

WORLD'S BEST WORKFORCE 2016-2017



ISD #2184

LUVERNE PUBLIC SCHOOLS

Superintendent: Craig Oftedahl

Middle/High School Principal: Ryan Johnson

Elementary School Principal: Stacy Gillette

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The World's Best Workforce Plan is intended to serve as a foundational document that aligns educational initiatives that serve students pre-K through high school. This report was prepared to inform the public regarding our school district's commitment to quality education and developments in curriculum, instructional practices and student learning throughout the district.

In 2013, the Minnesota State Legislature passed a bill to ensure every school district within the state is making strides to increase student performance.

LUVERNE SCHOOL BOARD

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ISD 2184
MISSION
LEARN
LIVE
LEAD

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VISION

Luverne School will engage students in lifelong learning to achieve their maximum potential in becoming productive citizens.

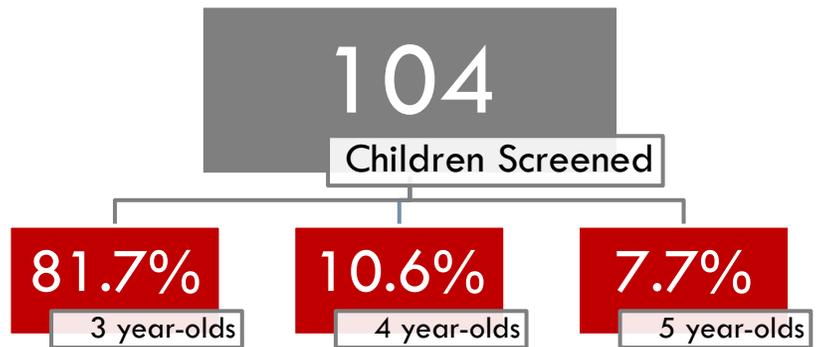
Data and information from the WBWF report was presented at an open School Board meeting on September 28, 2017.

ALL CHILDREN ARE READY FOR SCHOOL

Parents are a child’s first and most important teacher. Strong school-based early learning environments and programs are intended not to replace the parent(s), but to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high quality early learning experiences can close achievement gaps for at-risk children before they begin their K-12 careers.

EARLY CHILDHOOD SCREENING

Luverne Public Schools provides Early Childhood Screening to check the basic health and development of a child between the ages of 3 and 4 years. This screening is free to all district children. Early screening can reveal concerns with vision, hearing, speech & language, cognition, fine and gross motor skills and social emotional issues. Detection at an early age provides the opportunity to intervene and address issues that could affect later learning. The district also recognizes that some children may have exceptional skills and are ready to begin their formal education early. In such situations, parents will work with school personnel to determine the best course of action for their child.



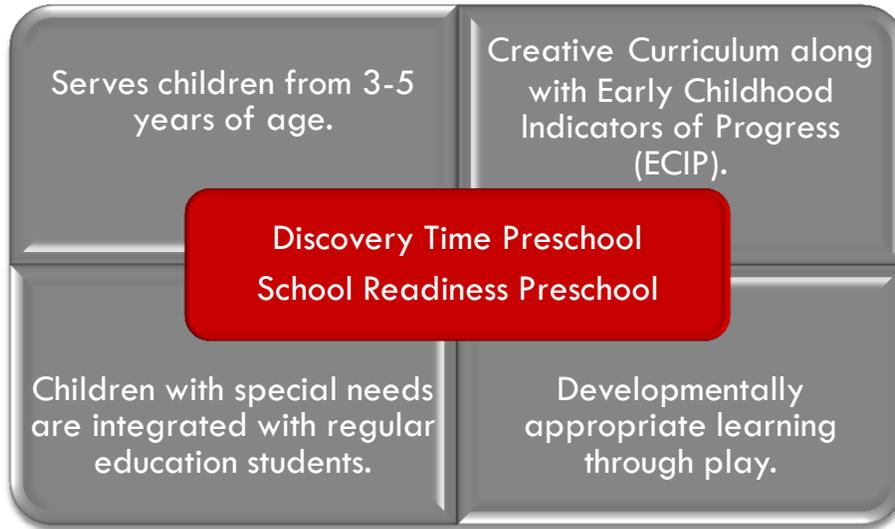
EARLY CHILDHOOD FAMILY EDUCATION

Early Childhood Family Education (ECFE) enhances and supports parent education and quality early learning environments for children birth to age 5.



