

2015-2016 World's Best Workforce Report Summary

District or Charter Name: International Falls School District, ISD 361

Grades Served: PreK - 12

Contact Person Name and Position: Kevin Grover, Superintendent

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.

1. Stakeholder Engagement

1a. Annual Report

- 1) Annual Report is located on ISD 361 website: www.isd361.k12.mn.us

1b. Annual Public Meeting

- 2) International Falls School board approved WBWF plan and past summary on 12-19-16 during the regular board meeting held at 5:00 p.m. Public meeting was held on 12-12-16 in the Falls High School Library at 6:00 p.m. as part of our Blue Ribbon Panel meeting.

1c. District Advisory Committee

- 3) Dixie Kalstad – parent, Tammy Riley – community resident, Bob Anderson – community resident, Gordy Dault – school board, Matt Gouin – parent, Mike Holden – school board, Wyatt LaVigne – Parent, Jim Yount – Parent, Steve Earley – Parent, Tim Everson – FHS Principal, Melissa Tate – FES Principal, Kevin Grover – Superintendent, Kristie Lavigne – Teacher, Karla Olson-Line, Jenny Vohler – Community Education, Harley Droba – parent, Jenn Wendels – parent, Kelly Gordon – community resident, Michelle Hebner – school board, Thane Grewatz – school counselor

Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p>1) Provide 3 year old and 4 year old school readiness classes for the 2015 – 2016 school year at no charge to parents</p> <p>2) 70 percent of the 2015-16 kindergarten class will have participated in our school readiness program.</p>	<p>1) District met this goal and had good numbers in both the 3 year old and 4 year old programs</p> <p>2) 84% of Kindergarten class attended FES school readiness program</p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p> <p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p>Increase from 49.3% proficient on the MCA III grade 3 reading MCA to 54.3% proficient for the 2015 – 16 school year.</p>	<p>International Falls Elementary third grade students scored 61.6% proficient which is a 12.3% increase from the previous year score.</p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p>1) Increase the number of special education students, proficient on the 2016 MCA III math assessment from 21.8 % to 24.8 % on the 2016 MCA III assessment.</p> <p>2) Increase the number of Free and Reduced students, proficient on the 2016 MCA III math assessment from 41.3 % to 44.3 % on the 2016 MCA III assessment.</p>	<p>1) ISD 361 special education students scored 23.4% on the 2016 MCA III math assessments.</p> <p>2) ISD 361 Free and Reduced students scored 42.4% on the 2016 MCA III math assessments.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p>1) Students in grades 8 – 12 will be assisted in preparing for life beyond high school through career exploration, EXPLORE test (grade 8), PLAN test (grade 10), ASVAB test (grade 11), and ACT test (grade 11/12)</p> <p>2) Implement on-going process where all incoming 9th grade students have a 4 year plan.</p>	<p>1) Counseling department completed the goal and administered listed tests.</p> <p>2) Counseling department met and completed 4 year plans with incoming 9th grade students.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
1) <i>International Falls High School will maintain a graduation rate of 90%</i>	<i>International falls High School had a graduation rate of 87.1%.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 12

2. Identified Needs Based on Data

International Falls School District # 331 used data from MCA III assessments, ACT data, and local data such as graduation rates, attendance rates, free and reduced lunch population, and enrollment data to determine district needs. Looking at setting goals in closing the achievement gap for all areas was a place we lagged and need improvement. This was indicated in the rubric provided by MDE, but that comes out after we have set our goals, thus we feel we have done a better job in this area for the 2016 – 2017 school year. We have a concentrated effort of making sure our district curriculum is aligned with state standards. We have contracted with the NorthWest Service Cooperative (we belong to NorthEast Service Cooperative) to help with alignment and they have pushed us to develop “I Can” statements, develop formative assessments for standards, and put in place pacing charts. This process is ongoing at this time and a major focus of our Early-Out days.

3. Systems, Strategies and Support Category

4a. Students

o *Student progress is assessed using MCA tests in Math, Reading, and Science. District is switching focus as we move forward in that we are choosing to look at all students that meet, exceed, or make at least 4% growth for 16-17, this will be a comparison of the child to themselves. 2015-16 was the first year with a new literacy curriculum in the elementary. Staff continues to look at MCA data with regard to their students and make instructional decisions.*

4b. Teachers and Principals

- *We have a professional development committee as part of our Qcomp program. They focus on finding training for our staff to help improve areas of weakness. We have a district/teacher designed teacher development and evaluation plan to help monitor for effectiveness. Principal evaluation is based around a district designed plan. Both plans have 35% of evaluation evolving around student achievement. 2015-16 was the 2nd year, but was the first time we had a couple teachers working on specified improvements from the prior year. Qcomp program allows for weekly team meetings for staff to collaborate. Mentors are assigned to new staff through our Qcomp program. Curriculum is constantly being reviewed; typically purchases are made on a 7 year per cycle. This past year we are feeling a need to do a district wide alignment and that will be a focus in 2016-17.*

4c. District

- *District has a Blue Ribbon Panel that has focused a couple years of work to get a district strategic plan in place that the school board adopted and 2015-16 was first year to review the plan. District continued early-out days to look at school climate/PBIS along with focus on data and instruction. The 1-1 initiative was also continued and took a little cool down in spring of 2016. Staff was not ready to commit to an online curriculum. Spring of 2016 resulted in reductions in which we lost technical support time as well. District committed to participating in a region wide staff development day for fall of 2016. District also continued the free school readiness program to get as many children in a structured learning environment with a licensed instructor as early as possible.*

4. 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.

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

- *As mentioned above, 2015-16 was our second year with our teacher and principal evaluation plans. This was the first year we had a couple teachers not successfully complete their evaluation the prior year and the district supported these people to work to meet the needed requirements. Administrative meets each spring to analyze results of teacher evaluation program and see if anyone would require a Teacher improvement Plan. From that point, we would discuss allocation of staff. It is tough in smaller districts as we do not have more than 4 staff in any department/grade level.*