



2016-17 World's Best Workforce Report Summary

District or Charter Name: Mountain Lake School District 173

Grades Served: K-12

Contact Person Name and Position: Michelle Larson, High School Principal

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

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this 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.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

A copy of the 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

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- 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

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 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 Member | Role in District |
|------------------------------------|--------------------------------|
| Bill Strom | Superintendent |
| Michelle Larson | High School Principal/parent |
| Jon Schwaegerl | Elementary Principal |
| Jody Lepp | School Counselor/parent |
| Chad Pedersen | Board member/parent |
| Tim Swoboda | Board member/parent |
| Julie Brugman | Board member |
| Pam Hoek | Board member/parent |
| Doug Standerwick | Board member |
| Matt Gohr | Board member/parent |
| Tom Fast | Board member/parent |
| Lois Herrig | Support staff member, resident |
| Stephen Funk | Staff member, resident |

2. Goals and Results

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

2a. All Students Ready for School

| Goal | Result | Goal Status |
|---|--|--|
| <p><i>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.</i></p> | <p><i>In mathematics, 9 of 30 kindergarten students (30%) scored 140 or higher on the fall NWEA math assessment. In reading, 10 of 30 kindergarten students (33%) scored 141 or higher on the NWEA reading assessment.</i></p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p> |

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

| Goal | Result | Goal Status |
|---|--|---|
| <p><i>65% of Mountain Lake third graders will score proficient on the Minnesota state assessments in reading in the spring of 2017.</i></p> | <p><i>All third graders in Mountain Lake elementary school participated in the Minnesota State assessments in the spring of 2017. 68.5% were proficient.</i></p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> |

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

| Goal | Result | Goal Status |
|--|--|--|
| <p><i>The proficiency gap between special education and non-special education students enrolled for the full academic year 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.</i></p> | <p><i>In 2017, the proficiency gap between special education students and non-special education students was 33.5% in math and 19.6% in reading.</i></p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> |
| <p><i>The proficiency gap between free/reduced lunch and non-free/reduced lunch students enrolled the full academic year for all grades testing 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.</i></p> | <p><i>In 2017, the proficiency gap between free/reduced lunch and non-free/reduced lunch students was 10.6% in math and 1.5% in reading. This goal was met in reading, but not math.</i></p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> |

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

| Goal | Result | Goal Status |
|---|---|--|
| <p><i>100% of 11th grade students will take a career and college ready standardized assessment in the 2016-2017 school year.</i></p> | <p><i>All 11th grade students took a career and college ready standardized assessment, the ACT and/or the ASVAB.</i></p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> |

| | | |
|---|---|--|
| <p>100% of 9th-12th grade students will create and manage an electronic profile to prepare and manage student, college, and career information.</p> | <p>All students in grades 9-12 created and managed an electronic profile of student, college, and career information. The district purchased a subscription to MCIS for this purpose.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> |
| <p>The average ACT score for Mountain Lake students will be 21 or higher.</p> | <p>The average ACT composite score for 2017 graduation class of MLHS was 20.4. All 39 students took the test.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> |

2e. All Students Graduate

| Goal | Result | Goal Status |
|---|--|--|
| <p>The graduation rate for Mountain Lake High School will be 90% or higher.</p> | <p>The graduation rate for Mountain Lake High School in 2016 was 100%.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> |

3. Identified Needs Based on Data

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

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

Data was reviewed by all staff.

Data reviewed included:

ACT and Pre-ACT Scores

MCA/MTAS results in reading, math, and science

NWEA scores

Attendance

Classroom grades and assessments

ASVAB scores

Graduation rates

Post-secondary enrollment rates

Credit recovery needs and success

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.

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

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*
- *Students are regularly assessed and evaluation to inform instruction and ensure progress towards meeting state and local standards. Support strategies and services were offered to students during the year to maximize growth and address academic needs in reading and mathematics.*
- *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:*
 - *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 (10th/11th)*
 - *ASVAB (11th)*
 - *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

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
 - System to review and evaluate the effectiveness of
 - Instruction
 - Curriculum
 - Teacher evaluations
 - Principal evaluations

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

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

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

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

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

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field 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.