

Word's Best Work Force Report

New York Mills Public School

2015

Stakeholder Engagement

Report:

Posted outside District office.

New York Mills Public School Website:

[http://www.nymills.k12.mn.us/pages/New York Mills/District/World_x27_s Best Workforce
_Re](http://www.nymills.k12.mn.us/pages/New_York_Mills/District/World_x27_s_Best_Workforce_Re)

Annual Public Meeting

District Advisory Committee Review of WBWF Summary: November 19, 2015

November 23, 2015. 6:00 pm - High School Media Center

District Advisory Committee

Judith Brockway	Elementary Principal
Michelle Young	High School Principal
Kendra Geiser	ECFE Coordinator
Megan Myers	Parent/Elementary Teacher
Jason Boe	Parent/High School BET President
Joy Cooley	Parent/High School Math Teacher
Travis Ekren	EM Bargaining Rep/Parent
Amy Wallgren	Board Member/Parent/Bank Official
Betsy Roder	Cultural Center Director (non profit)/Parent
Janet Malone	Extension Service Coordinator
Andy Tumberg	Retired Community Member
Jessie Kangas	Parent/Business Owner
Amy Sobieski	Parent/Business Owner
Tonja White	Paraprofessional/Business Owner/Parent
Jordan Guldseth	Student Representative –Jr. Class President

Goals and Results

All Students Ready for Kindergarten

2014-15 Goal: 100% of New York Mills students who attend our pre-kindergarten programming will be ready for kindergarten, at the conclusion of the pre-kindergarten program, as measured by established kindergarten entry criteria for New York Mills Public School.

Results: As a result of this goal, the district implemented an all-day pre-kindergarten program resulting in more opportunities for our students, and more students being prepared for kindergarten. Based upon established pre-kindergarten criteria, 39 of 42 students in the pre-kindergarten program were kindergarten ready.

All Students in Third Grade Achieving Grade – Level Literacy

2014-15 Goal: By the end of the 2014-15 school year, the percentage of New York Mills 3rd graders meeting reading proficiency as measured by the MCA III assessments will increase from 48% proficiency to the state average of 58%.

Results: 2015 Grade 3 MCA III reading results indicated that 69% of New York Mills 3rd Graders met or exceeded reading proficiency on the MCA III assessment. Growth was experienced due to a greater use of data by the teachers and the implementation of RtI initiatives throughout the school. This continues to be a growth area concern for the district.

Close the Achievement Gap

2014-15 Goals: In math, we will close the achievement gap between our general education population and our free/reduced population by 50% to 53% proficiency as shown by the 2015 MCA III assessments in math.

In reading, we will close the achievement gap between the general education population and the free/reduced population by 50% to 53% proficiency as shown by the 2015 MCA III assessments in reading,

Results: In math, our results show that we have not significantly closed the achievement gap for our free/reduced population. Slight growth of 3.5 percent districtwide has been experienced in the percentage of free/ reduced students proficient.

In reading, our results indicate significant growth of 7.5% growth in the number of free/reduced students proficient, however the proficiency of the general education population grew as well, nullifying any decrease in the achievement gap.

All Students Career and College Ready by Graduation

2014-15 Goal: By the end of student's senior year, 100% of New York Mills Student will be college, military, or work force ready, based upon senior high course mapping, 9 – 12 course curriculum, interest inventories, career explorations projects, and individual senior-parent meeting, as measured by attendance at college, enrollment in military, or have entered the workforce.

Results: In the 2015 graduating class of 53 students, 94.3 % achieved our college and career readiness goals; 20 enrolled in a 2 year college, 18 enrolled in a 4 year college, 2 entered the military, and 10 entered the workforce.

During the 2014-15 school year, New York Mills Public School implemented a new 9th grade orientation night designed to focus on the upcoming four years of high school. All students in 9th grade and 11th grade took part in required career courses. Through required coursework, students took several interest inventories and self-assessments, explored post high school options, had the option to do job shadowing, participated in college representative and military visits, and were provided the opportunity for on campus college visits. In addition, each student in 11th grade took the ASVAB and the ACT. Finally, each senior student had an individual meeting with the counselor and their parents.

All Students Graduate

2014-15 Goal: 100% of all New York Mills students will graduate from high school. (Graduation rates in New York Mills for all students is well over 90%).

Results: New York Mills graduation rates continue to be over 90%. With such a small population, one student may greatly affect these results. Trends show graduation rates well over 90%. The factor putting students at risk for not graduating continues to be attendance. New York Mills has an attendance policy that is implemented and employs an attendance clerk through monies provided by the Otter Tail County Collaborative.

Identified Needs Based on Data

As a District, students in New York Mills typically perform at the state average or slightly higher on Minnesota Comprehensive Assessments in Math and Reading. In 2014, however, we saw a dip in student performance which was slightly below state average in both math (2.5%) and reading (2.8%). In addition, Data represents the fact that New York Mills has a smaller percentage of students exceeding standard than the state average in both math and reading. At the same time, we have a greater percentage of our students partially meeting standard than the state average.

