

Local World's Best Workforce
Buffalo Hanover Montrose Schools #877
Multi-Year Plan 2016-2019

World's Best Workforce is a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. In accordance with 2013 Minnesota statutes, section 120B.11, the plan is intended to serve as a foundational document aligning educational initiatives that serve students from pre-kindergarten through high school.

BHM's World's Best Workforce Plan summarizes current district programs that are implemented in an effort to create a quality workforce equipped with the necessary skills for the 21st century.

Yearly progress is summarized and submitted to the Minnesota Department of Education by December 15th. Any updates to the current multi-year plan are presented to the Community/District Teaching and Learning councils and to the the BHM school board (November 29th, 2018). The plan is published on the district website as the *Local World's Best Workforce Plan*.

The plan addresses the following five goals:

- All students ready for kindergarten
- All students in third grade achieving grade-level literacy
- Progress towards closing the achievement gap
- All students attaining career and college readiness before graduating from high school
- All students graduating from high school

District Multi-Year Plan for 2016-2019

Mission Statement

Making a difference by preparing all students for a successful future in a changing world.

I. Goals:

1. All Children are Ready for Kindergarten:

The percentage of children age 4 years as of October 1, 2018 who have attended BHM school readiness preschool for over 20 weeks will increase their ability to understand spatial relationships and positional words from 79% to 82% proficient. (79% of the children were proficient in this skill at the end of 20 weeks of preschool for the 2017-18 program year) Objective 21a

2. All Students in Third Grade Achieving Grade-Level Literacy:

The percentage of BHM students enrolled Oct. 1 in grade 3 who earn an achievement level of “Meets” or “Exceeds” standards will increase from 66.5% in 2017 to 70.5% in 2018 on all reading accountability tests (MCA and MTAS).

3. Make Progress in Closing the Achievement Gap

By 2019, the proficiency gap between the students who qualify for free/reduced price lunch and all BHM students, in all grades tested on state reading accountability tests, will decrease by 4%.

4. All Student Career and College Ready

a. The district will increase proficiency on All Accountability Tests in Reading from 64.9 % in 2018 to 68.9% in 2019. The proficiency in math will increase from 67.5% in 2018 to 71.5% in 2019.

b. The BHM district will establish baseline data in Fall 2019 to develop an academic growth goal as measured by the Measures of Academic Progress (MAP) in both reading and math. The academic growth goal will include Grades 2-8. The academic growth for grades 3-8 will be measure from fall-to-fall. The academic growth for Grade 2 students will be measured from fall-to-spring.

c. The senior class of 2018 will increase their average ACT score from 21.7 to 22.7

5. All Students Graduating from High School

Using MDE’s 4 year graduation rate (MDE reports on the prior school year) BHM students will increase from 91.7% in 2017 to 95% in 2018.

II. Stakeholder’s Engagement:

Community Teaching and Learning Advisory Committee 2017-2018

The BHM Community Teaching & Learning Council (CTLC) meets monthly from October through May. While parents are encouraged to discuss questions or concerns with their teacher or principal, the CTLC provides an opportunity for parents and community members to actively participate in the district’s curriculum and instruction process. This committee serves as BHM Schools' curriculum advisory committee. The CTLC is composed of community members, teacher leaders, administrators who represent all students, as well as the communities of Buffalo, Hanover, and Montrose. The purpose of the CTLC is to advise and provide recommendations to the school board regarding BHM curriculum and instruction.

