



2016-17 World's Best Workforce Report Summary

District or Charter Name: ROCORI SCHOOL DISTRICT

Grades Served: P-12

Contact Person Name and Position: Scott R. Staska, 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.

If you have questions while completing this summary, please feel free to email 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.rocori.k12.mn.us/worlds-best-workforce>

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.]

➤ The ROCORI School District held its annual public meeting on Tuesday, November 28, 2017, at 7:30 a.m. The ROCORI School Board is also expected to review the components of the WBWF report at the business meeting of December 18, 2017.

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.]

- 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
Scott R. Staska	Superintendent
Sunny Hesse	School Board Member, Community Resident
Jason Wesenberg	School Board Member, Community Resident
Mark Jenson	Secondary Principal
Eric Skanson	Cold Spring Elementary Principal
Mary Holmberg	Richmond Elementary Principal/Curriculum
Sam Court	Rockville Elementary Principal/Rtl and Data
Stephanie Hillman	Community Education; Early Childhood
Stephanie Ruegemer	Teacher, Committee Chair, Community Resident
Rachel Neutzling	Teacher, Committee Chair
Leslie Buttweiler	Teacher, Committee Chair
Sharon Posch	Teacher, Committee Chair
Joyce Baumann	Teacher, Committee Chair
Allison Ley	Teacher, Committee Chair
Adam Haugen	Parent, Community Resident
Nicole Bottleberg	Parent, Community Resident
Jennifer Bohnsack	Parent, Community Resident
Debbie Nelson	Parent, Community Resident
Brynn Sauer	Student
Jayden Kammers	Student
Emily Haus	Student
Alexa Hennen	Student
Courtney Sand	Student

2. 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
<p>The percentage of all Pre-K in the ROCORI District, enrolled by October 1, who are ready for kindergarten based on the OWL Assessment will be 70% in 2016-2017.</p>	<p>That goal was written with the intent of using the OWL assessment; unfortunately the student scoring we have does not even correlate with the language of the goal. The data was reviewed in different fashion by counting each student who scored at a 60% or higher as "kindergarten ready". We were 2 students shy of meeting that goal and would then be at "67% Kindergarten Ready"</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p>The percentage of all Third Grade students at ROCORI, enrolled by October 1, who are proficient on the Reading MCA, will increase from 52.6%% in 2016 to 60% in 2017</p> <p>The percentage of all Third Grade students at CSE, enrolled by October 1, who are proficient on the Reading MCA, will increase from 59.3% in 2016 to 65% in 2017</p> <p>The percentage of all Third Grade students at John Clark Elementary, enrolled by October 1, who are proficient on the Reading MCA, will increase from 45% in 2016 to 50% in 2017.</p> <p>The percentage of all Third Grade students at Richmond Elementary enrolled by October 1, who are proficient on the Reading MCA, will increase from 34.6% in 2016 to 40% in 2017</p>	<p>The result for the ROCORI School District was 48.2% proficiency across the third grade.</p> <p>Results for individual buildings were reported as follows at each site:</p> <p>Cold Spring Elementary 47.3%</p> <p>John Clark Elementary 56%</p> <p>Richmond Elementary 43%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Graduation: The percentage of all students at RHS, enrolled by October 1, who will graduate will increase from 96.5% in 2016 to 97 in 2017</p>	<p>The information reported in the MDE Report Card indicates a graduation rate of 95.2% for the year.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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.]

District Needs Assessment:

- Curriculum Updates are needed in reading at the elementary level
- Strengthen building parent communication and support
- Increase technology accessibility and training
- Increase staff time for curriculum study and achievement (DOK) levels
- Increase staff responsibility in building systems and plan, processes to increase repeatable systems
- Tools and supports need to be increased to provide effective education to student success

Focus Areas:

- Free and Reduced Price Lunch
- English Learners
- Special Education



4. Systems, Strategies and Support Category

4a. Students

ROCORI process for assessing and evaluating student progress:

District:

Rtl Committee facilitates a monthly meetings to create cohesiveness in assessment/evaluation processes. The district establishes a testing calendar and collaborates with buildings regarding implementation processes.

