

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name                      Bertha-Hewitt #786  
Contact Person Name and Position       Eric Koep, Superintendent

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.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### 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.]

- *Provide the website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

#### 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.]

- December 21, 2015

#### 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.]

- *The District Advisory Committee is comprised of teachers, parents, support staff, community residents, and a consultant. The ten members are representative of the communities we serve and we continue to seek new members adjust membership to meet the goals of the legislation. Members include: Mary Merchant, Eric Koep, Jenna*

Uselman, Dale Finck, Cathy Riewer, Julie Critz, Karen Miller, Roxanne Lundeen, Mary Kloster, Judy Pokorney

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	<i>All students will be prepared for kindergarten</i>	<i>Based on results from the COR Advantage School Readiness Assessment 100% of our 11 school readiness students, including 1 on an IEP, were kindergarten ready. Based on the same assessment 79% of our 24 head start students, including 5 in an IEP, were kindergarten ready. In to be kindergarten ready, students need to score 75% or better on all categories of the assessment.</i>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>Using Aims Web data, 70% of students will be at benchmark (based on criterion national data) in the spring relating to fluency and 75% of students will be at benchmark relating to comprehension</i>	<i>In the fall 41% of students were at benchmark relating to fluency. That increased to 62% in the spring so we saw significant increase but fell short of our goal. In the fall 59% on students were at benchmark relating to comprehension. That increased to 65.7% which fell short of our goal.</i>
<b>Close the Achievement Gap(s) Among All Groups</b>	Special Education subgroup will improve their math concepts and applications and their math computation skills by 7% (from 35.5 % proficient to 42.5% proficient) as compared with the All group (61.1% proficient) measured by Math MCA (2014). Free and Reduced Population subgroup will improve their math concepts	Our goal for closing the achievement gap in math was to improve the Special Education subgroup in the areas of math concepts, applications and math computation skills by 7%. Bertha-Hewitt School did not reach our proficiency index target in any area for mathematics. Our Special Education subgroup went from 35.5% proficient in 2014 to

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	<p>and applications and their math computation skills by 7% (from 57.7% proficient to 64.7% proficient) as compared with the All group (61.1% proficient) measured by Math MCA (2014). Special Education subgroup will improve their reading skills and concepts by 10% (from 33.3% proficient to 43.3% proficient) as compared with the All group (53.3% proficient) as measured by MCA Reading (2014).</p> <p>Free and Reduced Population subgroup will improve their reading skill and concepts by 10% (from 49.5% proficient to 59.5% proficient) as compared with the All group (53.3% proficient) as measured by MCA Reading (2014).</p>	<p>22.2% proficient in 2015. Our FRP subgroups went from 57.7% proficient in 2014 to 54.2% proficient in 2015. Our goal for closing the achievement gap in reading was to improve the Special Education and Free and Reduced Population subgroup in the areas of reading skills and concepts by 10% as compared to 10% growth in for All groups. Bertha-Hewitt School did not reach our proficiency target in any area for reading. Our Special Education subgroup went from 33.3% proficient in 2014 to 12.1% proficient in 2015. The FRP subgroup went from 49.5% proficient in 2014 to 44.0% proficient in 2015.</p>
<b>All Students Career- and College-Ready by Graduation</b>	All students attain career or college readiness before graduating from high school	<p>All students in grades 6-12 will participate in Ramp-Up to Readiness Career and College Readiness Program. According to our math proficiency scores, All Students achieved 59.7%, Special Education achieved 22.2%, and FRP achieved 54.2% in 2015. Bertha-Hewitt School offers 1 AP class and 3 concurrent college level courses. 31 different students in grades 11-12 enrolled in these courses. Of those 31 students, 72 semester credits were earned. 43% of all students in grades 11-12 take at least one of these</p>

	2014-2015 Goals	2014-2015 Goal Results
		<p>classes. Of these students, 12% are Free and Reduced Population students and 1% are Special Ed.</p> <p>In April, 2015, all juniors (36) took the ACT Exam. 41% of all students received a 18 or higher. Of those students 1% were Special Education students and 8% were Free/Reduced Population.</p>
<b>All Students Graduate</b>	<p>Bertha-Hewitt School will continue to maintain MMR score of 25 as achieved 2013, 2014, and 2015. The graduation rate is 81.2%. Bertha-Hewitt will increase the graduation rate by 7% each year to a level of 100% by the year 2018.</p>	<p>Our target was to maintain a MMR score of 25. Bertha-Hewitt School has maintained this score for three years (2013, 2014 and 2015). Bertha-Hewitt School will continue to improve the overall graduation rate by 7% each year to reach 100% by 2018.</p>

## 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.]

- *Using local and state assessments we were able to determine the needs of our district. Our local assessments include AIMS Web Reading and Math, Study Island, and Moby Max. We use data from the MCA to determine our district's needs.*
- *MCA data shows that our students are performing close to start averages in most categories although we aren't on pace to achieve our district's overall goal. In order to close that gap our students are going to need to show more than a year's growth on an annual basis.*

## Systems, Strategies and Support Category

### Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Administration along with Title 1 staff and district assessment coordinator reviewed our data and communicated results with staff. We used our PLC's to pinpoint specific areas and students. During data retreats staff were able to share information regarding interventions on particular students.*
  - *The staff used aims web math and reading to determine which students needed tiered interventions to improve. We also looked at our OLPA and separated that information by*

*strands to group students during instruction. Teachers were required to post standards and objectives in the classroom for students to understand the correlation from each lesson to the standards.*

- *We had our Title I staff monitor kids on a weekly basis to track progress and review interventions used with students. We also utilized Reading Corps to help students improve fluency and comprehension.*
- *We are bringing in outside support through NJPA to assist in our professional development opportunities. We have 6 teachers about of a teacher academy, 15 staff members attending summer work session regarding guided math, almost all of our elementary teachers are trained in EnVoy, and our PLC's are being led by consultants.*

### **Teachers and Principals**

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
- *All teachers participate in a professional growth model for effective teaching practices based on MN rule 8710.2000. Teachers use local and state data as part of a portfolio process to demonstrate professional growth in areas such as student engagement and connection, curriculum development with an emphasis on the school and district level focus areas of improving the academic achievement levels of all students and closing the achievement gaps that exist within our district. Our principal and superintendent conduct drop in observations on each teacher 4 times throughout the year.*
  - *The principal is observed using Peer-Solutions. The superintendent and principal completed a beginning of the year survey and then developed goals based on areas for improvement.*
  - *The teacher evaluation process was very valuable as it allowed administration to visit all the classrooms in the school numerous times which created lots of professional conversation.*
  - *The principal evaluation piece was important as it allowed the principal and superintendent to have valuable conversation regarding performance and goals.*
  - *A focus area is to improve instruction through observations with staff members. Another focus area is to improve the principal's performance through goal setting.*

### **District**

- *The District uses the professional growth/evaluation process, the use of Professional Learning Communities along with our curriculum review process to integrate high-quality instruction, rigorous curriculum, technology and a collaborative culture.*
  - *We have a curriculum review cycle that allows us to continue high quality instruction by using rigorous curriculum to meet the needs of all of our students. We also have equipped each elementary classroom with 6 ipads and have a cart of 40 ipads along with 80 netbooks for the high school kids to access.*
  - *Indicators of progress are use of technology based curriculum in social studies and English language arts that is linked to state standards. The elementary teachers are also using Moby Max and Study Island that are linked to state standards.*
  - *One focus area for our district are improving the achievement gap that exist within our district – we will evaluate the progress through local and state standards.*