



## 2017-18 World's Best Workforce Report Summary

District or Charter Name: GLENCOE-SILVER LAKE PUBLIC SCHOOLS ISD #2859

Grades Served: PRE K-12

Contact Person Name and Position: CHRISTOPHER SONJU – SUPERINTENDENT OF SCHOOLS

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, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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

[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.]

- [www.gsl.k12.mn.us](http://www.gsl.k12.mn.us) The report is published through our School Improvement Plan on our website

#### 1b. 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.]

- October 8, 2018

## 1c. 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.]

- 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).

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Chris Sonju	Superintendent
Joy Freitag	Assistant Elementary Principal / Curriculum Coordinator
Alicia Beste	Early Childhood
Bill Butler	Elementary Principal
Kelly Johnson	School Psychologist
Kay Meyer	6 <sup>th</sup> Grade Teacher
Cari Glaeser	Elementary Rtl Coordinator
Dan Svoboda	7 – 12 Assistant Principal
Matt Foss	7 – 12 Principal
Donna VonBerge	Board Member
Sandy Armstrong	Parent
Joel Voelz	Parent

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. 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 or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p>The percentage of 3 and 4 year olds participating the early childhood screening will increase from 83% in 2016 – 2017 to 85% in 2017 – 2018.</p>	<p><i>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</i></p> <p>85% of kindergarten student who started school in September participated in early childhood screening.</p>	<p><i>Check one of the Goal Not Met following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p>The percentage of 3<sup>rd</sup> grade students meeting or exceeding standards on the MCA's will increase from 48.4% in 2016-2017 to 54% in 2017-2018.</p>	<p><i>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</i></p> <p>The percentage of 3<sup>rd</sup> grade students meeting or exceeding standards on the MCA's increased from 48.4% in 2016-2017 to 49% in 2017-2018.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Goal	Result	Goal Status
		Percentage not met, however our students did improve!

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p>The proficiency gap between the non-EL and the EL students in all grades who take the MCA state reading accountability test will decrease from 46% in 2016 to 44% in 2017 by increasing the percent proficient of the groups as follows: a) non-EL students from 58% in 2016 to 60% in 2017 and b) EL students from 12% in 2016 to 16% in 2017.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>The percentage gap between non-EL and EL students in all grades who take the MCA state reading assessment increased from 46% in 2016 to 47% in 2017.</p>	<p><i>Check one of the following:</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><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p>80% or more of eligible GSL students will take the ACT test in 2017-2018. GSL students will continue to achieve at or above the state composite score.</p>	<p><i>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</i></p> <p>64.6% of eligible GLS students took the ACT test in 2017-2018. GSL students had a composite score of 21.5 and the state average was 21.3.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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><i>Frist part of the goal was not met, the second part was met.</i></p>

## 2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p>The percentage of students graduating from GSL will continue to be 95% or above from 2016-2017 to 2017-2018.</p>	<p><i>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</i></p> <p>92% of eligible seniors graduated from GSL in 2017-2018.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

### 3. 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.] *List and describe the district's needs that were identified at the start of the 2017-2018 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*
  - Needs have been identified through staff and community surveys, MCA test results – overall and subgroup results, benchmark assessments (FAST (all subtests), Fountas and Pinnell), formative and informative assessments, data and reflection of PLC action plans, data and reflection of Behavior Accountability Referral forms, graduation rates, ECFE registration
    - Increase student achievement and learning
      - Expand summer school programs and learning opportunities
        - 134 students attended summer school in grades K-6
        - 30 Migrant students attended summer school in grades K – 12
        - 40 students in grades 9-12 enrolled in Credit Recovery, 13 students earned the credits
      - Reduce the achievement gap in all subgroups, specifically between our EL and non-EL subgroups
      - Continue to improve on our graduation rate
    - Increase literacy in all subjects areas
      - Professional Development on Literacy Curriculum K – 12
        - Purchase and 2018-2019 implementation of Wonder's Literacy Curriculum
      - Reading for enjoyment everyday
      - Increase student involvement in early childhood/school readiness program in preparation for kindergarten
        - Data showed that pre-k students were coming in with varying knowledge of letter names and sounds
    - Promote positive community relationship
      - Implementation of PBIS in K-12
        - Behavior data showed the need to reintroduce PBIS to our K-6 staff and students, 7-12 joined a PBIS cohort and worked to develop strategies for implementation in 2017-2018
      - Promote parent connection activities with our schools
        - 95% participation in conferences in grades K-6
        - STEM Family Night for grades 1, 4 and 5
        - Literacy Family Night for grades K-6
        - PTO
    - Maintain 25% fiscal responsibility while addressing district needs
    - Student-centered school
      - PLTW Program K – 12 – PLTW classes have been implemented in grades K-6
      - Continued implementation of RC in grades K – 6
      - PBIS K-12
      - Promote and support a variety extra-curricular activities for all students

