

2014-2015 World's Best Workforce Report Summary

District or Charter Name: ACGC (Atwater, Cosmos, Grove City) Public School
Contact Person Name and Position: Sherri Broderius, 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.

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.]

http://www.acgc.k12.mn.us/Main_Frame.html

On our homepage, under district, is a World's Best Workforce tab

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.]

- ACGC school board annual public meeting to review progress in the 2014-2015 school year.
 - 9/11/14
 - Published: Independent Review- Official Paper of ACGC Public Schools
 - Also on Independent Review website along with ACGC website
- Public report to be titled: 2396, Atwater-Cosmos-Grove City (ACGC) Local World's Best Workforce Plan will be prominently displayed on the district's official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11, in a manner that is accessible and relevant.

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.]

- ACGC District Advisory Committee members for the 2014-2015 school year.
 - ACGC DAC was established in August, 2013
 - Meeting Held in the ACGC JRSR District Office on:
 - 10/10/13, 11/14/13, 1/9/14, 5/8/14
- Current Committee:
 - 2/13 administrators
 - 1/13 teacher
 - 1/13 student
 - 9/13 (69%) community members
- The committee would like to add an additional teacher to represent the elementary teaching staff. In addition, the committee asks staff members to present on current topics and issues relevant to the DAC needs.

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.]

	ACGC 2014-2015 Goals	ACGC 2014-2015 Goal Results
All Students Ready for Kindergarten	ACGC school district will continue to increase the amount of eligible students participating in Kindergarten Prep from 68% to 72% according to October 1, 2015 data.	27/38 (total students on census) 71% attended Kindergarten Prep in August 2015. As of 9/5/15 44 students in Kindergarten
All Students in Third Grade Achieving Grade-Level Literacy	ACGC 3 rd grade students on MCA-III, October 1 st data 2014, will go from having 67.9% of 3 rd graders meeting or exceeding state standards to 71.9% meeting or exceeding state standards according to 2015 data.	75% of our 3 rd grade students were proficient in Reading in 2015.
Close the Achievement Gap(s) Among All Groups	ACGC school district will continue to decrease the achievement gaps identified in special education by decreasing the special education reading gap from 22% to 20% according to October 1, 2015 data.	Special Education vs. Non Special Education Reading, 38.8% gap (new goal needed) Special Education vs. Non Special Education Math, 40.8% gap (new goal needed)

	ACGC 2014-2015 Goals	ACGC 2014-2015 Goal Results
All Students Career- and College-Ready by Graduation	ACGC will go from 15% of students being college and career ready to 90% of student's grades 9-12 college and career reading by May 30, 2015 due to implementation of student success coordinator work.	50% of the students were able to meet with our school success coordinator. The district developed a new, more obtainable goal: ACGC will go from 50% of students being college and career ready in 2014/2015 by meeting with every student and family in grades 9-12 to 59% of student's grades 9-12 being college and career ready by meeting with every student and family by May 30, 2016, as documented by the school success coordinator.
All Students Graduate	ACGC will go from 91.75% 2014 graduation rate (Designation 2014 MMR combined percentage) to 92.25% graduation rate in 2015 according to MMR data.	2015 MMR results for ACGC graduation rates state: Meet Target: Yes Recommendations: A-5YR: Above target for the 5-year rate- no goal needed- maintain.

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.]

- 2014/2015 Pre-Goal Data/Discussion on identified subgroups:
 - Hispanic vs. Non- Hispanic Math- less than 2% gap (no goal needed)
 - Hispanic vs. Non- Hispanic Reading- no gap (no goal needed)
 - Special Education vs. Non Special Education Reading, 22% gap (goal needed)
 - Special Education vs. Non Special Education Math, 14.5% gap (no goal needed)
 - Free and Reduced vs. Non Free and Reduces Reading 12% gap (goal needed)
 - Free and Reduced vs. Non Free and Reduces Math 8% gap (no goal needed)
- 2014/2015 Pre-Goal Data/Discussion on identified subgroups:
 - August 2013: Kindergarten Prep Offered for 8 days in August prior to the start of school, 43% of students attended
 - August 2014: 42/62 68% attended
- 2014/2015 Pre-Goal Data/Discussion:
 - 2013/2014 3rd grade end of year data
 - Guided Reading Strategies currently in place
 - RtI added for 2014/2015 school year with focus on Reading
- 2014/2015 Goal and Focus

