



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Chatfield ISD #227

Grades Served: K-12

Contact Person Name and Position: Edward J. Harris, 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://chatfield.k12.mn.us/district/Documents/16-17%20WBWF%20Summary%20Report.pdf>

#### 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 20, 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
Jerry Chase	Parent/SB Chair
Amy Jeffers	Parent/SB
Katie Priebe	Parent/SB
Matt McMahon	Parent/SB
Lanny Isensee	Parent/SB
Scott Backer	Parent/SB
Randy Paulson Craig Ihrke Ed Harris	Admin Admin Admin
Kristy Cook	Teacher
Mary Allen	Community Member
Lorri Lowrey	Parent/Support Staff
Student Senate Rep	Abi Hinckley
Student Senate Rep	Stephanie Bradt

## 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><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><b><i>At the start of each school year, we would like 80% of our incoming kindergarten students to have attended a preschool course.</i></b></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><b><i>85 percent of our kindergarten students attended either our community preschool, or another preschool.</i></b></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><b><i>After spring benchmark testing, 75% or more of Chatfield Elementary second graders will score at or above Norm Grade Level Mean RIT on the NWEA MAP test for overall performance.</i></b></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><b><i>83.8% of Chatfield Elementary second graders scored at or above Norm Grade level Mean RIT on the NWEA MAP test for overall performance in the spring of 2017.</i></b></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
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Provide the established SMART goal for the 2016-2017 school year.

**Chatfield Elementary will reduce the achievement gap among the following groups by achieving the following numbers on the MCA test in the spring of 2017:**

**Math**

**White: 85.94**

**Special: 61.04**

**FRP: 69.02**

**Reading**

**White: 84.94**

**Special: 61.03**

**FRP: 67.64**

**Chatfield High School will reduce the achievement gap among the following groups by achieving the following number on the MCA test in the Spring on 2017:**

**Math**

**White: 81.23**

**Special: 52.98**

**FRP: 61.8**

**Reading**

**White: 82.75**

**Special: 57.87**

**FRP: 64.94**

Provide the result for the 2016-2017 school year that directly ties back to the established goal.

**Chatfield Elementary met the goals in all of the 6 categories below:**

**Math**

**White: 87.86 (1.92)**

**Special: 65.38 (4.34)**

**FRP: 72.03 (3.01)**

**Reading**

**White: 88.35 (3.41)**

**Special: 73.08 (12.05)**

**FRP: 77.12 (9.48)**

**Chatfield High School met the goal in one category listed below:**

**Math**

**White: 76.46 (-4.77)**

**Special: 53.57 (0.59)**

**FRP: 59.46 (-2.34)**

**Reading**

**White: 65.19 (-17.56)**

**Special: 33.33 (-24.54)**

**FRP: 64.29 (-0.65)**

Check one of the following:

- Goal Met
- Goal Not Met
- Goal in Progress (only for multi-year goals)

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><b><i>Class of 2017 grads will receive a “Career and College Ready” designation on their transcripts if they:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Complete the MCAs and ACT</i></b></li> <li><b><i>2. Complete all graduation course requirements</i></b></li> </ol> <p><b><i>Class of 2018 grads and beyond will need to accomplish the top two requirements, as well as complete yearly goal setting, career interest inventories, and a senior job shadow/informational interview assignment.</i></b></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><b><i>All students except one were college and career ready in the Class of 2017. Going forward, more expectations will be necessary for students to receive the Career and College Ready designation.</i></b></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>



**2e. All Students Graduate**

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><b><i>Chatfield High School will have more than 96% of their 2016 graduating class earn a high school diploma by the end of June 2016.</i></b></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><b><i>Chatfield High School had 98.7% of their class of 2016 graduate with a diploma by the end of June 2016.</i></b></p>	<p><i>Check one of the following:</i></p> <p>X <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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.]

***The elementary would like our data to continue to improve to 90% proficiency by 2025 in both reading and math. We will continue to follow procedures that have increased our reading and math, while adding PBIS to our toolbox.***

*Data trends in Reading and Math for Chatfield Elementary School ( % Proficient)*

➤ 2014 Math - 73.7 Reading - 66.1

➤ 2015 Math - 78.4 Reading - 77.7

➤ 2016 Math - 80.3 Reading - 81.2

➤ 2017 Math - 81.4 Reading - 81.4

***The secondary will reverse the decline in our special education reading proficiency scores. We will increase the percentage of proficient special education scores from 22% proficient to 70% proficient by 2025. For 2017, we have added a special education teacher who will focus on reading interventions for 7<sup>th</sup> and 8<sup>th</sup> grade special education students using direct, specialized, IEP instruction. We have also added general education teachers to offer a general education 7<sup>th</sup> and 8<sup>th</sup> grade reading intervention course that will provide instruction for all students who are at risk readers – including at risk special education students.***

*Data trends in Reading and Math for Chatfield High School (% Proficient)*

➤ 2013 Reading, Special Education – 56.0

➤ 2014 Reading, Special Education – 40.9

➤ 2015 Reading, Special Education – 33.3

➤ 2016 Reading, Special Education – 41.9

➤ 2017 Reading, Special Education – 22.2

## 4. 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.*

#### **District Goal (K-6)**

- **Reading: Increase percentage of students proficient in Reading from 81.4% proficient (2017) to 82.25% proficient in the spring of 2018.**
- **Math: Increase percentage of students proficient in Math from 81.4% proficient (2017) to 82.25% proficient in the spring of 2018.**
- **Science: Increase percentage of students proficient in Science from 77.8% proficient (2017) to 80% proficient in the spring of 2018.**
  - *Use district formative assessments as well as NWEA Map scores to guide instruction.*
  - *We identify students in different sub groups and track their data during data wall meetings to discuss district assessments and MAP scores.*

