



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: North Branch Area Public Schools  
Grades Served: Early Childhood through 21  
Contact Person Name and Position: Deb Henton, 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 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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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.
- <http://isd138.org/page/3208/nocat/page1/3>

#### 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.]

- October 12, 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
David Treichel	Director of Teaching and Learning
Dr. Deb Henton	Superintendent
Dr. Lori Zimmerman	Elementary Principal
Todd Tetzlaff	Middle School Principal
Coleman McDonough	High School Principal
Juli Summer	Curriculum Leader/Elementary Teacher
Pamela Newbauer	Middle School Teacher
Mindy Lattimore	High School Teacher/Instructional Coach
Tammi Grams	Elementary Parent
Rebecca Whiting	Middle and High School Parent Representative
Jess Thelander	Business Representative
Tyler Whiting	Student Representative
Denise Besch	Instructional Coach
Michelle Trunk	Instructional Coach

## 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
The percentage of all students enrolled Oct. 1 in a PreSchool Readiness Class (Ages 4 & 5) at North Branch Area Education Center who are "on target" as measured by the Letter Sound Fluency (LSF) will increase from 58% spring of 2016 to 87% by spring 2017.	In the Spring of 2017, 39% of all students enrolled in a PreSchool Readiness Class (Ages 4 and 5) at North Branch Area Education Center were "on target" as measured by the Letter Sound Fluency.	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (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 all students enrolled Oct. 1 in grade 3 at North Branch Area Public Schools - Sunrise River Elementary School who are proficient as measured by the Reading All Accountability Tests (MCA-III &amp; MTAS) will increase from 64% in spring of 2016 to at least 71% in spring of 2017.</p>	<p>The percentage of all students enrolled Oct. 1 in grade 3 at North Branch Area Public Schools - Sunrise River Elementary School who are proficient as measured by the Reading All Accountability Tests (MCA-III &amp; MTAS) was 59.9%.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><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 grade 3</p>

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

Goal	Result	Goal Status
<p><b>Math</b></p> <p>The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) students enrolled the full academic year in grades 3-8 &amp; 11 at North Branch Area Public Schools as measured by the all state mathematics accountability tests (MCA &amp; MTAS) will decrease from 22% in 2016 to 18% in 2017</p> <p><b>Reading</b></p> <p>The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) students enrolled the full academic year in grades 3-8 &amp; 10 at North Branch Area Public Schools on all state reading accountability tests (MCA &amp; MTAS) will decrease from 24.9% in</p>	<p><b>Math</b></p> <p>The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) students enrolled the full academic year in grades 3-8 &amp; 11 at North Branch Area Public Schools as measured by the all state mathematics accountability tests (MCA &amp; MTAS) increased 4.5% in 2017.</p> <p><b>Reading</b></p> <p>The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) students enrolled the full academic year in grades 3-8 &amp; 10 at North Branch Area Public Schools on all state</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2016 to 19.9% in 2017.	reading accountability tests (MCA & MTAS) decreased .2% in 2017.	
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**2d. All Students Career- and College-Ready by Graduation**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
The percentage of students meeting all four college readiness benchmarks will increase 5% from 15% in 2016 to 20% over the next three years as measured by the ACT to ensure career and college readiness by graduation.	The percentage of students meeting all four college readiness benchmarks increased 4% from 15% in 2016 to 19% in 2017 as measured by the ACT to ensure career and college readiness by graduation.	<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**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
In order to meet the WBWF 2020 - 90% graduation rate goal as outlined by the state of MN, NBAPS will increase its four-year graduation rate from 84.9% in spring 2015 to 90% in spring 2016.	North Branch Area High School four-year graduation rate decreased from 84.9% in 2015 to 83.6% in 2016.	<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> <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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

The 2016 Spring District data retreat identified the following school needs based on student evidence:

- Sunrise River Elementary School identified needs
  - Preparing Early Childhood students for Kindergarten continues to be a focus. According to Letter Sound Fluency assessment, about 58% of previous school year students entering Kindergarten were “at target” Through curriculum alignment with the new Early Childhood Indicators of Progress, intense professional development, integrity check walkthroughs and curriculum writing it is anticipated 87% of four and five year olds will be “at level”
  - Tier 1 Reading continues to be a focus at Sunrise Elementary School. Data indicates students are performing at or slightly above state average as measured by the Minnesota Comprehensive Assessment. The Sunrise River School Leadership Team identified the following to address this concern:
    - Differentiated resources within the classroom
    - Classroom Walkthroughs and Feedback - consistently scheduled as well as integrity checks scheduled for Tier I reading
    - Rubrics for instruction (criteria for success)
    - Focus on core instruction through our PLCs
    - Five-week rotation of grade level meetings to look at Tier I and Tier II data - facilitated by Grade Level Team Facilitator, admin, and psychologist
  - The Middle School Leadership Team continues to examine the learning gap between Special Education and Free and Reduced Lunch students compared to-ALL subgroup in both math and reading. To address this need, the Middle School is:
    - Supporting ADSIS teachers in responding to student data when not making expected progress
    - Strengthening Tier 1 math with resources to pilot and professional development. New resources were identified in a year long math study
    - Expanding co-taught ELA courses in 7th and 8th grade
  - The High School Leadership team continues to examine student outcome data in the area of mathematics. NBAPS continues to score below state average as

measured by the Minnesota Comprehensive Assessments. The year-long math study identified several needs which will be addressed through professional development and piloting of new resources that matches core values and beliefs.

