



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Fillmore Central

Grades Served: PK - 12

WBWF Contact: Richard Keith

A and I Contact:

Title: Superintendent

Title:

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Phone:

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Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

WBWF Requirement: 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. <https://www.fillmorecentral.k12.mn.us/page/3836>

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- 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.
- Provide the direct website link to the A&I materials

Annual Public Meeting

WBWF Requirement: 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. **Meeting held November 26, 2019**

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

District Advisory Committee

WBWF Requirement: 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 2018-19 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Connie Berg	Staff	
Kelly Biel	Parent	
Michelle Breitsprecher	Staff	
Darla Ebner	Community	
Mary Hershberger	Parent	
Angi Kaase	Parent	
Paul Hemenway	Parent	
Marie Hjelmeland	Parent	
Tonya Keim	Parent	
Richard Keith	Staff	
Cheryl Krage	Community	
Shannon Love	Community	
Chris Mensink	Parent	
Heath Olstad	Staff	
Dan Schoepski	Parent	
Jason Sethre	Community	
Allisa Stepflug	Parent	
Michelle Van Hee	Parent	

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- 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?
 - What equitable access gaps has the district found?
 - What are the root causes contributing to your equitable access gaps?
 - 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?

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
 - 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?
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
 - 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?

Narrative:

Fillmore Central makes a concerted effort to hire outstanding educators for all positions. Although we are a small school we make every attempt 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. Since we are a small school we typically only have two or three class sections per grade level. As we assign teachers to grade levels we attempt to spread our staff according to experience and effectiveness based on student needs.

As we assign students to classes, we take into account the teacher’s experience and effectiveness and we attempt to place students in classes where we expect to see the greatest success.

We utilize district FRP data and student achievement data as a guide for teacher assignments. Our district is very low in racial or ethnic diversity as we only have 4.39% of our total students who are of color or American Indian or Alaska Native. During the 2018-19 school year we had 82.69% of our teachers designated as “Experienced Teachers”, 0% of our classes taught by “Unqualified” teachers, and 0% of our classes taught by teachers teaching “Out of their Field”.

During the 2018-19 school year 19.23% of our teachers had an advanced degree. Through the negotiations process with our local education association we have implemented additional incentives for staff to pursue advanced degrees and now have several staff members enrolled in masters level programs. We have also partnered with post-secondary institutions to offer discounted tuition for our staff pursuing advanced degrees.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 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.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
<p>The percentage of students eligible to enter kindergarten in the fall of 2019 who are “Ready” according to School Readiness assessments (social and cognitive readiness) or on the Kindergarten Readiness Test (cognitive readiness) will be maintained at at least 90%.</p>	<p>76% of the children eligible for entry into kindergarten in the fall of 2019 were assessed as “ready” for kindergarten.</p>	<p>Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Narrative is required; 200-word limit.

- 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.
- All incoming kindergarten students are administered the kindergarten readiness assessment regardless of school readiness education.
- 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.
- The school is in the process of implementing the Pyramid Model in our preschool classrooms to promote social and emotional competence in our young children. Staff are participating in training sessions throughout the year.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>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.</p>	<p>The percentage of all third-grade Fillmore Central students scoring as proficient on the Minnesota state reading assessment was 56.3% in the spring of 2019.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Narrative is required; 200-word limit.

- Fillmore Central has implemented the Action 100 reading program PK-6 (3rd year)
- 2 Action 100 coaches were hired in 2018-19 to assist teachers in the implementation of the reading program objectives
- We hired an additional Kindergarten teacher to assure smaller teacher to student ratios
- We hired an additional Title I teacher to assist struggling readers
- We hired an additional Special Education teacher to meet the educational needs of students qualifying for special education services
- Reading incentives are provided to encourage all students to meet reading goals

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>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.</p>	<p>The proficiency gap between all Fillmore Central non-free and reduced price lunch students and free and reduced price students on all state reading accountability tests in the spring of 2019 was 18.1% (66.2% - 48.1%).</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200-word limit.

- The Action 100 reading program in grades PK-6 provides the same high quality reading material to all students regardless of socio-economic status
- Action 100 coaches were hired in 2018-19 to assure the program is being used with integrity
- We hired an additional Kindergarten teacher to lower our teacher-student ratios
- We hired an additional Title I teacher to better serve lower ability readers
- We hired an additional Special Education teacher to give better staff coverage to students with special needs
- We have implemented Scientific, Research-Based Intervention (SRBI) procedures to avoid letting students “fall through the cracks” when struggling
- Recognizing that students from lower SES homes may not have the support for reading at home, teachers allow students to come in to school early to read (not a punishment)

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>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.</p>	<p>The percentage of all Fillmore Central eighth-grade students scoring as proficient on the Minnesota state math assessment in the spring of 2019 was 46%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200 word limit.

- We have purchased and offer the ALEKS math tutorial program to all students who experience difficulty learning and understanding math concepts
- Students are taught solving strategies when completing story-type math problems
- A math tutoring program is available to any student needing math assistance
- An additional special education teacher was hired to better serve the needs of students qualifying for special education services

All Students Graduate

Goal	Result	Goal Status
<p>The 4-year graduation rate for all students at Fillmore Central will be at least 90% for 2018.</p>	<p>The 4-year graduation rate for all students at Fillmore Central was 95% in 2018.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required; 200-word limit.

- Fillmore Central launched an Alternative Learning Program (ALP) to offer students an alternative to the traditional high school program.
- A summer school component is offered within the ALP to allow students to continue learning year-round
- Students who enroll in the ALP are required to work under established individual learning plans