

2016-17 World's Best Workforce Report Summary

District or Charter Name: Norman County East

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 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

- The Norman County East Worlds Best Work Force Report can be found on the Norman County East School Website on the administration page: <http://nce.k12.mn.us/pages/administration.htm>

1b. Annual Public Meeting

- World's Best Workforce Public Meeting will be held on November 20, 2017 at 5:00 PM

1c. District Advisory Committee

- District Advisory Committee will also serve as District Assessment Committee

District Advisory Committee Member	Role in District
Rob Nudell	Superintendent
Dustin Flaten	Elementary Dean of Students
Cassandra Hoseth	High School Principal/Parent
Jolee Habedank	District Assessment Coordinator
Rhoda Habedank	High School Guidance Counselor/Parent
Heather Hanson	High School English Teacher
Marcia Liebl	3 rd Grade Teacher
Nick Hanson	High School Math Teacher
Ramona Aune	Special Ed Teacher

2. Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
<p>The district will work towards 100% of the children screened between their 3rd and 4th birthdays</p>	<p><i>100% of the students were screened between their 3rd and 4th birthdays. Communications were increased by focusing on school websites, Facebook, signs were put up in the community and phone calls to parents.</i></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>The district will increase the number of students who are fully immunized by the time they enter kindergarten to 100%</p>	<p><i>100% of the entering kindergarteners were full immunized by the time they entered kindergarten to begin the 2016-17 school year. The district worked with clinics and public health to coordinate services. Previous years the percentages were as follows: 2014-15 – 90% 2015-16 – 90%</i></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>Increase participation in ECFE program attendance</p>	<p><i>Participation in the weekly Friday morning meetings stayed the same as the prior years.</i></p> <p><i>Participation and number of special events increased over the year. The ECFE Program worked with the Indian Education Coordinator on special events. The events throughout the school year served 150 students and their families which involved children ages 0-5 years. This is a duplicated count over the four events.</i></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><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>

Goal	Result	Goal Status
<p>The Early Childhood Instructor and the Kindergarten Teacher will work together to come up with a district approved checklist for parents on kindergarten readiness</p>	<p><i>The Preschool teacher and the kindergarten teacher met and began the process of creating a district checklist to give to parents at the end of preschool. This will be ready for the 2017-18 kindergarten class.</i></p>	<p> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) </p>

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

Goal	Result	Goal Status
<p>District Goal: The Literacy Group consisting of K-2 teachers will meet monthly to explore best practice opportunities in reading</p>	<p><i>The group met monthly to discuss reading interventions. They also read the book Poor Students/Rich Teaching which focused of mindfulness which was at the top of their wants. They were not able to present information to other staff about the book.</i></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>District Goal: In grades K-3 at least 85% of the students will show growth on their NWEA/MAP Reading Test from Fall to Spring</p>	<p><i>Percentage of students in grades K-3 that made at least observed growth was 90% for the 2016-17 school year. Next year will focus on typical growth.</i></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>District Goal: 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 that at least 50% of the students will exit the program by the end of the year</p>	<p><i>The Title I program did not exit 50% of the students from the program. After discussions, it was determined that AIMS Web data was not meeting their needs. The program uses NWEA/MAP data and MCA data but would like to have another assessment to be used on a regular basis. Discussion was held on a different assessment to be used. It was recommended that a committee be formed to look into a new assessment.</i></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>

