



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

District or Charter Name: Mountain Lake School District 173

Grades Served: K-12

WBWF Contact: Michelle Larson

Title: High School Principal

Phone: 507-427-2325 ext. 103

Email: mlarson@mountainlake.k12.mn.us

A and I Contact: Bill Strom

Title: Superintendent

Phone: 507-427-2325

Email: bstrom@mountainlake.k12.mn.us

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 Districts WBWF report is located on the district website. It can be found at <http://home.mountainlake.k12.mn.us/district/worlds-best-workforce/>*
- *The A & I Plan is located on the district website, mountainlake.k12.mn.us.*

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 annual public meeting to review the WBWF report and the A & I plan is November 19, 2018 at 5 p.m.*

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)
Bill Strom	Superintendent	X
Michelle Larson	High School Principal	X
Jon Schwaegerl	Elementary Principal	X
Julie Brugman	Board Member	X
Jody Lepp	Counselor, parent	
Chad Peterson	Board Member, parent	X
Lois Herrig	Support staff	
Stephen Funk	Staff, resident	
Matt Gohr	Board member, parent	
Pam Hoek	Board member, parent	

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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

Equitable Access to Experienced, Effective, and In-Field Teachers

- *Only 10% of staff is inexperienced. The classes taught by these teachers have the same proportion of students of color and low income as all other classes.*
- *1 part time teacher was on staff giving instruction in a class outside of their field.*
- *Students have equal access to experienced, effective, in-field teachers.*
- *We have no gaps for equitable access for low-income students, students of color, or American Indian students.*
- *In the elementary, students in each grade are divided into 2 sections by gender, ethnicity, and SPED status.*
- *In the high school, students are divided into 2 sections for core subjects. In most cases, both sections are taught by the same teacher, so students have equal access to experienced, effective teachers.*

Access to Diverse Teachers

- *Our teaching staff does not reflect the ethnic diversity of our enrolled students.*
- *When open positions occur, we receive very few applications from people of color.*

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>80% of students entering kindergarten will score 13 or greater on the Fall Aimsweb letter name fluency assessment.</i></p>	<p><i>All kindergarten students took the Aimsweb letter fluency assessment. 50% (23 of the 46 students) scored 13 or higher on this assessment.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

The district has determined that Aimsweb assessments are more reflective of student readiness than the NWEA previously used. All students are assessed using both of these tools. However, for our school readiness goal our district has switched from NWEA scores to Aimsweb.

The data is disaggregated by the preschool program in which the students participate.

Strategies used:

- *Preschool screening for all students in the district before entering kindergarten*
- *Discovery Preschool program is offered to students in the district with scholarships available for those meeting financial criteria*
- *District social worker works with families to participate in Head Start or Discovery preschool.*
- *Monthly RTI for students in kindergarten*
- *Title I services*

Student readiness is a priority for the district. The district continues to analyze data, consider programs and changes to our delivery of educational services to meet the needs of our students.

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>Sixty-six percent (66%) of Mountain Lake third grade students will score proficient on the Minnesota state assessments in Reading (MCA-III or MTAS) in the spring of 2018.</i></p>	<p><i>74.2% of third grade students at Mountain Lake scored proficient on the MCAIII or MTAS Reading test.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status

Students are regularly assessed and evaluated to inform instruction and to ensure their progress towards meeting state and local standards. Due to our small class sizes, our goal is based on our 4 year average of proficiency.

- *MCA scores are analyzed annually, disaggregated by race, free and reduced lunch status, SPED, and ELL.*
- *Percent of students in each category of Exceeds, Meets, Partially Meets, and Does Not Meet is closely monitored.*
- *Strategies used to increase proficiency in reading are:*
 - *Federal Title I*
 - *Focus Activities (I Love to Read)*
 - *Star Reading (gr 2-3)*
 - *AimsWeb Benchmark and Progress Monitoring*
 - *Monthly grade level RTI meetings K – 3*
 - *Curriculum Review cycle*
 - *NWEA scores in fall and spring (K-3)*

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>On All Accountability tests for reading in all grades tested, the gap between the percent proficient for white students and the percent proficient for Asian students will be reduced by 2% from 19.4% to 17.4%.</i></p>	<p><i>67.8% of white students were proficient. 38.5% of Asian students were proficient. The gap is 29.3. This goal was not met.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>On all accountability tests for reading in all grades tested, the gap between the percent proficient for white students and the percent proficient for Hispanic students will be reduced by 2% from 17.9% to 15.9%.</i></p>	<p><i>67.8% of white students were proficient. 52.7% of Hispanic students were proficient. The gap is 15.1. This goal was met.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>On All Accountability tests for math in all grades tested, the gap between the percent proficient for white students and the percent proficient for Asian students will be reduced by 2% from 9.6% to 7.6%.</i></p>	<p><i>66.3% of white students were proficient. 69.7% of Asian students were proficient. The gap is -3.4. The goal was met.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>On All Accountability tests for math in all grades tested, the gap between the percent proficient for white students and the percent proficient for Hispanic students will be reduced by 2% from 20.5% to 18.5%.</i></p>	<p><i>66.3% of white students were proficient. 47.2% of Hispanic students were proficient. The gap is 19.1. Progress was made. Goal was not met.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data used by the district for this goal are the MCA and MTAS.

Data is disaggregated by the race and grade level.

To develop strategies, additional data from NWEA, Pre-ACT, ACT, Aimsweb, and classroom grades are used.

