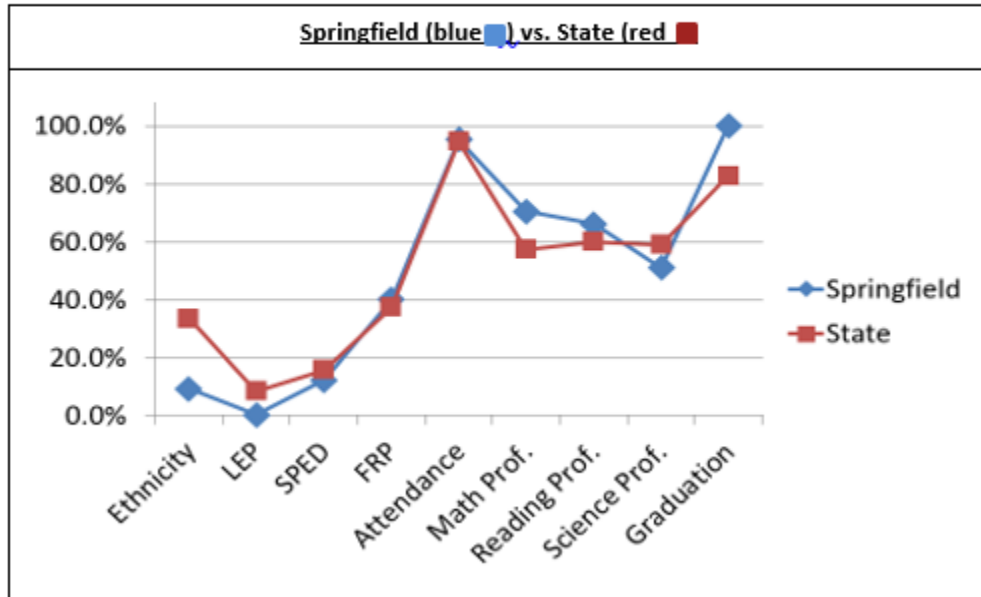# Springfield Public Schools Planning for the Road Ahead

Table of Contents

Worlds Best Workforce Strategic Plan

Who We Are

2017-2018 Springfield Student Demographics
Student Population: 558 (October 1st Student Count)

The Breakdown:	2017-18 Student Demographics	
	Springfield	**State**
Ethnicity	9.2%	33.5%
LEP	0.2%	8.3%
Special Ed	12.2%	15.7%
Free/Reduced Lunch	40.0%	37.2%
Attendance Rate	95.3%	94.5%
Math Proficiency	70.5%	57.2%
Reading Proficiency	66.1%	59.9%
Science Proficiency	51.0%	59.0%
Graduation Rate	100%	82.7%

Learning For All!

Where We Are Going
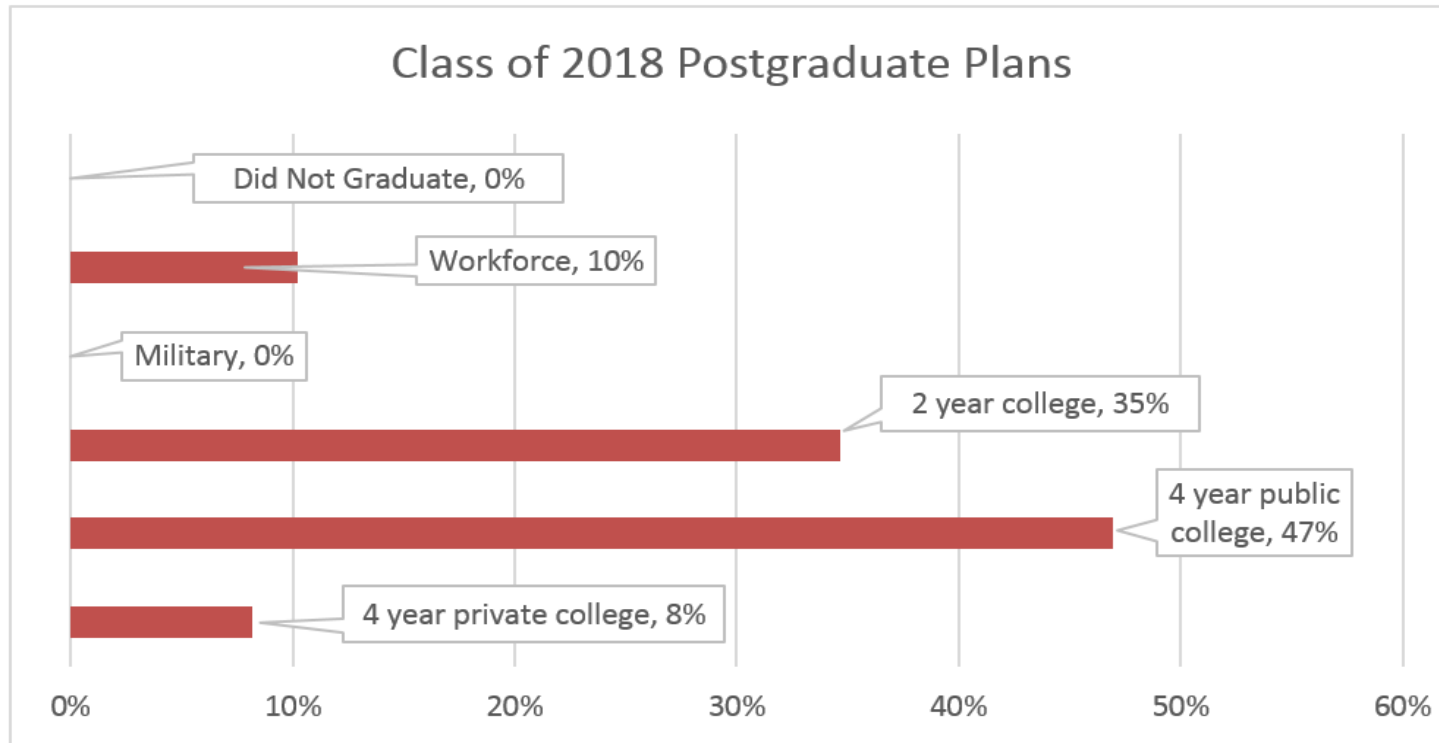
Learning For All!

Our Mission

Learning For All!

Our Core Values

- All students can & will learn

- Nurture an engaging, caring and safe environment

- Professionalism

- High expectations-Establish conditions for success

- Our school community is our most valuable asset

- Fiscal Integrity

CHILDREN
FIRST

Springfield Public Schools

HOW WE CONTROL THE CONDITIONS FOR SUCCESS.

THE CONDITIONS WE CONTROL ARE:

♦ Focus: Clear & Defined Student Achievement Goals

   ♦ Understanding and clarifying what is essential

♦ Alignment: Programs, practices, procedures, and policies

   ♦ Strategy should exist behind what we do

♦ Expectations: "What we expect is what we get"

   ♦ Professionalism

   ♦ High Expectations for Student Performance-Student achievement goals are established by staff with the mindset of moving learning forward.

   ♦ Teacher & Principal Effectiveness-Staff have set their expected performance levels to be either "Proficient" or "Exemplary"(see Teacher & Principal Evaluation System).

♦ Opportunity: Creating conditions for people to be their best

   ♦ Embracing the work done in our professional learning communities(PLC's) to support learning for all.

