

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

Holdingford School

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Chris Swenson

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

3207464308

WBWF Contact Email

CHRIS.SWENSON@isd738.org

Did you have an MDE approved Achievement and Integration plan

implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

Yes

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

No

A&I Contact Name

Chris Swenson

A&I Contact Title

Superintendent

A&I Contact Phone Number

3207464308

A&I Contact Email

CHRIS.SWENSON@isd738.org

Annual Report

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<http://www.isd738.org/about.html>

Provide the direct website hyperlink to the A&I materials.

<http://www.isd738.org/about.html>

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

December 4, 2019

World's Best Workforce

District Advisory Committee

WBWF Requirement: 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 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Chris Swenson	Superintendent	X
District Advisory Committee Member	Angela Safran	HS Principal	X
District Advisory Committee Member	Jim Stang	Elem. Principal	X
District Advisory Committee Member	Russ Wolter	School Board Member	X
District Advisory Committee Member	Kendra Posch	Community Ed Director	
District Advisory Committee Membe	Judi Boulton	Parent	
District Advisory Committee Member	Ashley Koester	Teacher	
District Advisory Committee Member	Deb Ruzat	Teacher	
District Advisory Committee Member	Jill Schmitt	Teacher	
District Advisory Committee Member	Amy Pilarski	Parent	
District Advisory Committee Member	Nikki Fiedler	Parent	
District Advisory Committee Member	Jessica Wells	Parent	
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

Staff use data from MCA, AIMSweb, classroom data collection, and observation in Student Assistance Teams that meet to talk specifically about struggling students. These teams meet as often as weekly and include administration, classroom teachers, paras, psychologists, and other staff.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

While we don't have a large enough minority demographic to gauge equitable access gaps, the data does show a gap in both the free/reduced population and special education population. Unfortunately these are common gaps in schools and the district has continued to focus efforts on closing the gap. Our programs such as Reading Corp, Read Naturally, Title I, and ADSIS have continued to focus our efforts on students who are struggling. A majority of our students that are struggling do fall into the two areas that I mentioned earlier. The school district has acknowledged the need for these programs and has continued to support them even though outside funds that support them have diminished.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

While we do have around 1,000 students, Holdingford would still be considered a small school district. In the elementary, there are 3-4 sections per grade level. Each year grade level teams meet to assign teachers for the following year. Factors such as learning style and strengths/weaknesses are considered to find the best possible placement for a student.

When finished teachers have created evenly distributed class lists that promote diversity in student and ability level.

Holdingford does not have any teachers that are "out of field". Also all teachers are in good standing in terms of evaluation so there isn't a concern of being placed with ineffective teachers. It is our finding that low-income and minority students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers.

Assessment results (MCA, AIMSweb) are looked at by grade level to ensure all students are being taught the same curriculum and gaps are not taking place with certain teachers.

When hiring takes place the best possible candidate is hired that helps improve the effectiveness of our teaching staff as a whole.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

Our minority populations in our school are very low. Our total minority population equates to 2.4% of our population. That being said, we are always looking to hire the best staff possible. Part of what is best for kids is to expose our students to all walks of life and added diversity in our teaching staff would only add to that exposure.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

The limited teaching candidate pool is the prime reason in my opinion. The number of applicants our district, like many districts like us, receives is much less than it used to be. When you add to the fact that our location isn't ideal to a lot of candidates it isn't surprising that there is a lack of candidates that are teachers of color and American Indians.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

The District has expanded the job posting fields we use to try to cover the entire state, including the metro area. The added effort accomplishes multiple goals of increasing the teacher candidate pool in general, but also the diversity in our pool.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

75% of students in Little Husker School Readiness will demonstrate secure skills in Language and Literacy Development- Following 3 Step Directions at the completion of the program. 2017-18 base rate was 72%

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

93%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

It is important for children to be able to follow instructions so that they can function effectively in school. If a child struggles with following instructions this impacts on their ability to reach the desired outcome. We use the Work Sampling Assessment tool to gather data on each student's skills in Language and Literacy. Every student is given a 3 step direction and observed without them knowing they are being tested. The data is gathered 3 times per year to show growth or if more teaching is needed in this skill area.

Do you have another goal for All Students Ready for School?

Yes

All Students Ready for School

Goal

Provide the established SMART goal for the 2018-19 school year.

