

**Mountain Lake Public School
Independent School District #173**



**Annual Report
Fiscal Year 2016
World's Best Workforce Plan
mountainlake.k12.mn.us**

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1. Stakeholder Engagement

1a. Annual Report

A copy of Mountain Lake Public School's World's Best Workforce Report may be found at <http://home.mountainlake.k12.mn.us/1/worlds-best-workforce/>

1b. Annual Public Meeting

The Mountain Lake School District held a public meeting on December 12, 2016. The purpose of the meeting was to review the results from the 2015-2016 school year.

1c. District Advisory Committee

The Mountain Lake School Board is advised by several leadership teams. Membership on these committees is representative of a cross section of our community. Members on the committee include:

- Bill Strom – Superintendent
- Michelle Larson- High School Principal/parent
- Karl Wassman-Elementary Principal/parent
- Jody Lepp – Staff Member/parent
- Doug Standerwick – Board Member
- Tim Swoboda- Board Member/parent
- Julie Brugman- Board Member
- Pam Hoek – Board Member/parent
- Chad Pedersen – Board Member/parent
- Matt Gohr- Board Member/parent
- Tom Fast – Board Member/parent
- Lois Herrig – Support Staff member
- Stephen Funk – Staff member, resident

Goals and Results

2a. All Students Ready for Kindergarten

Kindergarten SMART Goal: Kindergarten students will be assessed in the fall of their Kindergarten year for Kindergarten readiness. Kindergarteners will complete the NWEA assessment in reading and mathematics, and will achieve a score of 140 or higher on the reading assessment, and a score of 141 or higher on the mathematics assessment.

Kindergarten Results: This goal was not met. All Kindergarten students at Mountain Lake Elementary School participate in NWEA testing twice a year, once in the fall, and again in the spring. The fall scores indicate the student's readiness for the Kindergarten curriculum. In Math, 41.67% scored 141 or higher. In reading 38.89% scored 140 or higher. At the end of kindergarten, the national norm average is 159.1 in math and 158.1 in reading. Mountain Lake Public Kindergarten students average for Spring 2016 is 163.8 in math and 160.7 in reading. All students are not prepared for kindergarten. The kindergarten program adequately prepares them for first grade.

NWEA Kindergarten Mathematics Scores			
	Number of Students Tested	# of Students 141 or higher	% of students 141 or higher
October 2015	36	15	41.67%

NWEA Kindergarten Reading Scores			
	Number of Students Tested	# of Students 140 or higher	% of students 140 or higher
October 2015	36	14	38.89%

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

Third Grade Literacy SMART Goal: All students will read at grade level by Grade 3 as determined by the Minnesota State Assessments. The goal for Mountain Lake third graders in the spring of 2016 was 63% achieving proficiency.

Third Grade Literacy Results: This goal was met. All students in Grade 3 participate in the Minnesota State Assessments. Our local proficient percentage was 71.4%. The state average for third grade was 57.3%.

Reading								
Percent Proficient – Mountain Lake Compared to State of MN								
Grade	2013 MLPS	2013 State	2014 MLPS	2014 State	2015 MLPS	2015 State	2016 MLPS	2016 State
3	69.2	57.2	62.5	58.1	58.3	58.7	71.4	57.3

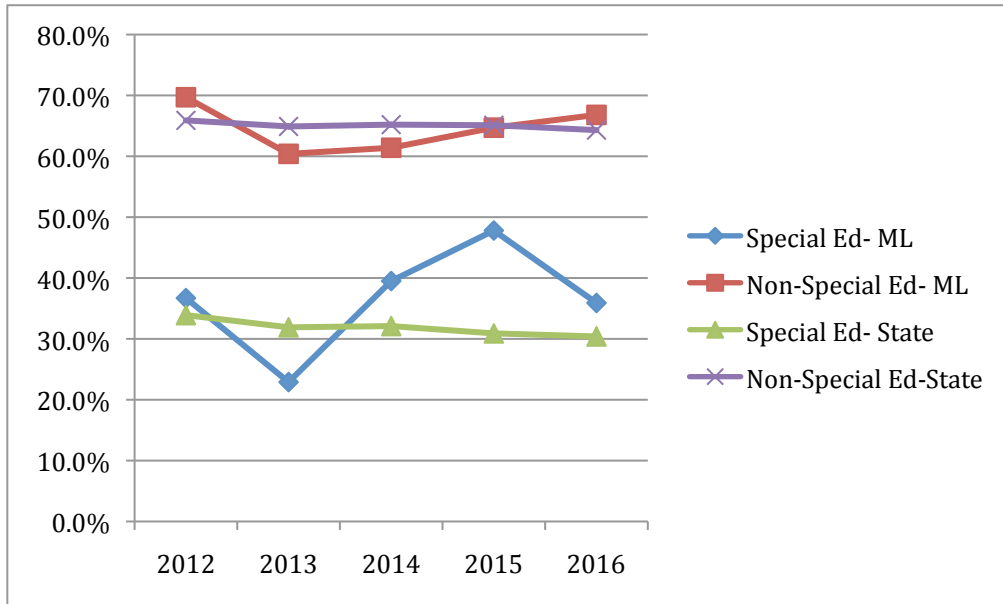
2c. Close the Achievement Gap(s) Among All Groups

Achievement Gap(s) SMART Goal (Special Education): The proficiency gap between the special education and non-special education students enrolled the full academic year for all grades tested within the Mountain Lake District on all state Math and Reading accountability tests (MCA & MTAS) will meet the 2017 goal of reducing the achievement gap by 50 percent.

Achievement Gap(s) Results (Special Education): This goal is in progress. In reading, the gap between special education and non-special education students decreased from 29.6 in 2015 to 22.6 in 2016. In mathematics the gap between special education and non-special education students increased from 16.8% in 2015 to 30.9% in 2016. The trend for MLPS is that our special education students have a higher proficiency rate than the statewide rate in both reading and mathematics.