   ♦ Student Engagement-Engaging all learners everyday.

   ♦ Safe & Caring Learning Environment

District Aims, Goals & Measurements

Goals:

♦ Increase Reading, Math, and Writing Proficiency

♦ All Students will Graduate from Springfield High School

♦ Springfield Graduates are Career and College Ready

♦ All students are Kindergarten ready

♦ Technology used as a teaching & learning tool preparing students for the 21st Century

♦ All Students of all abilities will be challenged academically & successfully earn a diploma

♦ Parents/Guardians & Community are valued and active partners in student achievement.

♦ Pursue Racial and Economic Integration and to increase academic achievement, create educational opportunities and reduce academic disparities.(This goal is required by the state for Integration Funding)

♦ Provide extra-curricular programs that support the district mission and students best interest.

Each Goal is explained with more detail later in this document.

District Aims, Goals & Measurements

Aim #2: Safe, Caring & Welcoming Learning Environment

Goals:

♦ Create & foster an engaging & respectful learning environment

Aim #3: Efficient and Effective Operations

Goals:

♦ Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

♦ Financial Stability of the School District

District Aims, Goals & Measurements

Aim: High Student Achievement

Goal : Increase Reading, Math, and Writing Proficiency

	MCA's													
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Gr. 10	Gr. 11
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
2015 Results	95	85	95	83	90	81	90	84	78	84	75	73	73	71
2016 Results	96	69	100	68	74	77	79	74	50	57	91	56	77	69
2017 Results	96	84	88	73	84	78	92	94	62	62	57	50	54	50
2018 Goals	92	78	96	80	94	74	88	88	70	68	70	68	70	75
2018 Results	97	57	86	51	71	75	88	85	58	71	56	53	76	42

For Student Subgroup Goals- Please refer to Achievement & Integration Goal-see page 9

Improvement Strategies-MCA's:

PLC's, RTI-reading literacy and math interventions, Student Achievement and Integration , All Day K, PBIS, PLP's(personal learning plans), Jr. High Transition, ICU, 21st Century Learning Project, ECFE & School Readiness, Teacher Evaluation, Principal Evaluation, Teacher Induction, and Flexible Learning Year.

Each Strategy is explained with more detail later in this document.

District Aims, Goals & Measurements

Aim: High Student Achievement

Goal : All Students Graduate from Springfield High School

Percent of Students Who Earn a Springfield Diploma					
2014	2015	2016	2017	2018	2019
100%	98%	98%	100%	100%	Goal 100%

Improvement Strategy:

Supported by the same strategies listed for MCA improvement and CRIC collaborative integration activities beginning with 6th grade.

When I Grow Up I Want To Be...

a firefighter
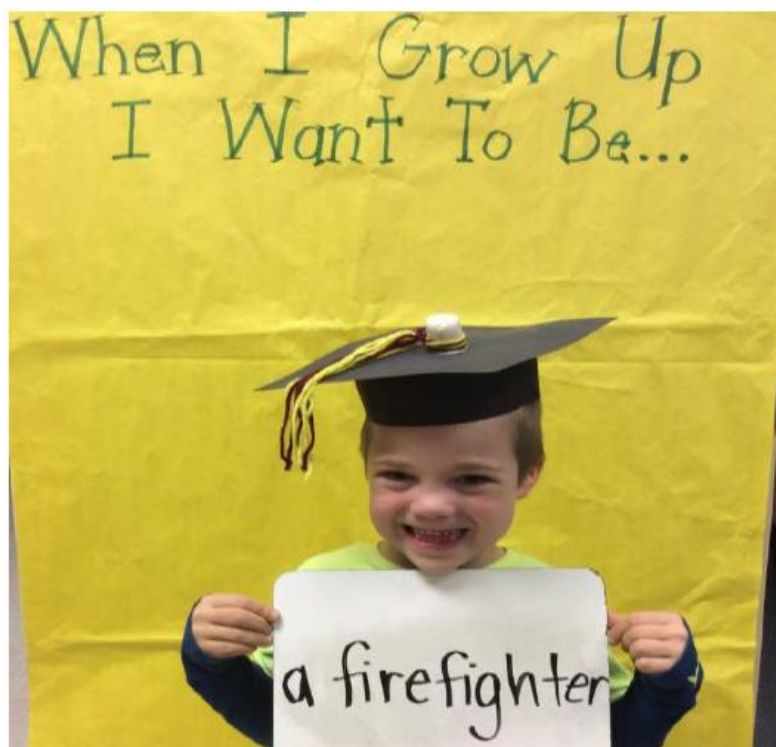
District Aims, Goals & Measurements

Aim: High Student Achievement

Goal :   Springfield Graduates are Career and College Ready(MN Stat. 120B.30)

ACT's

		Total Tested	English	Math	Reading	Science	Composite
2017 Results	Springfield	45	23.1	21.0	22.3	21.5	22.2
	State of MN	61,101	20.4	21.5	21.8	21.6	21.5
2018 Goal	Meet or Exceed State		Meet or Exceed State	Meet or Exceed State	Meet or Exceed State	Meet or Exceed State	Meet or Exceed State
2018 Results	Springfield	46	21.8	21.0	22.0	21.4	21.6
	State of MN	61,253	20.2	21.4	21.7	21.4	21.3

Improvement Strategy: Supported by the same strategies listed for MCA improvement along with John Baylor Prep(designed specifically to help students prepare for ACT exams) and promotion of College Coursework (Concurrent Enrollment)within our schools. Collaborative Integration efforts will focus on Career and Post-Secondary planning beginning in 6th grade.
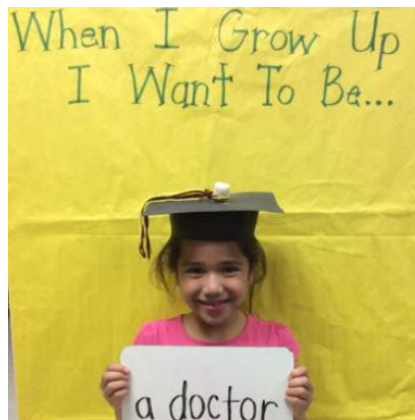
*Class of 2016 was the first class where all were required to take the ACT

*Class of 2017 -first class with help of John Baylor Prep. Results are very strong from Spring test. Final results pending completion of retakes, but current scores reveal a 22.6 composite average score.

District Aims, Goals & Measurements

Aim: High Student Achievement

Goal :   All students are Kindergarten ready

Kindergarten Readiness		
Goal	2017-18 Goal	Results
All Students Ready for Kindergarten	80% of all school readiness students will be able to recognize all letters of the alphabet.	86% of school readiness students were able to recognize all letters of the alphabet in the Spring of 2018. 70% retained them in the Fall of 2018
	80% of all school readiness students will be able to recognize numbers 1 through 10.	88% of all school readiness students were able to recognize numbers 1 through 10 in the Spring of 2018. 84% knew all their numbers in the Fall of 2018.

Improvement Strategies-School Readiness:

Since 2014-15, when the district began their own preschool programming.   The district has expanded programming to included more student contact time to three ½ days a week for 4&5 year olds and two ½ days a week for 3&4 year olds. Previously, programming was 2 and 1 day respectively.