#### **District Goal (7-12)**

- **Reading: Increase percentage of Special Education students proficient in Reading from 22.2% to 40% proficient in the spring of 2018.**
- **Reading: Increase percentage of Free-Reduced students proficient in Reading from 42.5% to 46% proficient in the spring of 2018.**
- **Reading: Increase percentage of all students proficient in Reading from 44.2% to 48% proficient in the spring of 2018.**
  - **Implement specific reading classes**  
*For 2017, we have added a special education teacher for 2017-18 school year who will focus on reading interventions for 7<sup>th</sup> and 8<sup>th</sup> grade special education students starting October 1, 2017, using direct, specialized, IEP instruction. We have also added general education teacher for the 2017-18 school year to offer a general education 7<sup>th</sup> and 8<sup>th</sup> grade reading intervention course by December 1, 2017 that will provide instruction for all students who are at risk readers – including at risk special education students.*
  - **Increase effectiveness of testing schedule**

**For 2017, we will train 100% of our testing proctors on testing procedures, organization and testing confidentiality by April 1<sup>st</sup>, 2018**

## 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: Common formative assessments based on state standards are being developed within out PLC structure to align with and calibrate to local (NWEA MAP) and state (MCA) assessments via test item analysis. We are planning to begin integrating peer observations for each teacher into PLC action planning to evaluate instructional effectiveness.***
    - ***Curriculum: PLC groups meet weekly to assess curriculum effectiveness via evaluation of student assessment data (both formative and summative). Each PLC develops an action plan for the year based upon student data. These plans are evaluated for curricular and instructional effectiveness at the end of the year by a panel of peers (PLC).***
    - ***Teacher evaluations: A panel of peers (PLC) evaluates individual teacher action plans in the spring. These outcomes are included in the teacher evaluation process, which is based on the Robert Marzano model and the iObservation platform. Student survey data is collected and used in teacher evaluation discussions. We are hopeful that student survey data begins to be used for classroom action planning within the PLC process. The effectiveness of the teacher evaluation system correlates to its utility within PLC plans and outcomes.***
    - ***Principal evaluations: Principal evaluations were based on three leadership indicators from the Robert Marzano leadership evaluation model. These indicators tie directly to PLC action planning, school culture support, and new academic program development. The effectiveness principal evaluation is judged upon the degree to which the indicators are drivers of progress in PLC action planning/goal attainment, school culture initiative success, and new academic program implementation.***

#### 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:

*Technology*

*Collaborative Professional Culture*

#### **Technology goals for 2016-2017**

- Teachers will start to transition their curriculum to Schoology. (4th-12th)
  - By October, teachers will have all students enrolled in their Schoology Courses
  - By December, teachers will have their syllabus and main course materials on Schoology
  - Throughout the year, teachers will begin to add assignments, quizzes, and materials to their Schoology Courses
- Teachers will require students to bring BYOD devices to their classrooms each day (9th-11th)
  - Teachers will report students to administration if they are not bringing their devices to class
  - Teachers will create lessons that require students to have their devices during class
  - If students do not have a device, the technology department will ensure that each student has access to a device
- Teachers will increase the use of devices in their classrooms (K-12th)
  - Technology will increase the number of devices in each K-3 classroom
  - Teachers will obtain training on new ways to use technology in their classrooms (January 2016)
  - Administration will use Clarity Survey Data to determine if grade levels are increasing their use of technology in their classrooms.
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#### **Technology Goals for 2017- 2018**

- Teachers will use Schoology to house their curriculum (7-12)
  - Teachers will be required to add course content to the Chatfield Schoology Curriculum Warehouse
- Teachers will continue to use Schoology as their Learning Management System (4th -12th)
  - Teachers will add content to their schoology courses for each unit
  - Teachers will have 100% of students enrolled in their Schoology courses by the end of the 1st Quarter
- Teachers will use the new classroom technology on a daily basis
  - Teachers will receive training once a month from the technology integration specialist in order to ensure they have the skills needed to incorporate the technology into their classrooms.
  - Administration will analyze the technology use by using the Clarity Technology survey data.
- Teachers will continue to incorporate devices into their classroom
  - Administration will analyze the use of devices in the classroom by looking at the growth shown in our Clarity survey data.

**Collaborative Professional Culture:** The District has provided intensive, job-embedded, professional development for all instructional staff by creating Professional Learning Communities with the expressed purpose of collaboratively evaluating classroom performance data to assess instructional effectiveness. The PLC's create grade level/content area action plans to identify and support best practices that achieve identified learning objectives that align with content standards and benchmarks.

## 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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

***Prior to each school year, the District evaluates NWEA MAP and MCA data to determine remedial and enrichment needs of K-12 students. Based upon this data, groups of students are identified and scheduled into programs such as ADSIS (k-6), ALEKS Math (7-12), Reading Enrichment (7-12), NTT (7-12), FlexStar (7-12), FOCUS ALP (7-12) and CIS courses (10-12). Specialized teachers are chosen and assigned to these programs to ensure congruence between student need and teacher skill sets. Students may be placed or exited thereafter depending upon their academic progress.***