

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



**Annual Report  
Fiscal Year 2017  
World's Best Workforce Plan  
[mountainlake.k12.mn.us](http://mountainlake.k12.mn.us)**

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**Prepared by:**

Michelle Larson	7-12 Principal
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Jody Lepp	K-12 Counselor
Bill Strom	Superintendent

## **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 November 20, 2017. The purpose of the meeting was to review the results from the 2016-2017 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
- Jon Schwaegerl - Elementary Principal
- 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:** All kindergarten students will achieve a score of 141 or higher on the NWEA reading assessment and a score of 140 or higher on the NWEA mathematics assessment in the fall of the year.

**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, 30.00% scored 140 or higher. In reading 33.33% scored 141 or higher. All students are not prepared for kindergarten.

NWEA Kindergarten Mathematics Scores			
	Number of Students Tested	# of Students 140 or higher	% of students 140 or higher
September 2016	30	9	30.00%

NWEA Kindergarten Reading Scores			
	Number of Students Tested	# of Students 141 or higher	% of students 141 or higher
September 2016	30	10	33.33%

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

**Third Grade Literacy SMART Goal:** Sixty five percent (65%) of Mountain Lake third graders will score proficient on the Minnesota state assessments in reading (MCA-III or MTAS) in the spring of 2017.

**Third Grade Literacy Results:** This goal was met. All students in Grade 3 participated in the Minnesota State Assessments. Our local proficient percentage was 68.5%. The state average for third grade was 54.2%.

<b>Reading</b>								
Percent Proficient – Mountain Lake Compared to State of MN								
	2014 MLPS	2014 State	2015 MLPS	2015 State	2016 MLPS	2016 State	2017 MLPS	2017 State
Grade 3	62.5	58.1	58.3	58.7	71.4	57.3	68.5	54.2

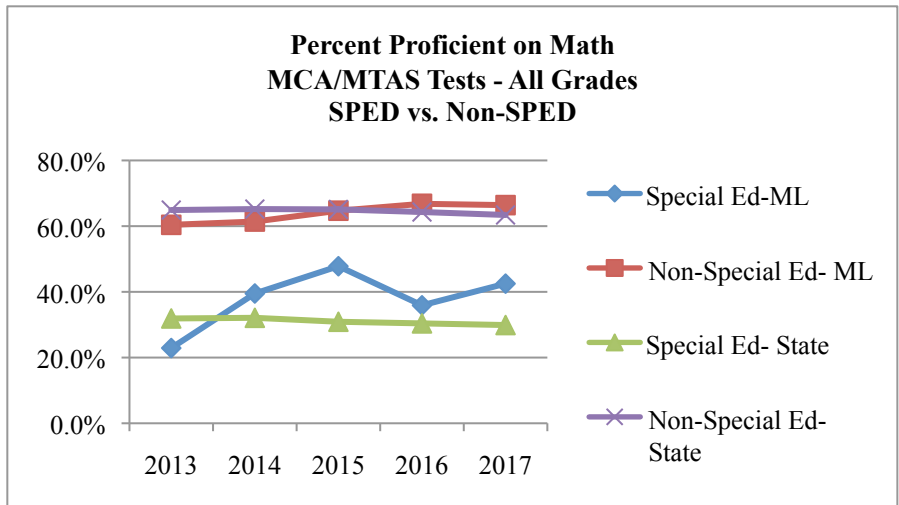
**2c. Close the Achievement Gap(s) Among All Groups**

**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 be reduced by 50% in 2017 in both math and reading. In math, the gap will decrease from 30.9% in 2016 to 15.5% in 2017. In reading, the gap will decrease from 22.6% in 2016 to 11.3% in 2017.

**Achievement Gap(s) Results (Special Education):** This goal has not been met. In reading, the gap between special education and non-special education students decreased from 22.6 in 2016 to 19.6 in 2017. In mathematics the gap between special education and non-special education students increased from 30.9% in 2016 to 33.5% in 2017. The trend for MLPS is that our special education students have a higher proficiency rate than the statewide rate in both reading and mathematics.