Early Childhood screening will be completed on 95% of resident students in the district prior to entering kindergarten. The 2017-18 goal was 90% and the goal was met.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

95%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Screening in early childhood supports children's readiness for kindergarten and promotes health and development. We make sure that all of our students enrolled in three and four year old school readiness classes are signed up for screening. We also look at the incoming kindergarten lists to see who has not been screened, and try to get them in before they start school. The preschool team emphasizes the importance of screening to parents and providing these services locally is convenient for families. Our efforts are helping because the percentage of students screened before kindergarten has increased since we set the goal.

Do you have another goal for All Students Ready for School?

Yes

All Students Ready for School

Goal

Provide the established SMART goal for the 2018-19 school year.

80% of students in Little Husker School Readiness will demonstrate secure skills in the area of Social and Emotional Development- Shows Self Control at the completion of the program. 2017-18 base rate was 76%

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

84%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

We use the Work Sampling Assessment tool to gather data on each student's skills in Social and Emotional Development. Every student is observed during a particular task on their ability to show self-control. An example of this is staying on their color at circle time. This skill will be beneficial in kindergarten when students are expected to show self control for longer periods of time. The data is gathered 3 times per year to show growth or that more teaching is needed.

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of all students enrolled October 1, 2018 in grade 3 in Holdingford Public Schools who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 76% in 2018 to 80% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

57.5%

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Data used to identify the needs of all students comes from F/W/S AIMSweb benchmarking, as well as progress monitoring of students receiving ADSIS or Title 1 remedial services. K-6 grade strategies in place to support this goal include, PBIS/Second Step curriculum to support SEL, Do the Math interventions, and Leveled Literacy/Explode the Code reading interventions. Flexible grouping based on needs allows us to meet most student needs. We ensure growth of students by weekly progress monitoring students receiving math and reading interventions. Data is reviewed monthly during grade level RTI meetings.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

Yes

All Students in Third Grade Achieving Grade-Level Literacy

Goal

Provide the established SMART goal for the 2018-19 school year.

80% of third grade students will meet the benchmark score on AIMSweb reading testing in the spring of 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

84%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Data used to identify the needs of all students comes from F/W/S AIMSweb benchmarking, as well as progress monitoring of students receiving ADSIS or Title 1 remedial services. K-6 grade strategies in place to support this goal include, PBIS/Second Step curriculum to support SEL, Do the Math interventions, and Leveled Literacy/Explode the Code reading interventions. Flexible grouping based on needs allows us to meet most student needs. We ensure growth of students by weekly progress monitoring students receiving math and reading interventions. Data is reviewed monthly during grade level RTI meetings.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The proficiency gap between the non-special education and special education students enrolled October 1, 2018 in all grades at Holdingford Elementary Public School on all state math accountability tests (MCA, MTAS) will decrease from 38% in 2018 to 34% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

29%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Data used to reach this goal comes from F/W/S AIMSweb benchmarking, as well as progress monitoring of students receiving special education services for reading and/or math, and spring MCA reading and math test scores. K-6 grade strategies in place to support this goal include, PBIS/Second Step curriculum to support SEL, Math Expressions Interventions, and SRA Reading and Explode the Code reading interventions. Small group instruction based on needs and IEP goals allows us to meet student needs. We ensure growth of all special education students using AIMSweb progress monitoring for math and reading. Data is reviewed as needed to ensure growth.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The proficiency gap between the non-special education and special education students enrolled October 1, 2018 in all grades at Holdingford Elementary Public Schools on all state reading accountability tests (MCA, MTAS) will decrease from 39% in 2018 to 35% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

44%

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Data used to reach this goal comes from F/W/S AIMSweb benchmarking, as well as progress monitoring of students receiving special education services for reading and/or math, and spring MCA reading and math test scores. K-6 grade strategies in place to support this goal include, PBIS/Second Step curriculum to support SEL, Math Expressions Interventions, and SRA Reading and Explode the Code reading interventions. Small group instruction based on needs and IEP goals allows us to meet student needs. We ensure growth of all special education students using AIMSweb progress monitoring for math and reading. Data is reviewed as needed to ensure growth.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The proficiency gap between the non-free/reduced education and the free/reduced education students enrolled October 1, 2018 in all grades at Holdingford Elementary Public School on all state math accountability tests (MCA, MTAS) will decrease from 21% in 2018 to 17% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

12%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

This is a unique goal because only our superintendent, business manager, and Food Service Director knows which families qualify for free and reduced lunch program. Any student regardless of economic status has the ability to participate in Title 1/ADSSIS/PEAK/Special Education/general educational services. Data used to reach this goal is not child/Free and reduced specific. All children will be F/W/S AIMSweb benchmarked, and progressed monitored as needed to ensure growth. Data is reviewed monthly during grade level RTI meetings.

