

WORLD'S BEST WORKFORCE 2015-2016



ISD #2184

LUV ERNE PUBLIC SCHOOLS

Superintendent: Craig Oftedahl

Middle/High School Principal: Ryan Johnson

Elementary School Principal: Stacy Gillette

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LUVERNE PUBLIC SCHOOLS

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

ISD 2184

VISION

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

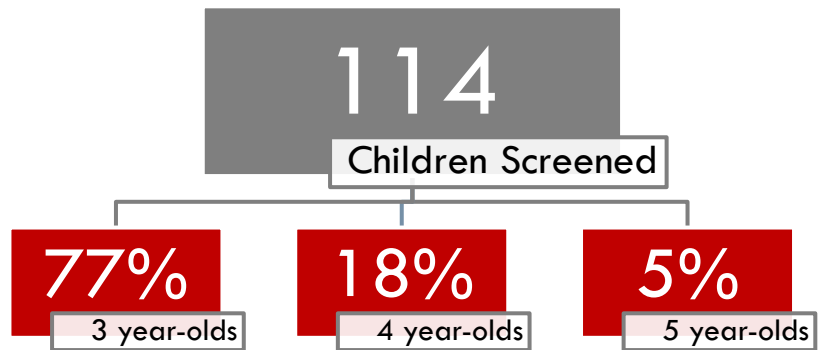
The 2015-2016 World's Best Workforce Plan was approved by the District 2184 School Board on November 22, 2016.

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.

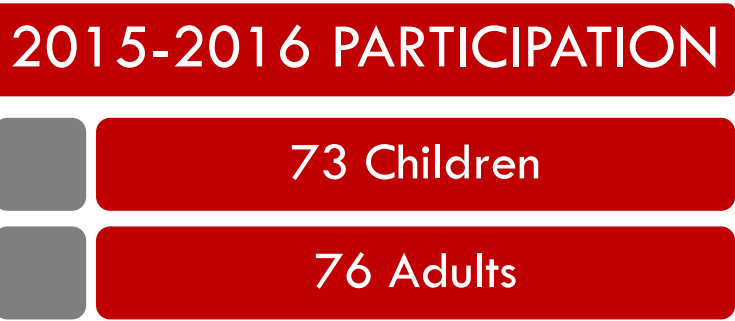
EARLY CHILDHOOD SCREENING

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.