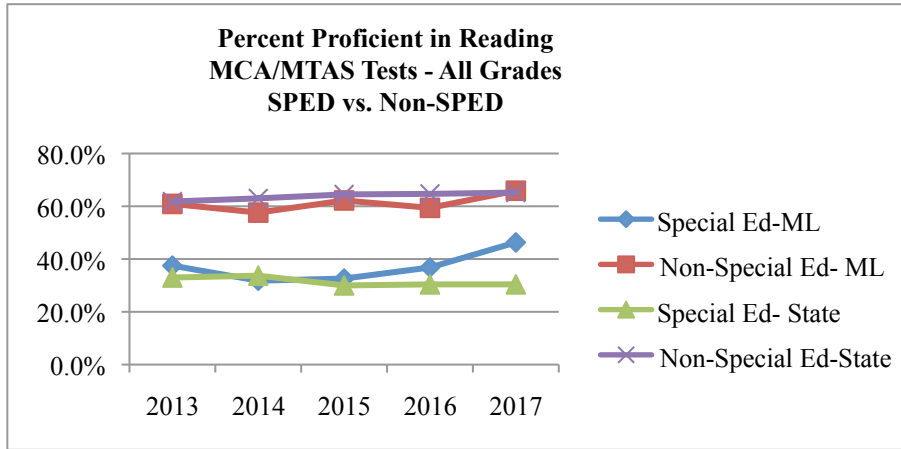
The graph and chart show the proficiency of Special Education students and Non-Special Education students in reading and mathematics. The chart shows the gap between our special education and non-special education students.

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



Math	2013	2014	2015	2016	2017
Special Ed-ML	22.9%	39.5%	47.8%	35.9%	42.5%
Non-Special Ed- ML	60.4%	61.4%	64.7%	66.8%	66.4%
Special Ed- State	31.9%	32.1%	30.9%	30.4%	29.9%
Non-Special Ed-State	64.9%	65.2%	65.1%	64.3%	63.4%
Difference- ML	37.4%	21.9%	16.8%	30.9%	33.5%

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



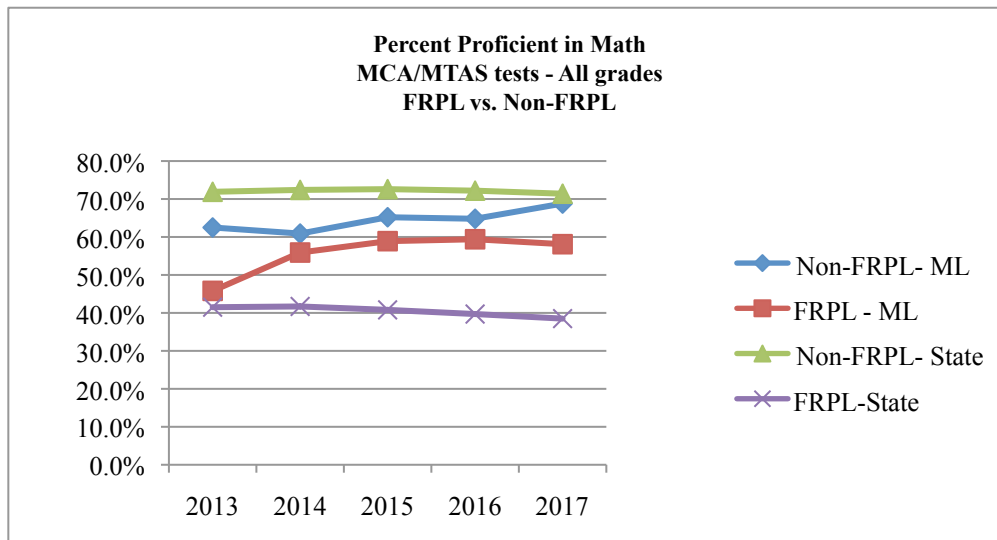
<b>Reading</b>	2013	2014	2015	2016	2017
Special Ed-ML	37.5%	31.8%	32.6%	36.8%	46.3%
Non-Special Ed- ML	60.9%	57.6%	62.2%	59.4%	65.9%
Special Ed- State	33.0%	33.7%	30.0%	30.4%	30.4%
Non-Special Ed-State	61.8%	63.0%	64.5%	64.7%	65.2%
Difference- ML	23.4%	25.8%	29.6%	22.6%	19.6%

**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 be reduced by 50%. In math, the gap will decrease from 5.4% in 2016 to 2.7% in 2017. In reading, the gap will decrease from 7.4% in 2016 to 3.7% in 2017.

