

2015-2016 World's Best Workforce Report Summary for Norman County East

District Name: Norman County East Schools

Grades Served: PreK-12

Contact Person Name and Position: Jolee Habedank, District Assessment Coordinator

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

Stakeholder Engagement

Annual Report

Norman County East School District Website - <http://nce.k12.mn.us/pages/administration.htm>

Annual Public Meeting

October 17, 2016

District Advisory Committee

Mark Lundin, Superintendent
Cassandra Hoseth, High School Dean of Students
Dustin Flaten, Elementary Dean of Students
Mike Nelson, Board Member
Nathan Sather, Board Member/Parent
Jason Douville, Board Member/Parent
Laurie Stuhaug, Elementary Teacher
Stacy Hanson, High School Special Ed Teacher
Jolee Habedank, District Assessment Coordinator

Goals and Results

All Students Ready for Kindergarten

Goal	Result	Goal Status
<p><i>Our district will increase the percent of children screened by their 3rd and 4th birthdays to 100%.</i></p>	<p><i>In 2014, 92% of eligible children were screened. In 2015, 100% of eligible students were screened.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>Our District will increase the number of students who are fully immunized by the time they enter kindergarten to 100%.</i></p>	<p><i>The number of children fully immunized by the start of the 15-16 year was 90%, which was the same as the 14-15 school year.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>All district 4-year olds will have up to 3 full days of preschool for 34 weeks per year.</i></p>	<p><i>100% of the district's eligible children took part in the district's preschool program.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>ECFE Parent-time and parent-child time will be increased during the 15-16 school year</i></p>	<p><i>The number of children participating in child-parent time increased from 58 children and 48 adults in 14-15 to 134 children and 157 adults in 15-16.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>The K-2 teachers will meet monthly to explore best practice opportunities in reading. This year the focus will be on "The Read Aloud Handbook" by Jim Trelease. Their goal was to share the information to the public and to the staff and students to stress the importance of reading aloud and having access to books.</i></p>	<p><i>Monthly meetings were held with K-2 teachers to share in-depth findings of the Jim Trelease information. The group shared information with the community through the Family Fair with a booth, the school board with a presentation on the importance of reading aloud and access to books, the staff with a presentation on read aloud information for their classroom use, the students by placing posters around the school and stressing importance of reading aloud in the daily lives. Because of their efforts, the school district is increasing the time of the media center para to spend in the media center from one day week per week to an additional one hour per day for the students to come in and check out books.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i></p>
<p><i>Our goal is that 80% of all students will meet their projected growth on the NWEA reading tests in the spring.</i></p>	<p><i>The goal of all students meeting their projected growth was:</i> K - 78.9% 1 - 61.9% 2 - 73.7% 3 - 27.8%</p>	<p><i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i></p>
<p><i>The Title I Program will use AIMS Web and NWEA data in the fall to determine those students who are scoring below proficiency. The goal is to get 50% of those students to exit the program (make proficiency) by the end of the year.</i></p>	<p><i>Of the 47 students who started the Title I program in the fall, 40% of them were exited during the year (made proficiency) or were referred to the special education program.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i></p>

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p><i>The district will hire an Indian Education Coordinator with the state Success for the Future Indian Education Aid program. Monthly Cultural Activities will be held during the year along with field trips in both high school and elementary students.</i></p>	<p><i>Because of the large percentage of students of American Indian Ethnicity (15%), Peggie Chisholm was hired to be Indian Education Coordinator and began work on October 21, 2016. Cultural instructors held activities during the school year. 197 students participated in 7 events. (These are duplicated numbers as many children attended multiple events.)</i></p> <p><i>Field trips were held with the high school trip focused on career and post-secondary opportunities while the elementary focused on team building skills. 18 students participated in the high school and 43 students participated in the elementary.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress</p>
<p><i>In both the elementary and the high school the SAT (Student Assistance Team) will meet bi-monthly to discuss students who are considered at-risk academically or behaviorally. Interventions were put into place for those students. Those students were followed up at the next meeting as to interventions that took place or were still in process.</i></p>	<p><i>In both buildings, by the end of the year, there was a decrease in the number of students that were brought to the attention of the committee.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress</p>
<p><i>The social worker was moved to the elementary 100% time to be more available when needed and focus on those students who need attention. The goal was to increase the time spent there, but decrease the amount of time those students were taken out of the regular education classroom.</i></p>	<p><i>The social worker's main focus for the 2015-16 school year is the elementary with both individual and classroom interactions. The average number of students seen individually per day was 12; meeting from 15-30 minutes with each student. Unless there was an emergency, the students were seen outside of the regular classroom. (mainly before school, noon hour or after school)</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress</p>

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Each year, for the next 3 years in the subject area of reading, we will increase the proportion of students in each grade who score at or above proficiency.</i></p>	<p><i>2013 – 50.7%</i></p> <p><i>2014 – 53.9%</i></p> <p><i>2015 – 51.3%</i></p> <p><i>2016 – 50.7%</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i></p>
<p><i>10th and 11th graders will be given the opportunity to update their portfolios/career plans in MCIS at least 2 times during the year.</i></p>	<p><i>9th and 12th graders each have a class to work on their career portfolios with time allotted to work with MCIS. With 10th and 11th graders who don't have a scheduled time, the goal was to have them go in an update their portfolios at a scheduled time. They did have the guidance counselor meet with them at times during the year to discuss college and career goals but did not get a chance to use MCIS as a group.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i></p>
<p><i>Start a senior seminar class for the 12th graders to help transition them into their post-secondary world.</i></p>	<p><i>All 12th grade students completed the class which included life skills, living on your own, college prep such as applications, financial aid, and scholarships.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i></p>

