World's Best Workforce 2016-17

ISD 15 Mission

Our mission is to equip all students with the knowledge and skills to empower them
to achieve their dreams and full potential while becoming responsible citizens in a dynamic world.

ISD 15 Core Values

Core Values

We believe that…

- Trust and respect are fundamental for thriving relationships.
- Our community flourishes when individuals, families and organizations collaborate.
- Every person matters and has value.
- Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.
- Commitment to high expectations is essential to help achieve full individual and collective potential.
- Everyone benefits when culture and diversity are understood and respected.
- Lifelong learning enriches individuals and creates opportunities.
- Open exchanges of ideas and communicated planning are integral for continuous improvement.

Mission Outcomes

By 2020, all students will…

- Develop a personalized educational path they can articulate and use to progress toward their evolving dreams.
- Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.

Strategies

We will…

- Ensure that every employee understands, supports and promotes our core values and mission.
- Build trust and facilitate engagement with all ISD 15 stakeholders.
- Align and support all educational programs and services to achieve our mission and mission outcomes.

Strategic Delimiters

We will NOT…

- Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources.
- Make decisions without the use of relevant data provided by the appropriate personnel.
- Allow past experiences to interfere with the consideration of new ideas.

Adopted by the ISD 15 School Board   May 11, 2015

ISD 15

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World's Best Workforce

As part of the Minnesota Department of Education accountability system, legislation was passed in 2013 requiring all Minnesota school districts to develop a World's Best Workforce (WBWF) Plan that is supported by Minnesota Department of Education and Independent School District 15 (ISD 15). The World's Best Workforce legislation ensures every school district in the state is making strides to increase student performance. The bill requires each district to develop a plan that addresses the following five goals:

- All students are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

World's Best Workforce Committee

District Advisory Committee Member	Role in District
David Anderson	Community Member
Doug Austin	Principal
Anne Carter	Elementary Teacher
Julie Cuscaden	High School Teacher
Paula Jo Davis	Alternative Learning Center Teacher
Nicole Erickson	Special Education Teacher
Shannon Esboldt	Parent
Troy Ferguson	Superintendent
Brenda Gegen	Elementary Teacher
Beth Johnson	Parent
Jeff Kienitz	Technology Coordinator
Angela Leners	Parent
Melissa Pierce	Parent
Nichole Rens	Curriculum and Instruction
Angela Scardigli	Principal
Esther Schultz	Parent
Trina Schultz	Curriculum and Instruction
Kathy Stadnick	Parent
Sean Sullivan	School Board Member
Valerie Vee	Parent
Nancy Wallace	Early Childhood Program Supervisor

WBWF Goal Area	2016-17 Goal	2016-17 Result
All Students Ready for Kindergarten	ISD 15 will increase the percentage of students meeting proficiency on the Work Sampling System by 20%. The total number of students screened at age three will increase from 45% to 48% in 2017-18.	There was a 40% increase of students meeting proficiency from fall to spring for this domain. The number of students screened at age three increased to 47% of the total screened.
All Third-Graders Achieving Grade-Level Literacy	ISD 15 will increase reading proficiency on grade three AIMSweb reading CBMs to 63%.	The percentage of students meeting reading proficiency on their AIMSweb reading CMBs was 58%.
Close Achievement Gap(s) Among All Student Groups	ISD 15 will decrease the achievement gap between students who receive free/reduced meal benefits and those who do not by 3% on the math MCA.	The achievement gap between students who receive free/reduced meal benefits and those who do not did not change on the math MCA.
All Students Career- and College-Ready by Graduation	ISD 15 will increase the number of high school juniors scoring a composite score of 21 on the ACT to 49.3%.	The percent of students scoring 21 or higher on the ACT was 38%.
All Students Graduate	ISD 15 will increase the high school graduation rate to 95.9% in 2016.	The graduation rate for 2016 was 94%.

All Students Ready for Kindergarten

Kindergarten is a significant learning year for students where they grow emotionally, cognitively, and physically. Supporting students preparation for kindergarten helps facilitate this learning process. ISD 15 provides early learning experiences for families through various early childhood programs at the Lifelong Learning Center.