**Achievement Gap(s) Results (Free/Reduced Lunch):** We met the goal in reading, but did not meet the goal in math. The gap between these two groups in math increased from 5.4 % in 2016 to 10.6% in 2017. In reading, the gap decreased from 7.4% in 2016 to 1.5% in 2017.

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.

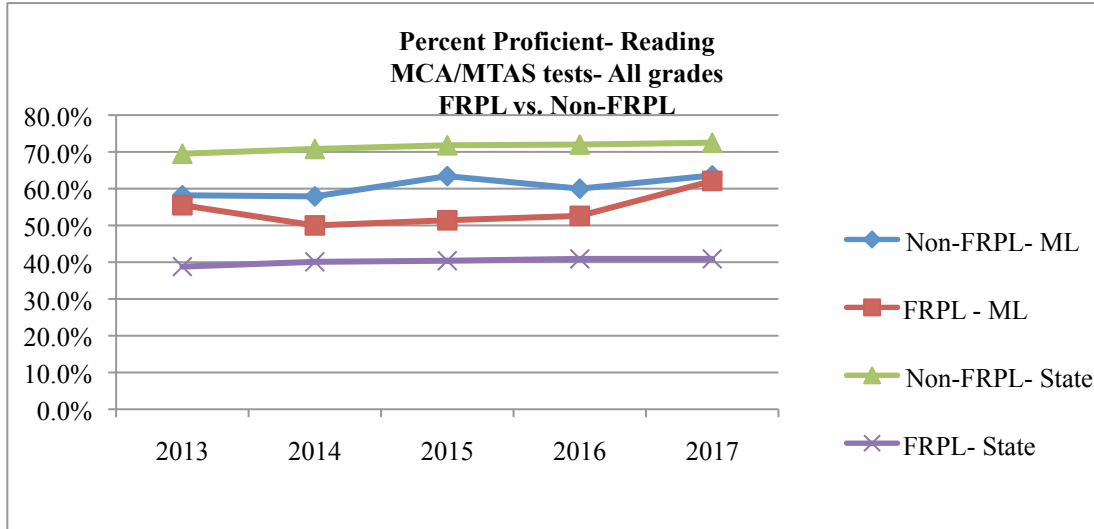
**Math- Percent of Students Enrolled October 1st  
Proficient on State Accountability Tests –  
Free/Reduced Price Lunch and Non-Free/Reduced Price Lunch**



<b>Math</b>	2013	2014	2015	2016	2017
Non-FRPL- ML	62.5%	60.9%	65.2%	64.8%	68.8%
FRPL - ML	45.8%	55.9%	58.9%	59.4%	58.1%
Non-FRPL- State	71.9%	72.4%	72.6%	72.2%	71.4%
FRPL-State	41.5%	41.7%	40.8%	39.7%	38.5%
Difference	16.7%	5.0%	6.3%	5.4%	10.6%



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



<b>Reading</b>	2013	2014	2015	2016	2017
Non-FRPL- ML	58.2%	57.9%	63.4%	60.0%	63.6%
FRPL - ML	55.5%	50.0%	51.4%	52.6%	62.1%
Non-FRPL- State	69.5%	70.8%	71.8%	72.0%	72.5%
FRPL- State	38.8%	40.1%	40.4%	40.9%	40.9%
Gap- ML	2.7%	7.9%	12.0%	7.4%	1.5%

**2d. All Students Career & College Ready by Graduation**

**Career and College Ready SMART Goal** – 100% of the 11<sup>th</sup> grade students will take a career and college ready standardized assessment.

**Career and College Ready Result:** This goal was met in 2017. All 11<sup>th</sup> grade students took the ACT and/or the ASVAB.

**Career and College Ready SMART Goal** – 100% of 9<sup>th</sup>-12<sup>th</sup> grade students will create and manage an electronic profile to prepare and manage student, college and career information.

**Career and College Ready Result:** This goal was met. The district purchased a subscription to MCIS for all students grades 9-12. The school counselor worked with all students in grades 9-12 to create, maintain, and manage an electronic profile through MCIS.