Affordable programming costs is essential for families. The districts have used Pathways II scholarship dollars to make free or reduced tuition available for qualifying students and free bussing for in-town students.

The district will continue to work with partnerships with other preschool community programs to ensure school readiness alignment occurs.

To continuously improve ECFE and School Readiness program participation and outreach to foster family engagement with the school and help with teaching school readiness and parent education to families the district serves. Current participation has been very strong.

Implement effective pre-school screenings and provide necessary support services to families(ECSE) or interventions for families to achieve school readiness.

District Aims, Goals, & Measurements

Aim: High Student Achievement

Goal :

Technology used as a teaching & learning tool preparing students for the 21st Century

Improvement Objectives:

*Increase students who agree with, "Teachers present information in a variety of ways."

14-15:100%-El, 88%-HS   15-16: 99%-El, 80%-HS   16-17: 98%-El, 92%-HS   17-18:99%-El, 87%-HS

*Staff utilization of technology.

Goal 100%: Administrative observation are pleased with staff use of technology on training provided by the staff technology leadership team. Fair analysis would estimate 95% of staff are using technology at expected levels.

*Increase efficiency in utilization/availability of technology.

The community supported a $100 per pupil referendum for the 21st Century Learning Project (1to1 Ipads)

*Increase percent of student work utilizing technology.

This is an area where we have grown and can continue to improve. Ipad use is mostly been substitution of paper and pencil. Moving forward our goals for ipad use is to next augment, then redefine instructional use and student learning. The first year of our 1 to 1 initiative we have exceeded expectations for staff and student use.

Improvement Strategy/Activities:

Implementation of our 21st Century Learning Project

Added Technology Integrationist to support teachers best practices in technology with their curriculum and instruction

Students, beginning in K, are oriented to technology as per the district technology K-12 curriculum plan. Continue to explore platforms to allow for students to complete work utilizing technology-i.e. Google Docs. Continuous training needs to occur for staff . Tech Integrationist will help this need.

School District bandwidth speed seems to be sufficient currently.

High speed internet access for students in rural areas allowing them to work with web based resources has not been identified as a limitation.

Interventions are being facilitated with the use of Ipads for struggling learners.

District Aims, Goals, & Measurements

Aim: High Student Achievement

Goal: All Students of all abilities will be challenged academically & successfully earn a diploma.

Measurements:

*Increase the percent of students who have taken a college level course.

15-16: 64%   16-17: 64%   17-18 Goal: 66%   17-18 Results: 51%   18-19 Goal: 66%

*Increase the percent of graduates that graduate with Honors

15-16: 63%   16-17: 61%   17-18 Goal: 66%   17-18 Results: 69%   18-19 Goal: 70%

*Increase the percent of parents who agree with, "my child is challenged at school."
15-16: 92%-EL,94% HS   16-17: 93%-EL,91% HS   17-18: 94%-EL, 86%HS   18-19: 90%-EL,86% HS

*Increase the percent of students who agree with, "my school sets high academic expectations for me"
15-16: 97%-EL, 92% HS   16-17: 95%-EL, 94%-HS   17-18: 97%-EL, 93% HS

*Increase percent of students who agree with, "my classes are interesting and challenging."
15-16: 96%-EL, 82% HS   16-17: 97%-EL, 85%-HS   17-18: 95%-EL, 86% HS

Improvement Strategy/Activities:

The district will continue to work with partnerships (SMSU and online courses via SWSC) to provide students as many college level courses as possible.

The district will continue to survey student and work with partnerships to provide students with courses that are interesting, relevant, and prepare them with 21st Century skills.

Through our staff PLC work , improve student achievement and school engagement by moving students forward in their learning. We will work to accommodate the following: "What do we do when a student hasn't learned the content" and "What do we do when a student already knows the content.   Improving the Depth of Knowledge for all student in every classroom will promote higher order thinking, 21st Century Skills as well as a strategy to improve MCA testing gains for all students.
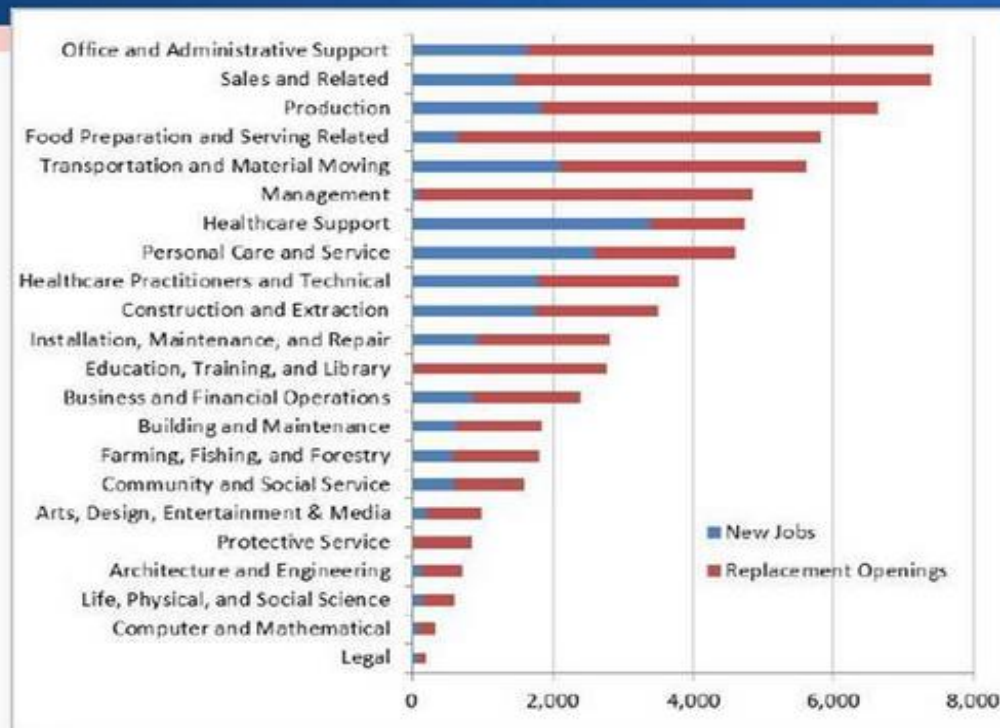
District Aims, Goals, & Measurements

Aim: High Student Achievement

Goal: All Students of all abilities will be challenged academically & successfully earn a diploma.

Career Opportunities & Workforce needs in our region of Minnesota:

Office and sales occupations will need the largest numbers of workers

Source: MN Dept of Employment & Economic Development

District Aims, Goals, & Measurements

Aim: High Student Achievement

Goal :
Parents/Guardians & Community are valued and active partners in student achievement.

Improvement Objectives:

*Increase Parent Teacher conference attendance.

13-14: 100%-El, 91%-HS	15-16 100%-EL, 96%-HS	17-18: 100%-EL, 94%-HS
14-15: 100% El, 95%-HS	16-17 100%-EL, 95%-HS	18-19: 100%-EL, 95%-HS

(note: college fair reps were included in previous years data)

*Increase the percent of parents who agree with, "The school regularly provides me with tools/resources and information to support my child academically at home."

13-14: 98%-El, 79%-HS	15-16: 99%-El, 92%-HS	17-18: 95%-EL, 79%-HS
14-15: 98%-El, 88%-HS	16-17: 96%-El, 84%-HS	18-19: 95%-El, 73%-HS

Improvement Strategy/Activities:

The district will continue to work with community businesses and partners to utilize their expertise as classroom guest speakers and field trip opportunities for classes.

