



2016-17 World's Best Workforce Report Summary

District or Charter Name: Spring Grove Independent 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 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.]

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

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

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.]

October 16, 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
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
Heather Gray	Parent
Laura Thorson	Parent
Scott Solberg	Teacher/Counselor (Parent)
Leah Morken	Parent
Cindy Thorson	Administrative Assistant
Melissa Bratland	Teacher (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 School

Goal	Result	Goal Status
Increase the number of Pre-K children who receive a "Transition to K" assessment from 0% to 70%.	The number of Pre-K children who received a "Transition to K" assessment increased from 0% in 2016 to 81.5% in 2017.	<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</i> <i>(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
The District 3 year trend for third grade students who are proficient on the MCA III Reading Assessment will increase from 62.7% in 2016 to 64.7% in 2017.	The District 3 year trend for third grade students who are proficient on the MCA III Reading Assessment increased from 62.7% in 2016 to 74.7% in 2017.	<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</i> <i>(only for multi-year goals)</i></p>

Goal	Result	Goal Status
		<input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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>The Spring Grove School District reduced our achievement gap by 50% by 2017 in the following areas:</p> <ul style="list-style-type: none"> • Reading - Free and Reduced Lunch population • Math – Special Education population <p>We were close to meeting our goal in the following areas:</p> <ul style="list-style-type: none"> • Math – Free and Reduced Lunch population (3 students needed) • Reading – Special Education (1 student needed) 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p>The Spring Grove School District will increase the number of internship opportunities for 9 – 12th grade students from 0 business to 2 businesses in the 2016-17 school year.</p>	<p>The Spring Grove School District increased the number of internship opportunities for 9 – 12th grade students from 0 business to 2 businesses in the 2016-17 school year.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></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 2016 Six Year Graduation Rate is 96.97%	<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</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

District's Identified Needs at the Start of the 2016-2017 School Year

- The percentage of all students enrolled October 1 in grades 3-6 at Spring Grove Elementary who meet proficient in Reading on all state accountability tests (MCA, MTAS, MOD) will increase from 72.2% in 2016 to 74.2% in 2017.
- The percentage of all students enrolled October 1 in grades 7, 8 & 10 at Spring Grove Secondary who meet proficient in Reading on all state accountability tests (MCA, MTAS, MOD) will increase from 63.4% in 2016 to 65.4% in 2017.
- The District is met its goal to close the achievement gap in the following areas at the end of the 2015–16 school year: Math and Reading – FRP. We came within 1 student of meeting our goal in both Math and Reading – Special Education. Our goal for the 2016-17 school year is to close the achievement gap in all areas.

Results of District Identified Needs at Conclusion of the 2016-17 School Year

- Elementary: Increased from 72.2% in 2016 to 75.4% in 2017.
- Secondary: Decreased from 63.4% in 2016 to 58.8% in 2017.
- The Spring Grove School District reduced our achievement gap by 50% by 2017 in the following areas: Reading - Free and Reduced Lunch population and Math – Special Education population
- We were close to meeting reducing our achievement gap by 50% by 2017 in the following areas: Math – Free and Reduced Lunch population (3 students needed) and Reading – Special Education (1 student needed)

Systems, Strategies and Support Category

4a. Students

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

Teachers meeting Professional Learning Communities weekly to review student performance and data. All teachers are familiar with the MN Academic Standards, both in the respective grades and content areas, as well as the grades before and after them. Teachers discuss classroom assessments and their results, MCA and FastBridge data, as well as their individual and district goals.

Process To Disaggregate Data By Student Group

Progress monitoring data is collected weekly and analyzed for students receiving interventions, using the following process:

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 individual interventions 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

The Spring Grove School District along with the Spring Grove Education Association have developed teacher and principal evaluation systems that are aligned with state requirements. 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. During this time, teachers also review and evaluate the effectiveness of the curriculum and instruction. When a large portion of students are not meeting the standards, or expectations, further analysis must be done to determine if we have curriculum gap or need to examine our instructional practices. This work is often done by the PLC's, along with outside consultants and the principal.

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.

All teachers engage in Professional Learning Communities where they examine student data, student progress, and the effectiveness of curriculum and instruction.

Technology is a tool to enhance learning. The district provides a MacAir laptop to all students in grades 7 – 12. Students in grades 4 – 6 share classroom sets of chromebooks, and K – 3 students have access to iPads.

In addition to examining curriculum and instruction in our Professional Learning Communities, we also systematically review and evaluate the effectiveness of our curriculum K – 12as we implement Minnesota and district academic standards.

4. 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. 0.00% of our teachers were nonlicensed in 2016-17. The number of teachers who were inexperienced went up slightly form 9.68% in 2015-16 to 10.34% in 2016-17 as we had the opportunity to hire teachers. We have a strong mentorship program for our new teachers as they gain their experience. The percent of teachers who taught out of field, while already low, went down from 3.85% in 2015-16 to 3.70% in 2016 – 17 and was for a hard to find part time special education teaching position.

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.