**Career and College Ready SMART Goal** - The average ACT score for MLHS students will be 21 or higher.

**Career and College Ready Result:** This goal was not met. The 2017 graduation class ACT average composite score was 20.4. All 39 students took the test.

<b>ACT Composite</b>	2012	2013	2014	2015	2016	2017
MLPS average	21.6	22.2	21.9	24	20.4	20.4
State average	22.8	23	22.9	22.7	21.1	21.5
National average	21	21.1	20.9	21	20.8	21
Number of students tested	20	17	20	19	35	39

## 2e. All Students Graduate

**All Students Graduate SMART Goal:** The graduation rate for Mountain Lake High School will be 90% or higher.

**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 the past two years.

<b>4 Year Graduation Rates</b>					
	2012	2013	2014	2015	2016
State of MN	77.9%	79.8%	81.2%	81.9%	82.2%
MLHS	89.7%	93.6%	90.2%	97.1%	100%

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

### **3. Identified Needs Based on Data**

Data was reviewed at the beginning of the 2016-17 school year by all staff. During the school year, staff reviewed data regularly in PLCs. 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.

Data reviewed include:

- MCA/MTAs results in reading, math, and science
- NWEA scores
- Attendance
- Classroom grades
- ASVAB scores
- Pre-ACT scores and ACT scores
- Graduation rates
- Post-secondary enrollment rates
- Credit recovery needs and success

Through the data analysis, the district determined that as a district, our reading and math scores are above the state averages. At the elementary level, we need to continue our focus on reading and math to maintain or improve proficiency. At the secondary level, improvement is needed in both reading and math proficiency. Improvement is needed in science at all levels.

#### **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 2016-2017 school year to maximize growth and address academic needs in reading and mathematics.

The following items are included in this process:

- Federal Title I (K-6)
- Focus activities (I Love to Read, IXL Math) (K-6)
- Star Reading (2-6)
- AimsWeb Benchmark & Progress Monitoring (K-6)
- Academic accountability (ICU program, Restriction List) (7-12)
- Post high school events (Career Days, Job Shadowing) (9-12)
- Curriculum review cycle (K-12)
- Pre-ACT/ACT scores (10<sup>th</sup>/11<sup>th</sup>)
- ASVAB (11<sup>th</sup>)
- MCA assessments (3-8, 10, 11)
- NWEA scores (K-6)
- Monthly grade level RTI meetings (K-3)
- Local assessments in content areas (K-12)
- Social worker/Mental Health Services/School Counselor (K-12)
- Interventions (RTI, additional support for reading, math) (K-8)
- PLC meetings to review goals, progress, student data and needs (K-12)
- Professional Development (K-12)

#### **4b. Teachers and Principals**

**Instruction.** Bi-monthly PLC meetings were held in 2016–2017. Professional development and continuing education were guided by district goals based on MCA results. 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. Other activities 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 was partially implemented in the 2016-2017 school year. It will be fully implemented in the 2017-18 school year. Math curriculum for grades 7-9 was analyzed in depth to ensure alignment with state standards.

Integration of technology was analyzed and reviewed. Staff and student surveys were completed on technology use and needs. Technology integration will be implemented in the 2017-18 school year.

**Teacher Evaluations.** The teacher evaluation plan is continuously reviewed and revised 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 continuously reviewed and revised 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 with the inclusion of Professional Learning Communities (PLCs). Staff participated in PLC's within our district bi-monthly.
- Technology is being 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 chrome books allow students to access technology quicker in the classrooms and provided for

maximum use of instructional time. Smartboard training was offered to instructional staff 7-12.

- Have high expectations for all students, and provide supports (nursing, social worker, school counselor, paraprofessionals) for students to meet those expectations.
- Instructional strategies include: differentiated instruction, data driven decision making, curriculum mapping.

## **5. Equitable Access to Excellent Teachers**

Students have equal access to highly qualified effective teachers. Mountain Lake School District has 485 students K-12, 38.25 certified teachers, 12 paraprofessionals, 27 other support staff and 3 administrators. The student body is 61.6% white, 38.4% non-white. Mountain Lake Public School has 52.4% of students have free/reduced lunch status.