This data would indicate that our district needs to continue to work on two issues: 1) RtI initiatives need to continue to focus on the needs of our lower performing students. The growth of these students, those that are 'partially meeting' standard, is an essential objective for our district. 2) Teaching to the higher level of rigor as suggested by our state academic standards. As we teach to that higher level, not only will our higher performing students excel and move upward toward the 'exceeds standard' category, our lower performing students will also improve.

In 2014, students in our district performed 2.5 percentage points lower than the state average on the MCA III Math. As of 2015, we were less than one percentage point lower than the state average.

In 2014, students in our district performed 2.8% percentage points lower than the state average on the MCA III Reading. As of 2015, we were 5% points above the state average.

In 2014, 93% of our students graduated in four years. Our 5 year trend is also at 93%.

Systems, Strategies and Support Categories

Students

For the past few years and including the current school year, our teachers have been meeting in weekly/biweekly, or monthly data team meetings to look at student data to use it to drive their instruction in the classroom. We have also implemented a Response to Intervention Framework so that we have time each day to meet the needs of all learners by providing extra instruction to those who need it and a more advanced curriculum that utilizes higher order thinking skills for all.

In addition, we benchmark test our K-6 students three times per year using the AIMSweb tests of Literacy and Mathematics. We also benchmark test our K-6 students two times per year using the OLPA test of Mathematics and Reading (1x per year) through the Minnesota Department of Education. Student progress on instruction is assessed weekly using AIMSweb Progress

monitoring. Once assessed and assigned an intervention if necessary, students' progress is monitored weekly and intervention is adjusted as needed.

Our free and reduced population constitutes such a large portion of our population that the data truly cannot be segregated.

Our elementary teachers have been trained in and use the EIR Reading Intervention Program as well as the Read Naturally Reading Intervention Program.

We have also implemented professional learning communities, which work extensively with data in an effort to increase student outcomes, close the achievement gap and see that our students graduate on time.

This current year, we have implemented a new behavior modification room to address social thinking and executive functioning limitations.

At the high school, motivation of students for their own personal learning was identified as a need. Professional Learning Communities have switched their focus to motivating learners using Best Practices resources. In addition, in response to an identified middle level math and science need, an additional teacher was hired for Math and Science to create smaller classes sizes, more individualized instruction, and provide for intervention period for our struggling learners within the instructional day.

Teachers and Principals

During the 2012-2013 and 2013-2014 school years, our teachers embarked on a process to align our curriculum to the Minnesota State Standards. We wanted to identify what we wanted our students to know and be able to do, we needed a way to measure whether or not they knew it and then we needed a plan for what we would do if they knew it and what we would do if they didn't. We established an Action Plan and a timeline for completing the process.

The process we used was called "The 6A's to a Guaranteed and Viable Curriculum" based on the works of Robert Marzano and William Dagget. The principals led this process, which is a continuous improvement process, to analyze our standards by prioritizing them and labelling them as essential, supplemental, or low priority. Our K-12 content area teams then worked to develop concrete action plans for maintaining the momentum and translating the essential benchmarks into actual classroom change. The teachers looked at their current curriculum scope and sequence in light of the guaranteed and viable curriculum that were identified as essential benchmarks. By doing so, teachers were able to identify gaps and determine if supplemental materials were needed and to identify areas where concepts were currently overemphasized and could be de-prioritized. Once that phase was complete, our teachers then translated the essential benchmarks into student and parent friendly "I Can" statements by pulling out the key concepts or essential knowledge that the students needed to know and to be able to do. The final piece was to create common assessments to give students multiple ways to demonstrate their knowledge and understanding of the key concepts and to provide regular feedback to students on their progress. Of course this data is being analyzed and used to drive our instruction during weekly data team meetings.

During the 2014-15 school year our district was assigned to purchase a new literacy curriculum. This came as a result of a new curriculum review cycle that was developed by our curriculum committee. Literacy was chosen because of the need to move toward high rigor associated with the Common Core curriculum. Through staff development funding, our teachers and principals were encourage to attend literacy action teams, workshops, and conferences.

New York Mills continues to use a locally developed and agreed upon teacher evaluation instrument to enhance professional practice. The principals in the district continue to use Peer Solutions Principal Evaluation as their tool for principal development. Both of these processes are models of continuous improvement in our district.

District

Our school board promotes and is committed to high quality professional development, specifically, the implementation of Professional Learning Communities districtwide. The district funds staff development, promotes conference attendance, endorses technology integration, and supports the development and implementation of best practice. The district calendar sets aside designated early releases, as well as staff development days, for the professional development of all instructional staff. Additionally, structures have been put into place to monitor our progress in proficiency, achievement gap reduction, graduation rates, student growth.

Equitable Access to Excellent Teachers

No report necessary at this time.