2018-2019 Members:

Director of Teaching & Learning	Pam Miller	District-wide
Director of Special Education Services	Amy Ernst	*PES & BHS parent also
Buffalo Community Middle School Principal	Matt Lubben	*TES & BHS parent also

Hanover Elementary School Principal	Brad Koltes	*NES parent also
School Board Member	Bob Sansevere	*PES & BCMS & BHS parent also
School Board Member	Ken Ogden	
Hanover Elementary Parent	MaryAnn Hallstein	
Montrose Elementary Parent	Melissa Gudvangen	
Northwinds Elementary Parent	Sam Sandsness	
Parkside Elementary Parent	Rebecca Calvin	*NES parent also
Tatanka Elementary Parent	Beth Davis-Salonek	
Buffalo Community Middle School Parent	Kim Thompson	*BHS parent also
Buffalo Community Middle School Parent	Angela Laho	*BHS parent also
Buffalo Community Middle School Parent	Anne Jungwirth	
Buffalo Community Middle School Parent	Phil Giddings	*TES & BHS parent also
Buffalo High School Parent	Kayla Johnson	*BCMS parent also
Buffalo High School Parent	Angela Miller	
Buffalo High School Parent	Rachel Kugler	*BCMS parent also
Buffalo High School Parent	Melody Hahn-Merges	*BCMS parent also
Buffalo Community Representative	Dave Rietveld	*BHS & BCMS parent also
Buffalo Community Representative	Anne Ackmann	
Buffalo Community Representative	Sheila Feldman	*BCMS parent also
Hanover Community Representative	Meaghan Hibbard	*HES & BCMS parent also
Montrose Community Representative	Gregg Sarkinen	*TES & BCMS & BHS parent also

III. Identified Needs Based on Data:

While consistently scoring above state averages, MCA scores in both math and reading at BHM have stayed fairly consistent over the past three years. The district's math proficiency rate for all accountability tests was 68.6% in 2016, 68.9% in 2017, and 67.5% in 2018. The BHM reading proficiency rate was 65.6% in 2016, 66.5% in 2017, and 64.9% in 2018. The district achievement goals were adopted to raise proficiency rates in both subjects by a minimum of 4%.

Based on the Achievement Gap Reduction reports in the Secure Reports on MDE, there is still a need to reduce the achievement gap at BHM Schools among various ethnic and socioeconomic groups. BHM has a district goal to reduce the achievement gap by increasing the growth of traditionally lower-performing student groups.

IV. Systems, Strategies, and Support [Link to BHM Strategic Plan](#)

Minnesota State Assessments:

Minnesota Comprehensive Assessments (MCA-III)

Minnesota students are assessed in math and reading each year in Grades 3-8 and in reading at Grade 10 and math at Grade 11. Minnesota students are also assessed three times in science at Grade 5, 8 and at high school during the year student's complete biology. Data are used for school and district accountability by the state.

College and Career Readiness Assessments

BHM Schools utilize ACT's College and Career Readiness assessments at Grades 10 (Pre-ACT) and 11 (ACT with Writing). The state requires that BHM offer the ACT for juniors with reimbursement for students who qualify for free and reduced lunch. It is scheduled for April 24, 2019.

ACCESS for English Learners

The ACCESS for ELLs is an assessment developed by the WIDA consortium and administered to English learners in order to measure progress toward meeting Minnesota's standards for English language development. The assessment is a federal and state requirement for students learning the English language. A link to the WIDA Consortium website is available by clicking [here](#).

Locally Adopted Assessments:

Elementary Screeners

Elementary students are screened three times a year on grade level literacy and math skills. DIBELS assessments are administered three times a year to determine how if students are on, above, or below established national norms. Students who score below the 25th percentile are provided with individualized or small group instruction. Students in Grades 2-5 are administered math fact fluency probes three times a year.

Guided Reading Benchmarks

K-5 BHM students have Guided Reading Benchmarks (end of the year goals) established to see if students are meeting grade level expectations.

Scholastic Reading Inventory

Students in Grades 6-8 are administered the Scholastic Reading Inventory two or three times a year which provides grade-level information used to monitor student progress.

Title I Assessments

Title I is a federal grant program available only at elementary schools that qualify by student poverty levels within the district boundary. The Title I program is designed to provide extra support to students who score below established cut scores to reach grade level expectations. Title I teachers and support staff use research-based interventions to instruct students. Students are informally monitored daily and formally assessed at least every 2 weeks to ensure progress is being made.