District Aims, Goals, & Measurements

Aim: High Student Achievement

Goal Statement: To reduce the proficiency GAP between the FRP vs. Non-FRP students enrolled the full academic year for all grades tested within Springfield Public Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B below), by **INCREASING** the proficiency of FRP student groups as follows within our District (see table A below):

As per *requirements in the current achievement and integration statutes and desegregation/integration rule* (Minn. Stat. § 124D.861 § 124D.862, Minn. R. 3535.0100-0180).

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here. *To reduce the achievement gap between the FRP and non-FRP student population enrolled the full academic tested within Springfield Public Schools on all state reading accountability tests (MCA and MTAS). Targets for the achievement gap are 9.2% for 2017, 6.7% in 2018, 4.2% in 2019, and 1.7% in 2020. This progression represents an annual reduction of 2.5% from 2017-2020.*	Check one of the following: ☒ Achievement Goal ☐ Integration Goal	Provide the baseline starting point here. *In 2017, the FRP proficiency rate in reading was 56.4% while the non-FRP proficiency rate was 72.1%. This represents an initial achievement gap of 15.7%.*	Provide the result for the 2017-18 school year that directly ties back to the established goal. *In 2018, the FRP proficiency rate in reading was 58.2% while the non-FRP proficiency rate was 66.1%. This represents a current achievement gap of 7.9%.* *NOTE—our achievement gap was reduced by 7.8% in the first year of measuring this goal.*	Check **one** of the following: ☐ On Track ☒ Not on Track

Improvement Strategy:

*Researched-based interventions that include formative assessment practices to reduce achievement disparities by race.

Bulleted narrative is appreciated. 200-word limit.
- *Our district uses annual MCA data to measure our proficiency rates in the area of reading. Our local literacy plan and professional growth process embeds consistent goal setting and intervention efforts to ensure that all students are making gains in the area of reading. We believe that we're implementing interventions with great fidelity and that support systems are in place to ensure student learning. When comparing our data with state averages, we far exceed the performance elsewhere (7.9% gap locally vs. 18.9% statewide). We will continue to monitor our progress on this goal and pursue high achievement for all students in the area of reading.*

District Aims, Goals, & Measurements

Aim: High Student Achievement

Goal :
Provide extra-curricular programs that support the district mission and students best interest.

Improvement Objectives:

*Increase % of students(7th -12th) participating in extra-curricular activities(not including Band & Choir)
09-10: F-99%, M-99%   15-16: F-84%, M-93%   16-17: F-76%, M-78%   17-18: F-??%, M-??%

*Increase the percent of students participating in extra-curricular activities. (including Band & Choir)
09-10: 99%   15-16: 93%, F-91%, M-95%   16-17: 87%, F-90%, M-83%   17-18: ??%, F-??%, M-??%

*Increase the percent of students participating in multiple extra-curricular activities(7th-12th).
09-10: 73%   15-16: 72%, F-77%, M-67%   16-17: 60%, F-68%, M-52%   17-18: ??%, F-??%, M-??%

District Aims, Goals, & Measurements

Aim: Safe, Caring & Welcoming Learning Environment, High Student Achievement

Goal : Create & foster an engaging & respectful learning environment

Improvement Objectives:

Beginning in 6th grade, Springfield and CRIC Collaborative students will have improved student engagement through awareness and exploration of career and college preparedness. Beginning the 2014-15 school year, the 6th and 7th grade will be targeted audience. For purpose of MDE monitoring, the 2014-15 7th graders will provide longitudinal data on program effectiveness.

Establish SMART Goal for School Safety, Student Engagement, Connections at School gap as per specifics outlined

by the State in Achievement and Integration- MDE will identify Student Health Survey(2013) questions we must use to establish benchmarks & SMART Goals. Survey is every 3 years, so this is a 3 year goal.

For MDE monitoring, they want participation data(#students, grades, staff, etc.) per activity per CRIC school district.

Locally, we may utilize teacher engagement via Teacher Evaluation Plan Domain 5 to identify annual progress monitoring.

Improvement Strategy:

To improve student achievement and engagement by working collaboratively between the racially isolated districts and adjoining districts within the CRIC Collaborative to integrate our students and/or staff with activities that increase our students Career & College readiness.

Improvement Activity:

*CRIC collaborative will host Career and College Exploration Fairs.

Beginning in the 2014-15 school year. Students in racially isolated districts will participate with adjoining and voluntary districts. Beginning the 2014-15 school year, the CRIC collaborative will target their 6th and 7th graders and in subsequent years expand their programming to other grade levels.

District Aims, Goals, & Measurements

Aim: Safe, Caring & Welcoming Learning Environment

Goal: Create & foster an engaging & respectful learning environment.

Improvement Objectives:

*Decrease the number of suspensions.

| 13-14 HS: 11 | 14-15 HS: 11 | 15-16: HS:4 | 16-17: HS: 5 |

*Increase the percent of students who agree with, "my classmates treat me with respect."

| 14-15: 87% -El; 78% HS | 15-16: 85% -El; 81% HS | 16-17: 78% -El; 80% HS | 17-18: 82%-El, 82%-HS |

*Increase the percent of students who agree with, "my teachers/staff care about me."

| 14-15: 100% -El; 78% HS | 15-16: 99% -El; 92% HS | 16-17: 100% -El; 89% HS | 17-18: 98%-El, 92%-HS |

*Increase the percent of students who agree with, "I feel safe at school."

| 14-15: 97% -El; 92% HS | 15-16: 97% -El; 94% HS | 16-17: 95% -El; 85% HS | 17-18: 98%-El, 95%-HS |

*Increase the percent of parents who agree with, "teachers/staff respect and care about my child."

| 15-16 99%-El, 95%-HS | 16-17: 99%-EL, 94%-HS | 17-18: 98% -El; 94% HS | 18-19 98%-El, 92% HS |

*Increase the percent of parents who agree with, "Coaches/directors , supervisors, and support staff care about my child."

| 15-16 97%-El, 85%-HS | 16-17: 100%-EL, 94%-HS | 17-18: 100% -El; 98% HS | 18-19 98%-El, 88% HS |

Improvement Strategies:

Through our staff PLC work and school interventions, improve student achievement and school engagement by working collaboratively with our families that learning matters for all students. Work with programming within CRIC collaborative provide opportunities integrate our students and/or staff with activities that increase cultural fluency, competency, and interaction. Extra-curricular activities main function is to promote student participation and school engagement where coaches and advisors are caring adults that communicate effectively and embrace all students.

District Aims, Goals, & Measurements

Aim: Efficient and Effective Operations

Goal :

Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

*Increase the percent of parents who agree with, "my child is in a school where data is used to set goals and track performance improvement."

14-15: 100-El, 100%-HS   15-16: 99%-EL,98%HS   16-17: 100%-EL, 96%HS   17-18: 100%-EL, 94%HS

Improvement Strategies:

Through our staff PLC work and school interventions, improving student achievement and school engagement by defining learning targets and measuring student performance on these targets. Grading practices are being implemented to reflect this strategy. Parents are provided student performance tracking data on NWEA & MCA testing and teacher assessments.