Strategies include:

- *Local assessments in content areas*
- *I Love to Read (K-6)*
- *Title I services (K-6)*
- *Star Reading (2-6)*
- *Interventions - RTI, Additional support for reading and math (K-8)*
- *PLC meetings to review goals, progress, student data and needs (K-12)*
- *Social worker (K-12)*
- *School Counselor (7-12)*
- *Study skills unit in grade 7*
- *ICU (grades 7-8)*
- *After school tutoring (grades 9-12)*
- *Professional Development (K-12)*

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>All juniors will take a college or career readiness standardized assessment.</i></p>	<p><i>All juniors took the ACT and/or the ASVAB.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

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- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

The district continues to make the ACT and the ASVAB a priority for our juniors.

Students are given the tools and resources available to make informed decisions about post-secondary plans.

ACT, Pre-ACT, and ASVAB results are analyzed.

Survey of alumni after their 1st year out of high school

Strategies include:

- *Pre-ACT for all students in grade 10*
- *ACT prep in math and English classes*
- *MCIS profile and career exploration tools used*
- *School Counselor working with grades 9-12 regarding high school class choices, personal interest inventory results, PSEO, college information*
- *Job Shadowing for all students in grade 12*
- *College visits for all students in grade 11*
- *Career Exploration Fairs for all students in grade 10*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The 4 year average graduation rate for Mountain Lake High School will increase from 93% to 94% or higher.</p>	<p>The graduation rate for the class of 2017 is 97.4%. 38 students graduated. The 4 year average (2014-2017) is 95.5%.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Preventing students from dropping out of school and increasing our graduation is a priority for the district. While our district's graduation rate is above the statewide rate, we set a goal of increasing our average by 1%.

The key components to preventing dropouts and increasing our graduation rate are:

- Weekly monitoring of students in grades 9-12 earning D's or F's
- Established truancy program
- Implementation of attendance plans for students with attendance issues
- Credit checks and counseling by school counselor
- Credit recovery courses offered in neighboring ALC with transportation provided by the district
- Professional development for instructional staff
- After school tutoring program

The effects of these components are measured by data collected along with feedback from students and staff.

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Reading Goal: Reduce AG percentage in district wide reading (MCA) between Non FRPL and FRPL from 7.4% in June 2015-2016 to 5.0% by June 2020.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Baseline Starting Point:</i></p> <p><i>June 2015-2016: 7.4% (Baseline)</i></p>	<p><i>June 2016-17: 0.73% (OT)</i></p> <p><i>June 2017-18: 14.36% (NOT)</i></p> <p><i>June 2018-19: %</i></p> <p><i>June 2019-20: %</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

- **What data have you used to identify needs in this goal area?** Information from MN Report Card: Student demographics. MCA test data. Minnesota Student Survey.
- **How is this data disaggregated by student groups?** The data was disaggregated according to Not Eligible for Free/Reduced Priced Meals compared to Eligible for Free/Reduced Priced Meals.
- **What strategies are in place to support this goal area?** Hire and train highly qualified teachers and paras, lower class size, utilize Title 1 & special education programs.
- **How well are you implementing your strategies?** We reduced Title 1 services because of federal reductions in funding.
- **How do you know whether it is or is not helping you make progress toward your goal?** The absence of Title 1 funding may be having an effect on our progress.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Math Goal: Reduce AG percentage in district wide reading (MCA) between Non FRPL and FRPL from 5.4% in June 2015-2016 to 5.0% by June 2020.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Baseline Starting Point:</i></p> <p><i>June 2015-16: 5.4% (Baseline)</i></p>	<p><i>June 2016-17: 7.71% (NOT)</i></p> <p><i>June 2017-18: 12.19% (NOT)</i></p> <p><i>June 2018-19 %</i></p> <p><i>June 2019-20 %</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

- **What data have you used to identify needs in this goal area?** Information from MN Report Card: Student demographics. MCA test data. Minnesota Student Survey.
- **How is this data disaggregated by student groups?** The data was disaggregated according to Not Eligible for Free/Reduced Priced Meals compared to Eligible for Free/Reduced Priced Meals.
- **What strategies are in place to support this goal area?** Hire and train highly qualified teachers and paras, lower class size, utilize Title 1 & special education programs.
- **How well are you implementing your strategies?** We reduced Title 1 services because of federal reductions in funding.
- **How do you know whether it is or is not helping you make progress toward your goal?** The absence of Title 1 funding may be having an effect on our progress.

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

Two scheduled "Integration Activities" were attended by students from Mountain Lake, Windom and Jackson.

1. Kindness Retreat. Comprised of fourth graders from each district. Lead by high school students from each school. The goal was to foster a positive relationships between students at an earlier age/grade level rather than waiting until the students get to high school. Attendance: Ten 4th grade sections: 20-24 students per section (2 sections from MLPS, 4 sections from WAS, 4 sections from JCC).
2. Science and Technology Tamp. Designed for students in grades six through nine from each school integration plan participating school district.
 - a. Students in grades four and five attended the SECOND year of a science and technology camp held at the Jackson County Central public schools. 20 to 24 students.
 - b. Students in grades six and seven attended the FIRST year of a technology camp held at the Mtn. Lake public schools. Attendance: 20 to 24 students.
 - c. Students in grades eight and nine will be attending a technology can't to be held at the Windom Area public schools NEXT year. Anticipated attendance: 20 to 24 students.