



2016-17 World's Best Workforce Report Summary

District or Charter Name: Ellsworth School District

Grades Served: K-12

Contact Person Name and Position: John R Willey 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.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. Working on providing data through our new website of Ellsworth.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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year. November 20

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
60% of students entering the Kindergarten program will score at a proficient level in the early reading composite assessment of the Fast Bridge assessment by the fall of 2016.	68% of students entering Kindergarten in the fall of 2016 were proficient in the early reading composite assessment.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

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

Goal	Result	Goal Status
<p>The percentage of third grade students that score proficient on the 3rd grade MCA-III Reading Assessment will remain above 65% in the spring of 2017.</p>	<p>67% of third grade students at Ellsworth Elementary were proficient on the 3rd grade MCA-III Reading Assessment</p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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 type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p>In 2017 the district will increase proficiency in the sub group of FRP and non FRP students Group Achievement gap reduction by 5%.</p>	<p>Proficiency for this sub group went from 47.3% in 2016 to 48.6% in 2017. This is an increase of 1.3%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p>Ellsworth uses the ACT test to help determine Career and College Readiness. The composite score of all Ellsworth students will remain above 20.</p>	<p>The ACT composite average score for Ellsworth students in the spring of 2017 was 20.5.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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</i> <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Graduation rate is measured and reported by the state of Minnesota. The Ellsworth graduation rate will be above 85% for the class of 2017.</p>	<p>100% of students graduated as a part of the class of 2017.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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</i> <i>(only for multi-year goals)</i></p> <p><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.]

Data is collected on all students from pre-K through 12th grade. Below is a summary of data collected along with needs that were identified by the district. Much of the data is desegregated at an annual data-mine in August with the Southern Collaborative Group.

- Fast Bridge Assessment is a K-8 Screen and progress monitor for reading and math
- STAR Reading is a 3-6 Assessment to Determine reading level and comprehension skills
- Optional Local Purpose is an Assessment for 3-8, 10, 11 to Determine proficiency level in reading and math.
- MCA III is an Assessment for 3-8, 10, 11 to Determine grade level proficiency
- ACT Determines career and college readiness
- Attendance Data – JMC for Pre-k – 12 this assist in Evaluating factors effecting student learning
- Discipline Data – JMC for Pre-k – 12 this assist in Evaluate factors effecting student learning

Based on the assessments given and data collected the following needs were identified to be addressed during the 2016-2017 school year:

- Increased growth for all students as determined by the state model for growth
- Focus on career and college readiness through ACT preparation program
- Focus on achievement gap reduction through increased Special Education and focus group of Free/Reduce Lunch Sub Group
- Focus on middle level reading and math through PLC's working with Southern Collaborative

4. Systems, Strategies and Support Category

4a. Students

Through a combination of data team, staff development, school board, we identify each year specific focus areas those areas include:

- Ellsworth utilizes the Optional Local Purpose Assessment for all students who will be taking MCA tests. The OLPA data is used to identify specific student needs and whole group strengths and weaknesses (though understanding is OLPA test may be no longer available)
- The district utilizes Title funds to provide students at the Elementary school with organization, work completion, individual interventions, and homework assistance.
- All students in grades K-6 take the appropriate Fast Bridge Assessment in the Fall, Winter and Spring. Grade levels teachers meet and make data based decisions with guidance from our RtI staff member on which students may require additional interventions.
- Students in grades 2-10 participate in the Accelerated Reading Program to improve fluency and comprehension skills.
- Students in grades 3 & 4 are provided an individual account to IXL Learning to provide a format for practice and immediate feedback in math & reading skills.
- Teachers will continue to develop learning targets and align with curriculum to ensure progress towards academic standards while working in PLC Groups.
- Teaching staff will continue to implement formative assessments and use relevant data to make decisions concerning student progress towards meeting academic standards.

4b. Teachers and Principals

Through staff development and work with the southern collaborative Ellsworth has developed the following focus areas:

- Ellsworth District will continue to implement the Teacher Development and Evaluation program that was adopted in 2014-2015 school year.
- A new Curriculum Advisory Committee will meet to review the curriculum cycle and to guide essential outcomes of all courses along advising on new curriculum purchases.
- The evaluation program works with formal observations, peer reviews and walk throughs to ensure effective instruction is working.
- Administrators utilize the Charlotte Danielson model to provide feedback to teaching staff on the effectiveness of teaching methods.
- Teachers and principals identified student achievement goals at the onset of the school year and reported results in the spring of the year.
- Teachers will work with members of the Southern Collaborative in likeable groups to share effective practices that are utilized.
- Principals will participate in a yearly evaluation that includes feedback on instructional leadership as designed in the Evaluation program.

4c. District

Through the school year the district worked to integrate technology and a professional culture through a combination of activities

- • Staff members participated with other members of the South Collaborative. Meetings were collaborative and focused on growing as professionals along with working on ELA items and data gathered through assessment materials from each grade level and subject matter.
- • A data analysis team met in August to develop areas of focus based on data from state and local assessments. The team shared information is with all staff during their August in-service.
- • Staff Development included training on mental illness, reading strategies and technology integration.
- • Staff Members met and began to plan for a possible 1:1 chrome book initiative.
- • Possible tools included: schoology, google classroom, and IXL-Reading & Math

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.

- Our process for assigning teachers is evaluated during the spring and re-evaluate in the case of any late staff retirements or changes due to new employment.
- • Licensed staff members are assigned positions each year by the board of education and recommendation from school administrator assuring correct licensing is followed.
- • Any inexperienced teachers are assigned a mentor during their first three years of employment along with receiving mentor support through the SW/SC Coop for two consecutive years.
- • The amount of staff members is based on student needs. In recent and current years the district has added staff members
- • All student needs, regardless of income, gender, or ethnicity are evaluated through our Rtl/Title One process. Any student with needs receive extra intervention and support.