SPRINGFIELD PUBLIC SCHOOL'S MISSION STATEMENT
"Learning for All"

SPRINGFIELD PUBLIC SCHOOL'S PHILOSOPHY

We believe all people can learn. Springfield Public School District 85 is responsible for providing an appropriate learning environment. The responsibility of the learner to be successful in meeting the demands of an ever changing global society will be supported by a partnership of community, parents, and the school district.

SPRINGFIELD PUBLIC SCHOOL'S RESOURCE ALLOCATION TO SUPPORT THE DISTRICT'S WORLD'S BEST WORKFORCE PLAN

Springfield Public School District is responsible for allocating financial resources to support the continuous improvement strategies identified in the district World's Best Workforce(WBWF) Plan. Approximately 77% of all General Fund expenditures supported the WBWF Plan or $4,776,490. The district also dedicated approximately 71% of all Community Service Fund expenditures or $111,534 to support the strategies found in the WBWF Plan.

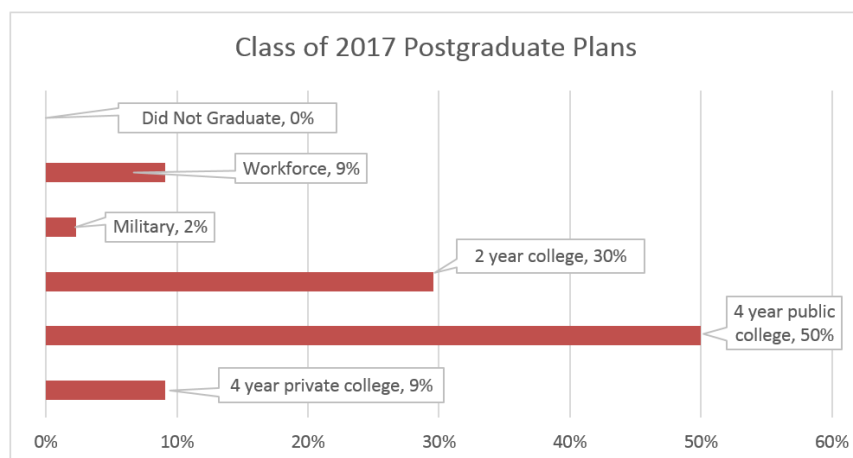# Who We Are

2016-2017 Springfield Student Demographics

Student Population: 570 (October 1st Student Count)

Springfield (blue) vs. State (red)
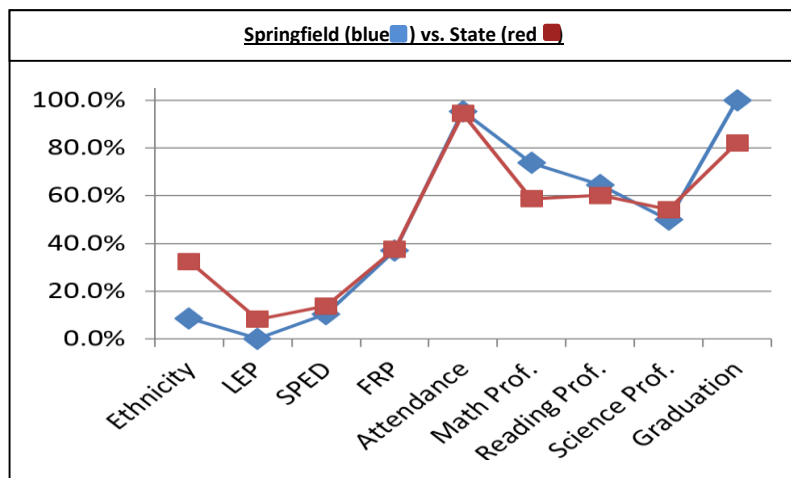
The Breakdown: **2016-17 Student Demographics**