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

Goal	Result	Goal Status
<p>District Goal: The Indian Education Coordinator will work with the district to insure American Indian Students are involved in all areas</p>	<p><i>Indian Education students had one on one tutoring by the Indian Education Coordinator one time per week during the school year.</i></p> <p><i>Seven monthly events were held and 295 students participated in Evening Cultural events. This is a duplicated number as many of the same students attended every month.</i></p> <p><i>High School Students/ College visits: 20 students completed a visit to the White Earth Tribal and Community College and the White Earth Career Fair.</i></p> <p><i>American Indian students proficient in reading MCA Test:</i> 2015: 25% 2016: 12% 2017: 33%</p>	<p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
<p>District Goal: SAT (Student Assistance Team) will continue to meet at least 2 times per month to discuss students who are considered at-risk academically or behaviorally</p>	<p><i>SAT Teams in both building met 2-4 times per month, depending on need. A recommendation was to focus on available interventions for next year.</i></p>	<p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
<p>District Goal: Goal 3: Staff will become proficient at reading and using data from the NWEA/MAP Assessments and the state MCA Tests to help inform instruction</p>	<p><i>The District Assessment Coordinator met individually with each elementary grade level teacher familiarizing them with reports that were accessible through the NWEA website.</i></p>	<p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

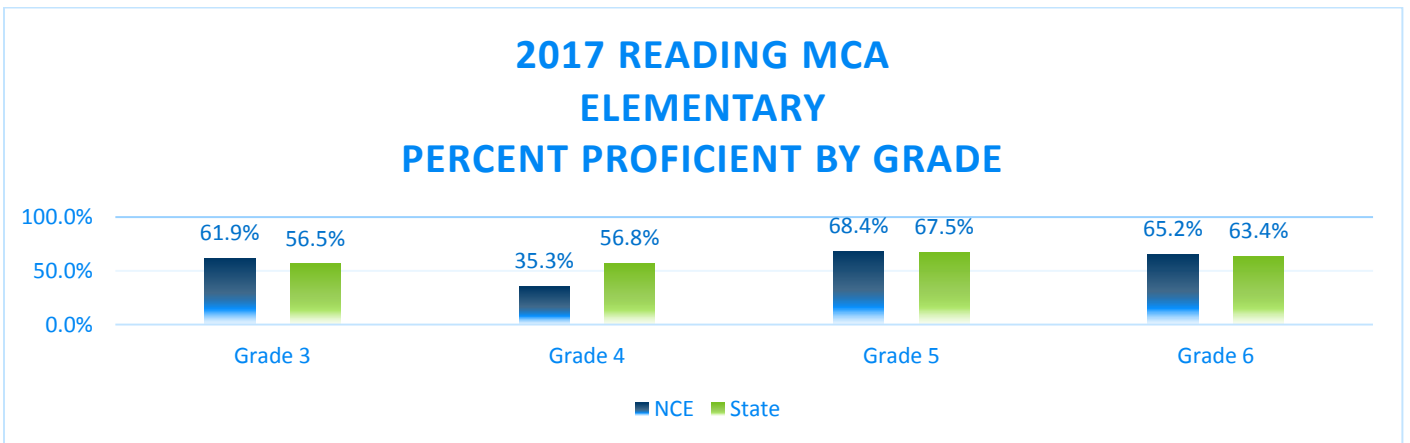
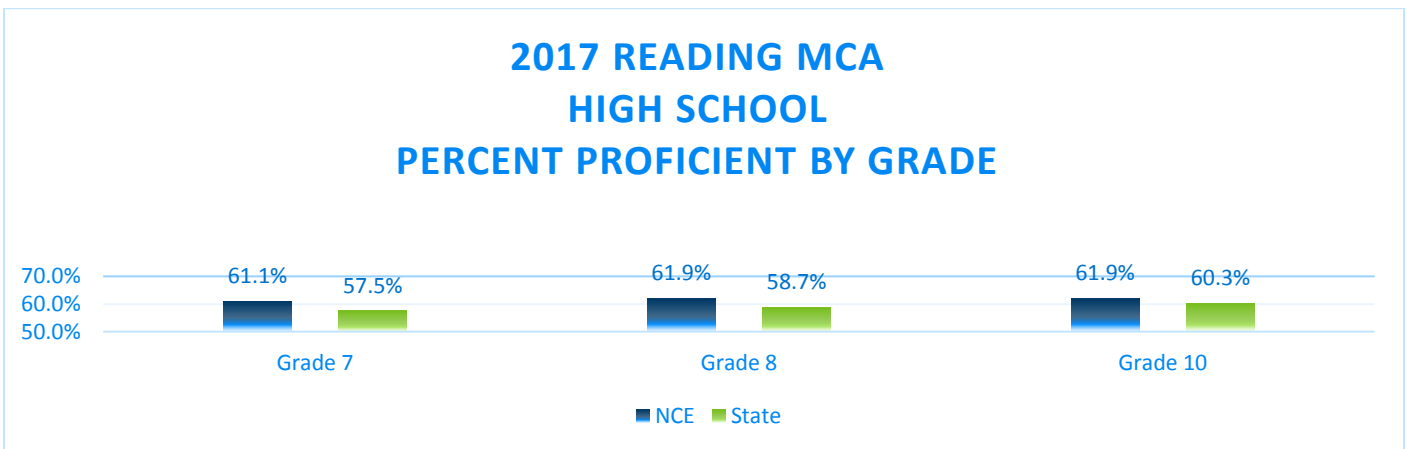
