



2016 - 17 World's Best Workforce Report Summary

District or Charter Name: International Falls School District

Grades Served: Prek - 12

Contact Person Name and Position: Kevin Grover, 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 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

- Annual Report is located on the bottom of the ISD 361 Homepage @ www.ISD361.k12.mn.us
- Actual link is <https://campussuite-storage.s3.amazonaws.com/prod/2300/98bd03bf-f520-11e5-b537-2200bd8490f/1384039/eb1afe81-6e21-11e7-99ef-124f7febbf4a/file/workforcefinal.pdf>

1b. Annual Public Meeting

- December 18, 2017 in Falls High School

1c. District Advisory Committee



District Advisory Committee Member	Role in District
Mike Holden	School Board
Gordy Dault	Resident
Beth Slatinski	Parent
Tim Everson	FHS Principal
Melissa Tate	FES Principal
Michelle Hebner	School Board
Thane Grewatz	School Counselor
Kevin Grover	Superintendent
Karla Olson-Line	Teacher
Jen Wendels	Parent

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2. Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
<p>1) Provide 3 year old and 4 year old school readiness classes for 2016 -17 school year at no charge</p> <p>2) 75 percent of the 2016 – 17 kindergarten class will have participated in our school readiness program.</p>	<p>1) District met this goal and had good numbers in both the 3 year old and 4 year old programs</p> <p>2) 82 percent of Kindergarten class attended FES school readiness program.</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) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</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) <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>1) 64.5% of current 3rd grade students will meet or exceed the 3rd grade MCA reading assessment in the spring of 2017. (State average for 2016 was 57.5%)</p>	<p>54.7 % of 3rd grade students were at the level of meet or exceed on the MCA reading assessment in the spring of 2017 (State was at 56.8%)</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) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Goal	Result	Goal Status
2) Alignment of curriculum including writing "I Can" statements and pacing guides.	<i>Third grade teachers completed curriculum alignment for Reading</i>	<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> <input type="checkbox"/> District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
<p>1) ES special education students will increase from 34.6% proficient in Math in 2016 to 38.5 % proficient in 2017 on the MCA III. (Statewide 26.2%)</p>	<p><i>FES special education students scored 43.5% proficient in Math according to the 2017 MCA III assessments</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>2) FHS special education students will increase from 15.8% in 2016 to 26.3% proficient in 2017 on the Math MCA III. (Statewide is 26.2%)</p>	<p><i>FHS special education students scored 17.4% proficient in math according to the 2017 MCA III assessments</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>3) FES special education students will increase from 19.2% proficient in Reading in 2016 to 26.9% proficient in 2017 on the MCA III. (Statewide 26.1%)</p>	<p><i>FES special education students scored 42.8% proficient in Reading according to the 2017 MCA III assessments</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>4) FHS special education students will increase from 16.7% in 2016 to 26.1% proficient in 2017 on the Reading MCA III. (Statewide is 26.1%)</p>	<p><i>FHS special education students scored 20.5% proficient in Reading according to the 2017 MCA III assessments</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>5) FHS American Indian students will increase from 27.8% in 2016 to 38% proficient in 2017 on the Math MCA III. (Statewide is 35.5%)</p>	<p><i>FHS American Indian students scored 50.0% proficient in Math according to the 2017 MCA III assessments</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>6) FHS Free/Reduced Priced lunch students will increase from 34.3% in 2016 to 39.8% proficient in 2017 on the Math MCA III. (Statewide is 39.0%)</p>	<p><i>FHS Free/Reduced students scored 38.7% proficient in Math according to the 2017 MCA III assessments</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>

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

Goal	Result	Goal Status
<p>1) All current 8th grade students will complete a 4 year plan while registering for 9th grade.</p> <p>2) International Falls will score the state average or higher on the ACT test. (District composite for 2016 was 19 compared to the state composite of 21.1)</p>	<p><i>8th grade students completed a 4 year plan as part of registration and turned it with a parent signature with their 2017-18 course registration materials</i></p> <p><i>International Falls students scored 19.0 compared to the state average of 21.5,</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><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>1) International Falls' students will have a 90% or higher graduation rate for 2016. (Data lags - district graduation rate in 2015 was 87.1% to the states 81.9%)</p>	<p><i>81.5% of International Falls seniors in 2016 graduated on time.</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 type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

International Falls School District #361 used data from MCA III assessments, ACT data, and local data such as graduation rates, attendance rates, free and reduced lunch population and enrollment data to determine district needs. Looking at setting goals to increase our graduation rate and have student's college and career ready was an area of need. We feel we made a step in the right direction by setting more goals and focusing on more of our sub-groups. We have also moved to looking at all of our students making growth when setting our site and district goals compared to looking at this year's third grade compared to last year's third grade. We made good progress in curriculum alignment and pacing documents to make sure we are covering what we need to in a timely manner.

4. Systems, Strategies and Support Category

4a. Students

Student progress is assessed using MCA tests in Math, Reading, and Science. District is in the second year of setting site and district goals based on all students being able to provide growth. We look at all students that meet, exceed, or make at least 4% growth in a year. This change we feel is making a difference and holding all students accountable to help attain our goals. It also helps to keep all staff accountable as each child can help us attain our goals. We are currently implementing a new math curriculum and keeping up with updating materials on a yearly basis.

4b. Teachers and Principals

Our professional development committee is part of our qcomp program. They focus on finding training for our staff to help improve areas of weakness. Mentoring for new teachers is also part of this plan that helps to support our new professionals. We have a district/teacher designed teacher development and evaluation plan to help monitor for effectiveness. Principal evaluation is based around a district designed plan. Both plans have 35% of the evaluation evolving around student achievement as measured by the MCA's. 2016-2017 will end the first three year cycle and allow us to really examine and tweak areas that need adjustment and start the cycle over again for 2017 – 2018. Qcomp program allows for weekly team meetings for staff to collaborate. We also have weekly early release days on Wednesday's of each week to work on district initiatives.

4c. District

District only had 1 meeting for the Blue Ribbon Panel as we continue to work to implement the strategic plan that was adopted in 2015-16 school year. The school board took more of a focus on working on financial struggles along with determining how we would move forward with our facilities and educational programming. District continued the PBIS program along with focusing on curriculum alignment to ensure our students are seeing all needed materials prior to testing. Technology opportunities along with support needed for these opportunities is an area that the district continues to struggle to be able to meet the needs that so many other students get across the state. District continues to participate in a region wide staff development day at the beginning of the school year. District finished its first year of a planning and implementation grant that focuses on alcohol and drug free environment and promoting good choices by our students.

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.

As mentioned above, 2016 – 2017 was our third year with our teacher and principal evaluation plan. This was another year of working with teachers that were not successful in completing their evaluation the prior year due to not scoring an acceptable mark. The district worked to support them and monitor growth to make sure areas of deficiency were corrected. Administration meets each spring to analyze results of teacher evaluation program and see if anyone would require a Teacher Improvement Plan. From that point, we discuss allocation of staff that includes stranding along with various other issues. It is tough in smaller districts as we do not have more than 4 staff in any department/grade level.