

# 2016-17 World’s Best Workforce Report Summary

District or Charter Name: Holdingford Public School

Grades Served: K-12

Contact Person Name and Position: Chris Swenson, 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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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.]

| * http://www.isd738.org/worlds-best-workforce.html |
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### 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.]

| * November 15, 2017 |
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### 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.]

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| * 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** | | --- | --- | | Chris Swenson | Superintendent, Parent | | Brian Silbernick | HS Principal/Testing Coordinator | | Jim Stang | Elem. Principal | | Kendra Posch | Community Ed Director, ECFE Coordinator, Parent | | Julie Primus | Special Education Teacher | | Jill Schmitt | Gifted/Talented, Tech Integration | | Deb Ruszat | HS Counselor | | Kristen Klemmer | Parent | | Meredith Lyon | Parent | | Tamara Frink | Parent | | Angela Safran | Parent | | Becky Stodolka | Para Educator | | Michael Higgins | School Board Member, Parent | |

## 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** |
| --- | --- | --- |
| Outcome measurements for Social and Emotional Development will demonstrate secure skills for 87% of children at the end of participation in Holdingford’s preschool program.  At the completion of the 2016-17 school year children in preschool will demonstrate an average growth in social and emotional development of at least 63%*.* | *According to the Spring testing results, 79% of our preschool students demonstrated secure skills for Social and Emotional Development. This fell short of the goal.*  *Over the course of the year, the group saw an average growth score of 63%. This did meet the growth score goal.* | *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* |
| All children in Holdingford School District will have early childhood opportunities prior to attending kindergarten. During the 2016-17 school year a tracking system will be implemented to determine the number of children currently enrolled in the District who have had early education opportunities.  A plan will be developed to locate children in the District who have not had an opportunity to participate in quality early childhood programming. | *District staff used the birth list from the dept. of health as well as input from community members to determine age appropriate students.*  *Of the 75 kindergarten students enrolled in 17-18, 20 did not participate in early childhood programming at Holdingford. 16 of 20 are either open enrolled or recently moved to the district. This leaves 4, one of which lives in a neighboring community and the other 3 have older siblings in the district and conversations took place with those families regarding the early childhood programming.* | *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* |
| Outcome measurements for Language and Literacy Development will demonstrate secure skills for 85% of the children at the end of participation in Holdingford’s preschool program.  At the completion of the 2016-17 school year children who participated in 56 days of preschool programming will demonstrate growth in Language and Literacy of at least 52%. | *According to the Spring testing results, 58% of our preschool students demonstrated secure skills Language and Literary Development. This score did not meet the goal.*  *Over the course of the year, the group saw an average growth score of 47%. This did meet the growth score goal.* | *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** |
| --- | --- | --- |
| By the end of the 2016-17 school year, the percentage of Holdingford Elementary School students who will meet their proficiency goal target on the MCA reading assessment will increase to 82.2% (All), 83.3% (Free/Reduced), and 82.46% (White). | According to the 2017 MCA III Reading results, Holdingford 3rd Grade reading proficiency scores were 72.4% (All), 68.0% (Free/Reduced), and 76.3% (White).  Goals were not met for any of the subgroups. It should be noted that the Free-Reduced Subgroup improved by 8% from the previous year. | *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** |
| --- | --- | --- |
| The following are the math proficiency index target goals for the Holdingford District   1. The proficiency index target rate for the white subgroup for the district was set at 85.33 2. The proficiency index target rate for the special education subgroup was set at 63.01 3. The proficiency index target rate for the free/reduced subgroup was set at 70.99 | *The results of the 2016-17 math MCA tests showed 81.52 proficiency index for the white subgroup. The special education subgroup scored a 47.65 proficiency index and the free/reduced subgroup scored a 71.24.*  *Both the white and special ed. subgroups failed to meet the goal while the free/reduced subgroup exceeded the goal set.* | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |
| The following are the reading proficiency index target goals for the Holdingford District   1. The proficiency index target rate for the white subgroup for the district was set at 85.2 2. The proficiency index target rate for the special education subgroup was set at 63.55 3. The proficiency index target rate for the free/reduced subgroup was set at 70.55 | *The results of the 2016-17 reading MCA tests showed 78.55 proficiency index for the white subgroup. The special education subgroup scored a 46.05 proficiency index and the free/reduced subgroup scored a 67.28.*  *All three subgroups failed to meet the proficiency index goal.* | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| The number of credits required for graduation, will increase from 23 credits for class of 2015 to 25 credits for the class of 2020. This will be done in increments of ½ per year. | The Graduating Class of 2017 met the requirements of having 24 credits to qualify for graduation. | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |
| By the year 2016-17 all students will develop an Individual Learning Plan to help them successfully transition to Postsecondary Education. | All students have developed an Individual Learning Plan when they complete the 8th grade. Updates are made in the planning for the future course offered to 10th-12th graders. | *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** |
| --- | --- | --- |
| The District will have 100% of students graduate in 4 years (MMR Target is 90.0%). | The MMR Graduation Rate score is not longer reported by the State of Minnesota. Internal numbers show the 2017 Graduation rate of 97.6%. This exceeds the target rate. | *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* |