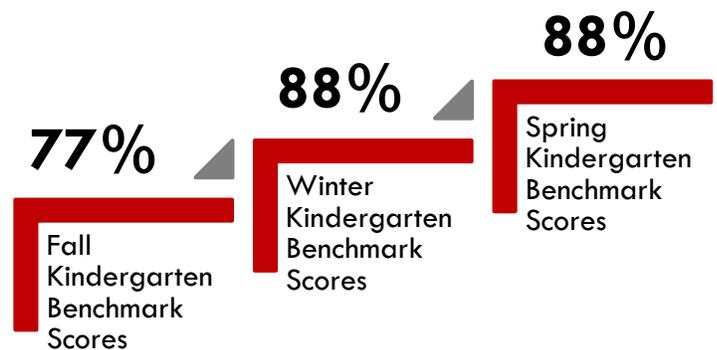
SCHOOL READINESS

ISD 2184 offers two preschool programs which provide age-appropriate learning experiences for children ages 3 to 5 years old. Discovery Time and School Readiness Preschool programs have received the highest 4-STAR Parent Aware ratings which allow for Early Learning Scholarships for qualified families.



KINDERGARTEN

Kindergarten provides an essential bridge between prekindergarten and the primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. By laying a strong foundation, full-day kindergarten can boost student performance, access and attainment later in school. To measure kindergarten readiness, the district chose to use fall benchmark data from the Formative Assessment System for Teachers (FAST). This assessment provides research-based data to determine students' basic early literacy skills and to identify students who are at risk of reading failure.



75% of children entering Kindergarten will meet the Fall Kindergarten Benchmark Score as assessed on the Formative Assessment System for Teachers.

ALL THIRD GRADERS CAN READ AT GRADE LEVEL

The Read Well by Third Grade Literacy Plan

Luverne Public School is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices, and supports for students in grades K-3 so that all students are reading at or above grade level no later than the end of Grade 3. This plan addresses Interventions, Assessments, Parent Notification and Involvement, Curriculum and Instruction and Professional Development.

A key component of our literacy plan is to provide a solid foundation of literacy skills to enable students to be successful. To measure third grade literacy, the district will use data from the Grade 3 Reading MCA. This test provides the most relevant data on a student's ability to read and comprehend information.

Percent Proficient on Spring Benchmark FAST Assessment

	2015-16	2016-17
Grade K	81%	88%
Grade 1	92%	80%
Grade 2	91%	85%

Grade 3 MCA Proficiency



FastBridge Assessments

All students in grades K-3 are given the FastBridge screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, struggling and at-risk students are identified and referred for interventions.



By the spring of 2017, 75% of all 3rd Grade Students will be Proficient as measured on the 3rd Grade Reading MCA.

CLOSING THE ACHIEVEMENT GAPS

Luverne Public Schools measures students' progress and analyzes the results – looking closely at the percentages of students exceeding proficiency, meeting proficiency or meeting partial proficiency on standards measured by the Minnesota Comprehensive Assessment. These results are analyzed to identify any achievement gaps and ensure that schools are performing.

