

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Response ID:78 Data

2. Cover Page

1. District or Charter Name

2198-01 Fillmore Central

2. Grades Served

Please check all that apply:

Prekindergarten - 12th grade

3. WBWF Contact Information

WBWF Contact Name

Heath Olstad

WBWF Contact Title

Superintendent / 7-12 Principal

WBWF Contact Phone Number

5078866464

WBWF Contact Email

heath.olstad@isd2198.k12.mn.us

4. Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

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

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

fillmorecentral.k12.mn.us

6. Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

November 24, 2020

3. World's Best Workforce

7. District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Heath Olstad

Role in District

Staff

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Jim Peters

Role in District

Staff

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Chris Mensink

Role in District

Parent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Connie Berg

Role in District

Staff

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Kelly Biel

Role in District

Parent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Darla Ebner

Role in District

Community

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Angi Kaase

Role in District

Community

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Michelle Breitsprecher

Role in District

Staff

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Melanie Olstad

Role in District

Community

Part of Achievement and Integration Leadership Team?

Yes

8. 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)

Fillmore Central makes a concerted effort to hire outstanding educators for all positions. Although we are a small school we make every effort to ensure all teachers are qualified for the classes they are teaching and that they do not teach classes that are out of their field. As we assign teachers to grade levels we attempt to spread our staff according to experience and effectiveness based on student needs.

Our district is very low in racial or ethnic diversity as we only have less than 5% of our total students who are of color or American Indian or Alaska Native. During the 19-20 school year we had over 75% of our teachers as tenured/experienced teachers, 0% of our classes taught by "Unqualified" teachers, and 0% of our classes taught by teachers teaching "Out of their field".

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)

Please refer to the answer from the previous question. It covers this question too.

9. 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?

(200 word limit)

Please refer to the question above this is answered in the previous question.

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)

This question is answered in a previous question.

10. **For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this 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.

11. **All Students Ready for School**

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of students eligible to enter kindergarten in the fall of 2020 who are "Ready" according to School Readiness assessments (social and cognitive readiness) or on the Kindergarten Readiness Test(cognitive readiness) will be maintained at 90% or more.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Conferences are held with families of all children who are marginally ready to determine whether children may benefit additional time in a school readiness placement versus entering kindergarten.

Our Kindergarten students come to us from various preparatory programs: our own school readiness program, Head Start, Harmony Kids, or other private or in-home program.

Our staff makes an effort to connect with all incoming kindergarten children and families to assure students are school-ready.

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

No

13. 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 2019-20 school year.

The percentage of third-grade students scoring as proficient on the Minnesota state reading assessment will be at least 80% in the spring of 2019

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Fillmore Central uses the Action 100 reading program PK-6th grade.

Reading incentives are provided to encourage all students to meet reading goals.

We hired a Reading Coach to assist fellow teachers and struggling students.

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

No

15. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) for all students at Fillmore Central on all state reading accountability tests (MCA, MOD, MTAS) will be 5% or less in the spring of 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

The Action 100 program provides high quality reading material to all students regardless of socio-economic status.

We hired an additional Kindergarten and Title I teacher to assist with struggling students.

We have implemented SRBI procedures to avoid letting students "fall through the cracks" when struggling.

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

No

17. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of eighth-grade students scoring as proficient on the Minnesota state math assessment will be at least 65% in the spring of 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Students are taught solving strategies when completing story-type problems

An online math program, ALEKS Math, has been purchased for all students to strengthen their math skills.

18. Do you have another goal for All Students Career- and College-Ready by

Graduation?

No

19. All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The 4-year graduation rate of all students at Fillmore Central will be at least 90% for 2019.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Fillmore Central was over 95%.

Goal Status

Check one of the following:

On Track (multi-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?

(Narrative is required. 200 word limit)

Fillmore Central has an ALP program to assist students to graduate through an alternative program if the traditional path is not working for them.;

20. Do you have another goal for All Students Graduate?

No