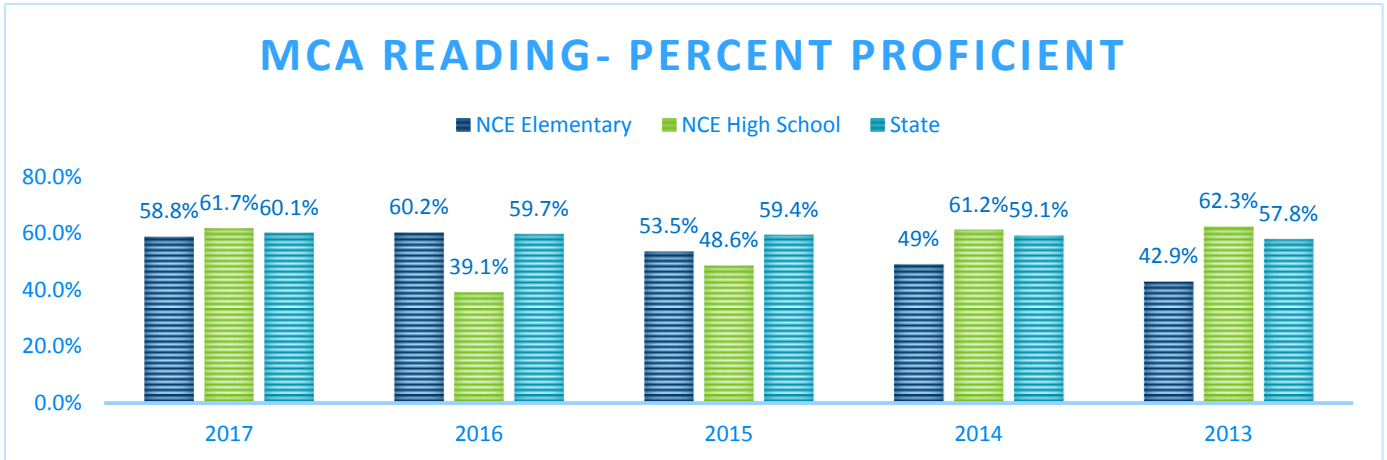
Goal	Result	Goal Status
<p>District goal: To increase the percentage of students proficient in reading to 60%</p>	<p><i>On the MCA test, the number of students in the district who were proficient, rose to 61%</i></p>	<p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>
<p>District Goal: All Students will set goals in reading to help achieve our district goal of 60% Proficiency</p>	<p><i>Students set goals and reviewed them during the school year</i></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>District Goal: The 7th and 8th grade will have a study/ academic success skills class taught by the Guidance Counselor and another staff member.</p>	<p><i>Both the 7th and 8th grade students benefitted from having this class. The curriculum will be adjusted for the 2017-18 school year and will add time management to the curriculum.</i></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>District Goal: At least one Career Exploration Activity/Event will be done in the elementary school</p>	<p><i>The 9th grade career exploration class had a mini career fair for the students in grades 4-6 with plans of doing another one in 2017-18 with revisions.</i></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>District Goal: MCIS (Minnesota Career Information System) will be used throughout the year in each of the grades, 7-12</p>	<p><i>Students in grades 7-9 have been using the MCIS with some regularly. The 10th and 11th grades have not had any organized time to use the program. Because there was no scheduled time, those students did not get useful time for updating their portfolios</i></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>