All certified teachers and paraprofessionals meet the federal highly qualified requirements. 97.7% of certified teachers were teaching within their licensure during 2016-2017. The staff is a largely veteran staff as 58.3% have more than 10 years teaching experience and 32% have 3-10 years of experience. Only 9.7% 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 2016-2017 Demographics

	Mountain Lake School 2016	State 2016	Mountain Lake School 2017	State 2017
American Indian	0.60%	2.40%	0%	1.60%
Asian	13.20%	7.40%	12.40%	6.70%
Hispanic	19.20%	8.70%	20.00%	9.00%
Black, not of Hispanic	3.20%	12%	1.20%	10.70%
White, not of Hispanic	63.80%	69.50%	61.60%	67.50%
ELL	8.10%	8.30%	8.50%	8.30%
Special Education	18.40%	15.10%	18.10%	15.40%
Free/Reduced Price Lunch	52.20%	38.10%	52.40%	37.70%
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 1<sup>st</sup>-6<sup>th</sup> 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.



## **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.

## **Staff Development Report**

### **Staff development chair 2016-17:**

Kristin Pfeiffer

### **Staff development advisory committee members 2016-17:**

Kristin Pfeiffer	High School Special Education
Karl Wassman	K-6 Principal
Michelle Larson	7-12 Principal
Bill Strom	Superintendent
Crystal Fast	Elementary Special Education
Martha Standerwick	Elementary Title One
Nicole James	Elementary Kindergarten
Stephen Funk	High School AG / CTE
Kurk Jahnke	High School Band / Continuing Education Chair

**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 & Impact on Student Learning: Reading**

<b>Statewide</b>		<b>Reading Percent Proficient</b>	<b>Reading Percent Proficient</b>
<b>Year</b>	<b>Percent Proficient</b>	<b>Higher State 5 Year Average</b>	<b>Higher State Compare Prior Year</b>
<b>2013</b>	58%		
<b>2014</b>	59%		
<b>2015</b>	60%		
<b>2016</b>	60%		
<b>2017</b>	60%		
<b>5 Yr Avg</b>	59%	<b>Yes</b>	<b>Yes</b>

<b>Mountain Lake Public Schools</b>		<b>Reading Percent Proficient</b>	<b>Reading Percent Proficient</b>	<b>Reading Percent Proficient</b>
<b>Year</b>	<b>Percent Proficient</b>	<b>Higher Statewide 5 Year Average</b>	<b>Higher District 5 Year Average</b>	<b>Higher District Compare Prior Year</b>
<b>2013</b>	57%			
<b>2014</b>	53%			
<b>2015</b>	57%			
<b>2016</b>	56%			
<b>2017</b>	63%			
<b>5 Yr Avg</b>	57%	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Baseline</b>	57%			
Goal SY18	58%			
Goal SY19	59%			
Goal SY20	60%			

**Findings & Impact on Student Learning: Math**

<b>Statewide</b>		<b>Math Percent Proficient</b>	<b>Math Percent Proficient</b>
<b>Year</b>	<b>Percent Proficient</b>		
<b>2013</b>	60%	Higher	Higher
<b>2014</b>	61%	State	State
<b>2015</b>	60%	5 Year	Compare
<b>2016</b>	60%	Average	Prior Year
<b>2017</b>	59%	<b>No</b>	<b>No</b>
<b>5 Yr Avg</b>	60%		

<b>Mountain Lake Public Schools</b>		<b>Math Percent Proficient</b>	<b>Math Percent Proficient</b>	<b>Math Percent Proficient</b>
<b>Year</b>	<b>Percent Proficient</b>			
<b>2013</b>	54%	Higher	Higher	Higher
<b>2014</b>	58%	Statewide	District	District
<b>2015</b>	62%	5 Year	5 Year	Compare
<b>2016</b>	62%	Average	Average	Prior Year
<b>2017</b>	63%	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>5 Yr Avg</b>	60%			
<b>Baseline</b>	60%			
Goal SY18	61%			
Goal SY19	62%			
Goal SY20	63%			