## 4. Systems, Strategies and Support Category

### 4a. Students

- *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.*
  - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Process to disaggregate data by student group.*

North Branch Area Public School's hub for assessing and evaluating student progress toward meeting state and local academic standards are Professional Learning Communities (PLC's). 2016-2017 school year was the first of a three year PLC re-envisioning process for assessing and evaluating student progress. The process is grounded in the Marzano Leadership Framework and is led by administrators, teacher leaders and instructional coaches. Working collaboratively, the re-envisioned PLC's use State and or National Standards in creating standards based lesson and units so that performance scales and success criteria are used with the students in the classroom during instruction. Teachers collect student evidence and discuss data in bi-monthly PLC meetings. Through this process, collaborative teams identify groups and/or individuals not progressing or exceeding state/local standards. PLCs react to ensure instructional design and strategies are differentiated to engage and support all learning levels. Instructional Strategy Coaches and Media and Technology Integrationists work directly with PLCs in understanding data and implications for classroom practice.

The Multi-Tiered System of Supports folds into this process. Students not making adequate progress based on student evidence data (i.e formative and summative, local benchmarking, attendance and behavior) are discussed in each of our buildings Problem Solving Teams to determine if specific interventions are necessary. Tier II reading, math and social-emotional intervention teachers collaboratively analyze student progress weekly to monitor progress. Trend data is evaluated to determine effectiveness and direction, i.e. student may receive a different intervention strategy, student is recommended for more intense intervention (Tier III) or exited from the Tier II intervention.

Grade-level data facilitators, instructional coaches, psychologists, and principals continuously work with teachers and support staff in understanding data and implications for classroom instruction. Building level data is reviewed quarterly and once per year during the districtwide data retreat.

## 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*
    - *Curriculum*
    - *Teacher evaluations*
    - *Principal evaluations*

The focus for 2016-2017 continues to be on the alignment of systems and to review and evaluate the effectiveness principals, teachers, instruction, assessment and curriculum. Over the last three years, North Branch Area Public Schools has undergone a transformation of how principals and teachers focus on curriculum, instruction and assessment. Using the Marzano framework for instructional design, teachers with support from their Professional Learning Communities, instructional coaches and principals, focused on three key elements within the instructional design process during the 2016-17 school year. Each teacher and principal created growth goals and action steps from each of the three evidence based key elements from the Marzano framework. Teachers, Professional Learning Communities, instructional coaches and principals work collaboratively to ensure all teachers meet their desired goals for improving instruction and outcomes for students. The school district's cascading system for evaluating the effectiveness of instruction and curriculum creates alignment and support within the system. In short, the growth of an administrator reaching their goals will help support the teachers reaching their goals and vice versa because the focus is consistent and aligned.

The transformation for re-envisioning PLCs requires consistent communication and professional development. In order to meet this need, administrators, instructional coaches, site and district teacher leaders attended five all-day Marzano Leadership Academies, which allowed the team to wrestle and collaborate with how to implement system level change within the organization. This work will continue into the 2017-2018 school year and beyond. It is anticipated all licensed teachers and principals will be evaluated using the same framework in 2018-2019 school year.

#### 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
    - Collaborative professional culture

North Branch Area Public School's continuous improvement process is committed to high-quality instruction. Instructional leaders coach teacher growth through professional development, coaching cycles, peer and collaborative observations. Through research-based cognitive coaching frameworks and techniques, instructional leaders support teachers growth toward high-quality instruction focusing on increasing rigor and real-world application of knowledge. Focus on high-quality instruction with rigor carries over into professional learning communities and classrooms supporting a healthy and safe learning environment. PreK-12 curriculum leaders collaborate with professional learning community leaders to make certain our curriculum is aligned to state and local standards with rigor and lead our curriculum continuous improvement efforts.

During the 2016-17 school year teacher leaders aligned professional development to district, building and teacher needs identified by analyzing student outcome data. Learning focused on;

- Creating standards based units and lessons
- Using student friendly learning targets and embedding them into instruction
- Monitoring student evidence for learning
- Close reading strategies in science 6-12
- Integrating technology into lessons to engage learners through collaboration, communication, critical thinking and creativity
- Providing support to our K-12 math pilot teachers as they evaluated new resources aligned to our core values and beliefs
- Strengthening student to teacher and teacher to teacher relationships through Positive Behavior Interventions and Supports

North Branch Area Public School's continuous improvement strategies are grounded in evidence based practices and student evidence. The needs of students are continuously being monitored while implementing evidence based instructional strategies in the classrooms.

## 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.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Data specialist annually reviews with district leadership and district advisory committees teacher/student distribution of all subgroups in relation to teacher qualifications. The superintendent and school board identify resources during the comprehensive budget process to more equitably distribute highly qualified teachers. North Branch Area Public Schools utilizes the instructional support team and Professional Learning Communities at each school to support learning and increase use of more effective instructional strategies in each classroom for all learners.