## 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.]

| * *List and describe the district’s needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.* * *As of the 2017-18 school year the state of Minnesota no longer offers the Optional Local Purpose Assessment (OLPA). This was a previous assessment used for evaluating the progress of our students. In order to continue to seek out the best information Holdingford has shifted towards using AIMSweb as an assessment.* Grades K-3 are benchmarking all students in both literacy and math in the Fall, Winter and Spring.  Grades 4-6 are benchmarking students who did not meet for MCA's in the corresponding area(s). Once benchmark is completed, teachers met to determine a course of action for each student in terms of interventions and then initiated progress monitoring of those interventions.  All grades are required to progress monitor weekly any students receiving additional support through Title 1 for literacy and encouraged to do so for math.  The upper grades have been slow to get started, but all had done so in the first month or so with the exception of 6th grade.  These grade levels are brand new to this whole process, so a bit of a learning curve. * During the 16-17 School year, an analysis was done in regards to the special education caseloads. In recent years there has been a steady rise in special education student enrollment. The special education coordinator completed the study and the findings determined the number of cases assigned to teachers was higher than the recommended rate. The district used this information to hire an additional special education teacher for the 17-18 school year in order to assure the best possible environment for both student and teacher. |
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## Systems, Strategies and Support Category

### 4a. Students

| * *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.* * *Assessment-* [Holdingford’s Assessment System](https://drive.google.com/file/d/0B2kypnyK5uz4N1YxQkFRSDJFX00/view?usp=sharing) uses a comprehensive process to evaluate student progress toward career and college readiness standards.  The layered system incorporates local, state and national assessments that provide a complete profile of achievement by individual students, subgroups, school and district.  Data from the assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.   + The [Holdingford Assessment Plan](https://drive.google.com/open?id=1vJKZPH7MFUQogBRrQMgLiTHCG6JrktP4ySQoCISfCsw) information about the testing windows or specific assessment dates for district-wide or school-wide testing.  There are three main assessment "seasons": Fall (September-November), Winter (January/February), and Spring (March-May). * *Data Assessment*- Our schools use a variety of tools to measure and determine students’ academic growth and proficiency of grade level standards.  These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA) or non-mandated assessments like AIMSweb.  Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth. Overall, the results for the [Data Results from 2016-2017](https://drive.google.com/file/d/0B0R1HEn4_vXkOFJkdE9NRUZJMnVjWHZLRllfY0R4YXd3QkE4/view?usp=sharing) school year show the Holdingford school district continues to outperform the MN state averages. |
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### 4b. Teachers and Principals

| * *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*    + *System to review and evaluate the effectiveness of*      - *Instruction* & *Curriculum-* The Holdingford School District employs a comprehensive [Curriculum Review Cycle](https://drive.google.com/a/isd738.org/file/d/0B5cIetItRoUQWnV0cWp4QUU3b3M/view?usp=sharing) to review and evaluate the effectiveness of all district curriculum and instruction.  Each year, a Curriculum Committee consisting of classroom teachers and administrators will examine the disciplines that are due for curricular review.  During the 2016-17 school year, math curriculum and adoption was reviewed. Recommendations were made to switch math curriculum. Responsibilities during the review were to examine the following components of each discipline area: Philosophy, Goals, Course Description, Standards and Benchmarks, Curricular Materials, Technology Integration, Assessment Results and Instructional Methods. Other subject area recommendations for improvement in each discipline area are made according to the 7-year Curriculum Cycle and the Curriculum Review Process.     - *Teacher evaluations-* Holdingford engages in regular evaluation of probationary and tenured teachers. The goal of Holdingford’s Teacher Development Evaluation Plan, is to articulate expectations, assess performance in the following domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching and Collegiality and Professionalism. Each teacher will also develop an Individual Professional Growth Plan, a Student Achievement Plan, conduct a Student Engagement Survey, and have a Peer Observation each year.     - *Principal evaluations-* Holdingford has a comprehensive [Principal Evaluation Plan](https://drive.google.com/file/d/0B0R1HEn4_vXkOUJyOURCanhkMnlvY0JMZlR0M0o0bGkyUDUw/view?usp=sharing) designed to evaluate principals in five Core Competencies: *vision and mission, instructional leadership, human resources, professional and ethical relationships, and resource management*.   The superintendent evaluates principals based on school performance data, state level and school performance measures, and feedback from staff and parents.  The evaluation involves principal self-reflection, goal setting, ongoing discussions around progress toward meeting their goals, and a professional growth plan. Principals are also asked to work on [Individual Growth Plans](https://drive.google.com/file/d/0B0R1HEn4_vXkeHJPT1NxRGVCeXM/view?usp=sharing). Personal goals are set by the principals and the superintendent and principals meet throughout the year to monitor the progress. |
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### 4c. District

| * *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*   + *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*   + *Staff Development –* The District put a lot of effort into personalizing staff development during the 16-17 school year. While there were many offerings that were required for all staff, numerous staff development days used a individualized learning model or “EdCAmp”. This allowed staff to work in smaller groups to meet the needs of their own instructional growth needs. Sessions offered included topics such as Skyward, Weebly, interventions & differentiates instruction, math curriculum, middle school PLCs, twitter in the classroom, Google classroom, department meetings, math curriculum planning, AIMSweb training, wonder training, class dojos, breakouts, engagement of students, cross curriculum, standards based grading, childhood trauma, genius hour, skyward, managing stress, staff input of facility, google classroom, tracking leveled classes, physical activity in the classroom, mindset, social promotion versus failing grades, online resources, middle school meetings, math time, first-aid/CPR training, sureka math, SPED wonders curriculum technology, wonders talk, go math, math expressions, everyday math, quaver’s music. This was incredibly well received by the staff and will be something the district intends to continue in the future.   + *Parent Communication*- The staff made a point of increasing parent communication through a variety of avenues during the 16-17 school year.     - In the High School, administration and staff set the goal of making at least 20 parent contacts for the year. 26/32 teachers met the goal and overall there were nearly 1,300 contacts made.     - In the Elementary training was conducted with staff on a variety of avenues including Class Dojo to increase parent connections. Parent-Teach Conference attendance continues to be a strength so other avenues are being explored to improve on a good thing. |
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## 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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

| * *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*    + *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.* |
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