TEACHER EVALUATION SYSTEM
BECAME IN EFFECT IN 2014-2015 SCHOOL YEAR

District Aims, Goals, & Measurements

Aim: Efficient and Effective Operations

Goal :

Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

*Implementation of the State Requirements into a Teacher Evaluation Plan.

♦ Based on Professional Teaching Standards

Continue to use Charlotte Danielson Framework and a 10 point scale.

Add Domain 5-Student Engagement –Examine Longitudinal Data for State Teacher Evaluation Plan and Integration Goal #2.

Performance expectations set by teachers and district is at or above Proficiency in each domain(5.5 or higher on 10 pt. scale).

Portfolio option for staff wanting to provide additional evidence related to performance indicators.

♦ 3 year Review Cycle

Our Review Cycle is Annually

♦ Summative Evaluation by a Qualified and Trained Evaluator

Completed by Principals

♦ Individual Growth and Development Plan

-Utilizes continuous improvement process the district currently utilizes(PLC 's & Goal Setting)

♦ Peer Review Process

-Met through utilization of PLC Groups

♦ Longitudinal Data on Student Engagement

-Accomplished through data collected through Domain 5-Student Engagement.

TEACHER EVALUATION SYSTEM NEW IN 2014-2015 SCHOOL YEAR

District Aims, Goals, & Measurements

Aim: Efficient and Effective Operations

Goal :

Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

*Implementation of the State Requirements into a Teacher Evaluation Plan.(Continued)

♦Student Growth (35% of Evaluation)

12.5% -- District MCA Math Proficiency

12.5% -- District MCA Reading Proficiency

10% -- Individual Content

Emphasis is on the continuous improvement process and collaboration (PLC's and Goal Setting by student)

Not part of the criteria that would be used to determine placement into the improvement process.

♦Teacher Improvement Process

Based on Danielson

Awareness Phase, Assistance Phase, Discipline Phase (outlined in the Teacher Evaluation Plan handbook)

♦ Coordinated staff development with evaluation process and outcome.

Resources needed by staff to reach goals, overall staff development based on observation results, PLC Work.

TEACHER EVALUATION SYSTEM NEW IN 2014-2015 SCHOOL YEAR

District Aims, Goals, & Measurements

Aim: Efficient and Effective Operations

Goal :

Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

PRINCIPAL EVALUATION

*Implementation of the State Requirements for Principal Evaluation.

♦ Aligned with Minnesota K-12 Principal Competencies

will use model provided by PEER Solutions

♦ School as a Learning Community

recognize the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional, and developmental growth for all students.

Indicators of student growth will include standardized test data to meet accountability requirements.

♦ Evaluation Process is to provide feedback to promote a high level of performance and support their personal and professional growth

♦ Support district continuous progress and connected to our school district improvement goals.

♦ Align building and district goals with the vision of the school district and community.

-Accomplished through data collected through Domain 5-Student Engagement.

♦ Align building and district goals with the vision of the school district and community.

Principal Evaluation occurs Annually

District Aims, Goals, & Measurements

Aim: Efficient and Effective Operations

Goal :

Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

*Percent of Parents who agree with the following:

-"Principal leads the way that makes student learning the central focus of the school."
    16-17: 99%-El, 91%-HS   17-18: 97%-El, 96%-HS   18-19: 97%-El, 90%-HS

-"Principal sets high expectations for academic, social, emotional, and physical development of all students."
    16-17: 99%-El, 90%-HS   17-18: 98%-El, 89%-HS   18-19: 100%-El, 90%-HS

-"Principal establishes meaningful relationships with students and families."
    16-17: 99%-El, 92%-HS   17-18: 98%-El, 94%-HS   18-19: 93%-El, 90%-HS

-"Principal communicates effectively and timely." 16-17: 99%-EL, 90%-HS   17-18: 100%-EL, 92%-HS   18-19:98%-EL,86%HS

-"There is good discipline at the school"   16-17: 93%-EL, 79%-HS   17-18: 95%-EL, 75%-HS   18-19:86%-EL,82%HS

-"I feel good about the quality of teaching at Springfield." 16-17: 100%-EL, 89%-HS   17-18: 98%-EL, 93%-HS   18-19:98%EI,94%HS

-"I feel good about sending my child to Springfield." 16-17: 100%-EL, 88%-HS   17-18: 98%-EL, 94%-HS   18-19:100%-EI,94%HS

-"I am pleased with the academic opportunities offered." 16-17: 97%-EL, 89%-HS   17-18: 98%-EL, 89%-HS   18-19:92%-EI, 86%HS

PRINCIPAL SPECIFIC QUESTIONS EMBEDDED INTO PRINCIPAL EVALUATION REQUIREMENTS

Student Achievement Initiatives

Elementary Initiatives

All Day Everyday Kindergarten

*Our Kindergarten setting is daily instruction that is sound both academically and socially.

*AIMSweb probes supports that most students are either above or near their target levels for letter naming and letter sound fluency.

*Staff identify student growth gains that indicate better preparedness for a more rigorous curriculum.

*Kindergarten Camp has been well received and provides meaningful information to parents who may be concerned if their child is ready to begin school.

Recent Implementation Improvements:

Use of Technology--Study Island and IXL

Minnesota Reading Corps-bring struggling readers to grade level

Ipads utilization for early intervention

Kindergarten Enrollment has been positive.

Student Achievement Initiatives

Elementary Initiatives

Tiger Cub PreSchool

- Our Tiger Cubs Preschool program qualified to receive $37,500 in scholarship funds due to its "Four-Star Parent Aware" rating. This is the highest rating identified by the state and is received only when preschool programs can clearly identify a comprehensive curriculum, assessment plan, and staff development strategy. These scholarships allow us to increase access to high-quality early childhood programming for students ages 3-5 in order to improve school readiness.

- Scholarships are available to families that qualify to reduce or waive preschool tuition costs.

- Positive feedback on providing free in-town bus route for preschoolers.

- PreSchool attendance has been higher than anticipated.

- District has added 1 more ½ day a week of PreSchool program time for 3 year olds and 4 year olds.

Student Achievement Initiatives

Elementary Academic Interventions

What?	Who?	When?	Where?	Why?
Title I	K-6 Students	August— May M F 7:45-3:15 p.m.	Classrooms and playgrounds	Daily reading and math support as determined by performance on a variety of assessments.
Minnesota Reading Corps	Title Paraprofessionals K-3 Students	September— May M F 8:15-3:00 p.m.	Computer Lab 1 Office	Achieving grade-level reading skills for Tier 2 students through daily tutoring sessions. Focus on phonics, vocabulary, and fluency.
Reading Mastery	Dawn Roiger— Tutor Julie Menage--Coach			
	K-6 Students	September— May M F 8:15-3:00 p.m.	Music Practice Room	Achieving grade-level reading skills for Tier 2 and 3 students through daily tutoring sessions.
	Christa Schilling— K-1 Tutor Pat Dauer 2-3 Tutor			
Hover Room	3-6 Students	September— May M Th 3:15-4:00 p.m.	Computer Lab 1	Ensuring organization, work completion, and personal responsibility via ongoing checks of accountability.
	Cathy Nibbe— Supervisor			
Leaps and Bounds	3-6 Students	September— May M-F 8:15-3:00 p.m.		Helping students" read to learn" at grade-level through Great Leaps, MAZE, and authentic vocabulary and text comprehension activities.
	Christa Schilling— K-1 Tutor Pat Dauer-2-3 Tutor			
	Allisa Steve - Global Literacy		Global Literacy Room K-6 Classrooms	Focus on phonics, fluency, and comprehension. Achieve grade-level reading skills for students expanding vocabulary, comprehension, fluency, global awareness and literacy.
Pro Kinship Tutoring	K-8 Students	September— May M F Afternoons and evenings	As determined by tutor/family	Homework support and mentoring services for students in need of additional academic assistance.
	Mary Hesse— Coordinator			
MCA Academy	3-6 Students	February— May	Resource Rooms and labs	Targeted support to prepare students for a successful spring testing experience. Leadership development for peer tutors.