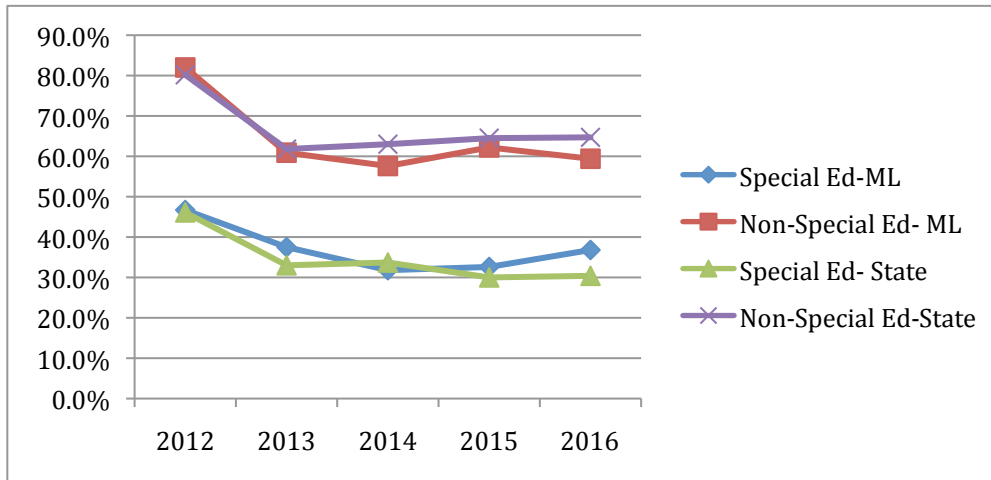
The graph and chart show the proficiency of Special Education students and Non-Special Education students in reading and mathematics. The chart shows the gap between our special education and non-special education students.

Math- Percent of Students Enrolled October 1st Proficient on State Accountability Tests – Special Education and Non-Special Education



	2012	2013	2014	2015	2016
Special Ed-ML	36.7%	22.9%	39.5%	47.8%	35.9%
Non-Special Ed- ML	69.7%	60.4%	61.4%	64.7%	66.8%
Special Ed- State	33.9%	31.9%	32.1%	30.9%	30.4%
Non-Special Ed-State	65.9%	64.9%	65.2%	65.1%	64.3%
Difference (GAP)-ML	33.0%	37.4%	21.9%	16.8%	30.9%
Difference (GAP)- State	35%	33%	33.1%	34.2%	33.9%

**Reading- Percent of Students Enrolled October 1st
Proficient on State Accountability Tests –
Special Education and Non-Special Education**



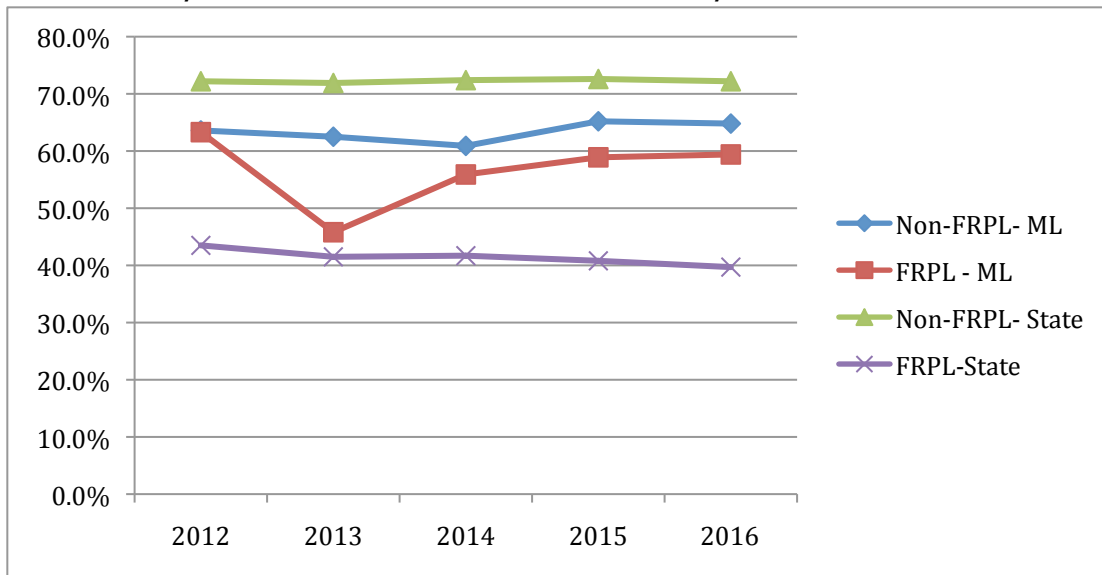
	2012	2013	2014	2015	2016
Special Ed-ML	46.7%	37.5%	31.8%	32.6%	36.8%
Non-Special Ed- ML	82.0%	60.9%	57.6%	62.2%	59.4%
Special Ed- State	46.1%	33.0%	33.7%	30.0%	30.4%
Non-Special Ed-State	80.2%	61.8%	63.0%	64.5%	64.7%
Difference (GAP) - ML	35.3%	23.4%	25.8%	29.6%	22.6%
Difference (GAP) - State	34.1%	28.8%	29.3%	34.5%	34.3%

Achievement Gap(s) SMART Goal (Free/Reduced Lunch): The proficiency gap between the Free/Reduced lunch and Non-free/Reduced Lunch students enrolled the full academic year for all grades tested within the Mountain Lake District on all state Math and Reading accountability tests (MCA & MTAS) will meet the 2017 goal of reducing the achievement gap by 50 percent.

Achievement Gap(s) Results (Free/Reduced Lunch): We are making progress toward this goal. The gap between these two groups in math decreased from 6.3 % in 2015 to 5.4% in 2016. In reading, the gap decreased from 12% in 2015 to 7.4%.

