



FOLEY PUBLIC SCHOOLS

Independent School District 51

840 Norman Ave N
Foley, Minnesota



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World's Best Workforce And Data Review

October 14, 2024



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What is World's Best Workforce?

- The purpose of WBWH is to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.
- Schools Districts and charter schools have to address the following goals:
 - All children are ready for school.
 - All racial and economic achievement gaps between students are closed.
 - All students are ready for career and college.
 - All students graduate from high school.



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Review of Foley Public Schools WBWF Plan

[World's Best Workforce.pdf](#)



FES Building Goal Review 2023-2024

FAST aReading

- We will increase the broad reading score of all students so that 70% or higher, will demonstrate Advanced or Low-Risk benchmark achievement as measured by the spring aReading assessment by May 2024. (Our spring 2023 aReading results showed that 61% of students tested, achieved at the 40%ile or higher. Our eventual goal will be to have 80% of students achieve proficiency.) **63% of students demonstrated Advanced or Low-Risk achievement on the spring aReading assessment.**

MCA Reading

- We will increase the percentage of 3rd grade students achieving proficiency so that 70% or higher, will demonstrate Meets or Exceeds Expectations achievement as measured by the spring MCA Reading assessment by April 2024. (Our spring 2023 MCA Reading results showed that 62.5% of students achieved at the Meets or Exceeds Expectations level.) **57% of tested students demonstrated Exceeds or Meets achievement on the spring MCA reading assessment.**

FAST aMath

- We will increase the broad math score of all students so that 75% or higher, will demonstrate Advanced or Low-Risk benchmark achievement as measured by the spring aMath assessment by May 2024. (Our spring 2023 aMath results showed that 64% of students tested, achieved at the 40%ile or higher. Our eventual goal will be to have 80% of students achieve proficiency.) **69% of students demonstrated Advanced or Low-Risk achievement on the spring aMath assessment.**

MCA Math

- We will increase the percentage of 3rd grade students achieving proficiency so that 80% or higher, will demonstrate Meets or Exceeds Expectations achievement as measured by the spring MCA Math assessment by April 2024. (Our spring 2023 MCA Math results showed that 78.7% of students achieved at the Meets or Exceeds Expectations level.) **76.9% of tested students demonstrated Exceeds or Meets achievement on the spring MCA math assessment.**



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Building Goals FES 2024-2025

LITERACY GOALS

FAST aReading

- We will increase the broad reading score of all students so that 68% or higher, will demonstrate Advanced or Low-Risk benchmark achievement as measured by the spring aReading assessment by May 2025. (Our spring 2024 aReading results showed that 63% of students tested, achieved at the 40%ile or higher. Our eventual goal will be to have 80% of students achieve proficiency.)

MCA Reading

- We will increase the percentage of 3rd grade students achieving proficiency so that 60% or higher, will demonstrate Meets or Exceeds Expectations achievement as measured by the spring MCA Reading assessment by April 2025. (Our spring 2024 MCA Reading results showed that 56.8% of students achieved at the Meets or Exceeds Expectations level.)

MATH GOALS

FAST aMath

- We will increase the broad math score of all students so that 74% or higher, will demonstrate Advanced or Low-Risk benchmark achievement as measured by the spring aMath assessment by May 2025. (Our spring 2024 aMath results showed that 69% of students tested, achieved at the 40%ile or higher. Our eventual goal will be to have 80% of students achieve proficiency.)

MCA Math

- We will increase the percentage of 3rd grade students achieving proficiency so that 80% or higher, will demonstrate Meets or Exceeds Expectations achievement as measured by the spring MCA Math assessment by April 2025. (Our spring 2024 MCA Math results showed that 76.9% of students achieved at the Meets or Exceeds Expectations level.)



FIS Building Goal Review 2023-2024

Goal 1: To increase student achievement, each grade will implement STAR assessments in math and reading twice a trimester, and utilize the data to attain a 3% increase or above 80% proficiency on the reading and math MCAs during the 2023-2024 school year.

- Reading: 8th grade 4% increase, 7th grade 12% decrease, 6th grade 10% increase, 5th grade 4% increase, 4th grade 5% increase
- Math 8th grade: 3% decrease, 7th grade 8% decrease, 6th grade 14% increase, 5th grade 6% decrease, 4th grade 2% increase

Goal 2: To increase student achievement, FIS staff will continue to evaluate and analyze the depth of knowledge and rigor of assessments with Standards-Based Instruction and Grading for the 2023-2024 school year.

- Action plan: Use assessment data to drive instruction. Continue to create rubrics that encourage students to apply higher-level thinking skills. Use MCA item analysis data, IXL diagnostic tools, and STAR data to support and enrich student learning.

Goal 3: FIS staff will promote Positive Behavior Interventions and Supports (PBIS) to improve student and staff climate during the 2023-2024 school year. Student behavior data will be shared with staff monthly. When problem areas are identified, staff will reteach those specific behaviors.

- Action Plan: Staff will continue to implement the behavior philosophy of PBIS. Implement and use core values matrix and PBIS behavior flow chart which will be introduced in Advisory. Continue use of SOAR tickets and staff recognition. Track and document minor and major behaviors. Use data to teach behaviors or reteach behaviors. Staff will review and follow the major/minor behavior flow chart.



FIS Building Goals 2024-2025

Goal 1: To increase student achievement, each grade will implement STAR assessments in math and reading twice a trimester, and utilize the data to attain a 3% increase or above 80% proficiency on the reading and math MCAs during the 2024-2025 school year.