Student Achievement Initiatives

Elementary Initiatives

RTI(Response to Intervention)-

*Teachers are utilizing AIMSweb probes to benchmark and progress monitor students at all levels. NWEA tests screen students and gauge core instruction effectiveness.

*Fewer student referrals to SPED continue since this programs implementation. SPED has revised referral forms that track the progress of RTI interventions.

*Pyramid of interventions are uniformed and defined ensuring efficient response to all students needs.

*Intervention periods have been effectively scheduled within the school day.

*Improved utilization of Sped Staff in working with intervention of students with needs outside of their IEP caseloads.

*Utilization of Formative Common Assessments between grade level partners to discuss and diagnose student learning needs

*Minnesota Reading Corps- Provides one on one support for struggling readers

*Minnesota Math Corps-   Possible start for 13-14. Similar to Reading Corp.

In Need:

-Address High Achievers & Jr. High Students.

Advanced curriculum resources

Differentiated Instruction.

Student Achievement Initiatives

District Wide Initiatives

Technology in the Classroom- 21ST Century Learning Project

*Coherent & Vivid Curriculum

*K-3 Special Education utilization of Ipads to facilitate student interventions

*Elementary has a mobile lab of Ipad mini's via PAWS grant

*Student Motivation: More interactive & coherent learning activities. Student perception survey has indicated that this is an area our school can improve upon.

*Meeting Goals: This initiative is seen as an integral piece in achieving AYP goals and preparing students for the 21st Century workplace.

Google Docs implementation in high school.

Reverse Classroom- Lecture at Home, Classroom is work on Assignment. Exploration and utilization. Other staff use is intermittent but growing.

1 to 1 Initiative:
 Ipad Pilot in 2013 has grown to 1:1 for grades 4-8. Classroom sets for K-3.
 Wireless access continues to be expanded and upgraded
 Expansion of resource for technology instruction- Technology Integrationist

Student Achievement Initiatives

District Wide Initiatives

Technology in the Classroom- 21ST Century Learning Project

Use of 3 Digital Days was seen last school year to count as a virtual snow day. This was well received by students and parents alike.

Ready to utilize for conducting school on up to 3 snow days.

Student Achievement Initiatives

District Wide Initiatives

Technology in the Classroom- 21ST Century Learning Project

Technology challenges to work through
-maintaining software programs and textbook costs for curriculum
-high speed internet to handle demands at school and availability at home.
-keeping up with added demands for added devices
-keeping a balance between technology utilization and other forms of instruction

Ready to utilize for conducting school on up to 3 snow days.

Student Achievement Initiatives

Professional Learning Communities-Year 6

Prior work focused on:

- Essential Curriculum Identified
  - What do we want students to know and be able to do?
  - What are the Power Standards?
  - Identify Learning Targets
- Development and utilization of Formative Assessments
- Require students to do the work
  - ICU, Hover Room
- Time for staff collaboration, planning and sharing.
  - What do we do if they don't know it? Already know it?
  - Teachers meet on Tuesday mornings 7:25 a.m.-8:00 a.m.

Next Steps for PLC's to Focus on:

Assuring Learning vs. Teaching -evidence based

Standards Base Learning Reporting--

Collaborate with 4 other school districts to utilize consultant Garnet Hillman to steer implementation into grades 7-12. Elementary is fully implemented a Standards Based Learning Report Card.

Teacher Induction Program

* New Teachers(mentees) are learning from mentors to help get their professional teaching career a running start.

* New Staff are supported by peers that have demonstrated success and willing to share their experiences.

Other Intangibles resulting from FLY
-Up to 9 days prior to state test
-Natural quarter and semester breaks
-Increased State Fair participation by students within the consortium counties
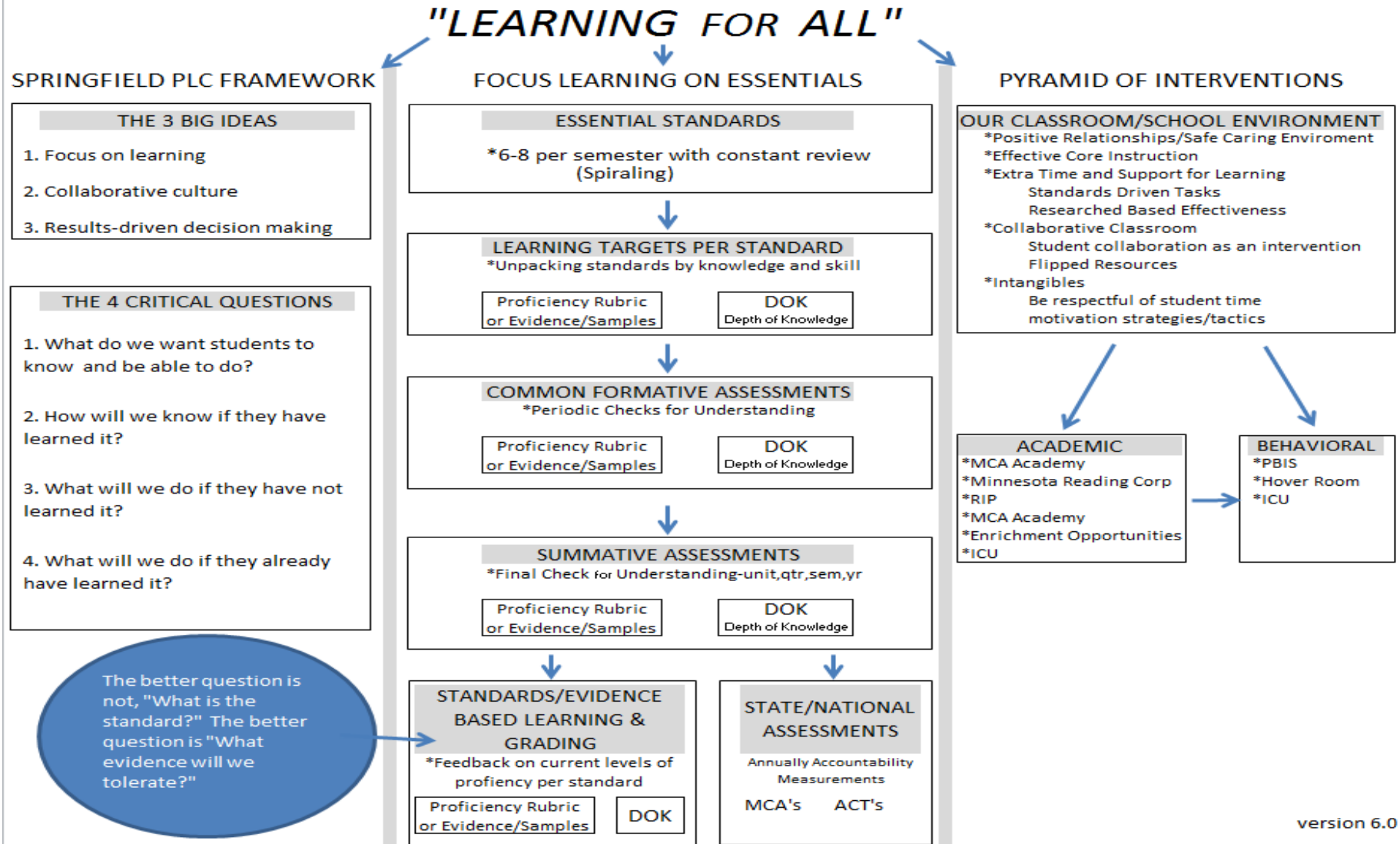-Stakeholder survey reveals more are in favor of