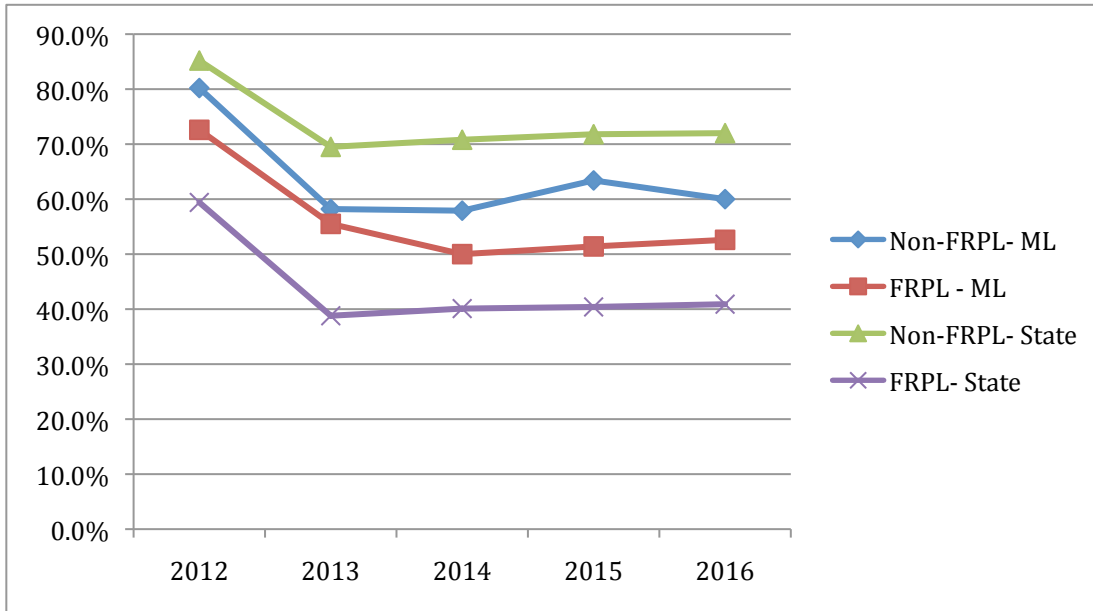
The graphs and charts below identify the achievement gaps between Free/Reduced Price Lunch students and Non- Free/Reduced Price Lunch students in reading and mathematics.

**Math- Percent of Students Enrolled October 1st
Proficient on State Accountability Tests -
Free/Reduced Price Lunch and Non-Free/Reduced Price Lunch**



	2012	2013	2014	2015	2016
Non-FRPL- ML	63.6%	62.5%	60.9%	65.2%	64.8%
FRPL - ML	63.3%	45.8%	55.9%	58.9%	59.4%
Non-FRPL- State	72.2%	71.9%	72.4%	72.6%	72.2%
FRPL - State	43.5%	41.5%	41.7%	40.8%	39.7%
Difference (GAP) - ML	0.3%	16.7%	5.0%	6.3%	5.4%
Difference (GAP) - State	28.7%	30.4%	30.7%	31.8%	32.5%

**Reading- Percent of Students Enrolled October 1st
Proficient on State Accountability Tests -
Free/Reduced Price Lunch and Non-Free/Reduced Price Lunch**



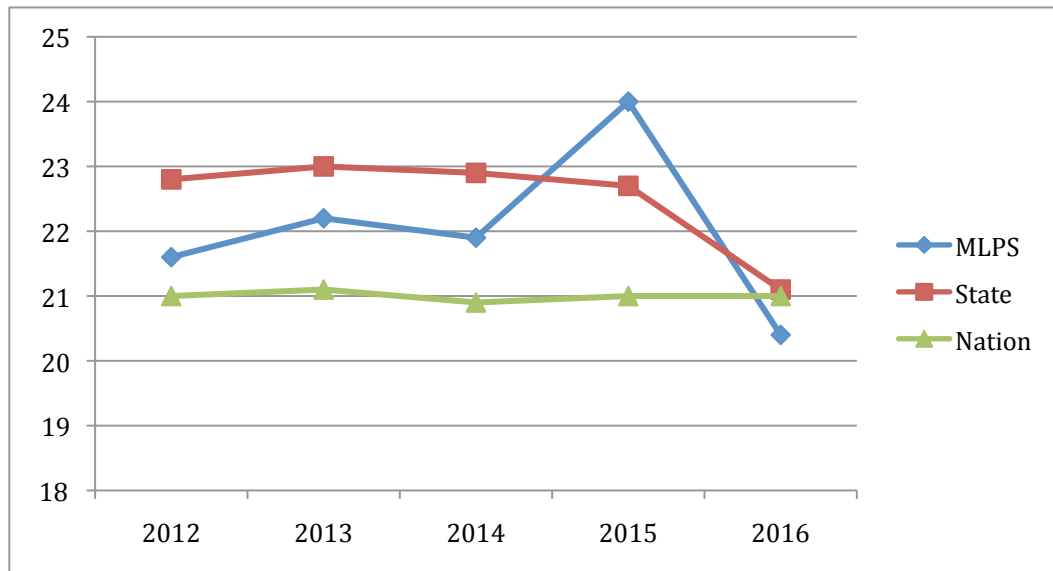
	2012	2013	2014	2015	2016
Non-FRPL- ML	80.2%	58.2%	57.9%	63.4%	60.0%
FRPL - ML	72.6%	55.5%	50.0%	51.4%	52.6%
Non-FRPL- State	85.2%	69.5%	70.8%	71.8%	72.0%
FRPL- State	59.4%	38.8%	40.1%	40.4%	40.9%
Difference (GAP) - ML	7.6%	2.7%	7.9%	12.0%	7.4%
Difference (GAP) - State	25.8%	30.7%	30.7%	31.4%	31.1%

Achievement Gap(s) SMART Goal (ELL): The proficiency gap between the ELL and non-ELL students enrolled the full academic year for all grades tested within the Mountain Lake District on all state Math and Reading accountability tests (MCA & MTAS) will meet the 2017 goal of reducing the achievement gap by 50 percent.

Achievement Gap(s) Results (ELL): This goal cannot be assessed. The number of ELL students tested in math and reading was too small to be statistically analyzed. There were less than 10 ELL students tested so no new data is shared for 2016.

2d. All Students Career & College Ready by Graduation

- **Career and College Ready SMART Goal** – 100% of the 11th grade students will take the ACT or a similar academically appropriate assessment on site. This goal was met in 2016.
- **Career and College Ready SMART Goal** – 100% of 9th -12th grade students will create and manage an electronic profile to prepare and manage student, college and career information. This goal was not met. 30% of students in grades 9-12 created an electronic profile regarding their academic and career information. This goal will be a priority in 2016-2017 school years.
- **Career and College Ready SMART Goal** - The average ACT score for MLPS students will be 21 or higher. This goal was not met. The 2016 graduation class ACT average composite score was 20.4. All 35 students took the test as juniors. Students could retake the test as seniors at their own expense. This was the first graduating class where all students took the test.



	2012	2013	2014	2015	2016
MLPS	21.6	22.2	21.9	24	20.4
State	22.8	23	22.9	22.7	21.1
Nation	21	21.1	20.9	21	21
# of students tested	20	17	20	19	35

2e. All Students Graduate

All Students Graduate SMART Goal: The percentage of all students who graduate from Mountain Lake High School will be 90%.