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

During the 2019-2020 school year, 80% of 8th grade students will improve their reading proficiency as measured by a 5% increase in reading comprehension using AimsWeb Plus.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

40%

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Historically, Holdingford High School has seen a decline in students' reading scores in grades 7 and 8 as measured by the spring MCA exams. Past goals have been created to measure growth using the MCA exam. However, given the MCA exam is a snapshot comparing different students from year to year, we decided to measure growth looking at AimsWeb Plus data.

Holdingford High School is in its second year of using AimsWeb Plus testing for students in grades 7 and 8. This year testing will be done with better fidelity, ensuring all eighth grade students are tested in the fall, winter, and spring.

AimsWeb Plus allows teachers to progress monitor students and focus instruction on the needs of individual students. It also allows students and parents to see progress in multiple strands of math and reading.

Do you have another goal for All Students Career- and College-Ready by Graduation?

Yes

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of students on track to meet ACT Career & College Benchmark scores per ACT: English (18) - Goal 55%, Reading (22) - Goal 50%, Math (22) - Goal 40%, Science (23) - Goal 40%, All 4 - Goal 30%

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

English - 48%, Reading - 35%, Math - 44%, Science - 44%, All 4 - 23%

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

ACT determined benchmark scores for college and career readiness. Holdingford High School has set its goal based upon these benchmarks. In order to help students prepare for the ACT, students have been offered information, study booklets, and online resources earlier in the school year. Teachers of mathematics, science, and particularly language arts have incorporated more ACT test preparation into their curriculum. For example, there has been a renewed focus on grammar, sentence skills, and vocabulary for all students in 11th grade language arts classes. Last year students did not meet the ACT benchmark goals in English and Reading. Thus, the extra focus on ACT for juniors in language arts classes. With heightened focus, we expect students to meet the goals set for this year.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of all students who will graduate in 4-years will increase from 96% in 2018 to 97% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

100%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

In 2019 Holdingford High School was able to see 100% of its students graduate in 4 years. Prior years held study between 95 - 97%. The district continues to meet the goal of 90% by 2020 set by the state of Minnesota. We are successful in this endeavor due to the connections teachers make with students, a SAT (Student Assistance Team) who meets bi-weekly, and career and college guidance from our school counselor.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Increase parent participation of families with students enrolled in pre k from 20% to 30% as measured by a record of attendance at the six parent involvement events by June 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

20% of families participated in 2017-18

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

46% of families participated during the 2018-19 school year.

On Track?

Check one of the following:

On Track

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit.)

When parents get involved in their children's education, children are more likely to do better in school, be better behaved and have more positive attitudes toward school. To increase the parent participation, preschool teachers gave a list of event dates at the beginning of the school year. This was so they could plan ahead for them. We have also varied the days and times that the events are held as well as provided free childcare for siblings. Participation in each event is tracked and we have seen an increase in participation.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

80 percent of all eighth grade students will meet or exceed the benchmark score in reading on the AimsWeb test in the spring of 2019

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

2018-19 was the first year that the district used AIMSweb to track student growth.

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

84% of 8th grade students met the benchmark

On Track?

Check one of the following:

Goal Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit.)

Historically, Holdingford High School has seen a decline in students' reading scores in grades 7 and 8 as measured by the spring MCA exams. Past goals have been created to measure growth using the MCA exam. However, given the MCA exam is a snapshot comparing different students from year to year, we decided to measure growth looking at AimsWeb Plus data.

Holdingford High School is in its second year of using AimsWeb Plus testing for students in grades 7 and 8. This year testing will be done with better fidelity, ensuring all eighth grade students are tested in the fall, winter, and spring. AimsWeb Plus allows teachers to progress monitor students and focus instruction on the needs of individual students. It also allows students and parents to see progress in multiple strands of math and reading.

It is our goal to increase the amount of informational text reading classes, specifically the intercultural studies class.

Students will increase the amount of writing in the intercultural studies class, by writing to pen pals from culturally diverse schools.

Do you have another Integration goal?

No

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1575919125_5dee9e15ea6bf8.32738304&sg_navigate=start