	Springfield	State
Ethnicity	8.6%	32.5%
LEP	0.2%	8.3%
Special Ed	10.5%	15.4%
Free/Reduced Lunch	37.2%	37.7%
Attendance Rate	95.3%	94.5%
Math Proficiency	73.8%	58.7%
Reading Proficiency	64.6%	60.2%
Science Proficiency	50.0%	54.2%
Graduation Rate	100%	82.2%

Where We're Going

Class of 2017 Postgraduate Plans

- Did Not Graduate, 0%
- Workforce, 9%
- Military, 2%
- 2 year college, 30%
- 4 year public college, 50%
- 4 year private college, 9%

Springfield Public Schools
"Learning For All"

2017 District Mathematics MCA Test Goals and Results

Improvement Strategy: The Springfield School District has applied the following programs to support continuous improvement in our student achievement goals : Professional Learning Communities(PLC's), RTI-reading literacy and math interventions; Student Achievement and Integration Plan; All Day Kindergarten, Positive Behavioral Intervention Strategies(PBIS); Student Personal Learning Plans(PLP's); Jr. High Advisory; ICU & Hover Room; 21st Century Learning Project-1 to 1 Student Technology; ECFE & School Readiness; Teacher Evaluation System; Principal Evaluation System; Teacher Induction; and Flexible Learning Year.

Please refer to the district World's Best Workforce Plan(WBWF) for more information.   The plan can be found at www.springfield.mntm.org.

2017 Math Proficiency

Grade Level	Proficiency Goal	Proficiency Results	Test Utilized
K	95%	81%	NWEA
1st	86%	86%	NWEA
2nd	92%	81%	NWEA
3rd	96%	96%	MCA
4th	97%	88%	MCA
5th	100%	84%	MCA
6th	87%	92%	MCA
7th	70%	62%	MCA
8th	72%	57%	MCA
11th	65%	50%	MCA
Dist. Avg.		75%	MCA

MCA III Math - All Students

	2016 % Proficient	2017 % Proficient	Change
District	77.0%	76.6%	-0.4%
State	61.0%	60.9%	-0.1%

MCA III Math - Free & Reduced

	2016 % Proficient	2016 % Proficient	Change
District	68.4%	66.7%	-1.7%
State	41.1%	37.9%	-3.2%

MCA III Math - Special Education

	2016 % Proficient	2017 % Proficient	Change
District	69.6%	50.0%	-19.6%
State	30.4%	30.1%	-0.3%

2017 MCA Math Achievement Levels

	EXCEEDS District/State	MEETS District/State	PARTIALLY MEETS District/State	DOES NOT MEET District/State
3rd	60%/30%	36%/39%	4%/16%	0%/15%
4th	42%/34%	46%/34%	10%/15%	2%/17%
5th	38%/20%	47%/38%	16%/22%	0%/20%
6th	47%/25%	44%/32%	8%/22%	0%/22%
7th	11%/23%	51%/33%	31%/25%	7%/19%
8th	7%/28%	50%/31%	38%/21%	5%/19%
11th	9%/19%	40%/31%	27%/22%	23%/28%

MCA Math Achievement Trends
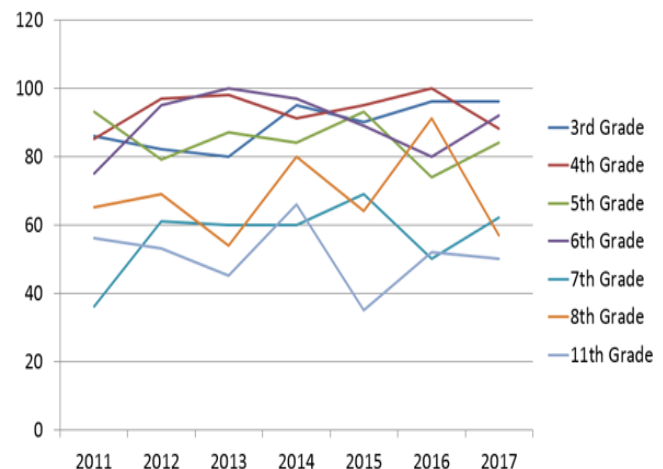
2017 District Reading MCA Test Goals and Results