All Students Graduate Results: This goal was met. Preventing students from dropping out of school and increasing the Minnesota Graduation Rate above 90% statewide is essential in meeting our graduation rate goal. Below is a table showing Mountain Lake High School's graduation rate versus the State of Minnesota's graduation rate. Even though we are currently above the State of Minnesota's graduation rate, our local graduation rate hovered around the state-targeted goal of 90% for several years, but increased to 97.1% for the 2015 graduates.

4 Year Graduation Rates					
	2011	2012	2013	2014	2015
State of MN	77.2%	77.9%	79.8%	81.2%	81.9%
MLHS	88.5%	89.7%	93.6%	90.2%	97.1%

The key components of increasing the graduation rate have been monitoring of daily attendance, an established truancy program, credit checks by guidance counselor, and implementation of credit recovery opportunities for students.

3. Identified Needs Based on Data

3a. Needs are Data-Based

District-wide baseline scores, goals, growth data for Mathematics and Reading
A. Mathematics

2014. Math index rate BASELINE: 69
2015. Math index rate GOAL: 71. Score: 73.52.
2016. Math index rate GOAL: 73. Score: 74.69.
2017. Math index rate GOAL: 75. Score: TBA.

MLPS met our academic target GOALS for MATH for the 15-16 test cycle.

MLPS showed academic GROWTH for MATH for the 15-16 test cycle.

Conclusion/Needs: The district is cautiously optimistic that academic progress (mathematics) is being made. The goals were met. Growth was demonstrated. Improvement is needed and will remain a priority.

B. Reading

2014. Reading index rate BASELINE: 66
2015. Reading index rate GOAL: 68. Score: 70.55.
2016. Reading index rate GOAL: 70. Score: 70.04.
2017. Reading index rate GOAL: 72. Score: TBA

MLPS met academic target GOALS for READING for the 15-16 test cycle.

MLPS did not show academic GROWTH for READING for the 15-16 test cycle.

Conclusion/Needs: The district is cautiously optimistic that academic progress (reading) is being made. The goals were met. Growth was not demonstrated. Improvement is needed and will remain a priority.

3a. Needs are Data-Based (Minnesota’s Multiple Measurements Rating MMR)

Minnesota’s Multiple Measurements Rating (MMR) uses four measurements, equally weighted, to measure school performance. The four areas are proficiency, growth, achievement gap reduction and graduation rate.

1) Proficiency – Points are earned in this subgroup by meeting AYP proficiency goal in individual student subgroups. The percentage of points a school receives in this area is based on the percentage of subgroups that make AYP. Subgroups cannot make AYP through Safe Harbor or Growth to be included in the MMR.

2) Growth – Students are measured by their performance on the MCAs compared to their performance in the most recent year they completed the test. A growth score is given to the school based on the average growth of all students in the school.

3) Achievement gap reduction – Schools are measured based on how the growth of their students from the seven lower-performing subgroups (Black, Hispanic, Asian, American Indian, English Learners, students in poverty, and special education students) perform compared to the statewide average growth of higher-performing subgroups. Schools earn MMR points based on their ability to reduce the achievement gap.

4) Graduation rate – Points are earned in this category similarly to points earned in proficiency; the percentage of subgroups that reach their AYP target for graduation rates.

A second rating, **Focus Rating (FR)**, is used to measure a school’s success in reducing the achievement gaps between student groups. The Focus Rating comes from the Focused Proficiency Domain and Achievement Gap Reduction if available.

Under the Minnesota system of accountability, Mountain Lake Elementary School and High School both met AYP and will not have any sanctions or labels in 2016-2017. Mountain Lake Elementary School is designated a Reward School, which is an improvement over the past five years. This recognition is based on school initiatives that have had a positive impact on student outcomes demonstrated by proficient test scores. Reward Schools are at or above the 85th percentile of top performing schools based on their Multiple Measurement Rating.

The charts below show the overall trend for both schools in the district and the component scores for each year’s MMR. Each domain is worth 25 points.

Multiple Measurement Rating and Focus Rating – Mountain Lake School District

	2013 MMR	2013 Focus Rating	2014 MMR	2014 Focus Rating	2015 MMR	2015 Focus Rating	2016 MMR	2016 Focus Rating
Elementary (K-6)	50.85	62.78	74.9	82.17	62.5	72.36	69.29	75.98
Secondary (7-12)	55.34	72.58	54.89	60.52	62.39	66.48	48.3	36.91

Multiple Measurement Rating and Focus Rating – Mountain Lake Elementary

	Proficiency (P)	Growth (G)	Achievement Gap Reduction (AGR)	MMR Total (P+G+AGR)	Focused Proficiency (FP)	Focus Rating (AGR+FP)
2016	25	13.98	12.99	51.97	25	37.99
2015	25	10.7	11.18	46.87	25	26.18
2014	25	15.23	16.08	56.21	25	41.08

Multiple Measurement Rating and Focus Rating – Mountain Lake High School

	Proficiency (P)	Growth (G)	Achievement Gap Reduction (AGR)	Graduation (GR)	MMR Total (P+G+AGR+GR)	Focused Proficiency (FP)	Focus Rating (AGR+FP)
2016	2.88	9.23	11.19	25	48.3	7.26	18.45
2015	8.44	13.74	15.21	25	62.39	18.04	33.25
2014	9.18	11.41	8.96	25	54.55	21.29	30.25

4. Systems, Strategies and Support Category

4a. Students

Students are regularly assessed and evaluated to inform instruction and ensure their progress towards meeting state and local standards. Support strategies and services were offered to students at Mountain Lake Public School during the 2015-2016 school year to maximize growth and address academic needs in reading and mathematics. Student data is analyzed by grade level content area, special education and non-special education , ELL and non-ELL, Free/Reduced Lunch and non-free/Reduced lunch and ethnicity. The following items are included in this process:

- 1) Federal Title I (K-6)
- 2) Added time for literacy and math (K-8)
- 3) Focus activities (I Love to Read, IXL Math) (K-6)
- 4) Star Reading (2-6)
- 5) AimsWeb Benchmark & Progress Monitoring (K-6)
- 6) Academic accountability (ZAP Program, Restriction List) (7-12)
- 7) Post high school events (Career Days, Job Shadowing) (9-12)
- 8) Curriculum review cycle (K-12)
- 9) ACT scores (11th)
- 10) MCA assessments (3-8, 10, 11)
- 11) NWEA scores (K-6)
- 12) Monthly grade level RTI meetings (K-6)
- 13) Local assessments in content areas (K-12)
- 14) Social worker/Mental Health Services/Guidance Counselor (K-12)
- 15) Additional learning time in advance of MCA testing (3-11)
- 16) Interventions (RTI, additional support for reading, math) (K-8)
- 17) PLC meetings to review goals, progress, student data and needs (K-12)
- 18) Professional Development (K-12)

4b. Teachers and Principals

Instruction. Bi-monthly PLC meetings were held in 2015–2016. Cross-district PLC meetings were phased out. Professional development and continuing education were guided by district goals based on MCA results. Forty-nine percent (49%) of the district wide staff development activities were designed to improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods. Another 49% were dedicated to effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings.