Math Proficiency

	ISD 2184	STATE
2015	66.1%	60.2%
2016	71.3%	59.5%
2017	68.6%	58.6%

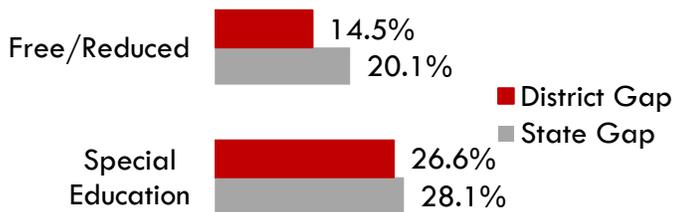


Reading Proficiency

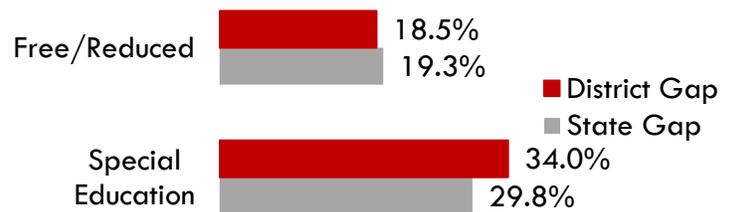
	ISD 2184	STATE
2015	64.8%	59.5%
2016	61.9%	59.9%
2017	69.6%	60.2%

The district supports best practices in curriculum and instruction and assessments to ensure that ALL students are moving toward mastering standards-based concepts and skills, regardless of ethnicity, learning needs, or financial status. To measure the degree to which strategies to close the achievement gap are effective, District 2184 compares the performance of two of the largest student subgroups in both reading and math. The achievement gap analysis indicates that Luverne Public Schools is effectively closing the gap in two of the four specific areas.

2017 Achievement Gaps in Math



2017 Achievement Gaps in Reading



The difference in the achievement gap for the special education and free/reduced subgroups will be less than 25%.

ALL STUDENTS ARE COLLEGE AND CAREER READY

District and building goals are set to adequately prepare students for career and college readiness. Improving readiness and rigor in the classroom will reduce the number of students not proficient on the MCAs. Concurrent college and technical courses will provide students with college credit and, more importantly, college environments to prepare them for education beyond high school graduation.

ACT College Readiness Benchmarks

ISD 2184 tracks the average score for each of the four subject areas of the ACT. This data is used to revise and develop advance courses.

Beginning in 2015, all juniors have the opportunity to take the ACT at no cost. Over 95% of all Luverne High School students take the ACT.

2017 ACT Results	DISTRICT	STATE
English	20.4	20.4
Math	22.2	21.5
Reading	22.1	21.8
Science	23.1	21.6

Students at Luverne Public Schools in order to increase their Career and College Readiness have opportunities with the following:

- PLAN Test in 10th Grade
- 9th Grade Career Unit
- Concurrent Enrollment Courses through MN West Community College
- Strong Interest Inventory in 11th Grade
- College Fair in 10th and 11th Grade
- ACT test for all 11th Grade Students

Acceleration Options

Various options exist to meet the unique academic needs of our students. The objective of the district's acceleration practices is to place students in the environment where maximum development will take place. ISD 2184 provides opportunities for advanced work in math, supplemental enrichment activities, and enrollment in concurrent courses.

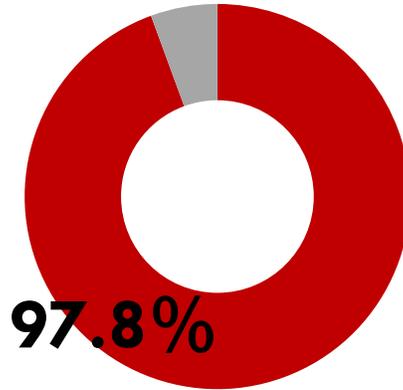
Participation in advanced programs is based on exceptional performance and ability. Teacher recommendation, achievement tests at the 98th percentile or higher, class performance, along with parent approval will be considered to determine participation in accelerated programs.

