Minnesota Department of
Educati🍂n

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Belle Plaine Public Schools – District 716
Grades Served: PK-12
Contact Person Name and Position: Margot Hansen- Director of Curriculum, Assessment and
     Technology

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
- *The Belle Plaine Public School District's World's Best Workforce Report and presentation can be found at http://www.belleplaine.k12.mn.us/page/5535*

1b. Annual Public Meeting
- *The annual meeting to review Belle Plaine Public School's World's Best Workforce with the school board is November 14, 2016.*

1c. District Advisory Committee
- *The district advisory committee meeting to review the World's Best Workforce consists of parents, community members, staff members, administrators, and board members. This committee will meet on November 7, 2016 to review the contents of WBWF.*

2. Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
Students will show at least 3% growth in all areas of reading readiness assessments and at least 3% growth in all math readiness assessments by the end of Kindergarten, May of 2016.	***2015 Results*** **80.4 % of Kindergarteners** was proficient in **Reading Readiness** skills (letter naming, letter sound fluency, nonsense words, phoneme segmentation) **82.3% of Kindergarteners** were proficient in **overall math** skills (number ID, quantity discrimination, oral counting, missing number) ***2016 Results*** **82.3 % of Kindergarteners** was proficient in **Reading Readiness** skills (letter naming, letter sound fluency, nonsense words, phoneme segmentation) +1.9% **80.8% of Kindergarteners** were proficient in **overall math** skills (number ID, quantity discrimination, oral counting, missing number) -1.5%	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
Students will show 3% growth in both reading and math as measured by Reading and Math MCAs, as adjusted to the state average, by May, 2016.	***2015 MCA Proficiencies*** *Reading Belle Plaine: 56.4%* *Math Belle Plaine: 80%* *Reading State: 58.7%* *Math State: 58.7%* ***2016 MCA Proficiencies*** *Reading Belle Plaine:63.9% (+7.5%)* *Math Belle Plaine: 82.8% (+2.8%)* *Reading State:57.5% (-1.2%)* *Math State:69.6% (+10.9%)*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Our students will show 3% growth in their reading and math proficiencies as measured by the reading and math MCAs as adjusted to the state average by May, 2016.	***2015 Proficiencies*** *Belle Plaine District Reading: 59.2%* *Belle Plaine District Math: 62.4%* *State Reading: 59.4%* *State Math: 60.2%* ***2016 Proficiencies*** *Belle Plaine District Reading: 61.4% (+2.2)* *Belle Plaine District Math: 62.8% (+0.8)*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met*

	State Reading: 59.7% (+0.3) *State Math: 59.4% (-0.8)*	☐ *Goal in Progress* *(only for multi-year* *goals)*

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

Goal	Result	Goal Status
Student's overall average composite score on the ACT will increase by .2 as adjusted based on the annual state overall average composite score.	*2015* *Belle Plaine Composite Score = 22.2* *State Composite Score = 22.7* *2016* *Belle Plaine Composite Score = 20.2* *State Composite Score = 21.1*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress* *(only for multi-year* *goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Belle Plaine Schools will increase the four-year graduation rate cohort model by 2% in 2015-2016 based on the state AYP report.	*2014 Graduation Rate: 93.3%* *2015 Graduation Rate: 94.9%*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress* *(only for multi-year* *goals)* ☐ *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.]

Based on the state-level MCA data, and our local standardized assessment, FASTBridge, we chose to focus on reading instruction specifically in grades 3-6. Our district proficiency on the MCA was at 61.4% in 2015-2016, with some of our grade-levels being slightly below state average and others slightly above. Our FASTBridge assessments indicated that 65% of our students were proficient in reading grades 3-6. Our teachers have spent a considerable amount of time implementing a balanced literacy approach, ensuring that students were working within their zone of proximal development on skills that needed support. Their focus on data and instruction within their PLC groups, and continuous monitoring of student needs continues.

Our state-level MCA math and ACT data at the High School indicated a need for the restructuring of our current math courses. Our MCA math indicated 37.7% or our juniors were proficient which was down from the previous year, and still under the state average of 47%. There was an addition of a Linear Quadratics course this year for our freshman in hopes of developing a stronger foundation in algebra in order to help bridge the gap between Algebra 1 and Algebra II in the future. Close attention to the work and collaboration within our math department PLC was and will continue to be a priority.

