



2015-2016 World’s Best Workforce Report Summary

District or Charter Name: Lake of the Woods School 0390

Grades Served: EC - 12

Contact Person Name and Position: Jeff Nelson, Superintendent

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 fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to: MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

[2015-2016 World’s Best Workforce Report Summary](#)

<https://docs.google.com/a/lakeofthewoodsschool.org/document/d/1-cQp8qRIbhU-YsH5HkABK9Ba59XXo8Zi8FFY48nZITg/edit?usp=sharing>

1b. Annual Public Meeting

2015-2016 MCA testing data was presented to the School Board at its special working session on November 28th. The presentation of the 2015-2016 WBWF Report Summary will be reviewed and discussed on December 19th at 6:00 PM during a special school board working session prior to the regular Board meeting that begins at 7:00 PM.

1c. District Advisory Committee

The Lake of the Woods District WBWF Committee members include, 4 teachers, 3 community members, 1 high school student, 3 parents, and 1 support staff member.

2. Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p>The percentage of students ready for Kindergarten will increase to 85% from August 2015 to May of 2016 as measured by Kindergarten assessments to include: counting to 30, counting objects, number recognition, letter naming, and letter sounds.</p>	<p>Fall 2016 data indicated that 72% of the students entering kindergarten met readiness cut scores in counting, letter naming, rhyming, and letter sounds. 28% showed deficiencies in one or more of the readiness measures.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <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>Lake of the Woods Elementary, K-2 will increase the number of students in each grade level reaching Reading proficiency scores of 85% or higher on the NWEA (MAPS) Assessment by the end of 2016</p>	<p>This year's 1st grade cohort showed an increase of 15.9 percentage points from 67.5% in the Fall of 2015 to 83.4% in the Fall of 2016.</p> <p>This year's 2nd grade cohort showed an increase of 15 percentage points from 55.9% in the Fall of 2015 to 70.9% in the Fall of 2016.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Goal	Result	Goal Status
<p>Lake of the Woods Elementary, grade 3 will increase the number of students in each grade level reaching Reading proficiency scores by 5% each year over the next three years using the MCA III assessments</p>	<p>Reading proficiency increased 10.9 percentage points from 41.9% in 2015 to 52.8% in 2016.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter</p>

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

Goal	Result	Goal Status
<p>Grades 3-6 will increase the number of students in each grade level reaching Reading proficiency scores by 5% each year over the next three years using the MCA III assessments.</p>	<p>Grade 3 Reading Proficiency increased 10.9 percentage points from 41.9% in 2015 to 52.8% in 2016.</p> <p>Grade 4 Reading Proficiency increased 0.7 percentage points from 43.2% in 2015 to 43.9% in 2016.</p> <p>Grade 5 Reading Proficiency increased 5.6 percentage points from 58.3% in 2015 to 63.9% in 2016.</p> <p>Grade 6 Reading Proficiency decreased 12.3 percentage points from 63.3% in 2015 to 51% in 2016.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X Goal in Progress (only for multi-year goals)</p>
Goal	Result	Goal Status
<p>Grades K-2 will increase the number of students in each grade level reaching Math proficiency scores of 85% or higher on the NWEA (MAPS) Assessment by the end of 2017</p>	<p>This year's 1st grade cohort showed an increase of 15.8 percentage points from 67.5% in the Fall of 2015 to 83.3% in the Fall of 2016.</p> <p>This year's 2nd grade cohort showed an increase of 9.3 percentage points from 64.7% in the Fall of 2015 to 74% in the Fall of 2016.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X 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
<p>Grades 3-6 will increase the number of students in each grade level reaching Math proficiency scores by 5% each year over the next three years using the MCA III assessments.</p>	<p>Grade 3 Math Proficiency decreased 4.5 percentage points from 62.8% in 2015 to 58.3% in 2016.</p> <p>Grade 4 Math Proficiency increased 22.9 percentage points from 40.5% in 2015 to 63.4% in 2016.</p> <p>Grade 5 Math Proficiency increased 5.5 percentage points</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