Early Childhood Screening

Early Childhood Screening is a free, simple check of a young child's health and development. The program connects parents and students to early childhood programs and community resources, and answers parenting questions. Screening should be done soon after the child's third birthday and is required for public school attendance; however, screening does not determine kindergarten readiness.

320
students were screened

47%
were 3-year-olds
(statewide average is 44%)

33%
were
4-year-olds

20%
were
5-year-olds

Of the 320 students screened, 121 had one referral area and 48 had multiple referral areas.

69
were referred to the
School Readiness program

35
were referred to Early Childhood Family
Education and parenting classes

151
had no
significant
concerns

121
had one
referral
area

48
had
multiple
referral
areas
identified
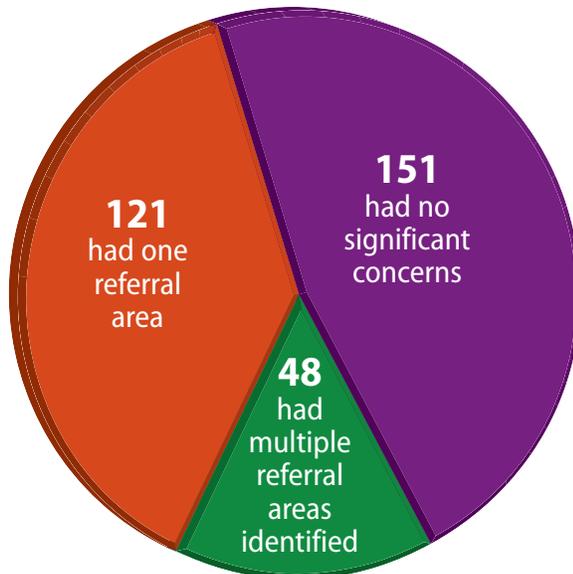
Early Childhood Family Education (ECFE)

Early Childhood Family Education (ECFE) is a place where parents and young students from birth to age 5 learn and play together and parents can learn more about parenting. ISD 15's ECFE program believes that all families deserve support, information and opportunities to be involved in their students learning. No one will be denied participation in parent/child sessions due to inability to pay. A sliding fee scale is available.

2016-17
Participation Information

1,512
Students participated

1,928
Adults participated

Preschool Place 15 School Readiness

School Readiness is a public school program available to Minnesota students, age three years to kindergarten enrollment who meet certain eligibility requirements. The goal of School Readiness is to help preschoolers enter school with the skills and behaviors necessary to be successful in future learning.

A requirement of School Readiness programs is to provide comprehensive program content and intentional instructional practice aligned with the state early childhood learning guidelines and kindergarten standards and based on early childhood research and professional practice that is focused on students cognitive, social, emotional, and physical skills and development and prepares students for the transition to kindergarten.

Preschool Place 15 consists of half day programming two, three, or four days per week with bus transportation. A sliding fee scale is available as well as Pathway I and II Scholarships which cover tuition costs. Preschool Place 15 is also a site for inclusion of preschool students with special needs who receive services through ECSE with non-special education peers. Family engagement is a key component of Preschool Place 15.

2016-17
Participation Information

406
Students participated

266 students accessed transportation, fee assistance, or Pathways II Scholarships

212 of the 406 students were ages 4 or 5

Students are assessed three times a year in the areas of: Personal and Social Development, Language and Literacy, and Mathematical Thinking, all of which are aligned with the Minnesota Early Child Indicators of Progress.

All Students in Third Grade Achieving Grade-Level Literacy

Reading proficiency is a critical component of a student's education. In Minnesota it is expected that all students are proficient in reading by third grade. ISD 15 uses a Multi-Tiered System of Support to meet the varying needs of all students to meet the goal of reading proficiency by third grade.

ISD 15 Literacy Plan

Reading is the cornerstone of all learning. In each subject area, the ability to read and comprehend written material is critical. Supporting the development of capable readers at every level is our goal; this is true for our educators, families, and community.

ISD 15, St. Francis will ensure reading proficiency for all students at each grade level kindergarten through grade 3. A number of processes are in place to monitor progress and define how reading proficiency will be ensured for all kindergarten through grade 3 students.