**Findings & Impact on Student Learning: Science**

<b>Statewide</b>		<b>Science Percent Proficient</b>	<b>Science Percent Proficient</b>
<b>Year</b>	<b>Percent Proficient</b>	<b>Higher State 5 Year Average</b>	<b>Higher State Compare Prior Year</b>
<b>2013</b>	52%		
<b>2014</b>	53%		
<b>2015</b>	53%		
<b>2016</b>	55%		
<b>2017</b>	54%	<b>Yes</b>	<b>No</b>
<b>5 Yr Avg</b>	54%		

<b>Mountain Lake Public Schools</b>		<b>Science Percent Proficient</b>	<b>Science Percent Proficient</b>	<b>Science Percent Proficient</b>
<b>Year</b>	<b>Percent Proficient</b>	<b>Higher Statewide 5 Year Average</b>	<b>Higher District 5 Year Average</b>	<b>Higher District Compare Prior Year</b>
<b>2013</b>	46%			
<b>2014</b>	41%			
<b>2015</b>	50%			
<b>2016</b>	48%			
<b>2017</b>	46%	<b>No</b>	<b>No</b>	<b>No</b>
<b>5 Yr Avg</b>	46%			
<b>Baseline</b>	46%			
Goal SY18	47%			
Goal SY19	48%			
Goal SY20	49%			

**Teacher Practice Staff Development Trends:**

	<b>Percentage of Activities Dedicated to Goal</b>
Year 15-16	49%
Year 16-17	22%

**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 & Impact on Student Learning:**

**English Language Learners - All Students**

Year	Math Percent On- Track	Reading Percent On- Track	Math Percent On- Track	Math Percent On- Track	Reading Percent On- Track	Reading Percent On- Track
2013	41%	49%	Higher	Higher	Higher	Higher
2014	33%	36%	District	District	District	District
2015	50%	29%	5 Year	Compare	5 Year	Compare
2016	52%	65%	Average	Prior	Average	Prior
2017	52%	35%	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>5 Yr Avg</b>	46%	43%				
<b>Baseline</b>	46%	43%				
Goal SY18	47%	44%				
Goal SY19	48%	45%				
Goal SY20	49%	46%				

**Findings & Impact on Student Learning (continued):**

**Special Education Students - All Students**

	<b>Math Percent On- Track</b>	<b>Reading Percent On- Track</b>	<b>Math Percent On- Track</b>	<b>Math Percent On- Track</b>	<b>Reading Percent On- Track</b>	<b>Reading Percent On- Track</b>
<b>2013</b>	31%	26%	Higher	Higher	Higher	Higher
<b>2014</b>	49%	40%	District	District	District	District
<b>2015</b>	52%	39%	5 Year	Compare	5 Year	Compare
<b>2016</b>	37%	40%	Average	Prior Year	Average	Prior Year
<b>2017</b>	42%	53%	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>5 Yr Avg</b>	42%	39%				
<b>Baseline</b>	42%	39%				
Goal SY18	43%	40%				
Goal SY19	44%	41%				
Goal SY20	45%	42%				



**Findings & Impact on Student Learning:**

**Free & Reduced Price Students - All Students**

Year	Math Percent On-Track	Reading Percent On-Track	Math Percent On-Track	Math Percent On-Track	Reading Percent On-Track	Reading Percent On-Track
2013	48%	56%	Higher District	Higher District	Higher District	Higher District
2014	50%	45%	5 Year Average	Compare Prior Year	5 Year Average	Compare Prior Year
2015	53%	46%	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
2016	53%	47%				
2017	58%	49%				
5 Yr Avg	52%	49%				
Baseline	52%	49%				
Goal SY18	53%	50%				
Goal SY19	54%	51%				
Goal SY20	55%	52%				

**Teacher Practice Staff Development Trends:**

	Percentage of Activities Dedicated to Goal
Year 15-16	49%
Year 16-17	41%

**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 & Impact on Student Learning:**

**Asian Pacific Islander - All Students**

	<b>Math Percent On- Track</b>	<b>Reading Percent On- Track</b>	<b>Math Percent On- Track</b>	<b>Math Percent On- Track</b>	<b>Reading Percent On- Track</b>	<b>Reading Percent On- Track</b>
<b>2013</b>	58%	64%	Higher	Higher	Higher	Higher
<b>2014</b>	52%	47%	District	District	District	District
<b>2015</b>	65%	44%	5 Year	Compare	5 Year	Compare
<b>2016</b>	55%	52%	Average	Prior	Average	Prior
<b>2017</b>	59%	33%	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>5 Yr Avg</b>	58%	48%				
<b>Baseline</b>	58%	48%				
Goal SY18	59%	49%				
Goal SY19	60%	50%				
Goal SY20	61%	51%				

