

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name Spring Grove Ind. Dist.#297

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### Report

Website link to District's WBWF annual report: <http://www.springgrove.k12.mn.us/page/3503>

#### Annual Public Meeting

September 22, 2015

#### District Advisory Committee

Members 2014-2015

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)
Jenna Bohr	Student
Jessi Strinmoen	Parent
JC Nerstad	Parent
Heather Gray	Parent
Michelle Borreson	Parent

Erin Konkel	Parent
Debra Brumm	Parent
Sarah Schroder	Mayor/Community Member
Craig Otterness	Community Member
Chris Strinmoen	Teacher (Parent)
Jackie Parker	Teacher (Parent)
Wade Grinde	Teacher (Parent)
Deb Sullivan	Teacher (Parent)
Al Lochner	Teacher
Tanya Elton	District Accountant (Parent)
Nancy Gulbranson	Principal
Rachel Udstuen	Superintendent (Parent)

## Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>	All incoming kindergarten students during the 2014-15 school year 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.	100% of our incoming kindergarten students during the 2014-15 school year met 90% of the skills assessed in the areas of literacy, math, fine motor, and social/personal skills on the district school readiness assessment.
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	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.	We have seen a significant increase in meeting this goal, as 66.7% of our 3 <sup>rd</sup> graders are reading at grade level at the end of Grade 3 as determined by the MCA III, up from 44% in 2013 14.
<b>Close the Achievement Gap(s) Among All Groups</b>	The Spring Grove School District will reduce the achievement gap by 50% by 2017. In the 2014-15 school year district must reach the following proficiency index targets: READING: 72.86 in the white student group and 47.82 in the FRP student group  MATH: 75.26 in the white student group and 53.88 in	The District met this goal in READING in the following student group: Elementary FRP.  The District met this goal in MATH in the following student groups: Secondary FRP.

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	the FRP student group	
<b>All Students Career- and College-Ready by Graduation</b>	<p>The Spring Grove School District will provide a curriculum that ensures that all students are career-and-college-ready before graduating from high school.</p> <p><i>(PLEASE NOTE: The goal for the 2014-15 school year was not written in SMART-goal format. We will be writing our goal in this format for 2015-16.)</i></p>	<p>The Spring Grove School District offers the following course offerings (among others) to ensure that all students are career-and-college-ready before graduating from high school.</p> <ul style="list-style-type: none"> <li>• Required Seminar course which assists all students in exploring their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.</li> <li>• Advanced Placement Courses: English, Government, and American History</li> <li>• Post Secondary Enrollment Options</li> <li>• Concurrent enrollment for College Algebra and College Statistics with Southeast Technical College</li> <li>•</li> </ul>
<b>All Students Graduate</b>	The Spring Grove School District will maintain our target graduation rate of 90.	The Spring Grove School District exceeded this goal, with a Graduation Rate of 96.97.

**Identified Needs Based on Data**

**District Goals**

**Math**

- The percentage of all students enrolled October 1, 2014 in grades 3-12 in Spring Grove Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 53.9% in 2014 to 55.9% in 2015.
- The percentage of Free Lunch students enrolled October 1, 2014 in grades 3-12 in Spring Grove Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 38.3% in 2014 to 40.3% in 2015.

## **Reading**

- The percentage of all students enrolled October 1, 2014 in grades 3-12 in Spring Grove Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 60.7% in 2014 to 62.7% in 2015.
- The percentage of Free Lunch students enrolled October 1, 2014 in grades 3-12 in Spring Grove Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 46.7% in 2014 to 48.7% in 2015.

## **Systems, Strategies and Support Category**

### **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.

#### **Key Indicators Of Progress To Demonstrate Evidence Of Implementation**

- AIMSweb Reading: K – 8<sup>th</sup> Grade
- AIMSweb Math: K – 2<sup>nd</sup> Grade
- MCA Reading: 3 – 8<sup>th</sup>, 10<sup>th</sup> Grade
- MCA Math: 3 – 8<sup>th</sup>, 11<sup>th</sup> Grade
- NWEA Reading: 2 – 10<sup>th</sup> Grade
- NWEA Math: 2 – 9<sup>th</sup> Grade

## Teachers and Principals

### System To Review And Evaluate The Effectiveness Of Instruction And Curriculum, Including 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.

### Key Indicators Of Progress To Demonstrate Evidence Of Implementation

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- MCA Reading: 3 – 8<sup>th</sup>, 10<sup>th</sup> Grade
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## 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 Focus
2014-15	Language Arts (Year 2) Gifted and Talented (Year 2)
2015-16	World Languages Business Education
2016-17	Math (Year 1) Arts

	Vocational Education
2017-18	Math (Year 2) Technology Family and Consumer Science
2018-19	Science (Year 1) Gifted and Talented
2019-20	Language Arts (Year 1) Science (Year 2)
2020-21	Social Studies (Year 1) Language Arts (Year 1)

**Include Key Indicators Of Progress To Demonstrate Evidence Of Implementation**

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- AIMSweb Math: K – 2<sup>nd</sup> Grade
- MCA Reading: 3 – 8<sup>th</sup>, 10<sup>th</sup> Grade
- MCA Math: 3 – 8<sup>th</sup>, 11<sup>th</sup> Grade
- NWEA Reading: 2 – 10<sup>th</sup> Grade
- NWEA Math: 2 – 9<sup>th</sup> Grade