ISD 15 continues the use of the rigorous reading curriculum resource, Houghton Mifflin/Harcourt (HM/H) Journeys program for all kindergarten through grade 5 students. This comprehensive, scientifically-based reading instruction uses strategies focused on engaging students in the five big ideas of reading: phonemic awareness, phonics (letter/sound fluency), comprehension, vocabulary, and fluency.

In addition, the District's preschool/School Readiness program, Preschool Place 15, uses Pearson Early Learning's Opening the World of Learning (OWL), which is a comprehensive, research-based, integrated curriculum focused on developing early literacy skills while integrating all domains of early learning. All students are immersed in literature through open access to central media centers at each elementary site as well as classroom libraries.

Grade 3 Reading MCA Proficiency	2016		2017	
	State	57.3%	State	56.5%
	ISD 15	**60%**	**ISD 15**	**57%**

Multi-Tiered System of Support

Multi-Tiered System of Support (MTSS), formerly Response to Intervention (RtI), is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who are struggling to reach mastery as well as those who exceed grade-level.

MTSS provides a framework that incorporates screening, progress monitoring and data-based decision-making to provide effective instruction.

There are four critical components that guide the MTSS framework in ISD 15. These components are Critical responsibility, Concentrated instruction, Convergent assessment, Certain access.

1 **Critical responsibility:** All stakeholders believe they are responsible for ensuring that each student learns at a high level.

2 **Concentrated instruction:** Curriculum is developed based on identified essential learning. Personalized learning paths are developed in order for each student to attain a high level of mastery.

3 **Convergent assessment:** The systemic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction in regards to meeting those needs.

4 **Certain access:** There is an articulated process that guarantees each student with the support and time he/she needs in order to learn at high levels.

Benchmarking

Throughout the school year we monitor student learning using various formal and informal methods. One formal method used throughout the elementary grades is benchmarking. Three times per year students are assessed in the areas of literacy and mathematics to measure their progress toward grade-level expectations. Students who are not progressing as expected receive additional interventions based on their areas of need through our Multi-Tiered System of Support (MTSS).

Fall/Spring Benchmarking Data

2017	Fall		Spring	
Kindergarten	Reading Math	54% 70%	Reading Math	65% 74%
Grade 1	Reading Math	71% 66%	Reading Math	61% 74%
Grade 2	Reading Math	55% 63%	Reading Math	66% 74.5%
Grade 3	Reading Math	56% 64%	Reading Math	55% 64%
Grade 4	Reading Math	56% 45%	Reading Math	53% 58%
Grade 5	Reading Math	53% 67%	Reading Math	53% 57%

Close the Achievement Gap(s) Among All Groups

Closing the achievement gaps and ensuring success for all students is critical for ISD 15. The state goal is to reduce the achievement gap by 50% by 2017. ISD 15 strives to make progress toward reaching that goal. The data below identifies how the district performed toward reaching its goals as set by the state of Minnesota.

Student Group	Reading	Math
American Indian	2017 52.46% Goal 61.31%	2017 60.45% Goal 63.14%
Asian	2017 69.39% Goal 76.3%	2017 61.82% Goal 72.58%
Hispanic	2017 57.69% Goal 63.78%	2017 61.69% Goal 63.65%
Black	2017 52.44% Goal 57.64%	2017 57.5% Goal 58.05%
White	2017 72.11% Goal 85.76%	2017 75.12% Goal 86.04%
LEP	2017 59.24% Goal 61.9%	2017 49.6% Goal 56.11%
Special	2017 49.57% Goal 66.18%	2017 50.57% Goal 67%
FRP	2017 59.8% Goal 72.86%	2017 62.48% Goal 72.4%

College and Career Ready

ISD 15 uses student scores on the ACT as a measure of career and college readiness. In 2017 the mean composite score was comparable with the state's score.

ISD 15:
20.79

ISD 15: **20.79**	
Perfect ACT score: 36	
Statewide: 21.71	

The scale scores in the content areas were also comparable with the state's.