Improvement Strategy: The Springfield School District has applied the following programs to support continuous improvement in our student achievement goals : Professional Learning Communities(PLC's), RTI-reading literacy and math interventions; Student Achievement and Integration Plan; All Day Kindergarten, Positive Behavioral Intervention Strategies(PBIS); Student Personal Learning Plans(PLP's); Jr. High Advisory; ICU & Hover Room; 21st Century Learning Project-1 to 1 Student Technology; ECFE & School Readiness; Teacher Evaluation System; Principal Evaluation System; Teacher Induction; and Flexible Learning Year.

Please refer to the district World's Best Workforce Plan(WBWF) for more information.   The plan can be found at www.springfield.mntm.org.

2017 Reading Proficiency-MCA

Grade Level	Proficiency Goal	Proficiency Results	Test Utilized
K	95%	66%	NWEA
1st	81%	83%	NWEA
2nd	86%	81%	NWEA
3rd	84%	84%	MCA
4th	85%	73%	MCA
5th	75%	78%	MCA
6th	89%	94%	MCA
7th	76%	62%	MCA
8th	68%	50%	MCA
10th	60%	54%	MCA
Dist. Avg.		68%	MCA

MCA III Reading - All Students

	2016 % Proficient	2017 % Proficient	Change
District	68.0%	65.5%	-2.5%
State	60.9%	61.1%	0.2%

MCA III Reading - Free & Reduced

	2016 % Proficient	2016 % Proficient	Change
District	59.7%	54.6%	-5.1%
State	41.9%	40.2%	-1.7%

MCA III Reading - Special Education

	2016 % Proficient	2017 % Proficient	Change
District	50.0%	31.6%	-18.4%
State	31.1%	30.4%	-0.7%

2017 MCA Reading Achievement Levels

	EXCEEDS District/State	MEETS District/State	PARTIALLY MEETS District/State	DOES NOT MEET District/State
3rd	17%/15%	53%/43%	17%/17%	13%/26%
4th	12%/17%	40%/40%	35%/21%	13%/22%
5th	41%/22%	43%/47%	13%/17%	3%/15%
6th	47%/26%	47%/38%	6%/17%	0%/18%
7th	18%/18%	44%/41%	22%/20%	16%/22%
8th	14%/21%	36%/39%	33%/19%	17%/21%
10th	16%/23%	38%/39%	38%/20%	8%/18%

MCA Reading Achievement Trends
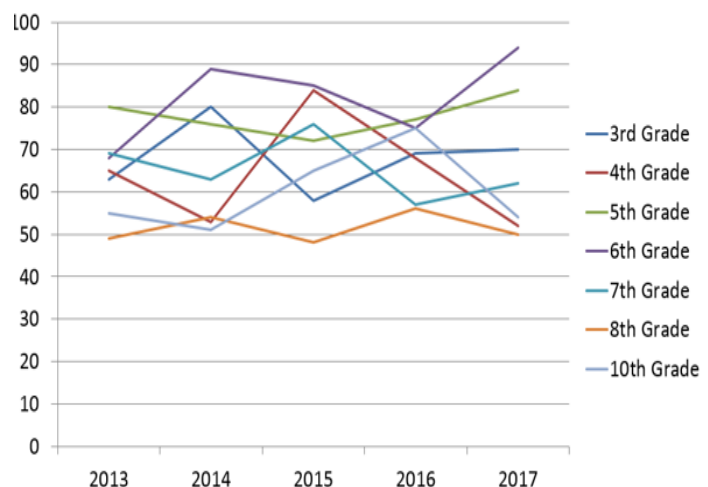
2017 Achievement and Integration Results

Improvement Strategy: To provide literacy and reading intervention programming that includes formative assessment practices to reduce achievement disparities.
Supportive documents: District K-3 literacy plan; District Achievement and Integration Plan, and MDE's Common Principles of Effective Practice and Implementation.