Curriculum. Curriculum was aligned to meet the needs of student learners. The English Language Arts 7-12 curriculum was reviewed prior to the 2015-16 school year. A new 7-12 curriculum was purchased for students in grade 7–12 during the 2015-2016 school year to be implement in the 2016-2017 school year.

Teacher Evaluations. The teacher evaluation plan is under constant review and revisions to align it with state and district goals in order to provide substantive feedback for non-tenured and tenured teachers.

Principal Evaluations. The principal evaluation plan is under constant review and revisions to align it with state and district goals in order to provide substantive feedback.

4c. District

The district supports numerous practices that integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture.

A professional collaborative culture was fostered throughout the Flexible Learning Year (FLY) with the inclusion of Professional Learning Communities (PLCs). All staff participated in PLC's either within our district or a cross –district PLC for their content area. The focus of the PLC's varied between elementary and secondary. At the secondary level, curriculum, essential standards, and best practices were the focus areas. At the elementary level, vocabulary instruction was the main focus. Analysis of student data in reading and mathematics was completed.

Once the decision was made to discontinue participation in the FLY, the staff transitioned to examining practices for staff development and how a professional culture would continue to be fostered district wide.

The use of technology is implemented K-12. In the elementary level, I-pads and Mac computers were used exclusively in the past. Implementation of Chromebooks in grades K-6 began in 2015. Grades 7-12 have access to 3 Mac labs and have used Chromebooks since 2012-2013. Implementation and use in classrooms increases each year. The chromebooks allow students to access technology quicker in the classrooms and provided for maximum use of instructional time.

5. Equitable Access to Excellent Teachers

Students have equal access to highly qualified effective teachers. Mountain Lake School District has 479 students K-12, 38.25 certified teachers, 12 paraprofessionals, 39 other support staff and 3 administrators. The student body is 63.8% white, 36.2% non-white. 52.2% of students have free/reduced lunch status.

All certified teachers and paraprofessionals meet the federal highly qualified requirements. 96.4% of certified teachers were teaching within their licensure during 2015-2016. Both teachers not teaching within their licensure completed the requirements during the school year to earn full licensure for 2016-2017. The staff is a largely veteran staff as 64.2% have more than 10 years teaching experience and 33.2% have 3-10 years of experience. Only 2.6% have less than 3 years experience.

Each grade level is divided into 2 sections at the elementary and for each subject in grades 7-8, and 2 sections for core subjects in grades 9-12. Students are divided into sections by gender, ethnicity, and SPED status for K-6. In high school, their elective choice affects the core subject section in which they are placed. For grades 7-12, whenever possible, both sections are taught by the same teacher, so students have equal access to highly qualified effective teachers.

Appendix

District Mission Statement

Mountain Lake Public Schools, Independent School District 173, enjoys a rich heritage of community support, pride, and cooperation. The district's mission is to educate a diverse population of students in a caring and safe environment, equipping them with lifelong skills to succeed in society by providing quality educational experiences.

Mountain Lake 2015-2016 Demographics

	Mountain Lake School 2016	State 2016	Mountain Lake School 2015	State 2015
American Indian	0.60%	2.40%	0.60%	3.36%
Asian	13.20%	7.40%	13.55%	7.21
Hispanic	19.20%	8.70%	20.12%	8.38%
Black, not of Hispanic	3.20%	12%	2.59%	11.50%
White, not of Hispanic	63.80%	69.50%	63.15%	70.50%
ELL	8.10%	8.30%	11.04%	8.37%
Special Education	18.40%	15.10%	16.36%	13.43%
Free/Reduced Price Lunch	52.20%	38.10%	53.58%	38.36%
Homeless	0%	1.10%	0.00%	1.1%

Student Achievement Plans

Mountain Lake Schools' current achievement plans and programs are focused on addressing our goals:

Federal Title I Program Plan

- 100% of the District's Federal Title I funding is spent at Mountain Lake Elementary School. The funds are used to provide focused support called "interventions" for K-6 identified students in reading and math through the salary of one teacher.
- All elementary students are assessed in the beginning of the school year to identify students who need support in reading and/or math. Identified students receive reading and math interventions in their classrooms throughout the day. Our Title I staff work with students on specific areas and reinforce concepts based on the assessments given at the beginning of the year, and also teacher observation.
- In the fall of the year, all 1st-6th grade students are given an assessment called NWEA. Based on the results of this reading assessment and teacher observation, students are identified to receive research-based interventions. Students are retested again in the winter and spring. Those students who are flagged will receive weekly progress monitoring to ensure the intervention is successful.
- Based on assessment results and teacher observations, students are identified to receive research-based interventions. Math interventions are provided during the school day and provide focused instruction in the identified area of need.

Federal Title II Program Plan

- 100% of the District's Federal Title II funding is used for class size reduction in the form of a teacher's salary.

Federal Title III Program Plan

- 100% of the District's Federal Title III funding is used for student support in English Language Learner programming.

Achievement and Integration Plan

School districts participating in the Achievement and Integration plan must use revenue to pursue academic achievement and racial and economic integration through the strategies listed below. For the purposes of the achievement and integration program, an integrated learning environment is defined as programming designed to reduce both enrollment and academic achievement disparities based on students' racial, ethnic and economic backgrounds.

- Integrated learning environments to prepare students to be effective citizens and enhance social cohesion.
- Integrated learning environments to increase cultural fluency, competency, and interaction, graduation and educational attainment rates, and family involvement.
- Policies, curricula, and trained instructors, administrators, counselors, and other advocates to support and enhance integrated learning environments.
- Support and enhance integrated learning environments designed to increase student academic achievement and reduce racial and economic enrollment disparities through magnet schools, innovative and research-based instruction, differentiated instruction, and targeted interventions to improve achievement.
- Rigorous career and college readiness programs for underserved students populations consistent with Minnesota's Statewide Testing and Reporting System under Minnesota Statutes, section 120B.30, Subdivision 1.

