

World's Best Workforce Plan 2016-2017
www.ulenhitterdal.k12.mn.us
Annual Public Meeting May 18th, 2015

District Needs, Supports, Strategies and Action Steps

1. Improve student achievement of state and local education standards in all areas of curriculum.
2. Promote job satisfaction, personal achievement and individual and team effort, encouraging personal advancement both within and outside of the school.
3. Utilize RtI data to identify students who may be at risk academically, combining these scores with MCA scores to enhance learning and teaching; working with all testing data, training teachers to read and use data to make appropriate curricular changes and improvements.
4. To improve overall MCA-III scores; provide students to show academic growth and improvement through standardized and curriculum based testing formats.

Below are some of the goals we set as a district along with a brief explanation as to how we are continuing to implement them in our district.

*Expand RtI to include more grades.

Our future goal is to establish a rotation with 7th and 8th grade teachers as well as preschool.

*Implement tier two interventions.

We have fully implemented the PRESS manual as a guide to specific reading interventions as well as assessments. The guide provides a strategic plan for individual interventions during scheduled RtI time.

*Continue grade level meetings on a consistent basis.

Grades K-6 will again meet twice a month with Eileen from Lakes Country Co-op

*Restructure RtI organization/staff for more consistent and valid data collection.

With the implementation of PRESS a more consistent, strategic plan is in place to individualize instruction for each child. A direct path of instruction and assessment have been implemented to guide the process from student to student.

*Continue to include the use of data and assessments to inform classroom practice.

Teachers are using a the class diagnostic tool through STAR that provides a detailed look at what specific skill teachers need to focus on during whole group instruction.

*Implement ChromeBooks in 6-12 setting for teachers and students.

*Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one day or short term workshops.

*Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

Continuing webinars/ trainings with our new math and reading curriculum as well as having Eileen Weber observe and coach ideas to teachers in the classroom.

*Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

This year we are sending a team to K-3 Learning Communities to establish ideas and ways as to how to integrate this into our school.

*Provide for professional learning communities that focus on student achievement.

This year we are working on implementing a leadership team to address these needs.

*Evaluate designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

*Attendance at MCA/RtI conferences and professional workshops to stay current on changes and most effective teaching practices.

A team attended a conference in June training on PRESS (which is an RtI research based guide for grades K-3)

*Continue to maintain Annual Yearly Progress status.

*Health and safety committee meet regularly

*Wellness committee continue to meet regularly

*Expand surveillance cameras to include bus cameras.

New security system has been installed summer 2016 upgrading the entire system.

*Follow up on recommendations of health and safety and wellness committees.

Student Achievement Plans

Title 1:

The purpose of the district's Title I Program is to identify and help students who do not meet the minimum competency skill level or who are not making sufficient progress in mathematics and/or language arts. Title I is also designed to provide those students with remedial opportunities to assist them in meeting a competency skill level. The Title I program is based on the belief that the school, home, and student share a responsibility in helping all students master these essential academic skills.

Other programs Title I is involved in include: A Reading Intervention Program-Response To Intervention (RTI) has been implemented in our school and before school tutoring, 1:1 classroom help with Title paras, group work help with paras, and Math & Reading programs are available for Title students as well.

District's current testing and postsecondary plans:

PSAT	Grade 11	Achievement
ASVAB	Grade 11	Achievement/Career Exploration/Interest Inventory

ASPIRE	Grade 9	Achievement (ACT)
CAREERwise Education	Grade 10	Interest Inventory
ACT	Grade 11	Achievement/Career Exploration
RTI	Grades K-6	Early Interven./Benchmark probes

Key Indicators of Implementation Progress

Grades K - 8 students are benchmarked utilizing the STAR assessment in math and reading three times annually. All of these students participate in monthly STAR reading and math assessments. Progress monitoring may be done more frequently based on individual progress. Reading and math interventions are provided daily to increase number of proficient students. Interventions may include Title help, AM math, Khan academy, PRESS, AIMSweb, and Read Naturally.

High School students participate in the state testing, interest, and achievement tests to assess their progress toward college and career readiness.