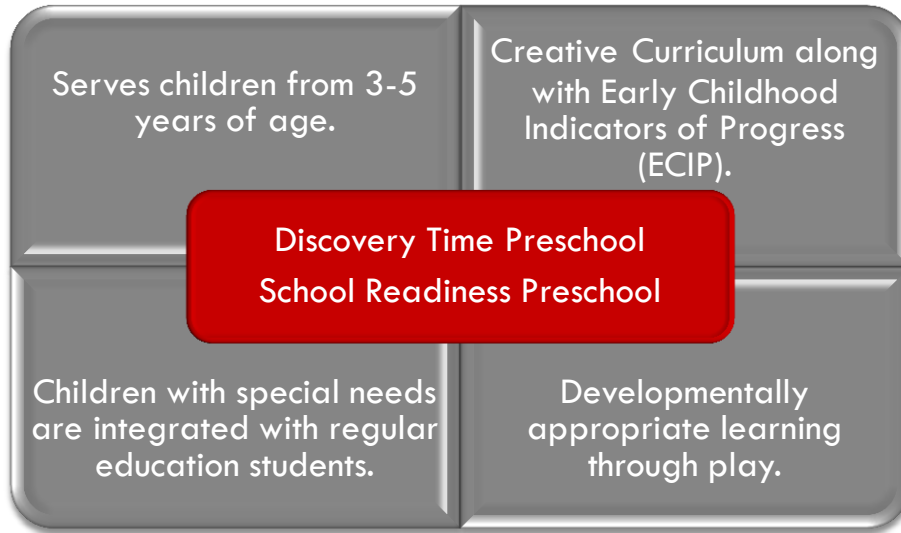
EARLY CHILDHOOD FAMILY EDUCATION

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



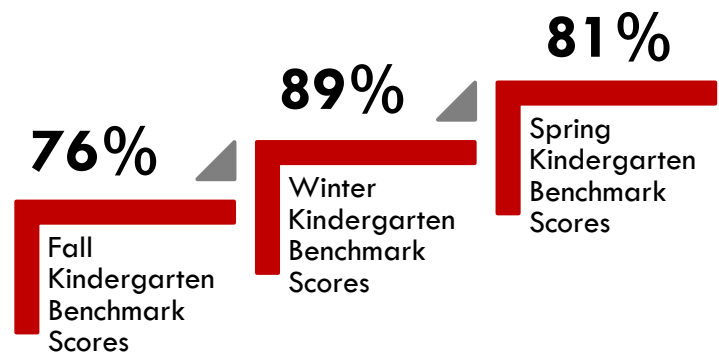
SCHOOL READINESS

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

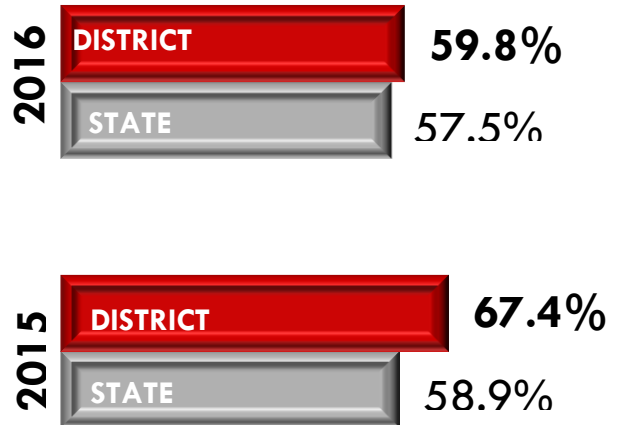
Luverne Public School is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices, and supports for students in grades K-3 so that all students are reading at or above grade level no later than the end of Grade 3. This plan addresses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

	2014-15	2015-16
Grade K	93%	81%
Grade 1	87%	92%
Grade 2	86%	91%

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.



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
2014	68.6%	60.5%
2015	66.1%	60.2%
2016	71.3%	59.5%

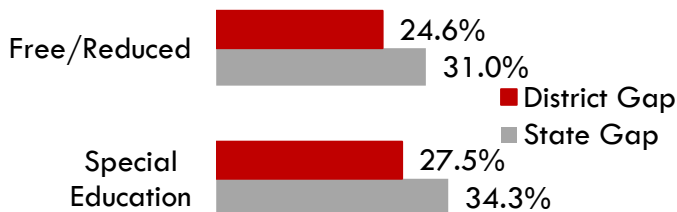


Reading Proficiency

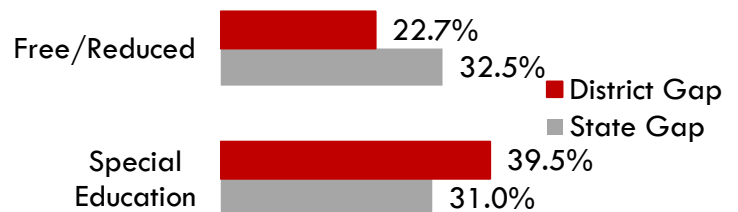
	ISD 2184	STATE
2014	61.8%	58.8%
2015	64.8%	59.5%
2016	61.9%	59.9%

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 three of the four specific areas.

2016 Achievement Gaps in Reading



2016 Achievement Gaps in Math



District 2184 will reduce the achievement gap for the special education and free/reduced subgroups by 5%.

ISD 2184

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 percentage of students who meet the college readiness benchmark on 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.

2016 ACT Results	DISTRICT	STATE
English	63%	61%
Math	48%	46%
Reading	40%	45%
Science	36%	40%

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

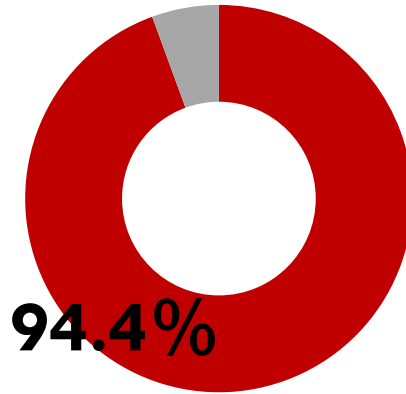
Various options exist to meet the unique academic needs of our students. The objective of the district's acceleration practices is to place students in the environment where maximum development will take place. ISD 2184 provides opportunities for advanced work in math, supplemental enrichment activities,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