2017 ACT College Readiness Results

	District	Statewide
English	**19.14**	20.63
Math	**21.03**	21.84
Reading	**21.11**	21.95
Science	**21.35**	21.91

Graduation

Minnesota has a goal of a 90% graduation rate for all students by 2020 with no student group below an 85% graduation rate. Official graduation data lags one year in reporting.

94% of all ISD 15 students graduated on time in 2016. Since 2012 at least 90% of students have graduated on time each year.

ISD 15 is making progress to meet the goal of 85% graduation rate for all student groups. The District currently has met that goal for four student groups and are working to meet the goal for the other two student groups. Below is graduation data for 2016.

Graduation Rates for Student Groups

Asian/Pacific Islander	**100%**
Hispanic	**72%**
LEP	Cell Size Too Small to Report (CTSTR)
Special Education	**68%**
Free/Reduced Priced Lunch	**89%**
Male	**93%**
Female	**95%**

94%
ISD 15 Graduation Rate

Professional Development

ISD 15 is committed to providing multiple learning opportunities to staff members to effectively meet the needs of students. The district supports educators' learning through monthly late starts as well as a professional development day during the school year which allows for focused, timely professional learning. In addition to these professional development opportunities, the District also provides the following programs:

Professional Learning Communities (PLC)

PLC provide educators an avenue to collaborate regarding student learning and effective instructional strategies. The three concepts of the PLC include clarifying what each student will learn and how educators will ensure learning, build a collaborative culture because the work cannot be completed in isolation, and use various forms of data to monitor student learning and respond to the learning in effective methods.

Q Comp/Teacher Academy

Licensed staff participate annually in 30 hours of professional development as part of the District's Quality Compensation (Q Comp) plan which is facilitated by Teacher Academy. Courses and study group options are aligned with needs as identified by the World's Best Workforce.
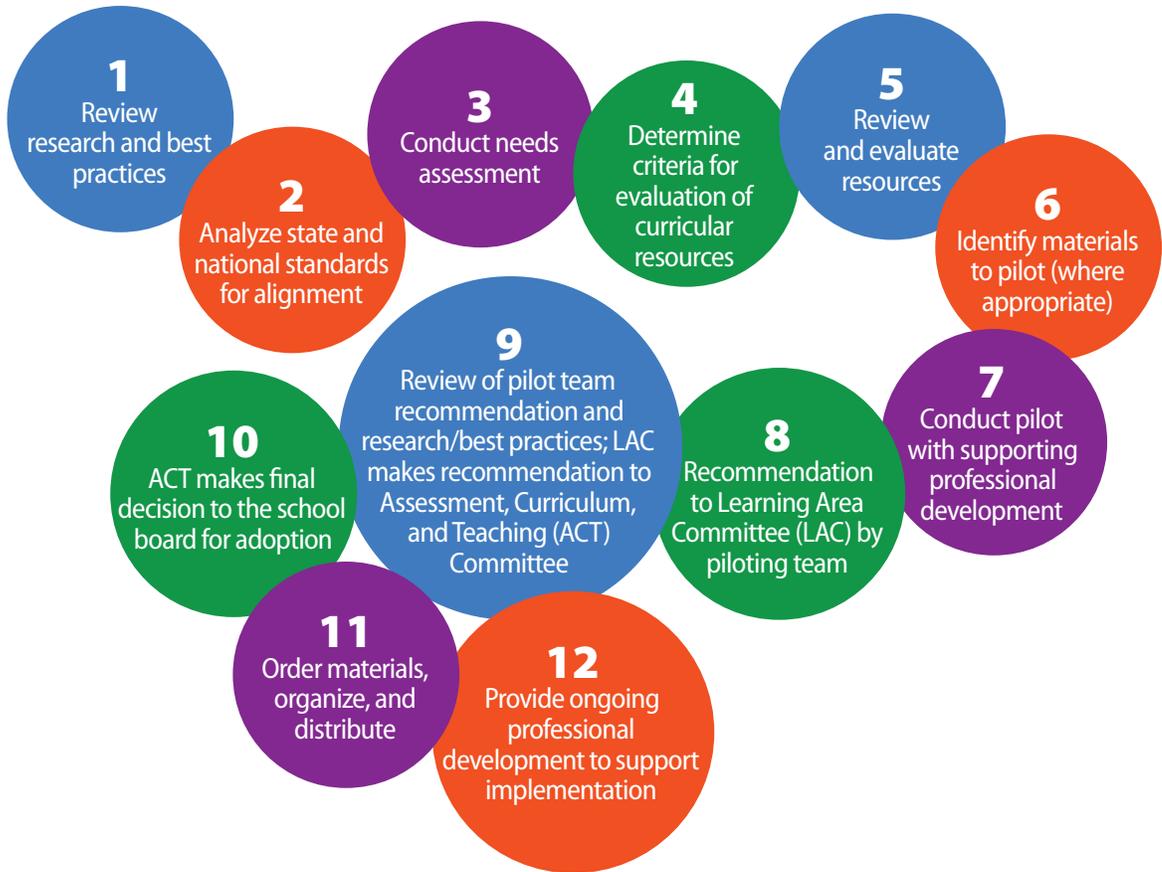
Teacher Development/Evaluation (TDE)