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ALL STUDENTS GRADUATE

2016 Graduation Rate

Ensuring that all students graduate on time is imperative to ISD 2184. As a district, Luverne Public Schools has increased its 4-year graduation rate from 86.3% to 97.8%



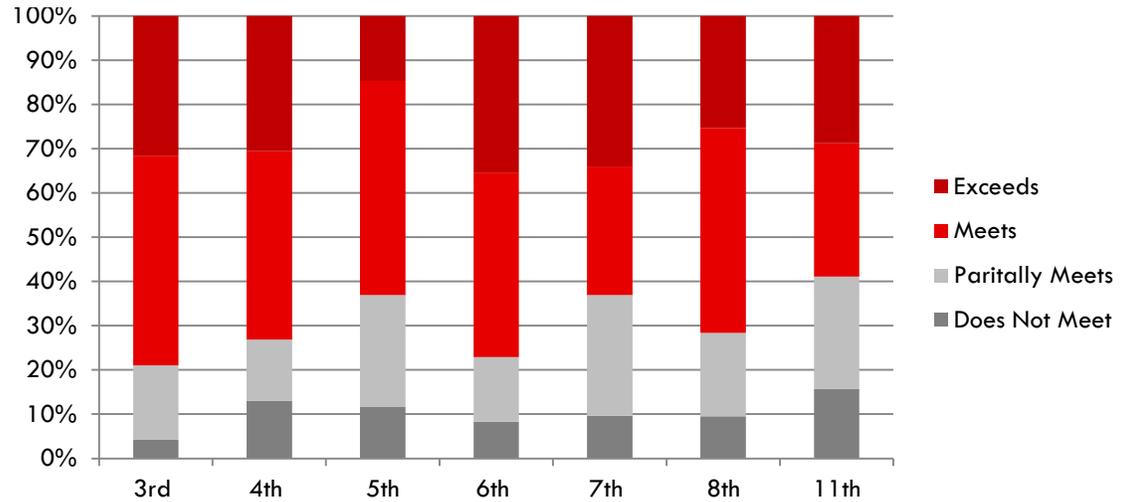
90% of students will graduate from Luverne Public Schools on time.



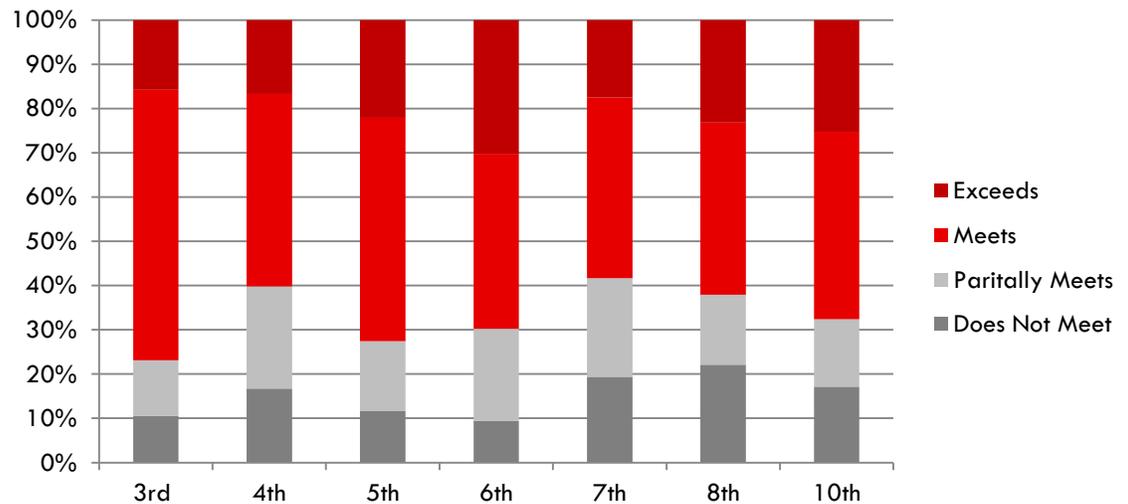
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MCA PERFORMANCE

2017 MCA Math Results



2017 MCA Reading Results



Luverne Public Schools will Achieve an 80% Proficiency Rate of Meets and Exceeds on the MCAs in both Math and Reading.

Luverne Public Schools will Reduce the number of students in the Does Not Meet category to less than 10% on the MCA's in both Math and Reading.