ALL STUDENTS GRADUATE

2015 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 94.4%



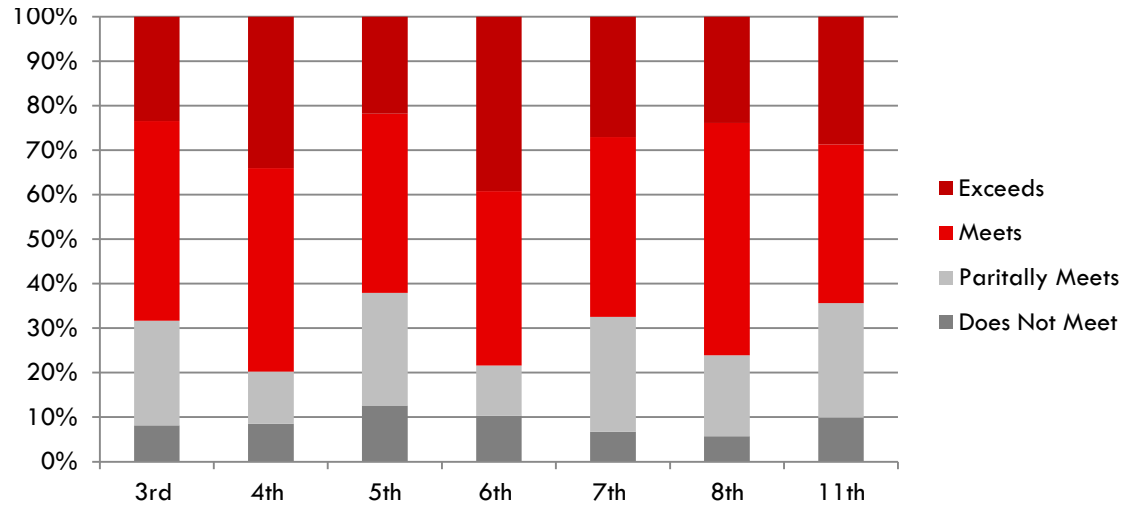
90% of students will graduate from Luverne Public Schools on time.



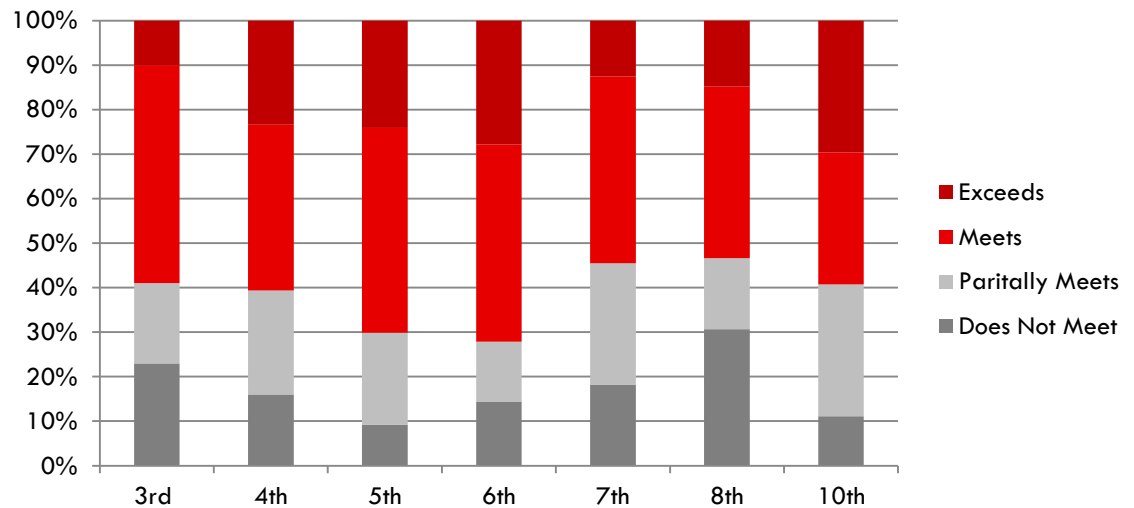
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MCA PERFORMANCE

2016 MCA Math Results



2016 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.