- ACGC will go from 15% of students being college and career ready to 90% of student's grades 9-12 college and career reading by May 30, 2015 due to implementation of student success coordinator work.
- Create documentation of MCIS, job shadows, ACT and ASVAB- spread sheet started 9/2/14
- Create Student Success Center- added 7/1/14
- Meet individual with every 9-12 student to create a schedule that mirrors the needs of the student- started 9/2014
- ACT prep available to all 11th and 12th grade students- started 9/1/14
- Student success coordinator in place for 2014/2015 school year – started 7/1/14
- Career Class required for all 11th grade student- started 9/1/14
- Data Used: ACT, ASVAB scores and college admission STAR DATA
- PLAN, EXPLORE used
- 2014/2015 Graduations Data Discussed
 - ACGC will go from 91.75% 2014 graduation rate (Designation 2014 MMR combined percentage) to 92.25% graduation rate in 2015 according to MMR data.
 - Meet with all students 9-12th grade student- started 9/2014
 - Create transcript review- done 7/2014
 - Study transcripts for credit attainment at each grade-level- done 9/2014
 - Create opportunities for credit recovery- in place
 - Use Mondays to enhance graduation rates- started 10/2014 Monday credit recovery component

Systems, Strategies and Support Category

Students:

- All students PK-1 are assessed using FAST (Formative Assessment System for Teachers) and students Grade 2-12 are assessed using STAR Enterprise. ACGC went with STAR and FAST to have assessments that data collection, prediction for state testing, interventions and enrichment. STAR and FAST:
 - Provides information on screening, progress-monitoring, instructional planning, state standards, CCSS standards, and state performance
 - Offers greater depth of assessment, to assist in instructional planning, and to provide the most accurate, valid, and reliable information in the fastest amount of time.
 - Shows if a student is on track to reach proficiency or in need of intervention.
 - Allows for intervention and referral data
 - Through their Lexile number- to chart growth as their lexile number goes up.
- Research based, standard aligned curriculum- baseline test at beginning of year and end of year testing to chart growth along with a multitude of charting student progress on a weekly basis.

- AR (Accelerated Reader)- level reading program geared towards individual goal setting
- Formal and informal teacher based assessments
- Minnesota Math and Reading Corps will provide additional testing and intervention for students not meeting grade level reading
- MCA (Minnesota Comprehensive Assessment)- annual test given by the state of Minnesota.
- ACGC Data Mining Team
- All students receive WIN (What I Need) time each day for 30 minutes. Students who are not meeting grade-level standards are in small groups with a licensed teacher receiving 6 weeks on intervention.
- In addition, Students that are not meeting grade-level standards (as a result of their FAST/STAR/MCA/teacher and parent recommendation) will receive schoolwide Title I services. Schoolwide Title I offers any student in need of additional support to meet grade-level standards. Student receive weekly-monthly testing to progress monitor the interventions in place.
- ACGC SAT (Student Assistance Team) meets monthly to discuss and review data of students who are not at grade-level
- Early identification through FAST, STAR testing, AR, MCA and individual teacher assessments is key to getting students on track to read at grade level by 3rd grade.

Teachers and Principals

- PLC's
 - Meet meet bi-monthly
 - Data Driven collaboration on strategies used in the classroom
 - Resource Training and Solutions PLC training was attended throughout the 2014/2015 school year by all our administrators and lead teachers.
 - All staff trained at required PLC training in September, 2015
- Job Embedded Professional Development
 - All staff trained through Resource Training and Solutions five times throughout the 2014/2015 school year
 - Instructional Rounds four times throughout the school year
 - Guided by trainers, administrations and teachers
 - Peer Reviews conducted by staff
 - Demonstration School Training
 - Board Approved District Goals that are represented by board, administration and staff goals that are shared and discussed monthly at board meetings and city council meetings throughout the school year in Atwater, Cosmos and Grove City communities.
 - Marzano Art and Science of Teacher and Administrator Evaluation via iObservation

- Growth Model through Resource Training and Solutions to guide and grow teachers and administrators

District

- Describe the support offered at the district level during the 2014-2015 school year to meet the goals.
 - District Professional Development calendar that allows for five full professional development days that do not come at a cost of lost student time due to cancelling schools
 - Formal Scales to need standards driven instruction
 - Deep and rich professional development calendar that is job embedded and relevant to student outcomes
 - Updated infrastructure to accommodate technology needs
 - WiFi district wide
 - 9-12 1:1 iPads
 - Computer labs updated and increased in number to accommodate student and teacher needs
 - Data driven decision making
 - Networking with local districts through achievement and integration collaborative by creating obtainable math goals to increase student achievement, decrease achievement gaps all together to create a rigors curriculum based on recommendations by the National Council of Teachers of Mathematics (NCTM) and research supported by Principals to Action

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.