CURRICULUM & INSTRUCTIONAL PRACTICES

Curriculum Review Process

The district's curriculum review process includes a review of what students learn and what courses are offered within each content area and at each grade level. New curriculum is created and new resources are purchased on a seven year cycle. This process insures that students are learning the most current information from the most current resources possible.



Professional Learning Communities

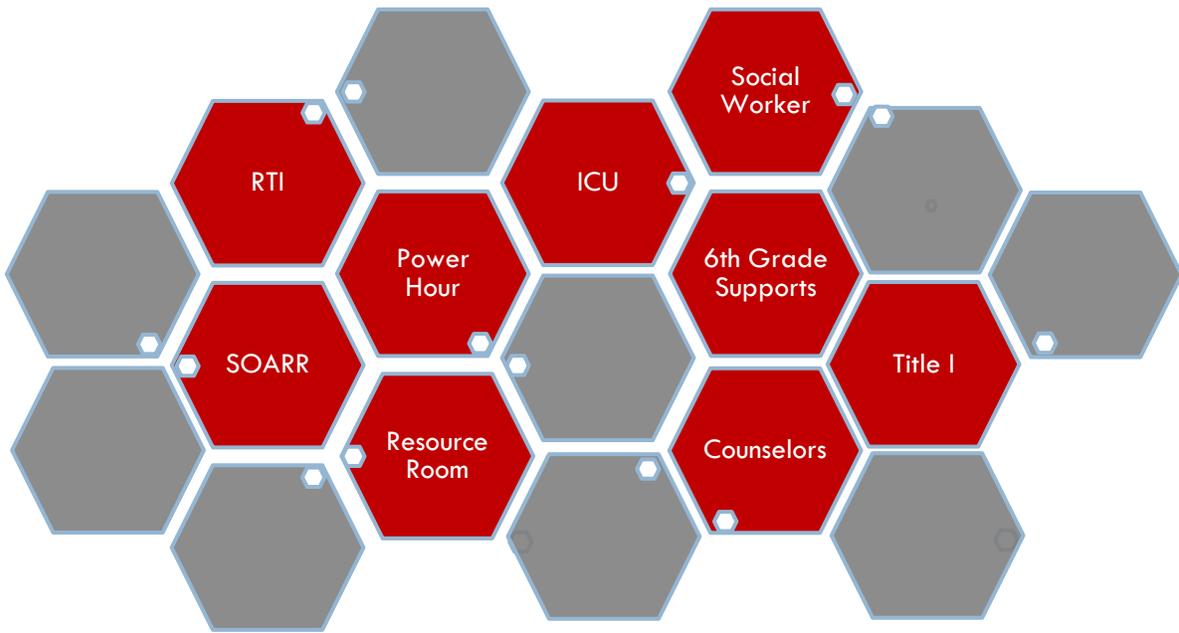
All certified staff participates in Professional Learning Communities (PLC). Our PLC teams meet twice a month to discuss instructional strategies to help improve student achievement. Staff utilizes data from formative assessments, the MCAs and other district testing to enhance the curriculum and instructional practices.

Standards-Based Instruction/Grading

Through workshops and PLCs, teachers at Luverne Public Schools have built a foundational knowledge of Standard-Based Instruction and have determined that SBG will provide the most accurate and comprehensive information to our parents regarding their child's academic progress.

Standards Based Grading is a system of reporting student proficiency in a number of specific learning standards. Rather than give students one grade for a specific content area, this system gives students a number of scores that represent their proficiency in each of the standards assessed. Standards Based Grading reports effort and behavior separately so that the grade received reports only the student's achievement toward the standards.

STUDENT SUPPORTS



Response to Intervention (RTI)

- Provides early literacy interventions and classroom supports for students in grades K-6.

Title I

- Provides paraprofessional and licensed staff to assist students in the classroom.

Power Hour

- Time is allotted during the school day to provide additional instruction for elementary students to improve their reading skills.

ICU

- This program helps parents and students stay on top of their assignments. It allows teachers to focus on current learning, keeps students from playing catch-up to get late items turned in, and helps teachers track student progress.

Elementary & Middle/High School Counselors

- Counselors provide classroom lessons as well as small group and individual counseling sessions.