The Red Rock Ridge Achievement and Integration Collaborative include the school districts of Mountain Lake, Windom, and Jackson County Central. The funding for the Red Rock Integration Collaborative will be spent on the following items:

- Salary and benefits of 1.2 full-time teachers to reduce the achievement gap in grades 3-8.
- Educational field trip to two museums for all 6th grade students in all three school districts during the annual 6th grade field trip to the Twin Cities.
- Summer College Course initiative tuition and fees for qualifying students.

Literacy Plan

Mountain Lake Elementary School provides research based literacy instruction to ensure all students will achieve grade level proficiency and read well by Grade 3.

Each year educators will review and disaggregate reading data at grade levels K, 1, 2 & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each group of students.

The kindergarten through third grade teachers and administration annually review the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention. Curriculum resources will be aligned to the most current standards. Standards will be prioritized and essential standards developed. Common formative assessments will be developed and used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities (PLC's) will continue to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps between existing subgroups. Best practices will be shared and ongoing staff development will be utilized to train staff in the scientific research-based, instructional strategies.

Below is a list of current utilized practices, supports, and/or assessment tools that have yielded improved results in student learning:

- Common Formative Assessments (PLC team developed)
- NWEA (also known as MAP – Measures of Academic Progress)
- AimsWeb Monitoring Probes
- Read Naturally
- SPIRE Program
- Scott Foresman Reading Program
- My Sidewalks Reading Intervention Program

Intervention support will be offered to students based upon skill level and need. Initial placement will be based off the benchmark test and/or classroom data. Upon designating a child as in need of intervention, the parents will be contacted via letter informing them of the student's need and what the intervention will look like.

Students not achieving grade-level proficiency targets will be progress monitored on a weekly basis following the initial assessment. Progress monitoring data will be collected weekly and analyzed by instructional staff and administration on a monthly basis.

Mountain Lake Elementary uses the Reading Street curriculum, which is published by Scott Foresman. This reading curriculum has been aligned with the Minnesota Academic Standards in English Language Arts and also the Common Core Standards. In addition, other small group instruction is used to differentiate learning for all of our students. Some

of the scientifically-based programs include: Read Naturally, SPIRE Program, My Sidewalks Reading Intervention Program, intervention materials from the Florida Center for Reading Research, LIPS and Visual Phonics.

Mountain Lake Public Schools Staff Development Report

Core Data Used for Official MDE Report 2015-16

Submitted to MDE: December 2, 2016

Prepared by: Bill Strom

Current district staff development chair:

Kristin Pfeiffer.

Staff development advisory committee members:

Kris Friesen.

John Engstrom.

Jody Lepp.

Pamela Anderson.

Karl Wassman.

Bill Strom.

Kim Syverson.

Kyle Blomgren.

Andrea Brinkman.

Staff Development DISTRICT Goal 1: Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods.

Findings:

Prior year 2015 AYP results: all schools and ending SY 14–15

Status: **Not Making AYP**

All students math: above target.
All students reading: above target – **safe harbor 1.**

Impact on student learning:

Current year 2016 AYP results: all schools and ending SY 15–16

Status: **Not Making AYP**

All students math: above target – **safe harbor 2.**
All students reading: above target – **safe harbor 2.**

Impact on Teacher Practice:

49% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development ELEMENTARY Goal 1: Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods.

Findings:

Prior year 2015 AYP results: ELEMENTARY SCHOOL and ending SY 14–15

Status: **Making AYP**

All students math: above target.

All students reading: above target.

Impact on student learning:

Current year 2016 AYP results: ELEMENTARY SCHHOOOL and ending SY 15–16

Status: **Making AYP**

All students math: above target – above target.

All students reading: above target – above target.

Impact on Teacher Practice:

49% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development SECONDARY Goal 1: Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods.

Findings:

Prior year 2015 AYP results: SECONDARY SCHOOL and ending SY 14–15

Status: **Making AYP**

All students math: safe harbor 1.
All students reading: safe harbor 1.

Impact on student learning:

Current year 2016 AYP results: SECONDARY SCHOOL and ending SY 15–16

Status: **Making AYP**

All students math: above target – safe harbor 2.
All students reading: above target – safe harbor 2.

Impact on Teacher Practice:

49% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development DISTRICT Goal 2: Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings.

Findings:

Prior year 2015 AYP results: all schools and ending SY 14–15

Limited English proficient math: above target
Limited English proficient reading: above target

Special education math: above target
Special education reading: above target

Free/reduced price lunch math: above target
Free/reduced price lunch reading: about target

Impact on student learning:

Current year 2016 AYP results: all schools and ending SY 15–16

Limited English proficient math: above target
Limited English proficient reading: above target

Special education math: above target
Special education reading: above target

Free/reduced price lunch math: above target
Free/reduced price lunch reading: above target

Impact on Teacher Practice:

49% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development ELEMENTARY Goal 2: Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings.

Findings:

Prior year 2015 AYP results: ELEMENTARY SCHOOL and ending SY 14–15

Limited English proficient math: above target
Limited English proficient reading: above target

Special education math: above target
Special education reading: above target

Free/reduced price lunch math: above target
Free/reduced price lunch reading: about target

Impact on student learning:

Current year 2016 AYP results: ELEMENTARY SCHOOL and ending SY 15–16

Limited English proficient math: above target
Limited English proficient reading: above target

Special education math: above target
Special education reading: above target

Free/reduced price lunch math: above target
Free/reduced price lunch reading: above target

Impact on Teacher Practice:

49% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development SECONDARY Goal 2: Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings.

Findings:

Prior year 2015 AYP results: SECONDARY SCHOOL and ending SY 14–15

Limited English proficient math: limited cell size

Limited English proficient reading: limited cell size

Special education math: above target

Special education reading: above target - safe harbor 1

Free/reduced price lunch math: above target

Free/reduced price lunch reading: about target

Impact on student learning:

Current year 2016 AYP results: SECONDARY SCHOOL and ending SY 15–16

Limited English proficient math: above target

Limited English proficient reading: above target

Special education math: limited cell size

Special education reading: no results available

Free/reduced price lunch math: above target

Free/reduced price lunch reading: above target

Impact on Teacher Practice:

49% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year? Yes

Staff Development DISTRICT Goal 3: Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan.