MN CIMP participation includes the entire special education department on a yearly basis. This team meets throughout the school year and the summer months. Goals and objectives are agreed upon and reported to the Special Education Director and to MN Department of Education.

Broad Outcomes Impacted

All Students ready for Kindergarten:

Preschool programming offered to prepare our young students for the transition into kindergarten and new curriculum. This programming consists of three full days a week for four and five year old students. All students in preschool age four will be assessed through Aimsweb on Letter Name and Letter Sound Fluency. The students that are below benchmark will be progressed monitored weekly in order to measure their academic gains throughout the school year. Data is reviewed monthly with grade-level teacher, RtI coordinator, principal, and school psychologist.

Goal: 70% of preschool students will reach 83% accuracy in Letter Sounds and Letter Names by spring benchmark.

Preschool	Fall	Spring
LNF	10%	65%
LSF	0%	50%

All Students in Third Grade Achieving Grade Level Literacy:

Third Grade: will be tested using AIMSweb Oral Reading Fluency, Star Reading & Math Assessments, and MCA tests. Data from these assessments will be used to identify students that need specific reading interventions in order to reach proficiency by the end of third grade.

Goal: Third graders will read with a 93% accuracy rate as measured by AIMSweb benchmarks at the end of third grade.

Result: 40% of students meet benchmark for fluency at the end of third grade.

Goal: 80% of third grade students will read above the 50th percentile as measured by STAR Reading tests by the end of their third grade year.

Result: 45% of third grades were above the 50th percentile by spring benchmark.

Goal: Third grade students will reach 80% proficiency on the spring MCA reading test. Third graders will reach eighty percent of students above the 50th percentile as measured by the STAR reading assessments.

Result: 42% of third graders were proficient on the MCA reading test in 2015.

Closing Achievement Gap:

Overall proficiency in the Free and Reduced Lunch and American Indian/Alaskan Native categories will increase, thus aiding in closing the achievement gap by utilizing current student achievement, best practices and actions steps. All other demographic areas aside from Free and Reduced Lunch result in counts too small to report for high school.

2015 Results: (overall proficiency)

High School MCA Reading 48.0% (increased from 45.2% in 2014)

High School Free/Reduced Lunch MCA Reading 22.7% (decreased from 25% in 2014)

Elementary MCA Reading 60.4% (increased from 47.1% in 2014)

Elementary Free/Reduced Lunch MCA Reading 36.7% (increased from 27.3% in 2014)

Elementary American Indian/Alaskan Native MCA Reading 20.0% (no result in 2014)

High School MCA Math 62.0% (increased from 58.2% in 2014)

High School Free/Reduced Lunch MCA Math 33.3% (decreased from 52.6% in 2014)

Elementary MCA Math 54.7% (decreased from 56.9% in 2014)

Elementary Free/Reduced Lunch MCA Math 33.3% (no change from 33.3% in 2014)

Elementary American Indian/Alaskan Native MCA Math 60.0% (no result in 2014)

Elementary Special Education MCS Math 42.9% (no result in 2014)

All Students Career and College Ready by Graduation:

9th Grade: All students participate in taking the ACT ASPIRE test. Attend career expo.

10- Grade: All students take the CAREERwise Education or MCIS career interest inventory, Accuplacer to qualified students for PSEO classes.

11- Grade: Students participate in taking the PSAT (achievement) and ASVAB (achievement and career exploration inventory) Students also attend a college and career fair day. Accuplacer to qualified students for PSEO classes.

12- Grade: ACT/SAT information is distributed to students. Reminders of college applications, scholarships, post-secondary plans and FAFSA completion are given to students.

Below is a list of the activities completed in 2015-2016

In the 2015-16 school year Ulen-Hitterdal Public School entered into an agreement with Rural MN CEP to provide Career Advising services to Ulen-Hitterdal students. Kyle Kieselhorst, a Career Advisor from Rural MN CEP spent a half-day every other week throughout the school year working in conjunction with the school counselor to insure that all students are career and college ready by graduation.

8. grade: All students completed a career interest inventory.