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).*

A. Reading *Proficiency INCREASE:*

Name of District: Springfield	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Increase
All students				☐			☐			☐	
Protected Class				☐			☐			☐	
American Indian				☐			☐			☐	
Asian				☐			☐			☐	
Hispanic				☐			☐			☐	
Black				☐			☐			☐	
White				☐			☐			☐	
Non-FRP	71.9%	80.9%	74.9%	☐	85.4%	73.7%	☐	89.9%	72.1%	☐	0.2%
FRP	52.7%	66.7%	58.9%	☐	73.7%	59.6%	☐	80.7%	56.4%	☐	3.7%

2017 District Science MCA Test Goals and Results

Improvement Strategy:

♦ The district needs to continue development on correlating core classroom essential learning in Science with expected academic benchmarks measured with the current MCA Science test.
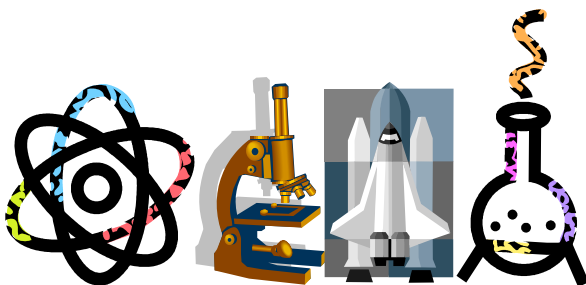
2017 Science Proficiency

Grade Level	School Proficiency MCA	State Proficiency MCA
5th	66%	54%
8th	40%	60%
HS Science	49%	56%
Avg.	50%	54%

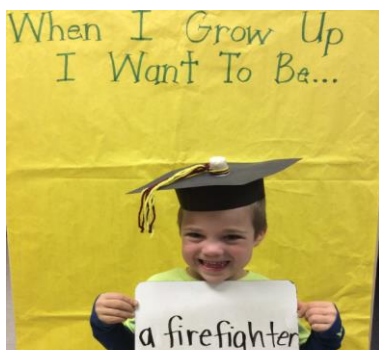# National Assessment of Educational Progress(NAEP) Achievement

Improvement Strategy:

♦ The district believes its strategies for improvement on MCA's complements NAEP achievement.

NAEP RESULTS ARE RELEASED BY STATE. SPRINGFIELD STUDENT NAEP RESULTS AREN'T IDENTIFIABLE.

Kindergarten Readiness

Improvement Strategies:

♦ Beginning in 2014-15, the district began providing preschool programming with school readiness as the primary focus.

♦ 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. Program is designed to foster family engagement with the school by 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.
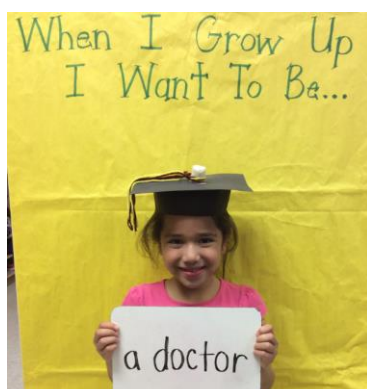
Kindergarten Readiness		
Goal	2016-17 Goal	Results
All Students Ready for Kindergarten	Eighty percent of all school readiness students will be able to recognize all letters of the alphabet.	76% percent of school readiness students were able to recognize all letters of the alphabet in the Spring of 2017. 48% retained them in the Fall of 2017
	Eighty percent of all school readiness students will be able to recognize numbers 1 through 10.	86% percent of all school readiness students were able to recognize numbers 1 through 10 in the Spring of 2017. 82% knew all their numbers in the Fall of 2017.

