## Minnesota Department of Education logo

2015-2016 World’s Best Workforce Report Summary

District or Charter Name: Caledonia Public Schools ISD #299

Grades Served: Pre K - 12

Contact Person Name and Position: Superintendent Ben Barton

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year’s plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016,** to: [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

1. Stakeholder Engagement

**1a. Annual Report**

[Note: 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.]

| * <http://www.cps.k12.mn.us/page/3770> |
| --- |

## 1b. Annual Public Meeting

[Note: 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. The author’s intent was to have a separate meeting just for this reason.]

| * January 19th, 2016 was our annual public meeting to review our Worlds Best Workforce plan and progress. |
| --- |

**1c. District Advisory Committee**

[Note: 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.]

| We have a committee of stakeholders that represent school administration, school board, teachers, parents, and business leaders. Members of our WBWF included the following people:   * Ben Barton – Superintendent * Gina Mienertz – Elementary Principal/Curriculum Director * Nancy Runningen – Community Education Director * Mary Morem – MS/HS Principal * Jared Barnes – School Boar/Parent * Jean Meyer – School Board * Angela Stigeler – Parent * Cindy Colleran – Parent * Janelle Field Rohrer – Teacher * Dan McGonigle – Parent * Eric Jerviss – Parent * Sherri Allen – Parent * Amanda King – Parent |
| --- |

## Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

**2a. All Students Ready for Kindergarten**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| ***Prior to the start of the 15-16 school year, 90% of incoming Kindergarten students will complete a Kindergarten readiness assessment.*** | ***92% of incoming Kindergarten students were assessed for Kindergarten readiness.*** | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)*  *District/charter does not enroll students in Kindergarten* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| **The percentage of all students enrolled October 1 in grades 3-5 at Caledonia Area Elementary who earn an achievement level of meets the standards or exceeds the standards in language arts on all state accountability tests (MCA, MTAS) will increase from 66.4% in 2015 to 69.4% in 2016.** | **Met our goal**  **66.4% to 73.1%** | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)*  *District/charter does not enroll students in grade 3* |

**2c. Close the Achievement Gap(s) Among All Groups**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| * **By using the proficiency index data for math and reading we will close the achievement gap by increasing our scores by 10% each year. We will do this by continuing to have interventions, double checking the UBD with standards to assure all standards are met, increasing motivation by course offerings, credit recovery and equal opportunities for all courses.** | **Percent of Proficiency of Caledonia Elementary for reading went from 66.4% to 73.1%. This 6.7% increase**  **Percent of Proficiency of Caledonia Elementary in math went from 75% to 73.1%. This was a decrease in 1.9%. We did not meet this goal.**  **Percent of Proficiency**  **Caledonia Middle School**  **Math**  **2015 50.0% to 2016 56.5%**  **We were close to meeting our goal an increase of 6.5%**  **Percent of Proficiency**  **Caledonia Middle School**  **Reading**  **2015 47.8% to 2016 41.4%**  **We did not increase at all. This is an area we are continuing to work on.**  **Percent of Proficiency**  **Caledonia High School**  **Math**  **2015 52.5% to 2016 78.7%**  **We exceeded our goal, with a growth of 26.2% proficiency.**  **Percent of Proficiency**  **Caledonia High School**  **Reading**  **2015 76.5% to 2016 72.4%**  **We did not increase. The students did have huge growth from 8th grade to 10th grade, but the proficiency as the high school did not increase.** | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| * ***We will have our students prepared for college or careers in a variety of ways. Our goal is to offer enrichment and basic courses of required subjects, more options in the trades and career training, scheduled job-shadowing opportunities, and several college visits. Progress will be measured by the ACT assessment.***    + ***Our 2016 ACT scores will stay above state average and continue to grow each year.*** | **Our composite score was below the state average it was 20.7 and the state was 21.1.  The three subjects that were lower were English, Reading and Science.**  ***We have added 4 new courses that offer enrichment and trade preparation.***   * **home and vehicle maintenance** * **mass communication** * **nutrition** * **mouse squad**   **14 students are participating in job shadowing. All students attend college visits** | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |

**2e. All Students Graduate**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| * **Our graduation rate goal is to stay between 95% to 100%.** | **We met our goal as we had 98.3% rate of graduation.** | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)*  *District/charter does not enroll students in grade 12* |

## Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

| Our schools use a variety of tools to measure and determine students’ academic growth and proficiency of grade level standards.  These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA).  Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth. We assess students the following ways: Early Childhood Screening, MCAs, NWEA MAP, AIMS Web, EXPLORE, PLAN, and ACT data as well as high school credit completion and graduation rates.  We have identified the following needs – increase proficiency in reading, mathematics, science at the elementary and secondary levels for all students, reduce the readiness and achievement gaps of our Special Education student population at the elementary school. We have found based on our Multiple Measurement Report (MMR) that we need to put more of an emphasis on student growth regardless of achievement level. In addition, we have identified that we needed to target needs at the middle level. |
| --- |

## Systems, Strategies and Support Category

**4a. Students**

| Elementary – Preschool student needs are addressed by differentiation, flexible grouping, and special education. Elementary student needs are being addressed through flexible grouping for reading and mathematics; Adoption of new reading and math curriculum materials that are better aligned with standards, Differentiation of instruction based on data, 1:1 computing environment in grades 4-5; iPad technology available on a daily basis to support and individualize instruction; Response to Intervention (RtI) support; Positive Behavior Intervention Supports (PBIS); Multi Tier Systems of Support with ADSIS and Title 1; special education instruction; After school and summer Targeted Services programming.  Secondary – Student needs are being addressed through differentiated courses for language arts, mathematics and science; 1:1 iPad technology available 24/7 for individualized student instruction, research and collaboration;; After school and summer Targeted Services; special education; HS focus on problem solving and critical thinking, double academic engaged time in reading and math for students below grade level, and college in the schools courses. |
| --- |

**4b. Teachers and Principals**

| Implementation of comprehensive principal development and evaluation system; collaborative planning for new comprehensive teacher development and evaluation system; comprehensive teacher and principal professional development program; weekly job-embedded professional learning communities (PLCs) for all teaching staff; Access to and training for effective use of technology for instruction and collaboration offered during the school year and throughout the summer; Access to academic data analytics software and support from our Hiawatha Valley Assessment Coordinator; PBIS coaches; Collaborative responsibility for development of site improvement plans, including SMART goals, activities, benchmarks and evaluation strategies. |
| --- |

**4c. District**

| Implementation of comprehensive principal development and evaluation system; collaborative planning for new comprehensive teacher development and evaluation system; comprehensive teacher and principal professional development program; weekly job-embedded professional learning communities (PLCs) for all teaching staff; Access to and training for effective use of technology for instruction and collaboration offered during the school year and throughout the summer; Access to academic data analytics software and support from our Hiawatha Valley Assessment Coordinator; PBIS coaches; Collaborative responsibility for development of site improvement plans, including SMART goals, activities, benchmarks and evaluation strategies. |
| --- |

1. **Equitable Access to Excellent Teachers**

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

| ***We are a small school district and all of our students will have a chance to each teacher. In Middle and High School we have one teacher for each content area. Therefore, every student will have the opportunity to be instructed by each teacher.*** |
| --- |