Cross District PLC's
Singleton Teachers can collaborate & share with other teachers from other districts. Teachers are not as active with cross district PLC's as we have been focusing on in-house staff development.

E Textbook Creation
This has gone to the side as the MN Partnership for Collaborative Curriculum has this in place.

Student Achievement Initiatives

Professional Learning Communities-Year 6

"LEARNING FOR ALL"

SPRINGFIELD PLC FRAMEWORK

THE 3 BIG IDEAS

1. Focus on learning
2. Collaborative culture
3. Results-driven decision making

THE 4 CRITICAL QUESTIONS

1. What do we want students to know and be able to do?

2. How will we know if they have learned it?

3. What will we do if they have not learned it?

4. What will we do if they already have learned it?

The better question is not, "What is the standard?" The better question is "What evidence will we tolerate?"

FOCUS LEARNING ON ESSENTIALS

ESSENTIAL STANDARDS

*6-8 per semester with constant review (Spiraling)

LEARNING TARGETS PER STANDARD
*Unpacking standards by knowledge and skill

Proficiency Rubric or Evidence/Samples	DOK Depth of Knowledge

COMMON FORMATIVE ASSESSMENTS
*Periodic Checks for Understanding

Proficiency Rubric or Evidence/Samples	DOK Depth of Knowledge

SUMMATIVE ASSESSMENTS
*Final Check for Understanding-unit,qtr,sem,yr

Proficiency Rubric or Evidence/Samples	DOK Depth of Knowledge

STANDARDS/EVIDENCE BASED LEARNING & GRADING
*Feedback on current levels of profiency per standard

Proficiency Rubric or Evidence/Samples	DOK

STATE/NATIONAL ASSESSMENTS

Annually Accountability Measurements

MCA's   ACT's

PYRAMID OF INTERVENTIONS

OUR CLASSROOM/SCHOOL ENVIRONMENT
*Positive Relationships/Safe Caring Enviroment
*Effective Core Instruction
*Extra Time and Support for Learning
    Standards Driven Tasks
    Researched Based Effectiveness
*Collaborative Classroom
    Student collaboration as an intervention
    Flipped Resources
*Intangibles
    Be respectful of student time
    motivation strategies/tactics

ACADEMIC
*MCA Academy
*Minnesota Reading Corp
*RIP
*MCA Academy
*Enrichment Opportunities
*ICU

BEHAVIORAL
*PBIS
*Hover Room
*ICU

version 6.0

Student Achievement Initiatives
What are we doing to ensure "Learning For All" happens at Springfield?

*RTI:
  Work on continuous improvements. RTI's is embedded within PLC's.

*All Day Everyday Kindergarten:
  Continue to set high academic expectation throughout grade levels from the expansion of our all day everyday kindergarten programming.

*Technology:
  1 to 1 Deployment for 9-12 in 2014-15, Jr. High the following year, and elementary in 2015-16
  Expansion of Reverse Classroom
        Improve access and student motivation
        Professional Development-breakfast bytes .
        District expanded wireless internet throughout elementary Summer '11 & High School Summer '12 and January of 2014 & 2015.

*Jr. High Transition:
  Advisory, Reading and Math remediation and exploration.
  Targets of this plan are to meet student emotional needs and improve in MCA math and reading performance.
  May need to Expand this to include Intervention time in the student day.

*ICU & Hover Room

*Flexible Learning Year:
  Professional Learning Community Development
  Classroom instruction focuses on essential standards (Clarifying What we want students to know and be able to do?).
  Establishment of Learning Targets (Clarifying What we want students to know and be able to do?)
  Utilization of formative common assessments(Clarifying How do you know when students understand?).
  Need to look towards implementing a time for intervention for High School students as we do already for Elementary(What do we do when a students don't understand).
  Need to continue development of student moving at their pace/individualize learning(What do we do for students who already understand)?
  Survey information indicates strong support for semester break aligned with our Winter Break in late December.

*Early Childhood Initiatives:
  Governor Dayton's & Democratic platform is to expand Early Childhood learning initiatives.
  Reflection and exploration would be our first step in the improvement with our Early Childhood programs and targeted funding

*PBIS(Positive Behavior Intervention System)
  This system uses common behavioral expectations to encourage and reward appropriate behaviors.
  Tiger Tickets are used to recognize positive contributions and these are communicated with families and between staff members.

*CRIC(Integration $) - Focus on Reading support to meet Board World's best Workforce goals for 2014-15.
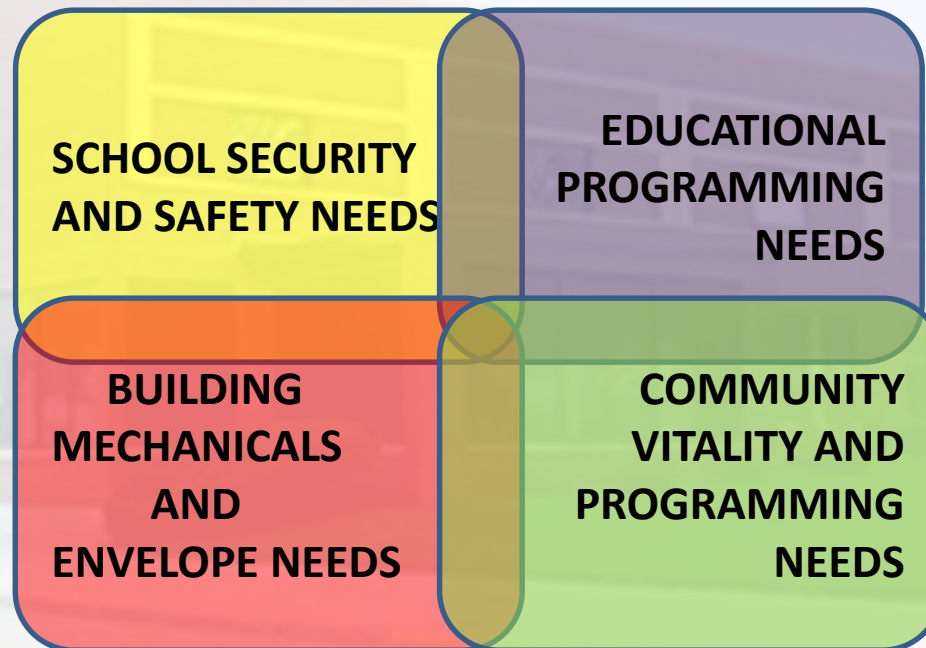
School District Facilities Goal

- **School District Facilities Goal**

The school facility is a vital community asset and the school district must ensure the community's investment in the facility is maintained and that the infrastructure and the school facility are designed to optimize student achievement, staff performance, and the needs of our school community in a safe, sustainable, and modern environment.