**Findings & Impact on Student Learning:**

**Hispanic - All Students**

Year	Math Percent On-Track	Reading Percent On-Track	Math Percent On-Track	Math Percent On-Track	Reading Percent On-Track	Reading Percent On-Track
2013	41%	50%	Higher	Higher	Higher	Higher
2014	28%	39%	District	District	District	District
2015	44%	30%	5 Year	Compare Prior Year	5 Year	Compare Prior Year
2016	38%	42%	Average		Average	
2017	51%	41%	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>
5 Yr Avg	40%	40%				
Baseline	40%	40%				
Goal SY18	41%	41%				
Goal SY19	42%	42%				
Goal SY20	43%	43%				

**Findings & Impact on Student Learning:**

**White, not of Hispanic origin**

Year	Math Percent On-Track	Reading Percent On-Track	Math Percent On-Track	Math Percent On-Track	Reading Percent On-Track	Reading Percent On-Track
2013	58%	56%	Higher	Higher	Higher	Higher
2014	61%	58%	District	District	District	District
2015	57%	59%	5 Year	Compare	5 Year	Compare
2016	65%	53%	Average	Prior Year	Average	Prior Year
2017	59%	59%	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>
5 Yr Avg	60%	57%				
Baseline	60%	57%				
Goal SY18	61%	58%				
Goal SY19	62%	59%				
Goal SY20	63%	60%				

**Teacher Practice Staff Development Trends:**

	Percentage of Activities Dedicated to Goal
Year 15-16	13%
Year 16-17	4%

**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 & Impact on Student Learning:**

What was the number of non-tenured teachers for school year?

	District Wide	Elementary	Secondary
2015–16	1	3	2
2016–17	1	3	2

Does the district have professional learning communities?

	Elementary	Secondary
2015–16	Yes	Yes
2016–17	Yes	Yes

Does the district have a teacher mentoring program?

	Elementary	Secondary
2015–16	Yes	Yes
2016–17	Yes	Yes

Does the district have a peer coaching program?

	Elementary	Secondary
2015–16	Yes	Yes
2016–17	Yes	Yes

**Teacher Practice Staff Development Trends:**

	Percentage of Activities Dedicated to Goal
Year 15-16	8%.
Year 16-17	2%

**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 & Impact on Student Learning:**

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

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

**Findings & Impact on Student Learning:**

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

(Strongly Agree / Agree / Disagree / Strongly Disagree)

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

**Teacher Practice Staff Development Trends:**

	Percentage of Activities Dedicated to Goal
Year 15-16	3%.
Year 16-17	2%

**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 & 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: 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

**Findings & Impact on Student Learning:**

Number of teachers in district for school year 2016–17 who participated in site-based management teams?

Number of teachers district wide regular education: 38  
Number of teachers district wide special education: 5

Number of teachers elementary regular education: 20  
Number of teachers elementary special education: 3

Number of teachers secondary regular education: 18  
Number of teachers secondary special education: 2

**Teacher Practice Staff Development Trends:**

	Percentage of Activities Dedicated to Goal
Year 15-16	2%
Year 16-17	3%

**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 & Impact on Student Learning:**

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

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

<b>2013 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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.**

<b>2013 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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.**

<b>2013 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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