Our ACT data benchmark scores in English (19.3,) Reading (20,) and Math (20,) all below the state average, also indicated that our Math and English department should consider a review of their scope and sequence and instruction specific to reading, writing and math rigor and skills.

4. Systems, Strategies and Support Category

4a. Students

Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
- *o Students are assessed using the adaptive FASTBridge Learning (aReading and aMath) assessment in grades kindergarten through eighth grade, two to three times per year. Early literacy and math skills are assessed more regularly in grades K-4 to further indicate needs and help determine student's zone of proximal development for balanced literacy and flex math groups. In addition to this standardized assessment, teachers have created their own grade-level common assessments (both summative and formative) to provide further data in regards to what students know and are able to do according to state standards in reading and math.*
- *o MTSS are in place for students who in grades K-6 who consistently score in the bottom 40th percentile nationally according to our FASTBridge Learning assessments. An addition of 30 minutes per day with individualized instruction is provided for these students.*
- *o In addition to course level assessments, both summative and formative, and FASTBridge Learning adaptive assessments our teachers use state-level OLPA and MCA assessment data at the 7-12 level data to determine the needs of their students.*

Proficiency levels, national percentile ranks, and specific skills are used to organize and disaggregate our data. Specific attention to our largest subgroups, students in special education and those receiving free and reduced lunch, is considered as well, but in a more annual summative evaluation. Based on the 2016 state MCA data our FRP and SPED populations have a proficiency index of almost 10% less than our other students. This indicated a need to consider equitable access to support, enrichment, and rigorous instruction among the addition of other resources moving forward.

4b. Teachers and Principals

Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
- *o System to review and evaluate the effectiveness of:*
  - *▪ Administrators in each building observe instruction on a regular basis. After these observations, principals discuss instructional strategies, lesson planning and structure with specific focus on formative assessment and feedback. Teachers take part in "Data Days" every quarter. These days give the teachers an opportunity to have a more in-depth discussion about data, instruction, and lesson planning moving forward. During this time, district staffs are available to facilitate the conversations and keep teacher instruction and planning aligned with district goals and initiatives.*
  - *▪ Our district teachers and leaders take part in Professional Learning Communities on a weekly basis. Our focus on this job-embedded professional development is*

> *continuous. It was/is a goal of district and building leadership to make regular visits to each of these PLC groups in order to facilitate conversations and support teachers as needed.*
> - *Curriculum is reviewed on an "as needed" basis, with specific attention to needs discovered by data and observations. Standards-based resources are added on an annual basis based on need and/or technology implementation.*
> - *Formal evaluations of teachers, principals, and district staff are performed in accordance with state requirements. The formal teacher and principal evaluation process utilizes the Danielson Framework for Teaching. Informal observations and reflection occur on a more regular basis.*

4c. District

> *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
> - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
>   - *Belle Plaine Public Schools is a 1:1 iPad district. Access to this technology has created opportunities for our students to engage, create, collaborate, and think critically using the different web/app based resources available to them. We implemented 30 minutes of coding per week K-2; 50 minutes for our 3-6 students, and coding electives for our 7-9th grade students. Use of our iPads for programs like Lexia, Storia, A-Z Learning, Spelling City and IXL support the Balanced Literacy and Flex math groupings mentioned as part of our needs based on data. We have teachers who have implemented a blended learning environment because of the data. This opportunity for a more personalized learning experience has proven to be successful specifically for our 5th graders in math. The percentage of students proficient on the math MCA in 5th grade went from 49% in 2015 to 67% in 2016. There was also a gain in our high school science scores as well as our 7th grade math scores where blended learning occurred.*
>   - *We have prioritized opportunities for teachers to work together and collaborate about standards based learning. Our discussions at PLCs have gone from conversations about basic data and routines to collaborative conversations about instructional practices and accurately reporting what students know and are able to do. Much of our staff spent the summer of 2016 writing and reviewing curriculum with implementation of technology and standards-based instruction at the forefront.*

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.*
> > o *The Belle Plaine School District has adopted a standardized interview process ensuring that all staff hired are in accordance with district expectations and qualifications.*
> > o *All students have equal access to support staff regardless of need; however, financial hardships or issues involving diversity of any kind are a focus for building leaders, teachers, counselors, social workers, and psychologists.*