Review - Science

Pilot - Language Arts/World Languages

Implementation - Art/Industrial Arts

Professional Learning Communities

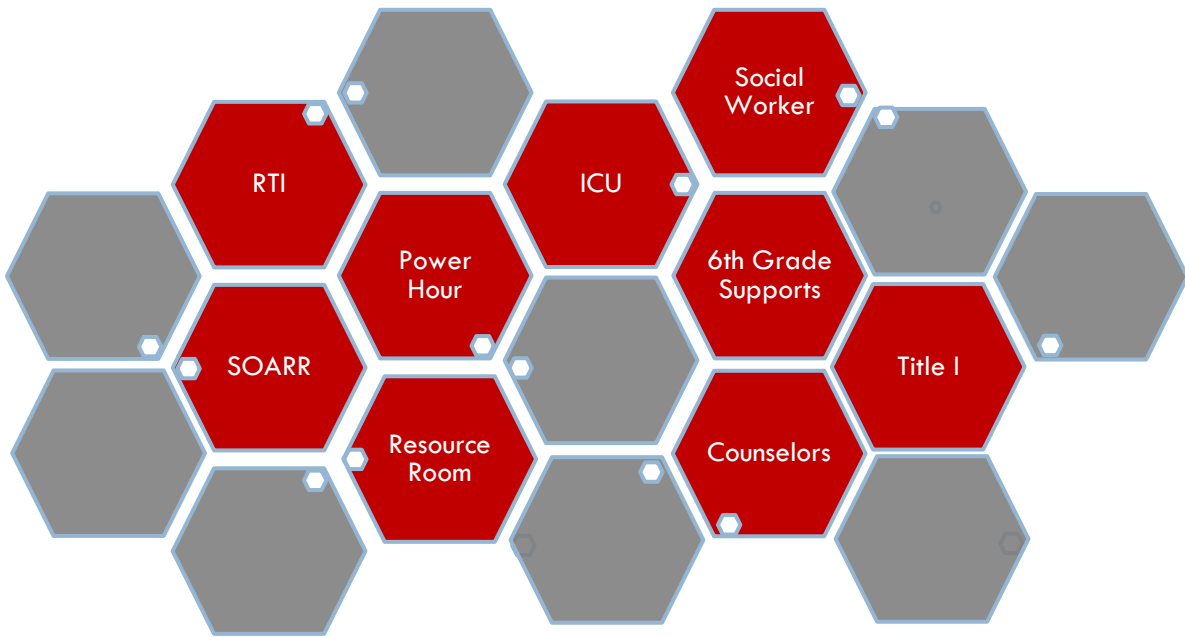
All certified staff participates in Professional Learning Communities (PLC). Our PLC teams meet twice a month to discuss instructional strategies to help improve student achievement. Staff utilizes data from formative assessments, the MCAs and other district testing to enhance the curriculum and instructional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

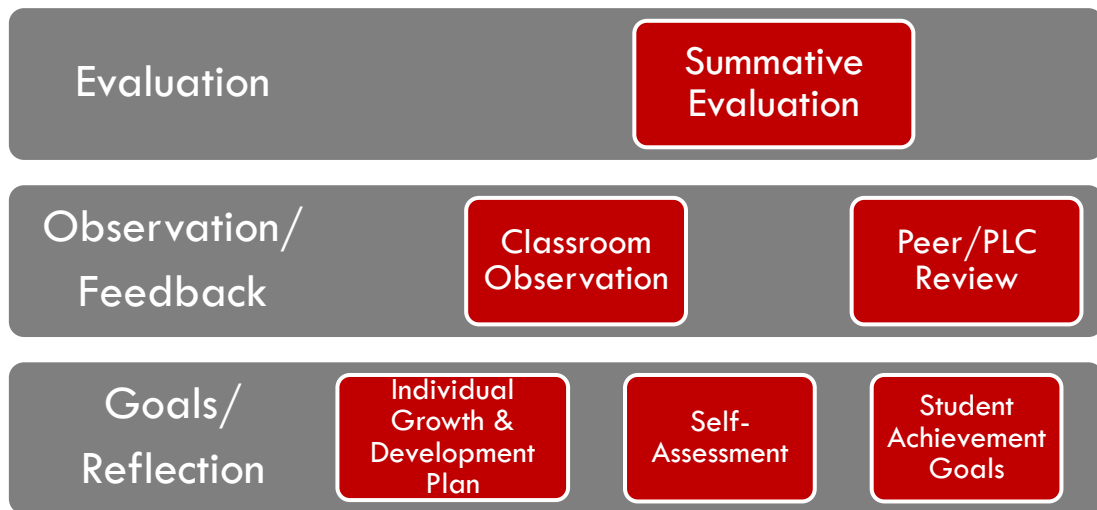
- Special needs students use the Resource Room to get classroom support and help with class assignments.