- Action plan: Increase grade-level appropriate vocabulary by incorporating this into lessons. The STAR Test will be taken twice a trimester. Increase a focus on writing in the classroom. Dedicate time to evaluate STAR assessment data.

Goal 2: To increase student achievement, FIS staff will continue to evaluate and analyze the depth of knowledge and rigor of assessments with Standards-Based Instruction and Grading for the 2024-2025 school year.

- Action plan: Use assessment data to drive instruction. Continue to create rubrics that encourage students to apply higher-level thinking skills. Use MCA item analysis data, IXL diagnostic tools, and STAR data to support and enrich student learning.

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FHS Building Goal Review 2023-2024

FHS Goal #1 will be measured through the following:

1. Students will achieve on measured student assessments (ACT and PreACT) and content specific benchmarks to a level of 80% of students meeting college and career readiness benchmarks.
2. Improve composite ACT scores to show a rise of .5 from the current score of 19.3 to a composite score of 19.8.
 - a. The ACT Composite score went from 19.3 in 2023 to 20.9 an increase of 1.6 points. Above the goal of .5.
3. Continual increase in the student passing rate as shown by a decrease in the number of failing grades by 5%.
 - a. The percent of failing grades went from 4.9% in 22-23 to 4.5% in 23-24 for a reduction on 8%



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FHS Building Goals 2024-2025

FHS Goal 1: Foley High School students will be college and career ready upon graduation through attention to the core value of Achievement.

FHS Goal #1 will be measured through the following:

1. Students will achieve on measured student assessments (ACT and PreACT) and content specific benchmarks to a level of 80% of students meeting college and career readiness benchmarks.
2. Improve composite ACT scores to show a rise of .5 from the current score of 20.9 to a composite score of 21.4.
3. Continual increase in the student passing rate as shown by a decrease in the number of failing grades by 5%.

FHS Goal 2: Foley High School students will be prepared in our core values of Kindness, Respect and Support in order to be responsible citizens of the global community.

FHS Goal #2 will be measured through the following:

- 1.Improved attendance rate
- 2.Reduced discipline events



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What are MCA's?

- Assessments in reading, mathematics, and science that are administered each year.
- MCA's are based on Minnesota Academic Standards
- Minnesota Academic Standards specify what students in a particular grade level should know and be able to do.
- All students in public schools take MCA's. They are administered in grades 3-8. High School students take reading in grade 10, math in grade 11, and science in grade 10.
- Students in 5th and 8th grade take science.
- It is an online test.



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Why are MCA's important?

- They provide information about the alignment of our curriculum and instruction with state academic standards
- They help us improve curriculum materials and student support.
 - We look for areas of strength
 - We look for areas of growth
- Participation is important because it provides us an opportunity to evaluate our curriculum and instruction to ensure that all students have access to high quality instruction.



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MCA Data Review 2023-2024

Foley	2021	2022	2023	2024
Math	46.70%	54.00%	56.00%	56.10%
Reading	53.20%	57.40%	55.30%	56.20%
Science	48.80%	44.00%	48.80%	44.50%



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MCA Data Review 2023-2024

Scale Scores All Students Math 2022-2023 2023-2024

Grade	Statewide Mean	Foley Public Schools Mean	Statewide Mean	Foley Public Schools Mean
3	351.99	358.86	352.02	357.86
4	451.46	455.82	451.37	457.90
5	545.85	550.91	545.78	549.46
6	644.26	643.92	644.43	649.73
7	745.13	751.09	745.28	748.75
8	844.83	847.74	845.08	847.53
11	1142.70	1137.80	1142.05	1140.51



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MCA Data Review 2023-2024

Scale Scores All Students Reading 2022-2023 2023-2024

Grade	Statewide Mean	Foley Public Schools Mean	Statewide Mean	Foley Public Schools Mean
3	346.03	352.33	345.55	351.44
4	447.61	449.28	447.46	451.03
5	551.11	550.48	550.69	550.06
6	649.18	648.11	649.85	653.32
7	746.37	752.39	746.37	748.55
8	845.79	852.19	845.58	853.28
10	1048.78	1045.75	1048.84	1046.69



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Comparison Data

Rankings 2024	Math	Rankings 2024	Reading	Rankings 2024	Science
Sartell-St. Stephen	66%	Sartell-St. Stephen	63.50%	Sartell-St. Stephen	66.00%
		Mora	62.40%	Elk River	50.70%
Pierz	66%	Elk River	60.70%	Albany	50.20%
Elk River	62.1	Pierz	60.00%	Mora	47.90%
Albany	61.60%	Foley	56.20%	Royalton	47.10%
Foley	56.10%	Becker	54.90%	Becker	44.60%
Becker	53.90%	Albany	54.30%	Foley	44.50%
Mora	52.80%	Princeton	53.30%	Princeton	44.10%
Princeton	47.40%	Royalton	48.60%	Pierz	42.40%
Milaca	43.50%	Milaca	48.00%	SRR	37.70%
Royalton	42.60%	SRR	46.80%	Milaca	35.30%
Little Falls	40.20%	Little Falls	40.20%	Little Falls	31.70%
SRR	37.50%	St. Cloud	34.80%	St. Cloud	24.60%
St. Cloud	25.50%				



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Next Steps

- Building Principals are working with staff to review data
- “Breaking down” the data
- Review our achievement gap data
- Finding ways for staff to collaborate to review
 - Data
 - Curriculum
 - Scope and sequence
- Developing plans of action for improvement