District Common Assessments

All curricular areas have common assessments administered to all students to monitor progress and achievement. The results of common assessments are discussed in professional learning community meetings to identify areas of weakness and strength and develop appropriate instructional strategies.

MAP/NWEA

In the Fall of 2017, BHM adopted this nationally normed test for grades 2-8. Baseline data will be collected and growth goals will be set and measured.

Gifted and Talented

Identification for participation in gifted and talented programs

Students are selected for BHM gifted and talented program based on several admission criteria. Parents and teachers contribute information about an applicant on a perceiver scale rating the student's gifted behavior characteristics. Test scores are also required as part of the application. Test scores reviewed include Measures of Academic Progress (MAP), used to determine student achievement levels, and the Cognitive Abilities Test (CogAT) used to determine student ability levels. The CogAT is administered at school to students who request assessment for the program. Students considered for admission show a pattern of scoring at or above the 95th percentile on MAP testing in reading and mathematics, and score at or above the 95th percentile on the CogAT. Applicants can also submit other information, such as IQ test information. An admissions committee reviews all of the applications and makes decisions on student qualifications for the program.

Acceleration

Once a request for acceleration has been made, a building acceleration team comprised of the principal, current grade level teacher, previous year teacher, gifted education specialist, and district psychologist will be convened to review the request; interview the student, parents, and teachers; review assessment data; and develop a recommendation for whole grade acceleration.

The student will be assessed in the following areas using the Iowa Acceleration Scale. A licensed psychologist will administer an individual intelligence assessment.

The student must qualify on the following two measures:

- a. The student will be required to demonstrate a minimum level of intellectual ability two (2) standard deviations above the norm.
- b. The student will achieve a score of 70 or above on the Iowa Acceleration Scale.

Upon completion of the evaluation for whole grade acceleration, students who meet the above criteria will be accelerated to the next grade level.

Whole grade acceleration placement will be made on a six-week trial basis, after which time the parents and building acceleration team will meet to determine the suitability of the placement.

Early Admission

Each child, along with the parents/guardians will meet with the principal and the early entrance screener of the school serving their attendance area for a formal interview. At this time, the application and child's general readiness will be discussed. Following the interview, the early entrance screener will screen the child using an early childhood developmental screening tool. The child would be expected to obtain a score of 5-5 ½ to be considered beyond this step. If screening indicates that the child is a good candidate for early entrance to kindergarten, the parent will schedule an evaluation for the child with a licensed psychologist. The child is expected to obtain an IQ score equal to or above one standard deviation above average. Other assessments may be recommended if needed to make an informed decision. The parent-selected psychologist will provide a written report of findings and recommendations to the Director of Special Education. The principal, will communicate with the parents/guardians to report results and suggest options. In situations where students have demonstrated exceptional performance in the screening process, the principal will communicate that information to the High Potential Services Coordinator.

Teachers and Principals

Job-Embedded Professional Development (PPD/QComp) [Link to PPD Site](#)

BHM is committed to providing professional development within schools focused on quality instruction and student achievement.

2018-2019 Members:

Dr. Scott Thielman, Superintendent
Evan Ronken, Director of Human Resources
Pam Miller, Director of Teaching & Learning
Mark Mischke, Buffalo High School Principal
Jennie Lindstrom, EdMN-Buffalo Vice President
Stacey Swedal, Discovery Elementary School Multi-age 3-4-5 Teacher
James Didier, Buffalo High School Science Teacher

