



2019-20 World's Best Workforce (WBWF) Summary

District or Charter Name: North Branch Area Public Schools

Grades Served: K-12

WBWF Contact: David Treichel

Title: Director of Teaching and Learning

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?
Yes No

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

- North Branch publishes all school board presentations and an Annual Report on the school district website.

Annual Public Meeting

Dates: December 9,10 2020

District Advisory Committee

District Advisory Committee Members	Role in District
David Teichel	Director of Teaching and Learning
Sara Paul	Superintendent
Dr. Lori Zimmerman	Elementary Principal
Kelly Detzler	Middle School Principal
Coleman McDonough	High School Principal
Stephanie Wendell	MS/HS parent Representative
Pamela Newbauer	Middle School Teacher
Juanita Worthley	High School Teacher
Sara Smit	Sunrise River School Parent
Tammi Grams	Middle School Parent
Rebecca Whiting	High School Parent
TBD	Student Rep
Jess Thelander	Business Rep
Michelle Trunk	Instructional Coach
Mindy Lattimore	Instructional Coach/MS parent
Lynne Wilzbacker	Instructional Coach

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

The Director of Teaching and Learning and Director of Human Resources annually reviews data with district leadership and district advisory committees. Data includes teacher/student distribution of all subgroups in relation to teacher qualifications. Student achievement data is continually monitored during weekly PLC meetings. NBAPS continues to focus on students receiving special education and free and reduced lunches. The superintendent and school board identify resources during the comprehensive budget process to equitably distribute highly qualified teachers appropriately.

Through student achievement gap data analysis, teacher and parent feedback, the district leadership team was able to identify and confirm the need to provide more experienced support staff for American Indian students. This is accomplished through the AIPAC, Indian Education Coordinator, and guest speakers and events throughout the year. Due to the Governor's work at home order, Spring data was not available. Conversations revolved around ensuring access to learning for all students.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

North Branch Area Public Schools (NBAPS) utilizes the instructional support team and Professional Learning Communities at each school to support learning and increased use of effective instructional strategies in each classroom for all learners. NBAPS new teacher induction program wraps instructional supports and experienced teacher mentors for each new teacher through their non-tenure years to ensure all students are receiving the most prepared and experienced teachers.

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

NBAPS students have equitable access to experienced, in-field and effective teachers as a general rule. We are fortunate to be able to recruit and retain qualified and licensed candidates in virtually all of our instructional programs. For those areas where we are not able to find licensed candidates (3 this school year), we are working to support the licensure process (one SPED candidate is currently student teaching with the support of a veteran staff member) and access to additional training and licensure programs.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Limit response to 200 words.

During the 2019-20 school year 87.1% of NBAPS students were White, 4.8% Hispanic or Latino, .7% American Indian or Alaska Native, 3% Asian, 1% Black or African American, and 3.4% two or more races. The diversity of staff closely matches the student demographics. The percentage of students receiving free and reduced-price lunches is highest at the elementary level. Knowing this, building and district leadership ensure experienced teachers and support staff are in place and available for students who are “at-risk.”

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

All short, mid, and long cycle data is continuously examined in each subgroup. Building level teams constructed of administrators, teachers, and support staff continuously examine student performance, behavior and attendance data. Progress toward the goals assessed to determine if any additional supports are needed.

Through student achievement gap data analysis, teacher and parent feedback, the district leadership team was able to identify and confirm a need to provide more experienced support staff for American Indian students.

Through teacher, student, and the American Indian Parent Advisory Committee feedback NBAPS was able to with some certainty that the root cause is the student's connectedness to school and a sense of belonging. As a result, the American Indian Coordinator with the AIPAC ensured their goals addressed this concern. During the Governor’s work at home order the American-Indian Coordinator increased the frequency meeting virtually with all students.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

NBAPS publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

NBAPS publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for Kindergarten

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage students screened at age three will increase from 48% in 2018-19 to 55% in 2019-20.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Historically, less than half of NBAPS three-year-old students are screened. Knowing the importance of early intervention as well as the importance of making school-to-home partnerships with families, staff set out to increase the percentage of students screened at three. Because of the work at home order, NBAPS was not able to collect the necessary data.

- What strategies are in place to support this goal area?