ISD 15's Teacher Development/Evaluation process partners with the District's Q Comp program to provide teachers a three-year review cycle that includes a system of individual growth and development plans, peer review processes, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.

Curriculum Review Process

ISD 15 utilizes Learning Area Committees (LAC) in each of the content areas to continually review and evaluate the effectiveness of instruction and curriculum. The committees also review current best practices of instruction to determine how to improve the learning for all students. The following process is followed when new curriculum is being considered.

1 Review research and best practices

2 Analyze state and national standards for alignment

3 Conduct needs assessment

4 Determine criteria for evaluation of curricular resources

5 Review and evaluate resources

6 Identify materials to pilot (where appropriate)

7 Conduct pilot with supporting professional development

8 Recommendation to Learning Area Committee (LAC) by piloting team

9 Review of pilot team recommendation and research/best practices; LAC makes recommendation to Assessment, Curriculum, and Teaching (ACT) Committee

10 ACT makes final decision to the school board for adoption

11 Order materials, organize, and distribute

12 Provide ongoing professional development to support implementation

Technology

ISD 15 continues to enhance technology integration. As PLC analyze current practices and determine how to improve instructional practices and student achievement, teachers and staff research various forms of technology to determine viability of effective technology integration to enhance student learning, engagement, and achievement. The District continues to research various technological tools that aid teachers in supporting students' learning.

Community Involvement

American Indian Education Parent Advisory Committee

The ISD 15 American Indian Education Parent Advisory Committee is composed of parents/guardians/grandparents/foster parents of American Indian students, secondary American Indian students, American Indian teachers/staff, and community members. ISD 15 staff in consultation with the American Indian Education Parent Advisory Committee works to develop programming designed to meet the unique educational and cultural needs of American Indian students.

Community Education Advisory Council

The purpose of the ISD 15 Community Education Advisory Council is to bring together balanced representation of municipalities, communities, organizations and ISD 15 citizens into association so well-planned and directed community education programs will be offered. These programs will include academic, enrichment, vocational, leisure, recreational and service activities. These programs will utilize school district, community and private resources and facilities. These programs will be for all ages and social and economic groups residing within the geographic boundaries of ISD 15.

Early Childhood Advisory Council

The purpose of the ISD 15 Early Childhood Advisory Council purpose is to provide guidance to the District's early childhood programs, help monitor and evaluate the offerings, advocate for the early childhood programs, and provide support for the programs in various ways. Membership is comprised mostly of parents whose students are involved in the programs with an administrator and one staff person.

Special Education Advisory Council

The Special Education Advisory Council (SEAC) provides input on special education issues for ISD 15. Its purpose is to advise and advocate, not to decide policy. SEAC exists to support, advocate and advise the District, through the director of special education, on matters pertaining to students in special education and their families.