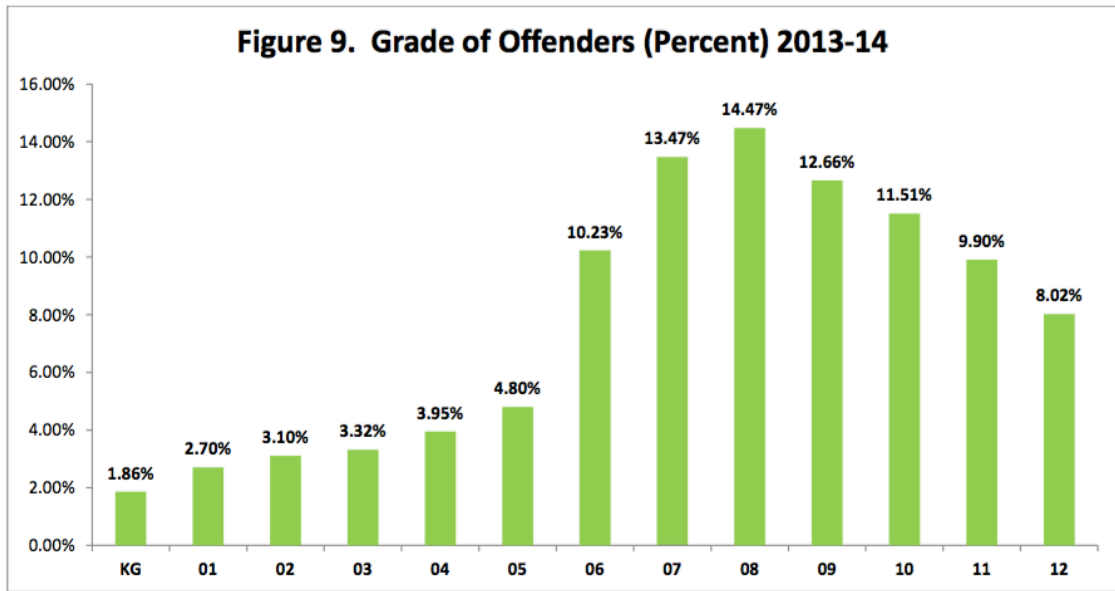
At my school, **teachers care** about students.

<b>2013 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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.

<b>2013 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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



**Findings & 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.**

<b>2016 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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.**

<b>2016 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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.**

<b>2016 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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

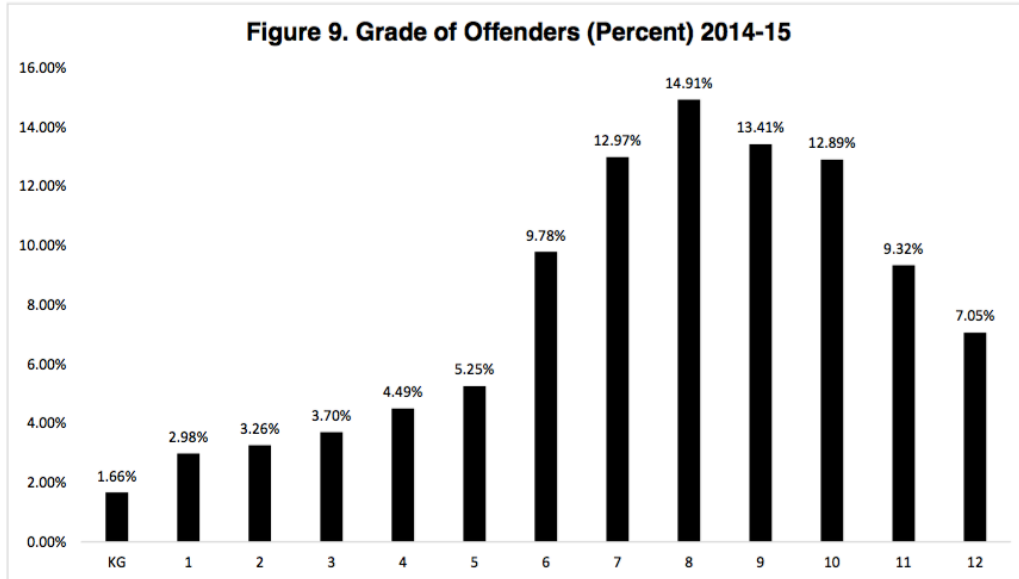
At my school, **teachers care** about students.

<b>2016 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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.

<b>2016 Report</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA/A</b>	<b>D/SD</b>
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



**Teacher Practice Staff Development Trends:**

	Percentage of Activities Dedicated to Goal
Year 15-16	27%.
Year 16-17	27%

**Continue next year?**

Yes

## **What strategies do we use to meet district goals?**

- 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.