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
    - Students in grades K – 6 are given benchmark assessments three times during the year (fall, winter and spring)
    - Benchmark data are gathered through FAST (all subtests) and Fountas and Pinnell Leveling System
    - Teachers assess students using common formative and summative assessments they have created or have taken from the curriculum
    - Through PLCs teachers create action plans and SMART goals using pre assessment data, this data is analyzed and instruction is differentiated to help students make growth, if success is not found in the post assessment the information is retaught
    - MCA, MTAS and ACCESS data are disaggregated at each grade level and in each content area; teachers analyze student success of strands and standards using a pivot table. By doing this, we can pinpoint student needs and match interventions based on data
  - *Process to disaggregate data by student group.*
    - Teachers and administration work in PLC teams and in professional development staff meetings to disaggregate data
      - PLC teams include grade level and content area allowing for vertical and horizontal analysis and planning
      - Teachers are led by administration and the RtI Specialist
      - All teachers (ELL, Special Education, Specialist) take part in the analysis and action plan for improvement
        - student data is looked at as a whole in each building, by grade levels, and in each category such as EL and SPED
      - MCA, ACCESS, and benchmarking data are tracked for each student. Teachers identify goals for their classes and for each individual student for growth
      - Students are provided interventions based on their level of need, this information is analyzed for success of the intervention or the need to shift to a different intervention
        - ❖ Our solution focus teams (K-2, 3 – 6, 7-12) meet regularly to analyze student intervention data

## 4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *System to review and evaluate the effectiveness of*
    - *Instruction*
      - Building and district leadership teams work together to research best practices and keep up to date on relevant instructional strategies
    - *Curriculum*
      - Curriculum is evaluated through a cycle and tier system. A new literacy curriculum, Wonders, has been purchased for the 2018-2019 school year. EL and Foreign Language Curriculum is currently up for review, math will follow. Formal curriculum review is only one of the seven phases of review.
      - Phase I – Study trends and issues, review standards, assessments and state requirements
      - Phase II – Field Testing, Scope and Sequence and Curriculum Map, Order, Professional Development
      - Phase III – Develop Formative Assessments, Evaluation, continued Professional Development
      - Phases IV – VII – Implementation, Assessment results, Evaluation and revisions, and Professional Development
    - *Teacher evaluations*
      - Teachers are evaluated through the Danielson model, focusing on four domains.
      - Non-tenured teachers are observed a minimum of three times a year
      - Tenured teachers are put on a three year cycle, tenured teachers on Cycle I are given a formal observation
      - All teachers are given feedback from their administration through a minimum of one walk through observation
      - Teachers are encouraged to observe each other through our 3T program. Teachers are able to observe and provide feedback
      - Students complete a survey on their teacher providing feedback from a student perspective
    - *Principal evaluations*
      - Principals are formally evaluated by the superintendent throughout the year. Feedback is given to principals from staff through surveys, formal and informal discussions.



#### 4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *Technology*
      - Our school district is a certified PLTW district
      - All K – 8 students STEM instruction from PLTW trained teachers on the modules in the program
      - Our K-2 student to iPad ratio is 3:1 and our 3 – 6 student to iPad ratio is 2:1
        - Elementary students learn how to use a variety of technology in a variety of ways. Students move into upper elementary with the ability to choose how they will use technology to support their learning.
      - Our 7 – 12 students have the opportunity to bring their own device to support their learning. Students who are unable to purchase their own device access one through our district for the year. Technology is available to all our students regardless of their limitations.
      - Our 7 – 12 students are taught using a google platform to ensure their readiness for learning and careers beyond K-12
      - Our district is committed to using technology to instruct our students, embedding technology throughout our practices, understanding that technology comes in many forms, ensuring our students understand the high level of integrity they need to practice when using technology
    - *Collaborative professional culture*
      - Our teachers are very involved in collaborative learning and decision making through committee work and Professional Learning Communities
      - Our GSL collaborative professional culture includes
        - District Leadership – which oversees our World’s Best Workforce Plan, our final curriculum decisions, instructional best practices, and staff development
        - District RtI
        - Building Leadership
        - Literacy Committee
        - Math Committee
        - Solution Focus (this team oversees our RtI/MTSS processes)
        - Science Committee
        - Social Studies Committee
        - STEM Committee
    - Each of the above committees reports back to the building leadership team on a regular basis. A representative from the building leadership teams is part of the district leadership team.

## 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.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2017-2018 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
- *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*  
Glencoe-Silver Lake Schools have one building per grade level span-

Our district consists of K-2, 3-6, and 7-12 buildings. Building principals take the lead in teacher hiring because they are in the best position to evaluate candidates fit to school culture and academic needs. Throughout recruitment, principals share the school's strengths, mission, and opportunities for growth.

Prior to interviewing, principals establish hiring criteria and focus the attention of the interview team on criteria associated not only with teacher qualifications and experience, but also with teacher effectiveness.

School administration collaborate to promote a school atmosphere that is safe, respectful, trusting, and collaborative. Principals also work together to provide strong instructional support and to improve student behavior and motivation through the implementation of Positive Behavior Interventions and supports (PBIS). Finally, the district strives to increase meaningful parent involvement through its Elementary PTO and District Leadership Team.

Building principals conduct walk through observations and formal observations of all certified staff. All staff are given a variety of opportunities to improve their teaching skills through district and building professional development designed to support our school improvement plan.

The district's efforts are evaluated yearly via a staff survey, which is administered by each building principal in spring of each academic year.