



2016-17 World's Best Workforce Report Summary

District or Charter Name: Round Lake Brewster 2907

Grades Served: PreK – 8th Grade

Contact Person Name and Position: Ray Hassing, Superintendent/Principal

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, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email 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.rlb.mntm.org

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.]

➤ November 15, 2017 and May 16, 2017

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 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Ray Hassing	Superintendent
Lon Eichenberger	TOSA/Teacher
Charlene Wintz	Title Teacher
Joan VanDeKamp	Intervention Teacher
Margarita Muniz	ELL Teacher
Nancy Remmert	RTI Specialist and Instructional Coach
Janet Pedley	Paraprofessional
Kay Schmitz	Community Member
Kateyan Welp	VPK Teacher
Shelly Williams	Parent
Dawn Haberman	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 2016-2017 school year.</i></p> <p>100% OF ALL PRESCHOOL STUDENTS WILL BE READY FOR KINDERGARTEN FOR THE FALL OF 2017-18 SCHOOL YEAR.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>98% (59/60) OF PREK STUDENTS WERE READY FOR KINDERGARTEN.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p>X <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 Kindergarten</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2017 as measured by all state reading accountability tests.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>52.3% (12/23) OF RLB THIRD GRADERS WERE PROFICIENT IN READING LITERACY FOR THE 16-17 SCHOOL YEAR. This is an increase of 9% from the 2015-16 school year.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" 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>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>RLB School District will increase its' percentage of students who meet or exceed proficiency on the MCA Math III Reading Test from 56.7% in 2016 to 60% in 2017.</p> <p>RLB School District will increase its' percentage of students who meet or exceed proficiency on the MCA III Math Test from 49.5% in 2016 to 55% 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>RLB scored 61.6% proficiency on reading proficiency for the 2016-17 school year.</p> <p>RLB School District scored 61.6% on math proficiency for the 2016-17 school year.</p>	<p><i>Check one of the 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>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>At this time, since our Grades 9-12 students are on secondary tuition agreements, we do not have a smart goal that addresses this. Since reading is a necessity across all areas, the districts reading proficiency will be measured to show growth in this area.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>RLB scored 61.6% proficiency on reading proficiency for the 2016-17 school year.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>100% OF ALL STUDENTS WILL GRADUATE THAT ARE CLASSIFIED AS SENIORS.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>100% OF STUDENTS GRADUATED AT THE END OF THE 2016-17 SCHOOL YEAR. RLB DOES NOT HAVE A HIGH SCHOOL AS OUR STUDENTS ATTEND OTHER SCHOOLS ON SECONDARY TUITION AGREEMENTS.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" 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.]

- *The school district needs to improve their achievement rate in student proficiency on the MCA III Assessments in Math and Reading.*

4. Systems, Strategies and Support Category

4a. Students

- *Students were given whole group instruction with small group instruction in reading and math, as well as intervention services through the general education setting, Title I Setting, and Special Education Setting. Teachers kept running records of student progress through weekly assessments, which included formative assessments. The school district also held summer school for students in grades K-5. The school district also offered an after school program for additional help two days per week for students in grades 5-8.*

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: The district has hired an RTI Specialist/Instructional Coach to assess the effectiveness of teacher instruction, as well as providing student interventions at every level.*
 - *Curriculum: The district has set up a curriculum renewal schedule to address curricular needs. Also, the district curriculum focus continues to be on the standards, thus teachers are being trained on how to develop their own curriculum that addresses each of the standards, as well as formative assessments.*
 - *Teacher evaluations: a teacher evaluation cycle has been implemented.*
 - *Principal evaluations : a principal evaluation system has been implemented.*

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: the middle school students have access to chrome books on a 1:1 scale during the school day, while the elementary students have access to ipads.*
 - *Collaborative professional culture: please read below.*
 - *The district hired the Response to Intervention Specialist to work with the teachers through their professional learning communities. District is focusing on instructional coaching to improve instructional practice in the classroom through our differentiated learning approach of small group instruction through the use of Guided Reading and Guided Math.*
 - *Teachers participated in professional learning communities.*
 - *Non-tenured teachers were assigned a mentor teacher through the district's teacher mentorship program, which incorporates peer observation.*
 - *Staff Development Team approved staff trainings that addressed reading and math instruction for those interested.*
 - *New Math Curriculum was purchased for 2015-16: Envision 2.0.*
 - *New Science Curriculum was purchased through Pearson for the 2016-17 School Year.*
 - *The district hired an additional ELL Teacher for the 2016-17 School Year to address our growing population of Hispanic Speaking Students in our building.*
 - *The district offers an all-day every day Pre-School program for 4 year olds. The goal is for 100% of all 4 year olds to be ready for kindergarten in 2016-17.*
 - *Development of Learning Targets, "I can" Statements, and Formative Assessments across all curricular areas.*
 - *The district has set up a curriculum renewal schedule to address curricular needs.*
 - *The district has added additional staff to lower its' student to teacher ratio for the 2016-17 school year*

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 2016-2017 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.*
- *In 2016-17 each teacher was evaluated based upon the teacher evaluation plan that has been fully implemented. Each teacher participates in Professional Learning Communities, and works with an Instructional Coach addressing instructional practices and interventions for all students. Test Scores are evaluated and assessed. We have one school for grades PreK-8. All of our teachers are licensed by the Minnesota Board of Teaching. During the 2016-17 school year, we had only 2 teachers on personal variances. We also have one bilingual teacher within our building, and no male applicants or minority applicants.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
 - *The teacher evaluation model has been implemented and is being followed. Our students have exceeded the state averages in math and reading proficiency based upon the 2016-17 MCA proficiency results.*