Findings:

Prior year 2015 AYP results: all schools and ending SY 14–15

Asian/pacific islander math:	above target
Asian/pacific islander reading:	above target

Hispanic reading:	above target
Hispanic reading:	above target

White not Hispanic math:	above target
White not Hispanic reading:	below target

Impact on student learning:

Current year 2016 AYP results: all schools and ending SY 15–16

Asian/pacific islander math:	above target
Asian/pacific islander reading:	above target

Hispanic reading:	above target
Hispanic reading:	above target

White not Hispanic math:	above target
White not Hispanic reading:	below target

Impact on Teacher Practice:

13% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development ELEMENTARY Goal 3: Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan.

Findings:

Prior year 2015 AYP results: ELEMENTARY SCHOOL and ending SY 14–15

Asian/pacific islander math:	above target
Asian/pacific islander reading:	above target
Hispanic reading:	above target
Hispanic reading:	above target
White not Hispanic math:	above target
White not Hispanic reading:	above target

Impact on student learning:

Current year 2016 AYP results: ELEMENTARY SCHOOL and ending SY 15–16

Asian/pacific islander math:	above target
Asian/pacific islander reading:	above target
Hispanic reading:	above target
Hispanic reading:	above target
White not Hispanic math:	above target
White not Hispanic reading:	above target

Impact on Teacher Practice:

13% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development SECONDARY Goal 3: Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan.

Findings:

Prior year 2015 AYP results: SECONDARY SCHOOL and ending SY 14–15

Asian/pacific islander math:	limited cell size
Asian/pacific islander reading:	limited cell size
Hispanic reading:	above target – safe harbor 1
Hispanic reading:	above target
White not Hispanic math:	above target – safe harbor 1
White not Hispanic reading:	above target – safe harbor 1

Impact on student learning:

Current year 2016 AYP results: SECONDARY SCHOOL and ending SY 15–16

Asian/pacific islander math:	limited cell size
Asian/pacific islander reading:	limited cell size
Hispanic reading:	above target – safe harbor 2
Hispanic reading:	above target – safe harbor 2
White not Hispanic math:	above target – safe harbor 2
White not Hispanic reading:	above target – safe harbor 2

Impact on Teacher Practice:

13% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development DISTRICT Goal 4: Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district.

Findings:

What was the number of non tenured teachers new to the district for school year 2014–15?

District wide: 0	Elementary: 1	Secondary: 1
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Does the district have professional learning communities?

Elementary: yes	Secondary: yes
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Does the district have a teacher mentoring program?

Elementary: yes	Secondary: yes
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Does the district have a peer coaching program?

Elementary: yes	Secondary: yes
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Impact on student learning:

What was the number of non tenured teacher is new to the district for school year 2015–16?

District wide: 1	Elementary: 3	Secondary: 2
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Does the district have professional learning communities?

Elementary: yes	Secondary: yes
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Does the district have a teacher mentoring program?

Elementary: yes	Secondary: yes
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Does the district have a peer coaching program?

Elementary: yes	Secondary: yes
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Impact on Teacher Practice:

8% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development DISTRICT Goal 5: Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment and teach nonviolent alternatives for conflict resolution.

Findings:

From the past Minnesota Student Survey – Mountain Lake: “I **feel safe** at school?”
(Strongly Agree / Agree / Disagree / Strongly Disagree)

	SA	A	D	SD	SA/A	D/SD
Grade 6						
2004 report:	44	44	6	6	88	12
2007 report:	37	47	13	0	84	13
2010 report:	48	48	5	0	96	5
Grade 5						
2013 report:	55	27	9	9	82	18
Grade 9						
2004 report:	46	46	8	0	92	8
2007 report:	47	47	0	6	94	6
2010 report:	48	48	4	0	96	4
Grade 8						
2013 report:	42	58	0	0	100	0
Grade 12						
2004 report:	65	29	3	3	94	6
2007 report:	44	56	0	0	100	0
2010 report:	70	25	5	0	95	0
Grade 11						
2013 report:	44	44	9	3	88	12

Impact on student learning:

From the current (2016) Minnesota Student Survey – Mountain Lake: “I feel safe at school?”

(Strongly Agree / Agree / Disagree / Strongly Disagree)

Grade 5	SA	A	D	SD	SA/A	D/SD
2016 report:	69	28	3	0	97	3
Grade 8	SA	A	D	SD	SA/A	D/SD
2016 report:	31	51	10	8	82	18
Grade 9	SA	A	D	SD	SA/A	D/SD
2016 report:	47	45	5	3	92	8
Grade 11	SA	A	D	SD	SA/A	D/SD
2016 report:	41	44	6	9	85	15

Impact on Teacher Practice:

3% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development DISTRICT Goal 6: Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

Findings:

Number of teachers in district for school year 2014–15 who participated in site-based management teams?

Number of teachers district wide regular education: 35

Number of teachers district wide special education: 7

Number of teachers elementary regular education: 17

Number of teachers elementary special education: 3

Number of teachers secondary regular education: 18

Number of teachers secondary special education: 4

Impact on student learning:

Number of teachers in district for school year 2015–16 who participated in site-based management teams?

Number of teachers district wide regular education: 36

Number of teachers district wide special education: 5

Number of teachers elementary regular education: 17

Number of teachers elementary special education: 3

Number of teachers secondary regular education: 19

Number of teachers secondary special education: 2

Impact on Teacher Practice:

2% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development DISTRICT Goal 7: Provide school-wide experiences and programs that foster a positive overall school climate, increased trust and unity among faculty, staff, school board, families and community members.

Findings:

From the past (2013) Minnesota Student Survey
(Strongly Agree / Agree / Disagree / Strongly Disagree)

Overall, adults at my school **treat students fairly.**

2013 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	44	44	9	3	88	12
Grade 8	42	47	11	0	89	11
Grade 9	0	59	24	18	59	42
Grade 11	10	65	16	10	75	26

Adults at my school **listen to the students.**

2013 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	30	33	18	18	63	36
Grade 8	29	61	11	0	90	11
Grade 9	6	47	41	6	53	47
Grade 11	3	65	23	10	68	33

The school **rules are fair.**

2013 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	33	52	6	9	85	15
Grade 8	24	47	24	5	71	29
Grade 9	0	44	35	21	44	56
Grade 11	3	63	25	9	66	34