9. grade: All students attended a Health, Technology and Trades Career Expo to expose students to occupational opportunities in these industries in our region through hands-on experiences. Students completed the ACT ASPIRE test.

10. grade: Students took the STRONG Interest Inventory and attended interpretation session. Qualified students take the Accuplacer test to enable enrollment into college classes through Post-Secondary Enrollment Options.

11. grade: All students attended a college fair to explore post-secondary training options. All students met individually with the career advisor to review standardized test results, their transcript of grades to date, results from the interest inventories taken as part of the ACT, EXPLORE and PLAN and reviewed how to explore and gather career and labor market information using CAREERwise Education (A resource for career exploration, education and training, and employment information). All students completed the ACT test and attended a session to review results. Students were given the opportunity to job shadow employees in the community working in their fields of interest.

12. grade: All students met several times with a career advisor to complete a senior questionnaire about their post-secondary plans. Students were given assistance in arranging campus visits, college applications, and scholarship applications. Information on the FAFSA was distributed and reviewed in early January. Students

were given the opportunity to job shadow employees in the community working in their fields of interest.

All Students Graduate:

100% of students in the class of 2016 who began the school year in Ulen-Hitterdal Public School graduated on time with their class. 90% of students made plans to attend college in the fall of 2016.

2016-2017 Career Guidance Plans

9th – 12th Grades – Purchase access to Minnesota Career Information System (MCIS):

The Minnesota Career Information System (MCIS) is a fee-based subscription available in more than 80 percent of MN schools. The System is Internet-based and offers a wealth of career, educational and labor market information in one comprehensive, easy-to-use tool. MCIS includes: Learning styles, employability, interest and skill assessments and information on colleges, program requirements for various occupations. Students build a portfolio so they can plan and track progress toward their educational goals and create a personal learning plan. Optional components such as ACT and college placement and practice tests can be added to the license for an additional subscription fee.

If subscription package purchased, an account will be set up for each student, grades 9th – 12th to include a Personalized Learning Plan (PLP).

9- Grade: Students will take the ACT ASPIRE test in the fall to indicate academic progress. All students will attend a Health, Technology and Trades Career Expo to expose students to occupational opportunities in these industries in our region through hands-on experiences. Set up PLP accounts in MCIS.

10th grade: All students will take the CAREERwise Education or MCIS Interest Inventory to assess interests and skills, and attend an interpretation session with the School Counselor and Career Advisor. Career Exploration and research will begin within their MCIS account. Qualified students take the Accuplacer test to enable enrollment into college classes through Post-Secondary Enrollment Options. Begin PLP's.

11- Grade: All students will attend a fall college fair to explore postsecondary training options. All students will meet individually with a career advisor to review standardized test results, their transcript of grades to date, results from the interest inventories taken as part of the ACT and CAREERwise Education/MCIS and review how to explore and gather career and labor market information using CAREERwise Education and MCIS. Students will have the option to take the ACT test, and attend a session to review results. Students will be given the opportunity to job shadow employees in the community working in their fields of interest. Special planned class sessions using MCIS to include: Identify education and training needed for careers of interest; Explore schools and training providers that offer needed training; Start identifying ways to pay for college; ACT preparation; update PLP's.

12 grade: All students will meet with a career advisor to complete a senior questionnaire about their postsecondary plans. Follow-up sessions will be held with each student 2-3 times throughout the school year. Students will be given assistance in arranging campus visits, college applications, and scholarship applications. An orientation to college financial aid will be held for students and their parents during an evening session. Additional information on the FAFSA will be distributed and reviewed in early January. Students will be given the opportunity to job shadow employees in the community working in their fields of interest. Special planned class sessions using MCIS to include: Complete resumes; Orientation to financial aid and FAFSA; Finalize PLP's; Interviewing Skills and ACT preparation.

WBWF Committee Members:

Superintendent	Todd Cameron
Principal	Kent Henrickson
School Board	Melissa Green
School Board	Angie Sirjord
School Counselor	Therese Vogel
Title/RTI	Cara Herzog
Teacher	Jodi Flaten
Parent	Kirsten Bates
Parent	Andrea Yarbrough