Career and College Readiness

Improvement Strategies:

♦ Supported by the same strategies listed for MCA improvement along with ACT Academy (designed specifically to help students prepare for ACT exams); promotion of College Coursework (Concurrent Enrollment) within our schools; CRIC Collaborative Integration efforts will focus on Career and Post-Secondary planning beginning in 6th grade; 21st Century Learning Project-1 to 1 Technology Project; and District Graduation Requirements.

♦ 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.

Please refer to the district World's Best Workforce Plan(WBWF) for more information. The plan can be found at www.springfield.mntm.org.

Graduation Rates: Goal is 100%
2017: 100%
2016: 96%
2015: 98%

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 Goal: 66%   16-17 Results: 64%   17-18 Goal: 66%

*Increase the percent of graduates that graduate with Honors
15-16: 63%   16-17 Goal: 66%   16-17 Results: 61%   17-18 Goal: 66%

*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 Goal: 94%-EL, 94% 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 Goal: 98%-EL, 95% 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 Goal: 98%-EL, 87% HS

Graduation Requirements

A. Credit requirements:

4	**English/Language Arts**	
	English 9	English 11
	English 10	English 12
4	**Social Studies**	
	Civics 9	Geography
	US History 10	Government
	World History	Economics
3	**Mathematics**	
	Algebra I	
	Geometry/Geometry Concepts	
	Algebra II/Algebra Concepts	
	FST/ FST Concepts	
3	**Science**	
	Physical Sci. 9	Biology 10
	Chemistry	Physics
	Ecology	
0.5	**Health**	
	High School Health	
0.5	**Physical Education**	
	Physical Education 9	
1	**Fine Arts**	
	Band or Choir or Art	
0.5	**Computer**	
	Computer Applications	
7.5	**Other Elective credits**	
24	TOTAL	

B. Complete ACT
C. Complete 16 hours of community service.

ACT's

		Total Tested	English	Math	Reading	Science	Science
2016 Results	Springfield	46	19.8	20.0	20.9	20.8	20.5
	State of MN	64,145	20.0	21.2	21.3	21.3	21.1
2017 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
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

Note: 2016 was first year all students took the ACT exam.

District Improvement & Staff Development   2016-2017 Highlights

Each school year, staff development funding is provided for activities at three levels (district, high school, and elementary). During the 2014-2015 school year, $52,1269 was budgeted for such activities. This money is used for building level staff development activities that support district initiatives included in the strategic plan and other school board goals. A committee representative from the teaching staff is appointed to work with fellow colleagues, administration, and board representatives in overseeing and distributing this money. A year-end report of these activities is submitted to the district and to the Minnesota Department of Education. Some specific activities undertaken within the last year include the following:

- Continued development of Professional Learning Communities (PLC's). Teams of teachers have been established by grade-level and department to review curriculum, establish essential standards, and begin the process of building common formative assessments. These teams are also a consistent funnel through which communication with families occurs and interventions are put into action. The PLC initiative is a coordinated effort both within our district and the other schools within the Flexible Learning Year (FLY) consortium.
- Foster awareness of PLC leadership teams understanding of Standards Based Grading. Through FLY, PLC leadership team have received trainings from Rick Wormelli and for the past two years with Garnet Hillman on embedding Standards Based Grading in the elementary and junior high.
- The district engaged in ongoing training in the use of technology. Specifically, training needs for staff to implement the districts 21st Century Learning Project. The 21st Century Learning Project identifies a 1 to 1 learning initiative where students in grades 5 through 12 will be issued an iPad and grades K-4 will have carts of iPads for student use.

As part of a continuous improvement plan to maximize student learning, areas of the curriculum go through a review cycle. The intent of this process is to review and revise existing K-12 curriculum and programs.