Social Worker

- A full time social worker provides additional supports for students and families.

Middle School 6th Grade Support

- Additional classes are offered in 6th grade Math, English, and Reading to help with transition to Middle School and further support core content areas.

Resource Room

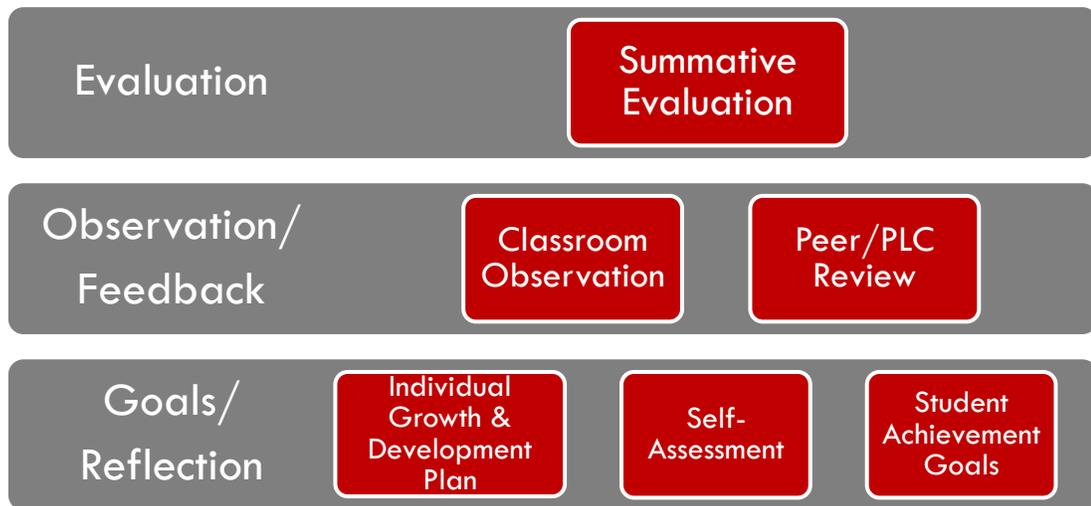
- Special needs students use the Resource Room to get classroom support and help with class assignments.

TEACHER DEVELOPMENT AND EVALUATION

Teacher Evaluation Program

The teacher Evaluation Plan was developed by a collaborative process of teachers, administrators, and board members. The program is based on the Danielson Framework for teacher. Progress is reported on a 3 year cycle with summative evaluations completed by a licensed administrator. Certified staff are required to complete professional goals annually which are reviewed by their peers through our Professional Learning Communities.

Luverne Public Schools provide experienced, licensed teachers in all curriculum areas. Teachers have access to a variety of professional development opportunities to stay current on best practice methodology. Students have equal access to teaching staff based on grade level, curriculum concentration and schedule.



Principal Evaluation

A Principal Evaluation Plan has been developed based on the Performance Measure and Indicator Rubric. Principals will complete a self-evaluation reflective of past summative evaluations and evaluator feedback to identify and summarize areas of strength in his/her leadership practices. Areas of growth and professional goals will be identified. This evaluation will be completed on an annual basis.

Luverne Public Schools is committed to recruiting, hiring, supporting, and retaining professional teaching staff to have the greatest impact on student learning.

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PROFESSIONAL STAFF DEVELOPMENT

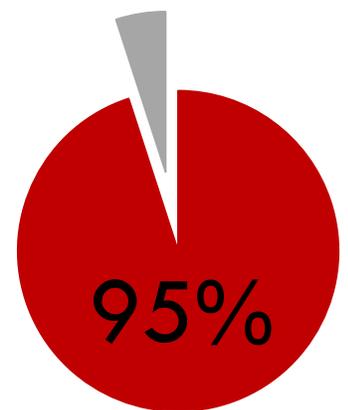
District Staff Development Committee

The District Staff Development Committee will serve as our District Advisory Committee and shall advise the school board on implementation of the state and local graduation requirements, including the K-12 curriculum, assessments, student learning opportunities, and other related issues. This committee shall consist of educators, parents, and community members. Members of the committee are approved by the Board of Education and serve two-year terms.

