

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 (February 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, 2017 who have attended BHM school readiness preschool for over 20 weeks will increase in their ability to identify numbers 1 - 5 or higher and connect each number to counted objects from 87% to 91% as measured using the TSGOLD assessment.

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 64.1% in 2017 to 68.1% 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 **6.6%**.

4. All Student Career and College Ready

- 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.
- b. The BHM district will establish baseline data in Fall 2017 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 21.1 to 22.0

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 92.4% in 2015 to 95% in 2017.

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.

2017-2018 Members:

Director of Teaching & Learning	Pam Miller	District-wide
Director of Special Education Services	Amy Green	*PES & BHS parent also
Buffalo Community Middle School Principal	Matt Lubben	*TES & BCMS & BHS parent also
School Board Member	Bob Sansevere	*PES & BCMS & BHS parent also
School Board Member	Stan Vander Kooi	
Hanover Elementary Parent	Consuelo Silbernagel	*BHS parent also
Montrose Elementary Parent	Melissa Gudvangen	

Northwinds Elementary Parent	Sam Sandsness	
Parkside Elementary Parent	Phil Giddings	*TES & BCMS & BHS parent also
Buffalo Community Middle School Parent	Kim Thompson	*BHS parent also
Buffalo Community Middle School Parent	Angela Laho	*TES & BCMS & BHS parent also
Buffalo High School Parent	Kayla Johnson	*BCMS parent also
Buffalo High School Parent	Angela Miller	
Buffalo High School Parent	Beth Davis-Salonek	*TES parent also
Buffalo Community Representative	Dave Rietveld	*BHS & 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 have increased only minimally at BHM over the past three years. The district's math proficiency rate for all accountability tests was 66.9% in 2014, 67.9% in 2015, and 68.6% in 2016. The BHM reading proficiency rate was 63.1% in 2014, 63.1% in 2015, and 65.6% in 2016. The upward trend is positive and as a result, 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 without cost and is scheduled for April 24, 2018.

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 assessed multiple times in a variety of literacy and math skills. TIES or Dibels assessments are administered three to four times a year when students are given screeners (probes) to determine how they are performing on grade-level standards. Students who score below the 25th percentile are provided with individualized 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 for all students to see if they meet 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 levels. The Title I program is designed to help students who would benefit from extra support to reach their grade level goals. Title I teachers and support staff use research-based interventions to instruct students. Students are monitored daily and assessed at least every 2 weeks to see if 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

This year, BHM adopted this nationally normed test for grades 2-8 and PHX Learning Center. 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 programs based on several admission criteria. Parents and teachers contribute information about an applicant, and student test scores are required as part of the application. Test scores reviewed include Performance Series (PS), Minnesota Comprehensive Assessment (MCA) 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 apply for the program. Students considered for admission show a pattern of scoring at or above the 95th percentile on PS and MCA 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.

2017-2018 Members:

Dr. Scott Thielman, Superintendent
Evan Ronken, Director of Human Resources
Shawn Gombos, Northwinds Elementary Principal
Pam Miller, Director of Teaching & Learning
Jennie Lindstrom, EdMN-Buffalo Vice President
Stacey Swedal, DES Multi-age 3-4-5 Teacher
Jenina Rothstein, T&L Instructional Support Specialist
Dave Knutsen, BCMS 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 seven components to the district's Continuous Improvement Process:

- Reflection: Identify program's strengths and weaknesses

- Research: Determine program improvement action plan based on identified program strengths and limitations and current research in the field, as well as revised state or national standards. Examination of best practice research, current trends and district test data are reviewed. Essential standards are identified ensuring the identified content can be adequately addressed in the given time.
- Pilot: Apply research to the recommended materials, resources and actions for adoption.
- Implement: Successfully incorporate the revised curriculum into daily practice. During this phase, teachers develop master curriculum maps for each course. Curriculum mapping involves teachers collaborating to write course and unit essential questions, draft learning targets, and identify essential content and skills. Teachers also develop common summative and formative assessments.
- Adjust: Adjust curriculum, instruction and assessment based on implementation findings. During this year, curriculum maps are reviewed for effectiveness by examining common assessment and standardized test data. In addition, curriculum maps are reviewed for horizontal and vertical alignment.
- Refine: Monitor student achievement by collecting and reviewing assessment data.
- Evaluate: Evaluate the effectiveness of the current curriculum

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 2017
Student Readiness	At least (98%) of 4-5 year olds in the BHM Schools Readiness program are able to name and recognize 3-10 letters or more as measured by the

	Teaching Strategies Gold Assessment Literacy Domain in May of 2017.
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 64.1%. This is a decrease of 8% after an increase the previous year of 7% on all reading accountability tests (MCA and MTAS) in 2017.
College and Career Readiness	District proficiency on All Minnesota Accountability Tests increased in each subject area. Math increased from 68.6% to 68.9% in 2017 Reading increased from 65.6% to 66.3% in 2017
Close the Achievement Gap	This goal was not able to be measured in 2017 because of MDE's change in accountability measures. A new goal will be established this year.
Graduation Rates	According to the MDE report card 4-Year Graduation Rate, (MDE reports on the prior school year) BHM students in 2016 have a graduation rate of 92.4%.