Dave Knutsen, Buffalo Community Middle School Science Teacher

Teacher Evaluation

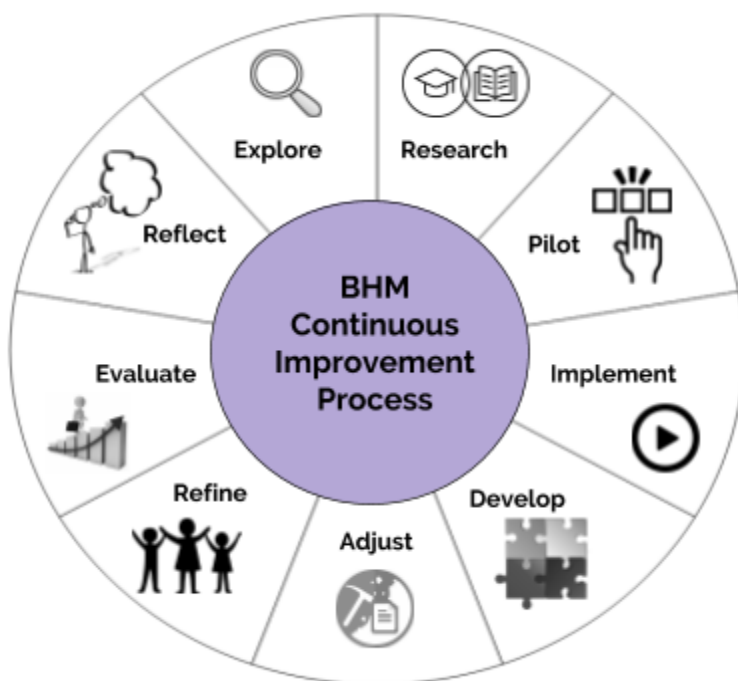
BHM engages in regular evaluation of probationary and tenured teachers. The goal of the BHM's teacher evaluation system is to articulate expectations, assess performance in the instructional domain, and provide support for the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved through self-assessment and reflection, individual and PLC goal setting, and peer observations conducted by instructional coaches.

Principal Evaluation

BHM has a comprehensive principal evaluation system designed to evaluate principals in five domains. Principal evaluations are based on school performance data, state level and school performance measures, and feedback from staff and parents. The evaluation involves principal self-reflection, goal setting, and a professional growth plan.

Curriculum and Instruction

BHM employs a comprehensive system to review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of BHM's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time. BHM recognizes that a guaranteed and viable curriculum has a strong correlation to student achievement (Marzano, 2003). There are nine phases to the Continuous Improvement Process.



- Reflect: Identify program strengths and limitations
- Explore: Discover current practices and trends
- Research: Determine program vision based on current research in the field
- Pilot: Recommend instructional resources and/or instructional strategies for implementation
- Implement: Implement the revised curriculum and instruction into daily practice.
- Develop: Develop curriculum, instruction, and assessment based on implementation findings
- Adjust: Adjust curriculum, instruction and assessments to improve student achievement
- Refine: Differentiate curriculum and instruction to meet the needs of ALL students
- Evaluate: Evaluate the effectiveness of the current curriculum and instruction

District

Technology

Throughout BHM Schools, teachers integrate technology in their daily lessons to enhance learning. All schools are equipped with stationary computer labs, classroom projection units, and mobile labs that can include: laptops, netbooks, Chromebooks, and iPads. Many elementary classrooms and some secondary classrooms utilize amplification systems. Most elementary classrooms also utilize SMART Boards for interactive learning opportunities. The district provides open wireless access for students and allows them to use their own devices whenever appropriate. Staff will continually improve the quality of instruction and assessment of communication, creative problem-solving, critical thinking and collaboration in the classroom, incorporating technology to enrich these experiences. Students will continually improve communication, creative problem-solving, critical thinking, and collaboration skills, incorporating technology to enrich these experiences.

Collaborative Professional Culture

All teachers belong to PLCs. PLC leaders ensure teachers have access to common formative assessment data, assist in facilitating the use of this data to inform instruction, and develop skills to identify highly effective practices and strategies which can be emulated in classrooms. PLCs are responsible for researching and sharing effective instructional strategies and practices as a team. Educators implement chosen strategies in their classrooms and bring back student work examples to the team for further discussion and refinement of practice.