Phase One

1. Assemble Curriculum Review Study Team, including representative educators and administrators.
2. Conduct a needs assessment to assess current program and/or resources.
3. Review student achievement data, including Northwest Education Assessment (NWEA), Minnesota Comprehensive Assessments II's (MCA) and Basic Skills Tests (BST) results.
4. Access best practice research (e.g. visit sites with exemplary programs, attend conferences, review current research).
5. Review and/or update program purpose, beliefs, and develop a mission statement.
6. Develop quality program standards that reflect diverse perspectives, incorporate technology, align with state and national standards and ensure differentiation and high rigor.
7. Articulate K-12 goals, outcomes and expectations (topics/units of study and focus areas) by grade or course. Link Graduation Rule performance assessments (BST) and K-12 State academic standards to outcomes.
8. Seek input from additional content area teachers, parents, community members and business (if applicable).
9. Establish criteria for resource selection.
10. Evaluate and recommend resources for district review.
11. K-12 Curriculum Review Study Team gathers input and feedback, from faculty and administrators, of resources the district reviewed.
12. Propose a K-12 Curriculum and a staff development plan.
13. Evaluate resources necessary within the budgetary process.
14. Report to the District Advisory Council for curriculum approval.
15. Propose a K-12 Curriculum and a staff development plan to the Board of Education and to the public for recommendation for adoption.

Phase Two

16. Provide staff development and technical assistance for implementation.
17. Incorporate key instructional strategies and delivery systems that support student learning.
18. Identify baseline data and set targets for improvement in student achievement.
19. Implement new curriculum.

Phase Three

20. Gather data on student achievement under the new curriculum.
21. Interpret results to evaluate program effectiveness and student learning. Make recommendations for continual improvement.

Phase Four

22. Continuation of teacher training and review of curriculum. Implement necessary adjustments.

Springfield Board of Education

Charles Tews	Chair
Jeff Kretsch	Clerk
Megan Quesenberry	Treasurer
Mike Vogel	Director
Mandy Rasset	Director
Eric Schwarzrock	Director
Justin Roiger	Director

Springfield School Administration

Keith Kottke	Superintendent
Jeff Kuehn	Elementary Principal
Pat Moriarty	High School Principal

District Advisory Committee

Purpose: The mission of the Springfield School "District Advisory Committee" is to provide guidance and support to the Board of Education in the development of curriculum, staff development and student achievement.

Current Members:

Brenda Anderson	Parent
Sharon Pieschel	Parent
Ben Runck	Student
Jake Veenstra	Student
Katie Vogel	Student
Darcy Hoyt	Teacher and Parent
Paul Dunn	Teacher and Parent
Gigi DeBerg	Counselor
Keith Kottke	Superintendent and Parent
Jeff Kuehn	Elementary Principal and Parent
Pat Moriarty	High School Principal and Parent
Megan Quesenberry	Board Member and Parent
Mandy Rasset	Board Member
Eric Schwarzrock	Board Member

Selection of committee members is based on a random periodic selection. If you are interested in being a member of the District Advisory Committee, please contact the High School or Elementary office anytime. Former members may still serve on this committee.

This is the Springfield Public School District World's Best Workforce Report. It is published on the Springfield Public School website at www.springfield.mntm.org.

More data regarding school improvement may be found on the Minnesota Department of Education website at www.education.state.mn.us.

Teacher Evaluation System

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

Improvement Strategy: The district will implement a teacher evaluation system that meets the state requirements. The teacher evaluation system handbook includes the following:

♦Based on Professional Teaching Standards
-Based on Charlotte Danielson Framework
-Performance expectations set by teachers and district is at or above Proficiency in each domain

♦Annual Evaluation Review Cycle
♦ Summative Evaluation completed by principals.
♦ Peer Review and Collaboration in PLC groups.

♦Longitudinal Data on Student Engagement
-Accomplished through data collected
through Domain 5-Student Engagement.

♦Individual Growth and Development Plan
-Utilizes continuous improvement process
the district currently utilizes(PLC 's & Goal Setting).