ROCORI assessment process of student progress toward meeting academic standards:

ROCORI process to disaggregate data by student groups:

- The Superintendent will monitor the progress of Building Plan implementation in all buildings through meetings with building principals 1 time a month.
- The Rtl District Committee will analyze the district needs results to work with buildings on systems, goals and supports to successfully implement the WBWF plan in all of the buildings. The committee will meet 1 time a month.
- Principals and their building Rtl teams will progress monitor the implementation of building plans and meet with the Superintendent 1 time a month.
- Fall district data retreats will be held for building Rtl teams to reflect on the data and how it relates to their building plan so that buildings can create goals for the 2018-19 school year

Process to disaggregate data by student group:

- Data will be reviewed by building staff during collaboration meetings 2x a month in all buildings to help look at systems, strategies, and supports in the core.
- Department and grade level collaboration agenda notes will be given to principals and superintendent to monitor staff work, to guide the process, and help allocate resources as needed
- Students will be assessed, using District assigned assessments, to give buildings data in the winter and in the spring
- Students needing added assistance will be placed in Tier II and III programming that will be progress monitored using skyward and Student Assistant Teams will analyze data to help students access appropriate programming
- Fall district data retreats will be held for building Rtl teams to reflect on the data and how it relates to their building plan so that buildings can create goals for the 2017-18 school year

4b. Teachers and Principals

Instruction

Professional Learning Communities and Induction Programming

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/Professional%20Learning%20Community%20Process.pdf>

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/PLC%20Planning%20Document.pdf>

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/PLC%20Weekly%20Log%20Template.pdf>

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/ROCORI%20PLC%20Reflections%20Form.pdf>

Curriculum:

MATH adoption ELA review

Continuous Curriculum Review Process MATH adoption LEA review

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/u498/Continuous%20Curriculum%20Review%20-NOV%202014.pdf>

Teacher evaluations:

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/u498/ROCORI%20PDP%20Manual%20FINAL.pdf>

Principal evaluations:

http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/u498/ROCORI%20Principal%20Evaluation%20System%20- %20Overview_0.pdf

4c. District

Technology:

Integration of technology has long been a goal of the ROCORI District. Technology integration is fully intended to support high-quality instruction and curriculum. Examples of integration efforts include

- Focus on implementation of Microsoft Office 365 and Office 2016 for students and staff. The decision to pursue the Office Suite is intended to enhance technology skills, support communication and instruction across the district, and allow greater collaboration for students and staff.
- Deploy Smart Notebook and Smart Response software to enhance student learning.
- Use of Discovery Streaming which is on-line video streaming technology to support educational activities in an audio-visual format.
- Continue to support the allocation of technology equipment, frequently through incorporation of small sets of devices such as iPads and laptops.

Collaborative professional culture

District Committees with teacher co-chairs

- Response to Intervention
- Curriculum Instruction
- Staff Development

District Professional Learning Communities

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/Professional%20Learning%20Community%20Process.pdf>

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/PLC%20Planning%20Document.pdf>

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/PLC%20Weekly%20Log%20Template.pdf>

<http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/ROCORI%20PLC%20Reflections%20Form.pdf>

Building and District Collaboration built into the work day

http://www.rocori.k12.mn.us/sites/rocori.k12.mn.us/files/Collaboration_0.pdf

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. 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.

The ROCORI District process to examine the distribution of experienced and qualified teachers across the district and within school sites is based on a review of a variety of information because our district's most valuable asset for improving student achievement is the classroom teacher.

- ROCORI employs certified instructional staff that is licensed or receives Minnesota Department of Education permission for instruction in their field(s) of instruction. As the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, students of all abilities and socioeconomic basis are placed with highly qualified teachers.
- Certified principals are required to place teachers in a grade level or teaching assignment based on a balance of experience, advanced degrees, and professional judgment regarding appropriate assignment.
- MCA data is analyzed by grade level comparing the percent of students meeting or exceeding the standards in Reading, Math and Science. Data is also reviewed at each grade level to determine the percent of students meeting expected growth goals.

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