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

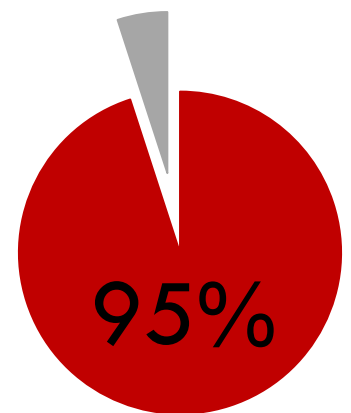
The District Staff Development Committee will serve as our District Advisory Committee and shall advise the school board on implementation of the state and local graduation requirements, including the K-12 curriculum, assessments, student learning opportunities, and other related issues. This committee 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	Reva Sehr School Board	Kristin Schomacker Co-Chair
Amy Cook Co-Chair	Kathy Sommers High School	Jan Olson Middle School
Wendy Bosshart Elementary	Karen Willers Community Education	Amanda Fields Special Education
Deb Baumann Paraprofessional	Becky Rahm Fly/PLC Representative	Christy Hemp Curriculum

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.



2016 Goals

- Provide and promote an atmosphere of respect.
- Train staff to meet the needs of all students.
- Build communication between and among school, community, and parents.
- Maintain professional learning communities.
- Use technology to enhance the other goals.
- Participate in FLY consortium professional development opportunities.

Findings

Goal 1: The district promoted an atmosphere of respect through small presentations and examples set by staff to provide an districtwide understanding of respect.

Goal 2: The district provided training to give staff the opportunity to learn about including all students in the classroom and become knowledgeable of our changing population.

Goal 3: Positive feedback was received from community and parents regarding the improved communication provided at the classroom, school, and district level.

Goal 4: Our PLC teams met bi-weekly which allowed staff to collaborate and move forward with our standards based grading initiative.

Goal 5: Access to technology has increased throughout the district. Staff were able to incorporate more technology in their classroom to enhance instruction.

Goal 6: Teachers participated in FLY professional development opportunities, were exposed to nationally recognized speakers, and were given time to network with other educational professionals in our region.

Impact on Student Learning

- Teachers were better able to help all learners succeed.
- Parents appreciated the improved communications and were able to address problems sooner and work with staff to correct them.
- Teachers had time to collaborate and communicate with colleagues to help all students be successful.
- Students had access to technology and were more engaged in the classroom.
- FLY staff development opportunities allowed teachers to learn new skills, and techniques to bring back to the classroom.

Impact on Teacher Practice

- Respect and communication between staff and students has improved and has allowed teachers to focus on teaching and helping students.
- Staff development opportunities were provided for all staff to improve instruction for all students to be successful.
- Several teachers expanded their parent communication through the use of schoology, email, class dojo, etc.
- The district increased communication with the community through newsletters and newspaper articles.
- Trainings have provided teachers multiple resources to shift how they teach, assess and grade within the classroom.

2016 Goals

- Maintain and promote a home/school connection through the use of technology.
- All staff will participate in student-centered PLC's to improve student achievement with exploring vertical collaboration.
- Encourage staff to continue with Staff Development opportunities.
- Encourage in-house staff development opportunities.

Findings

Goal 1: Teachers were encouraged to send home regular updates regarding student progress. Many teachers did this through a weekly newsletter, using Remind 101, emails, and phone calls. Parents also had updated information through Infinite Campus access.