2e. All Students Graduate

Goal	Result	Goal Status
<p>District Goal: Decrease absences for those students missing 10 or more school days by 10% from the previous year at both the high school and the elementary</p>	<p><i>Percentage of students missing more than 10 days:</i></p> <p><u>High School</u> 15-16: 25% 16-17: 21%</p> <p><u>Elementary</u> 15-16: 29% 16-17: 30%</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>District Goal: The elementary and high school will utilize a noon study hall for students who are failing classes or behind in their work</p>	<p><i>Both buildings utilized the noon study hall. At the both buildings, the noon study hall was having students referred by the classroom teacher to a special room, run by paraprofessionals. It will be re-designed for the 17-18 school year to better meet the needs of the students.</i></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>District Goal: Increase the number of parents who attend parent-teacher conferences at both buildings with the goal in the elementary to be 100% and the high school, 50%</p>	<p><u>Fall Conferences</u> High School – 38% Elementary – 87%</p> <p><u>Spring Conferences</u> High School – 47% Elementary – 83%</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>

3. Identified Needs Based on Data

MCA and NWEA data at the end of 2016 showed that reading scores dropped and were some of the lowest the district had seen and for the last 3 years, below the state average in most cases. As a district, the goal was set to increase the proportion of students in each grade who score at or above proficiency, and decrease the proportion who score below proficiency on district assessments. As the chart shows, the district made nice gains from 2016 to 2017.



In looking closer at data, it was determined that the drop in proficiency was quite high between 6th grade, which was generally above state average, and 7th grade, which was below state average. The chart below compares the same group of students proficient in their grade levels.

7th Grade	6th Grade
2017 – 61.1%	2016 - 66.7%
2016 – 38.1%	2015 - 59.1%
2015 – 42.9%	2014 – 43.3%

4. Systems, Strategies and Support Category

4a. Students

Besides classroom data, the elementary students are assessed with AIMS Web at the elementary by the Title I program and NWEA/MAP tests.

The NWEA/MAP Tests are given each fall to all students in grades K-6 in the fall and the spring.

- The RIT scale extends equally across all grades so it is possible to compare individual students from fall to spring and year to year.*
- NWEA/MAP Tests are aligned to our state standards and can be used to give a good estimate on how the student will do on the MCA Tests in the spring.*
- Teachers looked at both observed growth and projected growth.*

<i>Grade K</i>	<i>100%</i>	<i>92%</i>
<i>Grade 1</i>	<i>100%</i>	<i>69%</i>
<i>Grade 2</i>	<i>100%</i>	<i>54%</i>
<i>Grade 3</i>	<i>89%</i>	<i>63%</i>
<i>Grade 4</i>	<i>80%</i>	<i>60%</i>
<i>Grade 5</i>	<i>79%</i>	<i>42%</i>
<i>Grade 6</i>	<i>83%</i>	<i>65%</i>
<i>Grade 7</i>	<i>44%</i>	<i>33%</i>
<i>Grade 8</i>	<i>95%</i>	<i>53%</i>
<i>Grade 9</i>	<i>85%</i>	<i>56%</i>

Realizing that these assessments are just snapshots of from one day of a testing, they wanted to look at students making any type of gain (observed growth) vs typical growth. Because MAP Tests are based on student growth, not grade level, the best indicator is typical growth which gives students a realistic goal for their individual scores. Each student, along with their teacher, and eventually parents, will review their progress in the fall and write goals and strategies for making growth based typical growth projections.