Innovation & Idea Sharing

PHYSICAL PLANT

SCHOOL SECURITY AND SAFETY NEEDS

EDUCATIONAL PROGRAMMING NEEDS

BUILDING MECHANICALS AND ENVELOPE NEEDS

COMMUNITY VITALITY AND PROGRAMMING NEEDS

1) A group of people are brainstorming ideas that would be best to address the school house physical plant needs, if we were able to address them.
2) Report ideas to the group
3) Identify the Benefits. What is the deliverable benefit and who benefits?

District Aims, Goals, & Measurements

Aim: Efficient and Effective Operations

Goal :

Financial Stability of the School District

Improvement Objectives:

*Maintain the Financial Stability of the School District.

Recurring Goal: Maintain fund balance policy. 15-16 Goal Met.

DISTRICT VOTERS RENEW REFERENDUM AUTHORITY OF $608.10 PER PUPIL!

DISTRICT VOTERS EXTEND REFERENDUM AUTHORITY BY $100.0 PER PUPIL!

THANK YOU FOR SUPPORTING THE CHILDREN WE SERVE!

Financial State of District

District Financial State Implications

Revenue

    District Enrollment Projections

    Referendum Support –went from $608.10 per pupil to $708.10

    State Financial Forecast-Surplus in State Funds-How will school funding be prioritized

    Opportunities - Special Education Programming

Expenditures

    Salary Settlements, Transportation Contract

    Retirement Cost Savings

    Special Education Costs-FY 16 is baseline for future funding

    Technology– 1 to 1 will have less expenses as most iPads are bought

    Obama Care implementation 2016-17 has big impact on benefits

    Fuels

Kindergarten Enrollment Projections

Prior Year Estimates and Actual									
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
County Average	44	39	44	39	41	45	48	48	48
Low Birth Ratio	33	36	34	34	37	44	43	32	30
Average Birth Ratio	45	49	46	46	49	47	46	34	32
High Birth Ratio	54	60	56	56	61	51	49	37	34
Actual	36	45	41	41	51				

KEY QUESTION: # OF SECTIONS FOR KINDERGARTEN AND 1ST GRADE

School Year=SY

SY 2019-2020 Est

K=35 (2 or 3 sections)
1st=51 (2 or 3 sections)

SY 2018-2019

K=51 (3 sections)
1st=40 (2 sections)

2017-2018

K=41 (3 sections)
1st=41 (2sections)

If 2 sections, should we add a para??

District Enrollment Projections

	Pupil Weight	2018-19 September WADM=		2019-20 WADM=	
		ADM	ADM*weight	ADM	ADM*weight
Pre K	1.000	5	0.000	5	5.000
Hand. K	1.000	0	0.000	0	0.000
K	1.000	51	51.000	32	32.000
1	1.000	39	39.000	51	51.000
2	1.000	42	42.000	39	39.000
3	1.000	46	46.000	42	42.000
4	1.000	34	34.000	46	46.000
5	1.000	49	49.000	34	34.000
6	1.000	50	50.000	49	49.000
PK-6		**316**	**311.000**	**298**	**298.000**
7	1.200	41	49.200	57	68.400
8	1.200	38	45.600	41	49.200
9	1.200	43	51.600	38	45.600
10	1.200	45	54.000	43	51.600
11	1.200	47	56.400	45	54.000
12	1.200	37	44.400	47	56.400
ALC/PSEO	1.200	5	6.000	4	4.800
7-12		**256**	**307.200**	**275**	**330.000**
Total		**572**	**618.200**	**573**	**628.000**
558 Budgeted			617.355		625.552

Cohort	18-19 St. Rae's	
66	K	15
49	1	10
55	2	13
55	3	9
41	4	7
53	5	4
57	6	7
	Total	65

Financial State of District
District Funds

FY 18 Audited Fund Balances

Staff Development:	$40,669
Deferred Maintenance:	$-
Long Term Facilities Maintenance	$147,862
Health & Safety:	($117,959)
Operating Capital:	$42,538
Teacher Development & Evaluation:	$13,980
Basic Skills:	$3,742
Basic Skills Extended Time:	$3,813
Gifted & Talented:	$0
Safe Schools:	$30,572
Medical Assistance:	$19,461
Achievement & Integration:	$0
Designated(student activities):	$81,037
Designated for Special Projects:	$96,998
Undesignated:	$3,528,962
Food Service:	$0

Financial State of District

State Budget Funding Outlook

- State of MN looks to have a budget surplus. The governor has expressed that Education funding as a priority.

- FY 18=$6188 per pupil

- FY 19=$6312

- FY 20= 3% equals $6501 (this is used in projections for FY 20)

- There will be a push to secure 3% as a minimum for schools

- The past governor and legislature have had a mindset that $'s going towards education be attached to new programs or agenda. Which doesn't help schools bottom line.

- For every 1% added to the per pupil formula costs the State of MN $100M.

Financial State of District

FY20 Funding Assumptions

Springfield School District

FY 19 Projected Fund Balance

Budget was based off of 558 students and enrollment as of December 2019 was 572.

Oct. 1 child count was 574. The October 1 child count is widely used to allocate state funding amounts.

Fund Balance Goal: Exceed 12.5% Operating Exp.

Student Enrollment Projections

Year	Enrollment	Kind. Class Size
18-19	558(572 as of 1/1)	51
19-20	562est(573 with no migration)	33 est

FY 20 Spending

Springfield School District

Expenditures

Staff Salary and Benefits:

School budget's biggest expenditure is in staffing

(FY 19 teacher settlement-4%)

Non Salary & Non-Benefits:

Historically 2%

Transportation & Spec Education are the biggest variables

Substantial Spending Impacts

Special Education Cross Subsidy

The District assumes all cost in excess of state special education reimbursements. State special ed reimbursement has a growth factor capping how much a district can get reimbursed from one year to the next, regardless if they have high need students that are newly enrolled to the district. The new funding system does not take that into account, leaving the district responsible for these required costs. The district has seen an increase with students that have higher needs.

Financial State of District

FY20 Funding Implicatons

- Enrollment
- Special Education Costs and growing cross subsidy
- Repair and Maintenance to buildings HVAC
- Programming requirements from the state that are unfunded mandates

FY 19 Funding Estimates

FY 20			
562 Students	Revenue	Exp.	Deficit Spending
State Aid=$6,501 ppu represents an 3%		Increase	
Referendum-$708.10	$6.550 M	$6.611M	($61K)

Revenue=$6.550 M
Exp=$6.611 M
Deficit Spending=($61K)
33 Kindergartners
8 students migrating out

Revenue=$6.392M
Exp=$6.394 M
Almost balanced budget
With 35 Kindergartners
4 students migrating out

Board can change referendum to $724 vs. $708.10 by law. Added $10K in revenue.

Special Education Tuition Costs for students at regional centers are significant

Should be less technology device needs
Economies may need to be considered