

World's Best Workforce Report Summary

Spring Grove Ind. Dist.#297

In accordance with 2013 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 transmit an electronic *summary* of its annual report to the commissioner of the Minnesota Department of Education each fall.

Identified Needs Based on Data

District Goals

- The percentage of all students in Spring Grove Public Schools that meet or exceed their growth gains on the Northwest Evaluation Association (NWEA) MAP Assessment in Mathematics will increase from 47.8% in the Spring of 2013 to 50.3% in the Spring of 2014.
- The percentage of all students in Spring Grove Public Schools who are proficient on the (Minnesota Comprehensive Assessment (MCA) III Reading will increase from 52.2% in the spring of 2013 to 76% in spring of 2014.

School Achievement Goals

- Elementary School: The percentage of all students in grades 3-6 at Spring Grove Public School who meet or exceed their Spring to Spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 55.3% in Spring 2013 to 57.8% in Spring 2014.
- Secondary School: The percentage of all students in grades 7-9 at Spring Grove Public School who meet or exceed their Spring to Spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 40.3% in Spring 2013 to 42.8% in Spring 2014.

Support Category

Students

The District offers a wide range of support to meet the goals listed above. AIMSweb Benchmark assessments are given in Reading (K – 8) and Math (K – 2) three times a year, in the fall, winter, and spring. Students in need of interventions will be progress monitored weekly through AIMSweb. Students are also identified through Minnesota Comprehensive Assessment (MCAs) and Northwest Evaluation Association (NWEA) assessment results

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 plotted points and trend line

2. Change the intervention or choose a new intervention if the student is not responding after 6 – 8 weeks.
3. Discontinue the intervention when the student meets the grade-level benchmark.
4. Refer the student to the Problem Solving Team (PST) if the student isn't responding to the intervention.
5. Continue progress monitoring at least three times following the discontinuation of intervention to ensure that progress has been maintained.

Teachers will review student achievement results in their weekly Professional Learning Communities. Proficiency, growth, and trend data will be analyzed and used to set specific learning goals for each child, or for cohorts of students. Formative and summative assessments will be used to identify students in need of intervention and to match them with researched-based interventions.

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

Teachers and Principals

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

Hiawatha Valley Education District (HVED), our education district, provides additional support with disaggregating the data and professional development opportunities for our staff.

Systemic, Building or District

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

Best Practice Strategies and Action Steps

Secondary School:

- The staff developed a 20-minute intervention period to deliver interventions. All teachers were assigned a group of students and supervised their time using a math intervention program, IXL.
- Title support for both math and reading

Elementary:

- Upper elementary students also used IXL. Lower elementary students used Reflex Math, an math program that works with students at their individual level to build math fluency.
- The classroom teachers delivered Reading interventions during Guided Reading/small group reading instruction.

- ADSIS Reading and Math Instructor
- MN Reading Corp
- Title support for math and reading

Current Student Achievement Plans

The District currently has the following plans in place for student achievement

- Positive Behavior Intervention Support (PBIS)
- District Local Literacy Plan
- Title I
- School Readiness Program
- ADSIS
- Q Comp
- Principal Evaluation
- Title II Professional Development

Key Indicators of Implementation Progress (implementation and/or outcome data)

- AIMSweb Reading: K – 8th Grade
- AIMSweb Math: K – 2nd Grade
- MCA Reading: 3 – 8th, 10th Grade
- MCA Math: 3 – 8th, 11th Grade
- NWEA Reading: 2 – 10th Grade
- NWEA Math: 2 – 9th Grade
- Progress monitoring: all grades

Broad Outcomes Impacted

All Students Ready for Kindergarten

All incoming kindergarten students will meet 90% of the skills assessed in the areas of literacy, math, fine motor, and social/personal skills on our school readiness assessment.

RESULTS:

100% of our kindergarten students met this goal.

All Students in Third Grade Achieving Grade-Level Literacy

The primary goal of the Spring Grove School District is to ensure that all students are reading at grade level by the end of Grade 3 as determined by the Minnesota Comprehensive Assessments (MCAs) or AIMSweb.

RESULTS: We are not meeting our goal as determined by the 2013-14 MCA. 44% of our 3rd Grade students met or exceeded the standards. We have adopted a new Reading Curriculum for the 2014-15 school year (Benchmark Literacy), which represents a significant change.

Closing Achievement Gap(s)

The Spring Grove School District will reduce the achievement gap by 50% by 2017. In the 2013-14 school year district must reach a proficiency index target of

- 68.78 in Reading in the white student group and 42.35 in the FRP student group
- 68.56 in Math in the white student group and 44.41 in the FRP student group

RESULTS: The District met this goal with the FRP student group: 44.64 in Reading and 56.67 in Math, but did not meet this goal among the white student group: 61.27 in Reading and 68.13 in Math

All Students Career- and College-Ready by Graduation

The Spring Grove School District will provide a curriculum that ensures that all students are career-and-college-ready before graduating from high school.

RESULTS:

- Advanced Placement Courses: English, Government, and American History
- Post Secondary Enrollment Options
- Concurrent enrollment for College Algebra and College Statistics with Southeast Technical College

All Students Graduate

The Spring Grove School District will maintain our target graduation rate of 90.

RESULTS: The District exceeded its goal, with a Graduation Rate of 96.00.