher/Counselor (Parent)
Craig Otterness	Community Member
Chris Strinmoen	Teacher (Parent)
Jackie Parker	Teacher (Parent)
Wade Grinde	Teacher (Parent)
Deb Sullivan	Teacher (Parent)
Al Lochner	Teacher
Stine Myrah	Student
Tanya Elton	District Accountant (Parent)
Nancy Gulbranson	Principal
Rachel Udstuen	Superintendent (Parent)

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
All incoming 2015-16 kindergarten students will meet 90% of the skills assessed in the areas of literacy, math, fine motor, and social/personal skills on the district school readiness assessment.	81.3% of incoming 2015-16 kindergarten students met 90% of the skills assessed in the areas of literacy, math, fine motor, and social/personal skills on the district school readiness assessment.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" 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 Kindergarten

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

Goal	Result	Goal Status
<p>The District 3 year trend for students who are proficient on the MCA III Third Grade Reading Assessment will increase from 47.8% in 2015 to 50.0% in 2016.</p> <p>(Due to our small school size we need to look at a three-year trend to provide some stability to our goal setting.)</p>	<p>Our 3rd grade 3-year trend of students who are proficient on the MCA III Reading assessment increased from 47.8% in 2015 to 62.7% in 2016.</p> <p>(72.5% of students were reading at grade level by the end of Grade 3 as determined by the Minnesota Comprehensive Assessments (MCAs) or AIMSweb.)</p>	<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> <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>The Spring Grove School District will reduce our achievement gap by 50% by 2017.</p>	<p>We are making significant progress towards our 2017 goal. We are getting higher levels of growth from lower-performing student groups than the statewide average growth for higher-performing groups.</p> <p>Average Gap Reduction Scores (negative scores indicate success): -.3953 Elementary -0.833 Secondary</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" 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>During the 2015-16 school year, the Spring Grove School District will study successful apprenticeship and internship programs, and identify opportunities for our students.</p>	<p>Our Career and College Ready focus group met with representatives from the MN Youth Apprenticeship Albert Lea Program, and with Brian Cashman, Southeast MN Consortium Leader during the 2015-16 school year.</p>	<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
The Spring Grove School District will exceed a target graduation rate of 90.00.	The Spring Grove School District graduation rate was 95.65.	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> <input type="checkbox"/> District/charter does not enroll students in grade 12

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.]

District’s Identified Needs at the Start of the 2015-2016 School Year

- The percentage of all students enrolled October 1 in grades 3-6 at Spring Grove Elementary who meet proficient in Reading on the MCA state accountability tests **will increase from 58.2% in 2015 to 60.2% in 2016.**
- The percentage of all students enrolled October 1 in grades 7,8 & 10 at Spring Grove Secondary who meet proficient in Reading on the MCA state accountability tests **will increase from 37.6% in 2015 to 39.6% in 2016.**

Results of District Identified Needs at Conclusion of the 2015-16 School Year

Elementary:

- **Increased from 58.2% in 2015 to 72.2% in 2016.**
- Increased the % of students receiving “Exceeds” from 15.3% in 2015 to 25% in 2016
- Increased the % of students receiving “Meets” from 42.9% in 2015 to 47.2% in 2016

Secondary:

- **Increased from 58.2% in 2015 to 63.4% in 2016.**
- Increased the % of students receiving “Exceeds” from 7.1% in 2015 to 20.7% in 2016.
- Increased the % of students receiving “Meets” from 30.6% in 2015 to 42.7% in 2016.

4. Systems, Strategies and Support Category

4a. Students

Process For Assessing And Evaluating Student Progress Toward Meeting State And Local Academic Standards

The District offers a wide range of support to meet the district goals. AIMSweb assessments are given in Reading (K – 8) and Math (K – 2) in fall, winter, and spring. Students in need of interventions are progress monitored weekly. Students are also identified through MCA and NWEA assessment results

Process To Disaggregate Data By Student Group

Progress monitoring data will be collected weekly and analyzed for students receiving interventions. The following process will be used:

1. Examine the student chart and review the trend line.
2. Change the intervention or choose a new intervention if the student is not responding after 8 weeks.
3. Discontinue the intervention when the student meets the grade-level benchmark.
4. Refer the student to the Problem Solving Team if not responding to intervention.
5. Continue progress monitoring at least three times following the discontinuation of intervention to ensure progress is maintained.

Teachers review achievement results in weekly PLC's . Proficiency, growth, and trend data is analyzed and used to set specific learning goals for child, or cohorts of students.

Additional support is provided for small group and/or one-on-one interventions linked to core instruction through the support of the ADSIS, Title I, MN Reading Corps Member (MRC), and Special Education.

4b. Teachers and Principals

System To Review And Evaluate The Effectiveness Of Instruction, Curriculum, Teacher And Principal Evaluations

Teachers and Principals are evaluated annually for their effectiveness in the classroom. As part of the Q Comp plan, lead teachers and the principal provide formative and summative evaluations (including pre and post conferences) and mentoring for new teachers. Teachers are evaluated using the Charlotte Danielson Framework for Learning evaluation tool, and Principals are evaluated using the MDE Principal Evaluation Summary – Leadership Actions evaluation tool.

Teachers are provided time to meet in weekly Professional Learning Communities to review student data and discuss interventions. The District Professional Development Committee goals are aligned with the identified math and reading needs, and priority is given to professional development activities that support this.

4c. District

District Practices That Integrate High-Quality Instruction, Rigorous Curriculum, Technology, and a Collaborative Professional Culture

Our small school size provides the opportunity to have a strongly aligned system of support. We have one elementary school and one secondary school housed in the same building. Our school/building Professional Development Committee is the same as our District Professional Development Committee.

To systematically review and evaluate the effectiveness of our curriculum, as well as improve our curriculum, the Spring Grove Public School District follows the curriculum cycle and calendar below as it implements the Minnesota and district academic standards.

1. *Review*
2. *Pilot and develop*
3. *Implement/Professional Development*
4. *Ongoing formative evaluation*
5. *Summative evaluation*

School Year	Content Area
2016-17	Math Agricultural Education Family and Consumer Science Business Education Technology Education
2017-18	Physical Education (MDE review in 2016-17)
2018-19	Art (MDE review in 2017-2018) Gifted and Talented Education World Languages
2019-20	Science (MDE review in 2018-2019)
2020-21	Language Arts (MDE review in 2019-2020)
2021-22	Social Studies (MDE review in 2020-2021)
2022-23	Mathematics (MDE review in 2021-2022)

5. Equitable Access to Excellent Teachers

District Process To Examine The Distribution Of Experienced And Qualified Teachers Across The District And Within School Sites Using Data

How the District reviews data to examine the equitable distribution of teachers:

Our District does not have multiple school sites within in the District. We have one K – 6 school and one 7 – 12 school, so there is not a case of teachers being unevenly distributed across school sites within the District.

All teachers in the District are required to be licensed teachers in the field in which they are teaching. We have a strong mentorship program for our new teachers as they gain their experience.

How the District uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers:

We are a small, rural school district with 350 students K – 12. Many of our grades are single sections, therefore all students, including low-income and minority children, have the same licensed, qualified teacher.