	<p>from 41.6% in 2015 to 47.2% in 2016.</p> <p>Grade 6 Math Proficiency decreased 16 percentage points from 61.3% in 2015 to 45.3% in 2016.</p>	
Goal	Result	Goal Status
Lake of the Woods High School, will increase the number of students in each grade who show medium to high growth in Reading scores by 5% each year over the next three years using the MCA III assessments.	<p>Grade 7 Low Med High 2016 > 37.9% 41.4% 20.7% 2015 > 39.5% 32.2% 26.2%</p> <p>Grade 8 Low Med High 2016 > 18.4% 39.5% 42.1% 2015 > 15.4% 57.7% 26.9%</p> <p>Grade 10 Low Med High 2016 > 29.4% 35.3% 35.3% 2015 > 48.1% 29.6% 22.2%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X 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
Lake of the Woods High School will increase the number of students reaching Reading proficiency scores of 60% or higher by the end of 2018	<p>Grade 7 Reading Proficiency decreased 1.4 percentage points from 46.2% in 2015 to 44.8% in 2016.</p> <p>Grade 8 Reading Proficiency increased 1.4 percentage points from 44.4% in 2015 to 45% in 2016.</p> <p>Grade 10 Reading Proficiency increased 32.9 percentage points from 24.2% in 2015 to 57.1% in 2016. Grade 7 Math Proficiency</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X 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
Lake of the Woods High School will increase the number of students who show growth in each grade level for Math scores by 5% each year over the next three years using the MCA III.	<p>Grade 7 Low Med High 2016 > 62.1% 31% 6.9% 2015 > 43.2% 51.4% 5.4%</p> <p>Grade 8 Low Med High 2016 > 56.8% 40.5% 2.7% 2015 > 26.9% 34.6% 38.5%</p> <p>Grade 11 Low Med High 2016 > 35.7% 28.6% 35.7% 2015 > 76.5% 17.6% 5.9%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X 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

<p>Lake of the Woods High School will increase the number of students in each grade level reaching Math proficiency scores to 75% or higher by the end of 2018 by increasing the number of White and Special Education students in each grade level in Math proficiency by 5 % each year.</p>	<p>Grade 7 Math Proficiency decreased 20.1 percentage points from 68.4% in 2015 to 48.3% in 2016.</p> <p>Grade 8 Math Proficiency decreased 22.9 percentage points from 70.4% in 2015 to 47.5% in 2016.</p> <p>Grade 11 Math Proficiency increased 31 percentage points from 19% in 2015 to 50% in 2016.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
---	--	--

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

Goal	Result	Goal Status
<p>100% of the students in grades 9th-12th will complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2015-2016</p>	<p>80% of the students in grades 9th-12th have completed their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2015-2016</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Lake of the Woods School District will have 100% of 12th grade students graduating at the conclusion of the 2015-2016 School Year.</p>	<p>The Lake of the Woods Secondary had a 4.2 percentage increase in graduation rates from 2014 to 2015. In 2016, Lake of the Woods graduated 19 out of 20 students for a 95% graduation rate.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>X Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

Based on MCA trend data, Lake of the Woods School District has identified two main areas of need at the beginning of the 2015-2016 school year. These needs continue to be a focus in the current 2016-2017 school year, with the addition of family and community engagement.

1. Increase Academic/Classroom Rigor >

The District has received staff development training in monitoring for learning, targets & scales, coaching for implementation. Continued staff development and teacher focus will be in these areas with the goal of increasing rigor and proficiency. PLC time is also devoted to these focal areas so that teachers will have time to implement with fidelity. The targets and scales are driven by state standards which will in turn increase rigor for all students. Coaching for implementation will drive the use of standards driven targets and scales.

2. Increase Collaboration among staff >

The district has established Early-out Wednesdays to provide time for staff to meet in Professional Learning Communities (PLC's) on a regular and consistent basis. The PLC time is focused on the district goals that are intended to increase academic rigor. PLC team members are using the peer coaching model to observe instructional strategies and use of monitoring for learning and targets and scales to give feedback to their peers. Time is devoted during PLC time to planning of peer coaching, and the debriefing of the peer coaching observation. PLC time is also used to develop standards driven targets and scales. This collaboration increases fidelity of use in and across grade levels.