Craig Oftedahl Superintendent	Tim Jarchow School Board	Kristin Schomacker Co-Chair
Amy Cook Co-Chair	Chris Nowatzki High School	Doug Dooyema Middle School
Wendy Bosshart Elementary	Karen Willers Community Education	Tony Sandbulte Special Education
Brenda VanderZiel Paraprofessional	Becky Rahm PLC/Parent	

The mission of the Staff Development Committee is to plan and coordinate professional growth activities, which will enhance the knowledge, skills, and attitudes of educational personnel in an effort to continually provide quality learning to district students.

Our District Staff Development Committee meets on a monthly basis to discuss professional development opportunities. This committee oversees the four subcommittees which represents the three building and special education. All Staff Development Committee members meet for a retreat once a year to review and revise goals for each site. These goals are aligned with the district staff development goals and the board of education goals. Over 95% of our teaching staff participated in quality professional development activities.



2017 Goals

- Staff will continue to develop SBG practices in our district.
- The district will provide staff development opportunities to meet the relicensure requirements set by the state.
- Continue to enhance professional learning communities to improve student learning.
- Utilize technology to enrich student learning.
- Explore opportunities to improve the wellness of staff and students.

Findings

Goal 1: The district provided large group trainings and small group discussions to help teachers develop standards based grading.

Goal 2: The district provided the staff with all 7 relicensing areas during in-house staff development days.

Goal 3: Teachers were provided time two times per month to meet in Professional Learning Communities.

Goal 4: Access to technology throughout the district was increased allowing teachers to find new uses to enrich student learning with technology.

Goal 5: Teachers were provided time during inservice to work on wellness. Access to snacks was limited to healthy options for teachers.

Impact on Student Learning

- Standards Based Grading training has focused teacher attention on the students' meeting the academic standards.
- Staff throughout the building is highly trained to meet the needs of the ever changing student population in the classroom.
- Students had access to technology and were more engaged in the classroom using the technology.
- Students felt more supported by staff who highly valued overall wellness of the student.

Impact on Teacher Practice

- Staff development opportunities were provided for all staff to improve instruction for all students to be successful.
- Trainings have provided teachers multiple resources to shift how they teach, assess, and grade within the classroom.
- Through the use of technology staff was able to introduce and use real life skills that students would need in the working world.
- The overall wellness of the staff was increased allowing for more engaged teachers within the classroom.

2017 Goals

- Encourage staff to attend SBG inservices or workshops.
- Promote staff to incorporate technology in the classroom through professional development.
- Seek out opportunities for science workshops or inservices in part of the science curriculum review.

Findings

Goal 1: Several staff members attended conferences throughout the year that focused on standards based grading practices.

Goal 2: Several staff members had access to more technology and had students complete hands on work through the use of the technology.

Goal 3: Staff members attended a large science conference to gather ideas and sources for the best science curriculum.

Impact on Student Learning

- Standards based grading training has focused teacher attention on the students' meeting the academic standards.
- Technology has allowed teachers to enhance student learning in the classroom through google classroom, schoology, class dojo, seesaw, etc.
- Students had the opportunity to participate in the most recent developments in the science curriculum.
- Students were able to receive immediate feedback from teachers through the technology utilized.

Impact on Teacher Practice

- Staff have been able to learn, share and implement new uses of technology with colleagues.
- Teachers have used technology to enhance the learning for all students in the classroom.
- Standards based grading has allowed teachers to focus on the more important MN Academic Standards for student success.
- Through the science conferences staff were able to learn and then implement new practices that have changed in science content.

2017 Goals

- Encourage teachers to use technology with students.
- Staff will work towards implementing SBG/learning behaviors.
- Encourage teachers to attend staff development opportunities.

Findings

Goal 1: Teachers received more access to technology to use with the students in various ways.