♦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 & setting goals by student)

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

♦Teacher Improvement Process
       Awareness Phase, Assistance Phase, Discipline Phase (in the Teacher Evaluation Plan handbook)

The district practices and reinforces high-quality instruction, curriculum, technology and a collaborative professional culture by the following expectations for all PreK-12 professional staff:

* uniformed implementation of the Teacher Evaluation Plan.

*district has full implementation of a K-12 comprehensive 1:1 technology plan where district initiatives and professional development has been facilitated by tech integrationist and technology leadership team.

*Collaborative Professional Culture: The district has fully implemented PLC's PreK-12 that focus on student learning and dedicated time during the contract day for PLC's to meet.

*School as a Learning Community: the school recognizes the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional, and developmental growth for students.

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

District Goal :
Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.
Improvement Objectives:

*Increase the number of departments with improved or proficient results.
15-16: 80%   16-17 Goal: 85%   16-17 Results: 71%

*Increase the percent of parents who agree with, "my child is in a school where data is used to set goals and track performance."
16-17: 100%-El, 96%-HS   17-18 Goal: 100%

Principal Evaluation System

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

Improvement Strategy: The district will implement a principal evaluation system that meets the state requirements. The principal evaluation system includes the following:

♦Aligned with Minnesota K-12 Principal Competencies

♦ 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.

District Literacy Plan Summary

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level reading proficiency by Grade 3 and in the years thereafter.

Literacy Plan Summary:

Our district is currently using the Macmillan McGraw Hill Reading and Language Arts series, a literature-based basal program to teach reading in kindergarten through grade 6. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 85 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies including SMARTboards, iPads, Nook e-Readers, computers, listening stations, etc. have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also uses Accelerated Reader (AR),which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Our district also utilizes the online reading program Study Island which assesses students in all state reading standards, strands, and strategies.

All students in grades K-3 are given the AIMS web screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly during a daily 25-minute intervention period and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to after-school tutoring, Reading Mastery small groups, Minnesota Reading Corps, and/or special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Springfield district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a map of "essentials or power standards" is in place to ensure that the standards are taught within the time available. This outline of curriculum and essential learning outcomes can be accessed by selecting "Elementary Curriculum" under the "Elementary School" tab of the school website at www.springfield.mntm.org.

The complete copy of the District Literacy plan can be accessed under the "Our District" tab of the school website at www.springfield.mntm.org.

![Minnesota Department of Education logo] **DEPARTMENT OF EDUCATION**

2016-17 World's Best Workforce Report Summary

District or Charter Name: Springfield Public Schools #85
Grades Served: PreK-12
Contact Person Name and Position: Keith Kottke, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

> ➢ ??????? Add once posted to website

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

> ➢ November 13, 2017

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

> ➢ Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Brenda Anderson	Parent
Sharon Pieschel	Parent
Ben Runck	Student
Jake Veenstra	Student
Katie Vogel	Student
Darcy Hoyt	Teacher and Parent
Paul Dunn	Teacher and Parent
Gigi DeBerg	Counselor
Mandy Rasset	Board member and parent
Megan Quesenberry	Board member and parent
Eric Schwarzrock	Board member and parent
Jeff Kuehn	Elementary Principal and parent
Pat Moriarty	High School Principal and parent
Keith Kottke	Superintendent and Parent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*
80% of all school readiness students will be able to recognize all letters of the alphabet.	*76% of all school readiness students attained letter recognition.*	
80% of all school readiness students will be able to recognize numbers 1 through 10.	*86% of all school readiness students will be able to recognize numbers 1 through 10.*	

