

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name St. James Public Schools

Contact Person Name and Position Becky Cselovszki (Superintendent), Karla Beck (HS 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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### 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.]

- *A report will be presented at the monthly Board of Education meeting and the final report will be published on the District page of the School District website, [www.stjames.k12.mn.us](http://www.stjames.k12.mn.us)*

#### 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.]

- *The Board of Education will be meeting at a special meeting planned for December 7, 2015. Part of the agenda for this meeting will be review the Worlds Best Work Force report and continue further strategic planning.*

#### 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.]

- Describe the makeup and list the District Advisory Committee members for the 2014-2015 school year.

Becky Cselovszki-Superintendent  
 Deb Schmitz-Preschool  
 Luisa Trapero-Board Member  
 Jill Stark-Data Coach  
 Michele Chapin-Reading Coach  
 Silvia Solorzano-Family Liaison  
 Jen Firchau-Parent  
 Karla Beck-Northside Principal  
 Doug Storbeck-Northside Assistant Principal  
 Ted Simon-High School Principal  
 Pam Olson-Northside Teacher  
 Rachel Casey-High School Teacher

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>	<p><i>Early Literacy screening targets for 4 &amp; 5 year olds:</i>            50% Picture Naming            50% Rhyming            50% Sound Identification            50% Which One Doesn't Belong</p> <p><i>Early Numeracy screening targets for 4 &amp; 5 year olds:</i>            50% Oral Counting            50% Number Naming            50% Quantity Comparison            50% 1:1 Correspondence</p>	<p><i>Early Literacy screening proficiency for 4 &amp; 5 year olds in Spring 2015:</i>            44% Picture Naming            36% Rhyming            27% Sound Identification            49% Which One Doesn't Belong</p> <p><i>Early Numeracy screening proficiency for 4 &amp; 5 year olds in Spring 2015:</i>            65% Oral Counting            28% Number Naming            24% Quantity Comparison            61% 1:1 Correspondence</p>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>60% of 3<sup>rd</sup> grade students will meet or exceed grade-level reading proficiency.</i>	<i>66.70% of 3rd grade students met or exceeded grade-level reading proficiency.</i>
<b>Close the Achievement Gap(s)</b>	<i>55% of all 3<sup>rd</sup>-5<sup>th</sup> grade</i>	<i>65.70% of all 3<sup>rd</sup>-5<sup>th</sup> students met</i>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>Among All Groups</b>	<p><i>students will meet or exceed reading proficiency on the MCA with 15% exceeding. 45% of all 3<sup>rd</sup>-5<sup>th</sup> grade FRL students will meet or exceed reading proficiency.</i></p> <p><i>45% of all 6<sup>th</sup>-8<sup>th</sup> &amp; 10<sup>th</sup> grade students will meet or exceed reading proficiency on the MCA with 12% exceeding. 30% of all 6<sup>th</sup>-8<sup>th</sup> &amp; 10<sup>th</sup> grade FRL students will meet or exceed reading proficiency.</i></p> <p><i>70% of all 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed math proficiency on the MCA with 20% exceeding. 63% of all 3<sup>rd</sup>-5<sup>th</sup> grade FRL students will meet or exceed math proficiency.</i></p> <p><i>45% of all 6<sup>th</sup>-8<sup>th</sup> &amp; 11<sup>th</sup> grade students will meet or exceed math proficiency on the MCA with 12% exceeding. 25.00% of 6<sup>th</sup>-8<sup>th</sup> &amp; 11<sup>th</sup> grade FRL students will meet or exceed math proficiency.</i></p>	<p><i>or exceeded reading proficiency on the MCA with 17.10% exceeding. 52.00% of all 3<sup>rd</sup>-5<sup>th</sup> grade FRL students met or exceeded reading proficiency up from 34.20% in 2014.</i></p> <p><i>42.2% of all 6<sup>th</sup>-8<sup>th</sup> &amp; 10<sup>th</sup> grade students met or exceeded reading proficiency on the MCA with 9.6% exceeding. 26.90% of 6<sup>th</sup>-8<sup>th</sup> &amp; 10<sup>th</sup> grade FRL students met or exceeded reading proficiency up from 21.90% in 2014.</i></p> <p><i>66.80% of all 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed math proficiency on the MCA with 23.20% exceeding. 57.00% of 3<sup>rd</sup>-5<sup>th</sup> grade FRL students met or exceeded math proficiency down from 59.50% in 2014.</i></p> <p><i>32.6% of all 6<sup>th</sup>-8<sup>th</sup> &amp; 11<sup>th</sup> grade students met or exceeded math proficiency on the MCA with 10.3% exceeding. 17.80% of 6<sup>th</sup>-8<sup>th</sup> &amp; 11<sup>th</sup> grade FRL students met or exceeded math proficiency down from 18.00% in 2014.</i></p>
<b>All Students Career- and College-Ready by Graduation</b>	<p><i>45% of all eighth grade students will meet or exceed reading proficiency on the MCA.</i></p> <p><i>38% of all eighth grade students will meet or exceed math proficiency on the MCA.</i></p>	<p><i>36.3% of all eighth grade students met or exceeded reading proficiency on the MCA.</i></p> <p><i>35.6% of all eighth grade students met or exceeded math proficiency on the MCA.</i></p>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	<i>28% of all eighth grade students will meet or exceed science proficiency on the MCA.</i>	<i>15.9% of all eighth grade students met or exceeded science proficiency on the MCA.</i>
<b>All Students Graduate</b>	<i>95% of all twelfth graders will graduate by or on the school-designated commencement date.</i>	<i>90.8% of twelfth graders graduated by or on the school-designated commencement date.</i>