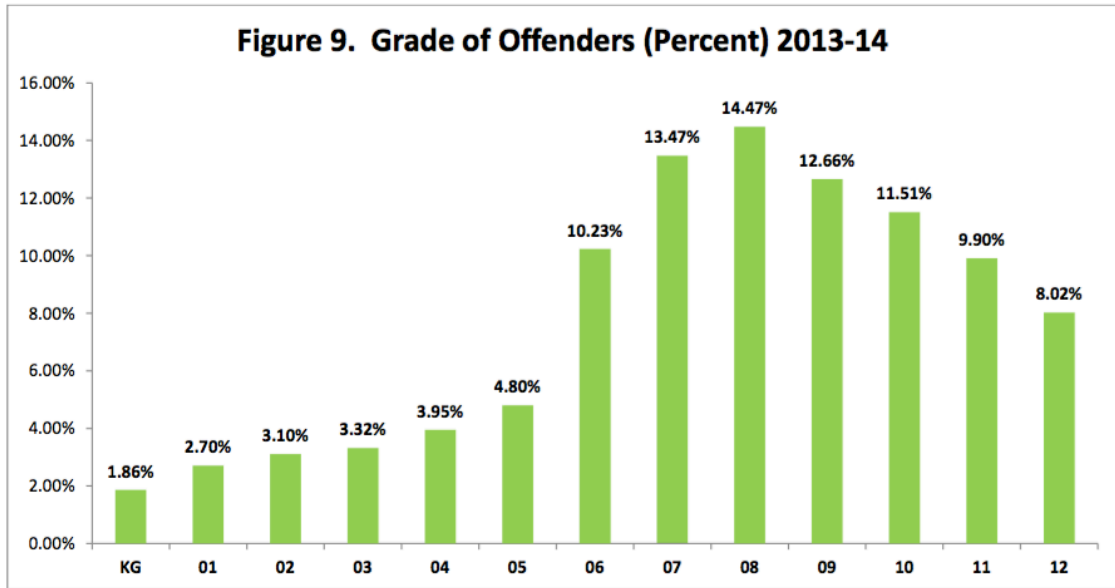
At my school, **teachers care** about students.

2013 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	64	33	0	3	97	3
Grade 8	37	63	0	0	100	0
Grade 9	6	50	38	6	56	44
Grade 11	13	68	13	6	81	19

Most teachers at my school are **interested in me** as a person.

2013 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	18	64	12	6	82	18
Grade 8	18	61	18	3	79	21
Grade 9	6	42	24	27	48	51
Grade 11	16	44	31	9	60	40

From the past (2015) MDE FY16 Dangerous Weapons & Disciplinary Incident Report to the Legislature



Impact on student learning:

From the past (2016) Minnesota Student Survey
(Strongly Agree / Agree / Disagree / Strongly Disagree)

Overall, adults at my school **treat students fairly.**

2016 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	66	34	0	0	100	0
Grade 8	13	59	10	18	72	28
Grade 9	18	47	26	8	65	45
Grade 11	6	72	6	16	78	22

Adults at my school **listen to the students.**

2016 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	50	47	3	3	94	6
Grade 8	8	49	36	8	57	43
Grade 9	3	79	16	3	82	19
Grade 11	6	72	6	16	78	22

The school **rules are fair.**

2016 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	63	31	3	3	94	6
Grade 8	5	56	28	10	61	38
Grade 9	5	68	24	3	73	27
Grade 11	9	53	19	19	62	38

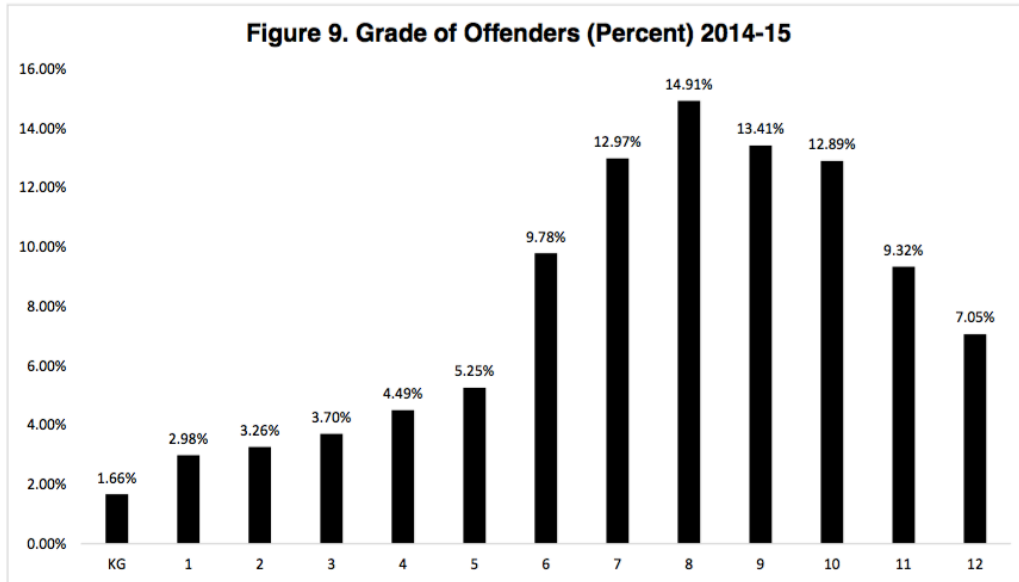
At my school, **teachers care** about students.

2016 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	78	22	0	0	100	0
Grade 8	21	56	13	10	77	23
Grade 9	18	66	16	0	84	16
Grade 11	6	75	13	6	81	19

Most teachers at my school are **interested in me** as a person.

2016 Report	SA	A	D	SD	SA/A	D/SD
Grade 5	47	47	6	0	94	6
Grade 8	10	38	36	15	48	51
Grade 9	11	55	26	8	66	34
Grade 11	10	52	29	10	62	39

From the current (2016) MDE FY16 Dangerous Weapons & Disciplinary Incident Report to the Legislature



Impact on Teacher Practice:

27% of the district wide staff development activities were dedicated to this goal for SY 15-16.

Continue next year?

Yes

Staff Development DISTRICT/ ELEMENTARY & SECONDARY Designs and Strategies

- Full day workshops.
- Instructional strategies.
- Examination of local, state and national assessment data.
- Demonstration teaching.
- Instructional strategy modeling.
- Book studies.
- Coaching for continuing contract teachers.
- Monitoring probationary teachers.
- Observation by peer observers.
- Curriculum alignment and mapping.
- Curriculum development.
- Differentiated instructional strategies.
- Technology used in the classroom.
- Mental health training.
- Blood-borne pathogen training.

Strategies for behavioral analysis in the classroom.