

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. The current plan is presented to the Community/District Teaching and Learning councils and to the the BHM school board by December 15th, 2016. It is then 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 all 4-5 year olds in the BHM Schools Readiness program who are 4 by October 1, 2016 and have attended 20 or more weeks will be able to name and recognize 3-10 letters or more at program exit, as measured by the Teaching Strategies Gold Assessment Literacy Domain, will increase from 92% in 2016 to 93% in 2017.

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 72% in 2016 to 73% in 2017 on all reading accountability tests (MCA and MTAS).

3. Make Progress in Closing the Achievement Gap

All Achievement Gap Reduction (AGR) z-Scores for each student group will decrease, therefore indicating BHM students in all student groups are making strides towards reducing the

achievement gap. These numbers will be reported through the Multiple Measures Rating (MMR) based on the MCA data in reading and math.

4. All Student Career and College Ready

a. The district will increase proficiency on All Accountability Tests in Reading from 65.6% in 2016 to 69.6% in 2017. The proficiency in math will increase from 68.2% in 2016 to 72.2% in 2017.

b. Demonstrate positive average z-score growth at grade levels 4-11 in both reading and math as measured by the MMR data which indicates students are making higher than anticipated growth.

c. The senior class of 2017 will increase their average ACT score from 21.4 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 93.7% in 2015 to 95% in 2016.

II. Stakeholder's Engagement:

Community Teaching and Learning Advisory Committee 2016-2017

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.

2016-2017 Members:

Parents/Community Members: Phil Giddings, Consuelo Silbernagel, Melissa Gudvangen, Sam Sandness, Angela Miller, Matt Nichols, Kim Thompson, Kayla Johnson, Beth Davis-Salonek, Elyse Phillips, Dave Rietveid, Greg Sarkinen, Angela Laho

School Board: Bob Sansevere, Stan Vander Kooi

Administration: Matt Lubben, Jeff Olson, Amy Green, Pam Miller

Teachers: Bev Koopman

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 19, 2017.

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.

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.

2016-2017 Members:

Dr. Scott Thielman, Superintendent, Moreen Orr, Director of Human Resources, Shawn Gombos, Northwinds Elementary Principal, Pam Miller, Director of Teaching & Learning, Jennie Lindstrom, EdMN-Buffalo Vice President, Stacey Anderson, DES Multi-age 3-4-5 Teacher, Jenina Rothstein, T&L Instructional Support Specialist, Dave Knutsen, BCMS Science Teacher, Evan Ronken, PPD Coordinator, PPD coaches: Carol Gilson, Jason Karn, Cynthia Mueller, Tim Murray, Stacy Rutten

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 2015-2016 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 2015-16 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/>.

Goal:	Progress as of Spring 2016
Student Readiness	At least 92% of 4-5 year old children in the BHM school readiness preschool are able to recognize 3-10 letters or more as measured by the Teaching Strategies Gold Assessment in May of 2016.
Literacy by Third Grade	The percentage of students enrolled Oct. 1 in grade 3 who earned an achievement level of meets or exceeds standards increased by 7% on all accountability tests 2015-2016.
College and Career Readiness	District proficiency on All Minnesota Accountability Tests increased in each subject area. Math increased from 67.9% proficient to 68.6% proficient. Reading increased from 63.1% proficient to 65.6% proficient.
Close the Achievement Gap	Some Achievement Gap Reduction (AGR) z-Scores for each student group were reported as a negative number, indicating that some (not ALL) student groups are making strides towards reducing the achievement gap. The data used is the Multiple Measures Rating (MMR).
Graduation Rates	According to the MDE report card 4-Year Graduation Rate, in 2015, 93.7% of BHM students graduated. MDE reports on the previous year.