Outreach efforts included birthday greetings (at age three), increasing promotion of screening days via social media. Efforts next year will include a follow up call after birthday greetings are sent. Early-Childhood focused on strategies that would launch us into the 2020-21 school year. Much attention went into how to conduct early childhood screenings in a manner that is safe for all involved.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of Sunrise River Elementary students enrolled as of October 1 at Sunrise River Elementary School who meet or exceed their reading growth goal as measured by FAST aReading will increase from 52% in the spring of 2019 to 54% in the spring of 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Sunrise River Elementary School uses MCA, FAST measurements, including aReading and intervention assessments from progress monitoring, Tier II and III interventions, formative and summative data, classroom walkthrough evidence, attendance and behavior data. The data used was not complete since we were not able to implement Spring assessments. The Sunrise River School leadership team, in consultation with the St. Croix River Education District, SCRED, and district staff, examined trend data. Much of the Spring focused on student formative assessments, student engagement, and attendance during the Governor’s stay at home order.

- What strategies are in place to support this goal area?

Early, frequent intervention is a focus for NBAPS starting with communication to families and area service providers. It is vital to communicate effective strategies for the home and attract families to NBAPS early schooling options. The NBAPS instructional growth model is standards driven; supported by PLCs and the Instructional Support Team. Because Sunrise River School has a strong instructional framework and PLC network, much of the strategies used during the Governor’s stay at home order launched us into planning for the 2020-21 school year.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The achievement gap between students receiving F&R lunches compared to Non-F&R students will decrease by 5% as measured by the Reading and Math MCA.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Academic achievement between high performing groups and low performing groups continues to be a focus for North Branch Area Public Schools. Students receiving special education services and students receiving free and/or reduced lunches continue to underperform when compared to peers. Continuous review of attendance, behavior, classroom walkthrough data, classroom formative and summative data, along with teacher feedback used by district and building level problem solving and leadership teams. Due to the Governor’s stay at home order NBAPS was unable to complete necessary data analysis for the 2019-20 school year.

Positive Behavior Interventions and Supports are in place across the district. The Early Childhood program is in full implementation of the Pyramid Model supporting social-emotional competence in young children. Middle-Level leadership continues to support academic and behavior supports through their RED (Respectful, Enthusiastic and Determined) initiatives. The high school is in the second year of BARR (Building Assets Reducing Risks) implementation and leading indicators of program effectiveness are encouraging. NBAPS instructional growth model for improving teacher instruction, re-envisioning professional learning communities, and a well-developed new teacher induction program are just some of the additional ways NBAPS teams are attempting to close the achievement gap.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>In order to prepare all students for college and/or career, the percentage of students meeting all four college readiness benchmarks will increase from 25% in 2017-18 to 30% in 2020-21 school year measured by the ACT to ensure career and college readiness.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Data set incomplete; unable to report</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Conversations begin at elementary school and progress through the years to support each student plan for their future. A career and college readiness plan guides students in the 9th through 12th grades culminating with earning their diploma. NBAPS uses the ACT as a data point when monitoring progress toward this goal.

Preparing all students for college and/or career starts with supporting students reaching their annual growth goals and intervening early and often when evidence to the contrary is presented. PLCs play a vital part in assessing student progression in learning standards, determining evidence-based instructional methods while differentiating instruction for high and low performing students. Meeting weekly to discuss and evaluate student evidence is key.

Continuous improvement remains a primary NBAPS focus. NBAHS is currently under a comprehensive review and redesign focused on college, career, and life.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of students earning their diplomas in four years will increase from 90% to 92% in 2019-20.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Official graduation rate released in February</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Starting in grade nine, students earn credit for graduation. Through their high school career building leadership teams and PLCs monitor credits earned, classroom formative and summative data; behavior, attendance, and classroom walkthrough data. Ensuring leadership structures and systems are in place is critical to the success in reaching the goal. BARR is an evidence-based system established over a year ago to reduce the number of failing grades in grade nine. Through effective implementation, the number of failing grades was cut in half. Building leadership teams established effective data review teams at all grade levels, along with PBIS. The Director of Teaching and Learning and Special Services Supervisor conduct accountability check-ins to ensure the integrity of services along with identifying areas of growth, such as providing additional support in trauma-informed and restorative justice practices.

Remote Learning during the Governor’s Stay at Home executive order was challenging for our students, families and staff. The district revised its grading practices and instructional practices to support students and families while they were learning at home.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607889731_5fd673439eda63.61775763&sg_navigate=start