



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: International Falls School District – ISD 361

Grades Served:prek-12

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Title: Superintendent

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

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**New this year!** This is MDE’s first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** 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 & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ Annual Report is located on the bottom of the ISD 361 Homepage @ [www.ISD361.k12.mn.us](http://www.ISD361.k12.mn.us)

### Annual Public Meeting

**WBWF Requirement:** 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.

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

➤ *December 17, 2018 @ Falls High School Cafeteria*

### District Advisory Committee

**WBWF Requirement:** 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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mike Holden	School Board/Resident	
Beth Slatinski	Parent	
Tim Everson	FHS Principal	
Melissa Tate	FES Principal	
Michelle Hebner	School Board/Parent	
Thane Grewatz	School Counselor	
Kevin Grover	Superintendent	
Karla Olson-Line	Teacher	
David Skwarok	Resident	

### Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

*International Falls School District (ISD 361) has a board/union approved teacher evaluation plan in place that evaluates all teachers on a three year rotation. Principal's and Superintendent have annual discussions with regards to evaluations and if any teacher is to be put on an improvement plan. We are a small school in which majority of students at the high school level are going to be taught by most of the teachers throughout their schooling. Elementary school is mainly a 3 section school. Our feeling is that all students have high quality instructors and work to improve every teacher's skills. Currently we do not have any teachers on improvement plans, but have had teachers that needed additional help in the past. We offer Indian Education courses in the high school and have an Indian Education Paraprofessional that works in both schools to assist students. Our ratio of American Indian students compared to staff with American Indian heritage is fairly similar. No low income student is not allowed to participate in any of our activities based on financial constraints. We offer targeted services in the elementary that is free of charge after school educational assistance for students struggling in math and reading. We also have a sliding fee scale for our Preschool program, any child's family that is within \$10,000 of meeting the annual qualifications for Free or reduced lunch parameters receives free preschool. We have a music teacher that gained special permissions to teach based on experience, but otherwise we have been able to find licensed instructors.*

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## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

### All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>75 percent of the 2017 – 18 kindergarten class will have participate in our school readiness program</i>	<i>80 percent of the kindergarten class attended FES school readiness program. 56 students out of the 70 enrolled had attended school readiness the year prior with ISD 361. (Caveat is less students are coming to kindergarten that have not been in some educational program)</i>	<p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

- *Goal in this area is to increase the number of students that are ready for Kindergarten by being enrolled in a high-quality educational preparation program.*
- *ISD 361 does not want to limit participation based on low income, thus has the sliding fee scale.*
- *Preschool group is also doing progress monitoring to show that students are making educational as well as social gains and that they are ready for kindergarten.*

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
57.7% of current 3 <sup>rd</sup> grade students will meet or exceed the 3 <sup>rd</sup> grade MCA reading assessment in the spring of 2018.	70.8% of the 2017-2018 3 <sup>rd</sup> grade students meet or exceeded the 3 <sup>rd</sup> grade MCA in reading. 58 out of the 82 kids assessed meet or exceeded.	<b>One-Year Goal</b> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

We have had a high quality lower elementary school for many years. Factors affecting the positive results can be attributed to numerous factors, but we are hopeful the trend continues. Many of these kids were in our preschool program, have had the Journey's curriculum for multiple years, and PBIS system is improving school culture.

- Looking at free/reduced student group, 60.8% meet or exceeded compared to state average of 37.8% in this group.
- American Indian and Special Education student groups are too small to pull out.
- Bulleted narrative is appreciated. 200 word limit.

**Close the Achievement Gap(s) Between Student Groups**

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
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<p><i>FES special education students will increase from 43.5% proficient in Math in 2017 to 46.5% proficient in 2018 on the MCA III.</i></p>	<p><i>FES special education student group was 45% proficient in Math in 2018.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>FHS special education students will increase from 17.4% in 2017 to 30% proficient in 2018 on the Math MCA III.</i></p>	<p><i>FHS special education student group was 25% proficient in 2018 on the Math MCA III.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>FES special education student will increase from 34.7% proficient in Reading in 2017 to 37.7% proficient in 2018 on the MCA III.</i></p>	<p><i>FES special education student group was 25% proficient in 2018 on the Reading MCA III.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>FHS special education students will increase from 20.5% in 2017 to 30.5% proficient in 2018 on the Reading MCA III.</i></p>	<p><i>FHS special education student group was 28.3% proficient in 2018 on the Reading MCA III.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>FHS American Indian students will increase from 50.0 % in 2017 to 53% in 2018 on the Math MCA III.</i></p>	<p><i>FHS American Indian student group was 34.8% proficient in 2018 on the Math MCA III.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>FHS Free/Reduced Priced lunch students will increase from 45.8% in 2017 to 48.8% proficient in 2018 on the Reading MCA III.</i></p>	<p><i>FHS Free/Reduced lunch student group was 40.8% proficient in 2018 on the Reading MCA III.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>FHS Free/Reduced Priced lunch students will increase from 38.7% in 2017 to 41.7% proficient in 2018 on the Math MCA III.</i></p>	<p><i>FHS Free/Reduced lunch student group was 35.5% proficient in 2018 on the Math MCA III.</i></p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>
		<p><b>One-Year Goal</b>  <input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

<p><i>FES Free/Reduced Priced lunch students will increase from 51.5% in 2017 to 54.5% proficient in 2018 on the Math MCA III.</i></p>	<p><i>FES Free/Reduced lunch student group was 55.7% proficient in 2018 on the Math MCA III.</i></p>	<p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>
<p><i>FES Free/Reduced Priced lunch students will increase from 42.5% in 2017 to 45.5% proficient in 2018 on the Reading MCA III.</i></p>	<p><i>FES Free/Reduced lunch student group was 52.2% proficient in 2018 on the Reading MCA III.</i></p>	

*We have used the MDE student report card to set and monitor these goals for the student sub groups. There are numerous different initiatives that staff have going with specific groups to try increasing proficient rates.*

### All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>All current 8<sup>th</sup> grade students will complete a 4 year plan while registering for 9<sup>th</sup> grade.</i></p> <p><i>International Falls will score the state average or higher on the ACT test.</i></p>	<p><i>2018 8<sup>th</sup> grade students completed a 4 year plan with the school counselor as part of registration.</i></p> <p><i>International Falls students scored a composite score of 20.2 compared to the state average of 21.3</i></p>	<p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

- *District has counselor keep a copy of the 4 year plan in each child's permanent file for use in next year.*
- *District uses results provided from ACT to monitor progress.*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>International Falls' students will have a 90% or higher graduation rate for 2017 (data lags a year)</i>	<i>International Falls graduated 91.7% in 2017 compared to the state average of 82.7%</i>	<b>One-Year Goal</b> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

*The district is using the Minnesota Report Card data to determine if we are meeting this goal.*

- *Cell size was too small to analyze how our American Indian group did compared to overall.*
- *81.5% of our free/reduced cell graduated compared to state average of 69%.*
- *Consensus is that our graduation push is working, but as a small district a single kid can be the difference of making the goal or not.*
- *ALC is also helping some students meet the goal of graduation which would not have been the case several years back.*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*Bullethead narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

### Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.