Assessment, Curriculum and Testing

ISD 15 currently utilizes the Assessment Curriculum and Testing (ACT) and invites to other stakeholders to review the District Parent, Family, School, and Community Engagement Policy (formerly called District Parent Involvement Plan). The committee consists of stakeholders which include parents, teachers, community members, administrators, and directors. These meetings provide the opportunity for stakeholders to participate in evaluation of activities supported by Title I and to provide input into revisions needed in the next school year to improve results.

Program Options for Students

Title I Programs

ISD 15 currently provides Title I services to East Bethel Community School, St. Francis Elementary School and St. Francis Middle School. Students qualify for Title I services based on academic need which may include results of common formative and summative assessments and MCA-III assessments, benchmarking data and teacher recommendation. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

Alternative Delivery of Specialized Instructional Services

The purpose of Alternative Delivery of Specialized Instructional Services (ADSIS) is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students.

Gifted/Talented

ISD 15 defines a gifted and talented student as a one who demonstrates outstanding abilities in one or more of the following areas: intelligence quotient, core subject areas, creativity, leadership, and the fine arts. A student identified as gifted and talented exhibits many of the following traits: problem-solving, abstract thinking, perfectionism, intrinsically motivated, sets high expectations and is driven to meet the high expectations of others, sequential or spatial learners and asynchronous.

English Learners

ISD 15 has a well-established English Language Learners (ELL) program providing consultative and direct services both in the classroom and in small group settings. The type of service each student receives is dependent on individual assessment of their language and academic needs. The goal of the ELL program is to support students in achieving English language proficiency. Students remain in the ELL program until they reach proficiency in academic English, measured by an annual standardized assessment. The length of time required to achieve English language proficiency is dependent on many factors such as initial proficiency in English, attendance at school, level of engagement with native English speakers, and educational experiences.

Saints Online

Saints Online is a school option for general education and diploma completion for students in grades 3-12 who live within the boundaries of ISD 15 or open enroll into the District.

Saints Academy

Saints Academy is an alternative learning program located in St. Francis. It enables ISD 15 or Independent School District 477 residents along with residents in surrounding communities in grades 9-12 who, for a variety of reasons, are not successful in the traditional high school setting. Students in Saints Academy work to earn high school graduation credits and a diploma in a non-traditional setting at Crossroads School & Vocational Center (CSVC). CSVC features an open commons area, individual classrooms, state-of-the-art technology, wood shop, greenhouses, full gym, and cafeteria.

Career and Technical Education

ISD 15's Career and Technical Education (CTE) program provides students with various career pathways. The current CTE program includes courses in Marketing, Health Careers, Design, Agriculture, Business, Accounting, Construction, CAD, Cabinetry, Graphic Arts, Automotive Technology, and Small Engines.

SMART Goals for 2017-18

Goal Area 1: School Readiness

Goal 1: The percentage of students (four year olds/one year before kindergarten) enrolled October 1 in Preschool Place 15 at the Lifelong Learning Center who achieve a rating of proficient on Work Sampling System (personal/social domain) will increase 43% from fall 2017 benchmark to spring 2018 benchmark. This represents a 3% increase over the proficiency achievement in 2016-17 school year.

Goal 2: The total number of students screened at age three will increase from 47% to 49% by the end of the 2017-18 school year.

Goal Area 2: Literate by Grade 3

Goal: In 2017, 58% of third grade students met the third grade literacy benchmark as measured by AIMSweb Reading Curriculum Based Measure (R-CBM). On the Spring 2018 reading benchmarks, 61% of third grade students will meet the literacy benchmark as measured by the R-CBM, an increase of 3% from 2017.

Goal Area 3: Close Achievement Gap Between all Students

Goal: In 2017, 48% of students receiving free/reduced meal benefits scored proficient or higher on the math MCAs. In 2018, 51% of students receiving free/reduced meal benefits will score proficient or higher on the math MCAs.

Goal Area 4: All Students Career and College Ready

Goal: In 2017, 37% of Junior students scored a composite score of 21 or higher on the ACT. In 2018, 46% of Junior students will score a composite score of 21 or higher on the ACT.

Goal Area 5: All Students Graduate

Goal: The four-year high school graduation rate will increase from 94% in 2015-16 to 96% by the end of 2016-17.