Goal 2: The elementary staff continued their work on standards based instruction/grading through their PLC meetings. Teachers met as grade level and content area teams.

Goal 3: Staff regularly requested to attend a variety of workshops to expand their instructional strategies.

Goal 4: There were several in-house staff development sessions throughout the year to meet re-licensure requirements and provide technology support.

Impact on Student Learning

- Standards Based Grading training has focused teacher attention on the students meeting the academic standards.
- Academic Standards were communicated to parents.
- Staff development inservices provided positive experiences for staff to best meet the individual needs of all students.
- Technology sessions provided teachers with ways to improve student learning in the classroom.
- Teachers discovered ways to use technology to provide immediate feedback to students.

Impact on Teacher Practice

- Teachers attending professional development opportunities have had positive experiences.
- Staff have shared new practices and strategies with colleagues.
- Standards Based Grading discussions has improved teacher understanding of the MN Academic Standards.
- Teachers have used technology to improve the instruction in the classroom.
- PLC time has fostered communication and collaboration among staff.
- Teacher has utilized new technology resources to improve communication with parents.

2016 Goals

- Encourage/Promote teachers to investigate quality Staff Development opportunities with available resources.
- Maintain and promote a home/school connection through the use of technology.
- All staff will participate in a PLC implementing Power Standards and Formative Assessments.

Findings

Goal 1: The middle school staff had the opportunity to participate in several staff development events that allowed them to grow as professionals and to help all students be successful in their classrooms.

Goal 2: Communication with parents in the middle school was expanded through the use of technology.

Goal 3: PLC teams fostered communication and collaboration among middle school staff.

Impact on Student Learning

- Teachers were able to utilize more tools to use in the classroom to expand student learning.
- Students were able to access more technology and explore new ways to access information.
- Collaboration through PLC's allowed teachers to improve information and student feedback.

Impact on Teacher Practice

- Teachers have shared information and strategies they have learned from attending workshops.
- The number of computers available has allowed teachers to use websites, student management systems, and online assignment programs.
- Staff have worked together and gained feedback to help with formative assessments.

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HIGH SCHOOL STAFF DEVELOPMENT

2016 Goals

- All staff will participate in a PLC to enhance and progress teaching practices.
- Continue developing standards/learning targets through formative assessments.
- Develop methods of ethically appropriate technology usage.

Findings

Goal 1: PLC teams met bi-weekly to collaborate and enhance teaching practices.

Goal 2: Staff has continued to work together on power standards and change how they look in their classrooms. Teachers are changing their teaching/assessment practices in relation to these standards.

Goal 3: Teachers have worked with students to find the appropriate ways to uses technology. By having these discussions, it has allowed student to better recognize how to use information.

Impact on Student Learning

- Teachers have used information from their PLC's to implement new strategies in the classroom.
- Teachers post and discuss Power Standards in their classes.
- Teachers have adjusted class assessments and practice work so students focus on specific standards information.
- The use of technology has directly impacted students by empowering them to recognize appropriate use of technology.

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 continue to define power standards and modify their classroom through the use of practice work and assessments.
- The increase access to technology has allowed teachers to expand the use of technology in the classroom.

2016 Goals

- Staff will be encouraged to attend workshops, training or classes pertinent to students' needs and share information with team.
- Staff will communicate workshops and activities that are available to parents.
- All licensed staff will participate in PLCs according to FLY guidelines.
- Improve communication between regular education teachers, special education teachers, paraprofessionals, and parents.

Findings

Goal 1: Special Education staff attended several workshops to better meet the needs of students. They shared the information with their team appropriately.

Goal 2: Staff passed on relevant information to parents to ensure their children were provided with a variety of activities to meet their needs.

Goal 3: All staff participated in PLCs on a regular basis to work together to meet the needs of their students.

Goal 4: Special Education staff communicated with relevant team members on a regular basis to ensure the needs of their students were met.

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.

Impact on Teacher Practice

- Staff was able to take the information gained from various resources to better inform their teaching practices.
- Additional information on state and federal guidelines was shared to ensure compliance.
- Improved communication allowed staff to effectively meet the needs of their students.