Goal 2: Staff began to work through pulling their essential standards and the assignments that meet the essential standards. All teachers reported learning behavior grades to parents via report cards.

Goal 3: Several teachers attended various staff development opportunities out of district in their respective disciplines.

Impact on Student Learning

- Students were able to access more technology and use it to learn various new skills.
- Students were able to have a clear picture of their learning behaviors and how it affects their overall learning in the classroom.
- Students were introduced to new tools, techniques, projects, etc. after the return of teachers from content area conferences.
- Through the use of standards based grading, the students were able to recognize the essential items they needed to master in order to be successful in the future.

Impact on Teacher Practice

- The access to technology has allowed teachers to use websites, student management systems, and online assignment programs in their classroom.
- Teachers are now able to implement real life projects through technology.
- Teachers were able to clearly communicate to parents in regards to a student's academic level and behavior in the classroom through SBG/learning behavior reports.
- Through the attendance of conferences, teachers were able to grow in their profession and find new practices to bring back to the classroom.

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HIGH SCHOOL STAFF DEVELOPMENT

2017 Goals

- All staff will participate in a PLC to enhance and progress teaching practices.
- Learn and adapt curriculum to enhance SBG.
- Encourage HS staff to participate in a state or national conference.
- Implement google drive and utilize google classroom.

Findings

Goal 1: All staff members were given time two times per month to meet in grade level or content area PLC groups to enhance and progress teaching practices.

Goal 2: Staff members attended training and worked in small groups to adapt curriculum to standards based teaching.

Goal 3: Several staff members took advantage of state and national conferences to enhance their teaching practices.

Goal 4: Staff began to require students to submit work via google drive. Several staff members created a google classroom for students to have access to all materials used in the classroom.

Impact on Student Learning

- Teachers have adjusted class assessments and practice work so students focus on specific standards information.
- Teachers have used information discussed in PLCs to enhance the learning environment for all students.
- Students are completing more work through technology allowing them to participate and access information from various locations, at various times.
- Teachers have brought back the new information and projects to enhance student learning in the specific content area.

Impact on Teacher Practice

- PLC meetings have been held regularly on a bi-weekly schedule. Teachers are able to share and enhance teaching practices.
- Teachers were able to share/post power standards for students to see allowing them to modify their teaching/practice work for students.
- Through conference attendance teachers were able to enhance their teaching practices in the classroom.
- Through the use of technology teachers were able to better communicate with students and provide feedback on work.

2017 Goals

- Staff will be encouraged to attend workshops, training or classes pertinent to students' needs and share information with the team.
- All licensed staff will participate in PLCs.
- Continue to improve communication between regular ed and sped teachers, paraprofessionals, and parents.
- Staff will implement SBG in their classrooms and learn how it applies to the special education setting.

Findings

Goal 1: Several staff members attended workshops on various topics to enhance their knowledge and skills in regards to special education.

Goal 2: All staff met in a PLC group twice per month to enhance their work with the special education students within the district.

Goal 3: Staff continued to work on communication in regards to special education by trying several methods to find what worked best for all staff and was in the best interest of the students.

Goal 4: Staff continued to gain knowledge on SBG in the special education classroom. They continued to learn how to adjust practices to meet the needs of the students in the classroom.

Goal 5: Special education staff utilizes google drive to work together as a team to set up the best plan for all special education students.

Impact on Student Learning

- Participation in staff development workshops provided teachers with more techniques and strategies to more effectively meet the needs of their students.
- Improved collaboration among staff allowed staff to communicate effective strategies.
- Improved communication between teachers has allowed students to have the most appropriate expectations/learning environment in all classrooms settings.
- Students have learned how to effectively use technology in the classroom, specifically the use of google drive to complete work.

Impact on Teacher Practice

- Staff was able to take information gained from various resources to better inform their teaching practices.
- Improved communication allowed staff to effectively meet the needs of their students.
- Staff collaboration time allowed staff to better meet in the needs of all students in various classroom settings.
- Staff was better able to determine specific standards to assess the learning of all students.