V. Equitable Access to Excellent and Diverse Teachers

Our district's most valuable asset for improving student achievement is the classroom teacher. Buffalo Hanover Montrose Schools, ISD 877 employs certified instructional

staff that are licensed or receives Minnesota Department of Education permission for instruction in their field(s) of instruction. As the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, the unbiased and unfiltered student placement with highly qualified teachers satisfies the equitable distribution of teachers to and for students of all abilities and socioeconomic basis. The District Advisory Committee recommends the continued support for the district Mentorship Program. The goal of the district mentoring program is to support, guide and encourage new teachers as they enter the teaching profession and to advance their skills and knowledge using reflective assessment and continuous collaboration of experienced district teachers in relation to the Minnesota Standards of Effective Practice for Teachers. Improving classroom practices, developing reflective teachers, and building an understanding of student diversity in classrooms are the primary focuses of the program.

The Districts PPD program (Q Comp) supports the continued improvement of teacher skills including, but not limited to, advancing knowledge and skills in instructional strategies, curriculum planning, classroom management, student diversity, improving student achievement, understanding and creating formative assessments, ongoing self-assessment and reflection, and collaboration among teachers.

MCA data is analyzed by grade level comparing the percent of students meeting or exceeding the standards in Reading, Math and Science. Data is also reviewed at each grade level to determine the percent of students meeting expected growth goals.

Summary from the 2016-2017 Plan: [Link to full report submitted to MDE](#)

The BHM World’s Best Workforce Plan, coupled with the district’s Strategic Plan, provide a solid foundation to accelerate student achievement. The following is a brief summary of the 2016-17 student achievement goals and progress towards the World’s Best Workforce initiative. To see the new 2016-2019 Multi-Year WBWF Plan go to <http://www.bhmschools.org/departments/teaching-learning/mca-ii-test-results-2009/worlds-best-workforce-2015>

Goal:	Progress as of Spring 2018
Student Readiness	The percentage of children age 4 years as of October 1, 2017 who have attended BHM school readiness preschool for over 20 weeks increased to 94% in their ability to identify numbers 1 - 5 or higher and connect each number to counted objects. The goal was met with an increase from 87% to 91% as measured using the TSGOLD assessment.
Literacy by Third Grade	The percentage of BHM students enrolled Oct. 1 in grade 3 who earned an achievement level of meets or exceeds standards was 66.5%. Although this is an increase of 2.4% it did not meet our goal of 68.1% on all reading accountability tests (MCA and MTAS) in 2017.
College and Career Readiness	<p>a. The district will increase proficiency on All Accountability Tests in Reading from 66.3 % in 2017 to 70.3% in 2018. The proficiency in math will increase from 68.9% in 2017 to 72.9% in 2018.</p> <p>Based on results in 2018 Reading decreased to 64.9% and Math decreased to 67.5%.</p> <p>b. The BHM district will establish baseline data in Fall 2019 to develop an academic growth goal as measured by the Measures of Academic Progress (MAP) in both reading and math. The academic growth goal will include Grades 2-8. The academic growth for grades 3-8 will be measure from fall-to-fall. The academic growth for Grade 2 students will be measured from fall-to-spring.</p> <p>c. The senior class of 2018 will increase their average ACT score from 21.1 to 22.0</p> <p>Average ACT score of the senior class of 2018 was 21.7</p>

<p>Close the Achievement Gap</p>	<p>The proficiency gap between the students who qualify for free/reduced price lunch and all BHM students, in all grades tested on state reading accountability tests has been:</p> <p>2016-Gap of 15.3%</p> <p>2017-Gap of 12.4% <i>Decreased by 2.9%</i></p> <p>2018-Gap of 14.1% <i>Increased by 1.7%</i></p> <p>The trend is not moving toward the goal of decreasing by 6.6% in 2019.</p>
<p>Graduation Rates</p>	<p>According to the MDE report card 4-Year Graduation Rate, (MDE reports on the prior school year) BHM students in 2017 have a graduation rate of 91.7%. We did not achieve the goal which was to increase from 92.4% in 2016 to 95% in 2017.</p>