



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Fillmore Central

Grades Served: PK - 12

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Title: Superintendent

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkforce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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.

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.

- *The Fillmore Central WBWF annual report is published on the school district website at: <https://www.fillmorecentral.k12.mn.us/page/3939>*

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.

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

- *The Fillmore Central WBWF annual public meeting was held Tuesday, November 27, 2018*

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 2017-18 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 | NA |
| Michelle Breitsprecher | Special Education Director | NA |
| Darla Ebner | Community | NA |
| Mary Hershberger | Parent | NA |
| Angi Kaase | Community Ed Director | NA |
| Tonya Keim | Parent | NA |
| Richard Keith | Superintendent | NA |
| Cheryl Krage | Community | NA |
| Shannon Love | Community | NA |
| Chris Mensink | Parent | NA |
| Heath Olstad | Principal | NA |
| Rick Prinsen | Community | NA |
| Dan Schoepski | Community | NA |
| Jason Sethre | Community | NA |
| Alissa Stepflug | Community | NA |
| Michelle Van Hee | Parent | NA |

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

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. During the 2017-18 school year we had 17.4% of our teachers designated as "Inexperienced Teachers", 0% of our classes taught by "Unqualified" teachers, and 0% of our classes taught by teachers teaching "Out of their Field".

During the 2017-18 school year 76.1% of our teachers did not have 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 masters degrees.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

| <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal | Result | Goal Status |
|--|---|---|
| <p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of students eligible to enter kindergarten in the fall of 2018 who are “Ready” according to School Readiness assessments (social and cognitive readiness) or on the Kindergarten Readiness Test (cognitive readiness) will be maintained at a minimum of 90%.</p> | <p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>97.9% of the children eligible for entry into kindergarten in the fall of 2018 were assessed as “ready” for kindergarten.</p> | <p><i>Check one of the following:</i></p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> |

- **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.**

All Students in Third Grade Achieving Grade-Level Literacy

| <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal | Result | Goal Status |
|---|--|---|
| <p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all third-grade Fillmore Central students scoring as proficient on the Minnesota state reading assessment will be at least 80% in the spring of 2018.</p> | <p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The percentage of all third-grade Fillmore Central students scoring as proficient on the Minnesota state reading assessment was 47.8% in the spring of 2018.</p> | <p><i>Check one of the following:</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> |

- **Fillmore Central has implemented the Action 100 reading program PK-6**
- **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

| <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal | Result | Goal Status |
|---|---|--|
| <p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The proficiency gap between the non-free and reduced price lunch (non-FRP) students and the free and reduced price lunch (FRP) students for all students at Fillmore Central on all state reading accountability tests (MCA, MOD, MTAS) will be 5% or less in the spring of 2018.</p> | <p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></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 2018 was 17.4% (67.4% - 50.0%).</p> | <p><i>Check one of the following:</i></p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> |

- **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**

All Students Career- and College-Ready by Graduation

| <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal | Result | Goal Status |
|---|--|---|
| <p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all Fillmore Central eighth-grade students scoring as proficient on the Minnesota state math assessment will be at least 65% in the spring of 2018.</p> | <p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The percentage of all Fillmore Central eighth-grade students scoring as proficient on the Minnesota state math assessment in the spring of 2018 was 42.1%.</p> | <p><i>Check one of the following:</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> |

- **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

| <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal | Result | Goal Status |
|--|---|---|
| <p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The 4-year graduation rate for all students at Fillmore Central will be at least 90% for 2017.</p> | <p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The 4-year graduation rate for all students at Fillmore Central was 95.9% for 2017.</p> | <p><i>Check one of the following:</i></p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> |

- **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**