4. Systems, Strategies and Support Category

4a. Students

Students in the elementary school are assessed for growth and proficiency using NWEA assessments, AIMSweb benchmarking and progress monitoring, the OLPA and MCA assessments and also other informal formative assessments. The Read Well Literacy Plan outlines the assessments and required cut scores for each assessment in Grades Pre-K through Grade 3. Each classroom teacher completes a summary notification form on each child that captures all assessment data and reflect student data and whether they have met cut score or not on each assessment given during the year. The NWEA assessments and AIMSweb benchmarking are completed in the Fall, Winter, and Spring of each year in grades K-6. MCA and OLPA assessments are completed once per year in grades 3-10.

Students who are not meeting cut scores in Math and Reading in three or more areas are identified as Targeted Assistance students and qualify for additional Tier 2 or Tier 3 support. Lake of the Woods School has gone to a School-wide program for Title I services. Tier 2 interventions are provided through additional support staff who are scheduled in each classroom during WIN (What I Need) time. Tier 3 support is provided in small group and/or one-on-one based on student need. All identified students are progress monitored weekly on reading fluency, math computation fluency, and/or math concepts and applications fluency; depending on their individual need.

Students in the high school (7th-12th) are assessed for growth and proficiency using NWEA assessments, OLPA, MCA III, ASVAB and other informal formative assessments. The NWEA (MAP) assessments are completed in the Fall, Winter, and Spring of each year. MCA III Reading and Math in grades 7th and 8th, Reading in grade 10 and Math in grade 11. MAP testing in Reading and Math 7th-8th, Reading in grades 9th & 10th. Students who are not meeting cut scores in Math and Reading are identified, monitored, and encouraged to take advantage of our summer and after school Targeted Assistance Program.

4b. Teachers and Principals

Our efforts in the areas of RTI, mentoring new teachers, increasing the use of technology in the classroom, and principal and teacher growth are showing a general positive impact on student growth as indicated on MCA IIIs and MAPs assessments. While students are showing growth, there continues to be too many students who are not meeting proficiency on the MCA IIIs.

Teachers and principals continue to work on the alignment of standards within the curriculum and the implementation of interventions based on formative assessments. Implementation and use of technology in the classroom continues to grow. PLCs have had a positive impact on the collaboration and teamwork that is being done within and across grade levels and content areas. Teacher peer coaching within each PLC group has been fully implemented and has focused on the development and implementation of Targets and Scales, as well as, Monitoring for Learning.

4c. District

The district staff development target areas include showing measurable growth and proficiency on MCA III assessments, providing effective new teacher mentoring, and increasing the use of technology in the classroom. We continue to use Professional Learning Communities (PLCs) as they relate to our Response to Intervention (RTI) process, teacher and principal growth, peer coaching, and implementation of the Marzano Teacher and Leadership Frameworks. The Marzano Teacher and Principal Evaluation Models fulfill the mission of providing clear strategies and measurable goals to help teachers and principals in continuous growth towards being the best educators and leaders they are capable of being. The model incorporates research-based strategies that create causal links to raising student achievement when teachers use the strategies with fidelity.

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

Lake of the Woods School District has a student population of 457 students that are served in a single building with a high school wing and an elementary wing. The elementary is a two-section school with 19 licensed teachers. There are 260 students with 55.1% qualifying for Free/Reduced lunch prices. All classroom teachers are highly qualified and licensed in their area. Teaching experience data shows that 13.3% of teaching staff has less than 3 years experience, 49.4% have 3-10 years experience, and 37.3% have more than 10 years of teaching experience. The high school has 18 licensed teachers. There are 197 students with 50.8% qualifying for Free/Reduced lunch prices. All classroom teachers are highly qualified and licensed in their area. Teaching experience data shows that 24.3% of the teaching staff has 3-10 years experience and 75.7% have more than 10 years experience. There are no teachers with less than 3 years experience.

The district is limited in options for equitable distribution of teachers and ensuring low-income minority children have equitable access to excellent teachers due to its small size. The district focuses on hiring the best possible candidates who are highly qualified and properly licensed. The district provides mentoring, peer coaching, and support to new staff or staff who show a need for improvement based on assessment and evaluation data.