All Students Graduate

Goal	Result	Goal Status
<p><i>Decrease absences in the elementary by creating a new policy and targeting those students who are absent more than 7 days per year.</i></p>	<p><i>A new policy was created during the year and will be fully implemented and in the student handbook for the 16-17 school year. Although no formal policy was in place during the 15-16 school year, there was an emphasis on attendance.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>Decrease absences for those students missing 10 or more school days by 10% from the previous year for at both high school and elementary.</i></p>	<p><i>The elementary increased in absences from 36% in 2014-15 to 40% in 2015-16. The high school decreased absences 22% in 2014-15 to 15% in 2015-16.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>Peer tutoring/noon hour study hall will be a requirement for students who fail to turn in assignments. This will decrease the number of students who get put on the ineligible list for each term.</i></p>	<p><i>The peer tutoring/noon study hall requirement worked for the 7-9th graders where a decrease was seen in the number of students who were failing during mid-terms. It was also determined that the program worked best during 3rd and 4th quarters.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>The district will work towards 100% graduation rates.</i></p>	<p><i>Graduation rate for the 2015-16 school year was 93%.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>
<p><i>Increase the number of parents who attend parent-teacher conferences at both buildings. In the elementary, 100% and in the high school, 50%.</i></p>	<p><i>The percentage of parents who showed up for conferences in the elementary was 91% in the fall and 89% in the spring. In the high school, it was 30% in the fall and 21% in the spring.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress</p>

Identified Needs Based on Data

Norman County East relies on many different pieces of data to determine the needs of our district, but uses the Minnesota Comprehensive Assessments and the NWEA/MAP tests for key pieces used for summarizing the year results.

It was determined, by reviewing our NWEA and MCA scores prior to the 2015-16 school year that the district reading scores were lower than the state average and they seemed to be dropping.

The 2016 AYP Results showed the district below target in the areas of All Students, White, not of Hispanic origin in both math and reading, Special Ed Math and Reading, FRP Lunch Math and Reading which led to continuing with reading as the district goal with a renewed emphasis on trying new strategies and interventions.

Attendance at the elementary has been a concern with a large number of students missing more than 20 days per year.

Systems, Strategies and Support Category

Students

The district staff met in the spring of 2016 to review MCA and NWEA student data. When reviewing data from the last 5 years, it was determined that our students were not keeping up with the rest of the state in reading proficiency.

Both buildings had an emphasis on student goal setting in relation to test scores, using NWEA/MAP scores for their goal setting.

When looking closer at the data, we found there was a larger percentage of our students scoring in the Partially Meets category and a smaller percentage in the Meets category, compared to the state averages. We will take this information into account when planning for the 2016-17 school year.

The elementary grades did see improvement in their reading scores from the previous year. The high school scores went down.

The district offers online college level classes to 10-12th graders who qualify based on GPA and Accuplacer scores. This was seen as a need when scores on district assessments showed that some of our upper level students were not seeing gains like we had hoped. These students work independently on chrome books at a designated time each day.

Teachers and Principals

All teachers and administrators have an Individual Growth and Development Plan in place as part of the Teacher Development and Evaluation Plan

PLCs are on-going and a part of the teacher evaluation plan. PLCs were restructured to better meet the needs of the staff and will again meet monthly. Reading strategies were the focus of PLC meetings during the 2015-16 school year. The Edivate Program was purchased as a tool to be used with some of the monthly meetings and to encourage networking with other schools and teachers.

There is a review cycle in place for teacher evaluation; peer evaluation, portfolio review and summative evaluation are rotated amongst the staff each year.

District

The district will work towards 100% of their teaching staff "highly qualified." In the elementary school, 100% of the teachers are high qualified. In the high school, 94% are high qualified.

The district has 2 full time certified personnel who work with students on behavior, social and academic development. A full-time guidance counselor is at the high school to help with post-secondary/career readiness and academic, personal and social development. There is a full-time social worker at the elementary whose primary focus is attendance, social development and behavior.

The district has a full-time technology coordinator keeping the district up to date on technology. In the past year, internet speeds have been upgraded from 75 – 200 mbps. Projectors were replaced on many of the Smartboards and the wireless server capacity replaced was increased.

Collaborative professional culture is a topic that the district continually works at improving. Having an emphasis on professional learning communities has helped with this philosophy. The staff also work together to establish specific goals that the entire school is then able to work towards together. The focus is on decision-making that improves teaching practices and student outcomes.

Equitable Access to Excellent Teachers

The school district is a one section school. Throughout the year, the district provides data to teachers on student progress on nationally normed tests, specifically NWEA/MAP during the year and MCAs at the end of the year. Teachers are also provided staff development opportunities to assist them in meeting the needs of their students. The district also utilizes PLCs for collaboration of staff in meeting student needs and best practices. The district regularly offers training on working with students with special needs, diversity and individual differences.