### **Identified Needs Based on Data**

*In reviewing St. James Public School MCA data, there are four areas of major concern: closing the achievement gap between St James FRP compared to State non-FRP students, between St James SPED students compared to State non-SPED students, St James Hispanic compared to State non-Hispanic students and increasing overall achievement at the 6<sup>th</sup>-11<sup>th</sup> grade levels in reading and math. While FRP and Hispanic students in 3<sup>rd</sup>-5<sup>th</sup> grades are increasing in achievement more quickly than local non-FRP and non-Hispanic students in reading and math, the 3<sup>rd</sup>-5<sup>th</sup> grade SPED students are not gaining in achievement creating a growing local achievement gap in this area. In 6<sup>th</sup>-8<sup>th</sup> grades, Hispanic students increased in both reading and math while White students decreased in both. FRL students in 6<sup>th</sup>-8<sup>th</sup> grades have increased achievement in reading; however, FRL student proficiency remains consistently low (20% or less) for the past five years.*

*In reaction to the 2015 MCA reports, all 6<sup>th</sup> grade students have a scheduled 30-minute level-appropriate math intervention period. 7<sup>th</sup> and 8<sup>th</sup> grade students in need of further math learning have also been scheduled for a 30-minute math intervention time. 3<sup>rd</sup>-5<sup>th</sup> students continue both a 30-minute reading and math intervention blocks based on FASTBridge data and teacher knowledge. Roadblocks continue to time for instruction as well as professional development for further discovery surrounding best practices and FASTBridge data utilization.*

### **Systems, Strategies and Support Category**

#### **Students**

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Students in grades 1 through 5 received targeted instruction (Rtl) in 30-minute math and reading intervention blocks. The materials used by the teachers and trained Educational Assistants were developed by grade level teachers in communication with the Reading Coach, Math Coach and Data & Instructional Coach.*
  - *FAST Math and Reading data was the center for determining Rtl groups. aReading and aMath benchmarks were completed by all 1<sup>st</sup> through 5<sup>th</sup> students in September, January and May. Progress monitoring was completed by classroom teachers for those students determined to be in need of monitoring. Intervention groups were fluid as targeted*

*needs were addressed during common planning time and PLCs. The results of these assessments have prompted district leaders to establish specific site goals for student achievement in both the elementary and secondary setting.*

- *Targeted Services was established for 1<sup>st</sup> through 5<sup>th</sup> grade students in need of further intervention in reading and math. These students were determined through FAST data, classroom formative and summative assessments, and OLPA scores (3<sup>rd</sup>-5<sup>th</sup>).*
- *A significant change was made in K-5 to a focus on Tier I instruction. Math talk and strategies in close reading and annotation of text were the focus of teacher learning. These researched best practices used for whole group instruction made a significant difference in the confidence of students.*
- *All K-5 students utilized Data Notebooks to track personal goals, learning and achievement.*
- *A 10<sup>th</sup> grade Reading class was taught during Trimester II for students in need for extra support in reading comprehension.*

### **Teachers and Principals**

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - *St. James Public School licensed educators have been formally evaluated using the Marzano Framework for Learners since the 2012-2013 academic year. Principals are evaluated using the companion Leadership Model.*
  - *ECSE-5 teachers all experienced three formal observations with the Principal and Assistant Principal in the 12/13, 13/14 and 14/15 academic years.*
  - *ECSE-5 teachers experienced frequent walk-throughs by the Principal and Reading and Data & Instructional Coaches.*
  - *Professional Development in 2014-2015 was planned based on the needs revealed through both the formal observation cycle and walk-through data.*
  - *90-minute weekly PLCs were part of all ECSE-12 teachers learning and collaboration.*
  - *All probationary teachers were involved in a formal mentoring experience. There was time allowed to meet formally with the Lead Mentor, discussing topics and needs. Each mentor/mentee pair was required to meet monthly for support.*

### **District**

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
  - *During the 2014-2015 academic year, licensed educators completed the established curriculum writing cycle. This cycle ensures that all curricular areas have teaching and learning aligned to Common Core Reading and Minnesota Math Standards as well as adopted standards in core and allied content areas.*
  - *The District Staff Development team plans and coordinates all Professional Development and workshop opportunities.*
  - *The Board of Education and administration has established a strategic plan that will continue to guide the mission and vision of the district.*

- *Technology upgrades continue to be a concern for students. While we have the ability to access learning devices, we do not have the infrastructure to sustain multiple devices and internet access during the school day.*

## **Equitable Access to Excellent Teachers**

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.