



2016-17 World's Best Workforce Report Summary

District or Charter Name: Fillmore Central Schools, ISD 2198

Grades Served: PK-12

Contact Person Name and Position: Richard Keith, Superintendent

1. Stakeholder Engagement

1a. Annual Report

*The Fillmore Central WBWF annual report is posted on the school district website at:
www.fillmorecentral.k12.mn.us*

1b. Annual Public Meeting

The annual meeting communicating the Fillmore Central WBWF plan was held November 28, 2017.

1c. District Advisory Committee

*Michelle Breitsprecher, Staff
Connie Berg, Staff
Darla Ebner, Community
Mary Hershberger, Parent
Angi Kaase, Parent
Richard Keith, Staff
Tonya Keim, Parent
Cheryl Krage, Parent
Shannon Love, Parent
Chris Mensink, Staff
Heath Olstad, Staff
Rick Prinsen, Parent
Dan Schoepski, Parent
Allisa Stepflug, Parent
Michelle Van Hee, Parent*

2. Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>The percentage of students eligible to enter kindergarten in the fall of 2017 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%.</i></p>	<p><i>100% of the students eligible to enter kindergarten in the fall of 2017 were “Ready” according to School Readiness assessments (social and cognitive readiness) or on the Kindergarten Readiness Test (cognitive readiness).</i></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 Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>The percentage of third-grade students scoring as proficient on the Minnesota state reading assessment will be at least 79.41% in the spring of 2017.</i></p>	<p><i>The percentage of third-grade students scoring as proficient on the Minnesota state reading assessment in the spring of 2017 was 58.8%.</i></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 (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

Goal	Result	Goal Status
<p><i>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 decrease from 26.2% in 2016 to 7.1% in 2017 by increasing the proficiency rate of the groups as follows:</i></p> <p>a) <i>non-FRP students from 77.6% in 2016 to 80.5% in 2017</i></p> <p>b) <i>FRP students from 51.4% in 2016 to 73.4% in 2017</i></p>	<p><i>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) decreased from 26.2% in 2016 to 13.4% in 2016:</i></p> <p>a) <i>non-FRP students from 77.6% in 2016 to 69.2% in 2017 and</i></p> <p>b) <i>FRP students from 51.4% in 2016 to 55.8% in 2017.</i></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>

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

Goal	Result	Goal Status
<p><i>The percentage of eighth-grade students scoring as proficient on the Minnesota state math assessment will be at least 61.67% in the spring of 2017.</i></p>	<p><i>The percentage of eighth-grade students scoring as proficient on the Minnesota state math assessment in the spring of 2017 was 48.9%.</i></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>The 4-year graduation rate for all students at Fillmore Central will be at least 90% for 2016.</i></p>	<p><i>The 4-year graduation rate for all students at Fillmore Central was 100% for 2016.</i></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 12</i></p>

3. Identified Needs Based on Data

The School Readiness assessment results were positive. 100% of our students scored ready for kindergarten.

AIMSweb data for reading skills in grades K-3 continue to show a need to enhance reading instruction. This area of need is supported with our MCA 3rd grade reading scores. Although there was improvement, the proficiency level was 6% below our goal of 74%.

Minnesota Report Card data was used to analyze achievement gap deficiencies. This data showed a need to decrease the gap in reading achievement between our FRP students and non-FRP students. Our goal was to close the gap to 16% in 2016 by increasing the proficiency percentages in both groups. Both groups showed improvement but the gap remained high at 26.2%.

MCA math scores for 8th grade show we are still lagging behind in math proficiency. Our goal for 2015-16 was 56% and we scored at 48.78% proficient.

Four-year graduation rate data for 2014 was over 88.1% and we hoped to improve that to at least 90% each year. At 93.1% we achieved that goal.

4. Systems, Strategies and Support Category

4a. Students

During the 2016-17 school year we offered support programs at every level of learning to assist students in our effort to meet our goals. At the pre-kindergarten level students and parents were offered ECFE, ECSE, preschool classes and Head Start. We also began offering a preschool Plus program through the Pathway program. In the elementary we offered SRBI, RTI, Title I, special education, SAT, and homework help. In the high school we offered PBIS, special education, TNT, SADD, SAT and homework help. Students are monitored throughout the school year with a variety of assessments to track progress towards goals. These assessments include classroom observations and assessments as well as formal assessments such as AIMSweb and IRLA.

Our school is not very diverse culturally with nearly 100% of our students white. However, we do disaggregate our assessment data to study our achievement gaps within SES and special education statuses.

Having students kindergarten-ready continues to be a success. Since our growth in reading and math achievement remains relatively small our school board committed funding for the Action 100 reading program that we began using in the fall of 2016.

4b. Teachers and Principals

Our teaching staff along with our principal is on a three-year evaluation cycle that is focused on the Danielson model. Years 1 and 2 are formative in nature as we utilize informal observations, peer observations, and PLC groups to work on individual, building, and school-wide goals. Year 3 includes the same components of years 1 and 2 plus formal observations and a summative evaluation.

All staff had access to online professional learning modules to support their goals. We utilized the Infinitec and PD360 Edivate programs for trainings and professional development. Through these programs staff were able to personalize their learning opportunities to match both their individual needs as well as the needs of the district to address our WBWF goals.

In addition to peer observations and professional learning, our PLC groups also met for the purpose of reviewing curriculum and student performance.

4c. District

A review and study of assessment data showed a need to focus on enhancing our math and reading instruction throughout the district. We attempted to accomplish this through supports for students and staff at all levels. Fillmore Central provided additional instructional support for students showing deficiencies in math and reading throughout the year with various educational programs. Staff had unlimited access to two online professional development programs – Educational Impact and Infnittec – that directly linked to their personal professional goals, the goals of their PLC groups, individual building goals, and district-wide WBWF goals.

Our school board has generously supported infusion of technology throughout the district. Our K-4 students have 1:1 access to iPads and our 5-12 students have 1:1 laptop computers. In addition to a full-time technology director, we also employ a half-time technology integrationist in each building.

During the 2016-17 school year we began using the Action 100 reading program in grades K-6. This program was adopted in our preschool programs in January 2016. Initial implementation with ongoing professional development throughout the 2016-17 school year showed promise for greater growth in both reading and math proficiency.

5. Equitable Access to Excellent Teachers

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 2016-17 school year we had 4.4% 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".