4b. Teachers and Principals

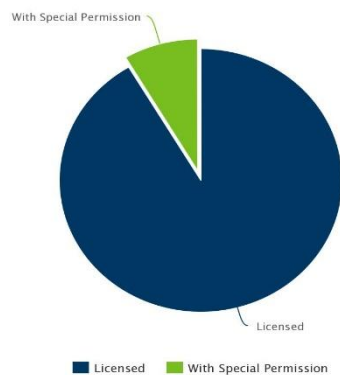
The focus for the staff, based on MCA and NWEA/MAP test data at the end of 2016, was once again, reading. PLC Leaders will meet regularly with administration on the agenda for each session. Focus for the year will be reading strategies and sharing reading lessons. Notes are kept with agenda and topics discussed at each PLC meeting. The administration will review the agendas/notes and meet regularly with the PLC leaders.

- The administration will do a summative evaluation on tenured teachers on a 3-year rotation.
- Licensed teaching staff will participate in one peer evaluation each year they will not have a summative evaluation. Teachers are encouraged to do this during the PLC time.
- Non-tenured teachers will have a summative evaluation done three times each school year by the administration.
- The evaluations will include discussion between the administration and the evaluated teacher in regards to strengths, areas of concern and resources for continued skill development.
- Teachers receiving an unsatisfactory evaluation will be placed on an improvement plan that will outline the steps the teacher must follow for skill improvement and the support available for the teacher.

Principal/Dean of Students evaluations will be done by the superintendent one time per year. The evaluation will include a discussion between the principal/dean of students and the superintendent that covers strengths, areas of weakness, and resources and support for continued skill development.

4c. District

High Quality Instruction: The district will focus on all teachers being “highly qualified.” Currently, we have 91.5% of our teachers “highly qualified.” Those with special permissions are all working towards being fully certified.



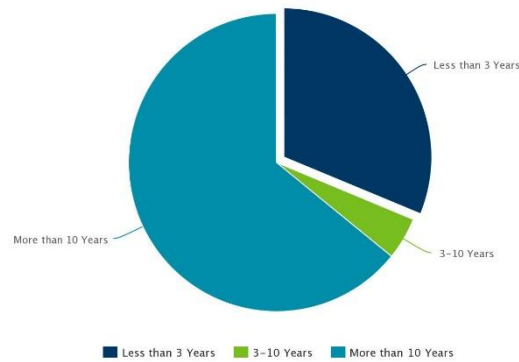
Technology: The district has a focus of keeping as up-to-date as possible. Even as a small district with limited funding, we are able to provide Internet at 1 gb, all projectors were replaced during the year, wireless was expanded, the elementary lab was replaced with new computers, kindles are now available to students in Spanish class, and Wi-Fi enabled thermostats were placed in all rooms to go with the new heating system.

Collaborative culture: 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. Currently, both schools and all staff are making reading a priority across the district which was evident in the much improved MCA Reading spring 2017 test scores.

5. Equitable Access to Excellent Teachers

Norman County East is a one section school. There is not an opportunity for elementary students to move to another section if they don't feel they are not being served by an "excellent educator." The number of inexperienced teachers in the district is quite high – 36%. In comparison, in our closest regions (1 & 2), the average percentage of inexperienced teachers is 13%. The district is small and has had a large turn-over in recent years with retirements. The inexperienced teachers are working with mentors and are placed into PLCs where there are both teachers with many of years of experience and new teachers working together. The district advisory committee will recommend to the school board how they feel the district is doing in regards to "means improve students' equitable access to effective and more diverse teachers."

NCE Years of Experience



The district has given the task of advisory committee for this matter to the Indian Education Advisory Group. They will meet annually to determine if the district is meeting their needs. The members are:

LaVon Larson, Parent	Roberta Mastin, Parent
Margaret Braaten, Parent	Tanisha Walker, Student
Rhoda Habedank, Guidance Counselor	Tracy Stene, Board Member
Star Fox, Parent	Peggie Chisholm, Coordinator

6. Early Admission to Kindergarten and First Grade, Academic Acceleration and Gifted and Talented

The NCE School Board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

Promotion: Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

The school district will assess a student's readiness and motivation for acceleration and match the level, complexity and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.