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:*
84% of third grade students will meet or exceed grade-level reading proficiency on the MCA.	84% of all third grade students met or exceeded grade-level reading proficiency on the MCA.	☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:*
89.9% of all non-FRP students and 72.1% of FRP students will meet or exceed reading proficiency on the MCA to support the district goal to narrow the reading gap decrease between non-FRP and FRP students by 10% over 3 school years(2014-15, 15-16, & 16-17) while improving reading proficiency within each group.	72.1% of all non-FRP students and 56.4% of FRP students will meet or exceed reading proficiency on the MCA. Baseline gap was 19.2%. Year 1 gap was 16.2%, Year 2 gap was 14.1%, and now the Year 3 gap is 15.7%. Proficiency within both the FRP and Non-FRP groups in Year 2 dropped and is not the designed method to close this achievement gap.	☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. 100% of the 6th through 8th grade students in the CRIC collaborative school districts will participate in a college career readiness curriculum in their school district by the 2016-17 school year. 90% of the 6th grade students will participate in a career expo with other students in identified school districts in the collaborative.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* We have met our goal as all 6th grade students within our collaborative had the opportunity to participate in our college and career expo which was held at the Redwood Area Community Center.	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. 100% of all twelfth-grade students will graduate by or on the school-designated commencement date.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *100% of all twelfth-graders graduated by or on the school-designated commencement date.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- ✓ Key Indicators of Student Achievement Progress in Reading and Math-All Groups
    - o State Accountability reading and math tests
    - o AIMSweb testing
    - o MAP Assessments (NWEA)
    - o Highly functional Professional Learning Communities using student data to inform instruction
    - o Progress measured on district and site level student achievement goals
    - o ACT results
- ✓ Key Indicators of Progress in Reducing Academic Achievement Gaps
    - o MCA State Accountability reading and math tests
    - o AIMSweb testing
    - o MAP Assessments (NWEA)
    - o Highly functional Professional Learning Communities using student data to inform instruction
    - o Progress measured on district and site level student achievement goals
    - o ACT results
- ✓ Key Indicators of Increasing the Graduation Rate
    - o Monitor Daily Attendance
    - o ICU-student intervention for work completion
    - o Credit Checks by Guidance Counselor
    - o MAP Assessments (NWEA)
    - o MCA State Accountability reading and math tests
    - o ACT results

4. Systems, Strategies and Support Category

4a. Students

Springfield Public Schools use a variety of diagnostic tools to measure students' progress and academic achievement. They are: Minnesota Comprehensive Assessment (MCA), Northwest Evaluation Association (NWEA), Aims Web probes, American College Testing (ACT), and numerous formative assessments administered by individual teachers.

The data reveals areas which need improvement, most notably science and reading. The results of these assessments have prompted district leaders to establish specific site goal for student achievement. District Goal 1 states that it is the school's goal to decrease the proficiency gap between the FRP and non-FRP students in the area of reading in half by 2017.

Several initiatives designed around this goal have been implemented. To help move our students who are currently scoring below state proficiency levels to exceeding state proficiency levels, grade level and curricular professional learning communities meet on a regular basis.

These teams collaborate on identifying student formative assessments and instructional plans to offer these students more support in the classroom.

o   Other programs intent on helping these targeted students include, but are not limited to: Intensive Care Unit (ICU), where students are referred if an assignment is incomplete or missing. The district has adopted that accepting student work that is a zero or not complete is unacceptable. The district has hired a staff member who meets with students after school, making sure they have completed their assignments and have necessary resources with them when they leave school for the day.

4b. Teachers and Principals

> *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
> - *System to review and evaluate the effectiveness of*
>   - *Instruction*
>   - *Curriculum*
>   - *Teacher evaluations*
>   - *Principal evaluations*

The school district system to review and evaluate our effectiveness includes:

Instruction Effectiveness
♦Continued development of Professional Learning Communities (PLC's). To complement the instruction practices the district has fully implemented Standards Based Grading K-8.

♦Annually PLC's review previous year student achievement data to set goals for the current school year that is developed with the mindset of making annual progress without regression.

♦The district has set reading proficiency as a priority. The K-6 Reading PLC has implemented the Daily 5 strategy to improved reading competency and fluency.

♦District provides a stakeholder survey for students and parents to provide feedback on teacher effectiveness, student engagement, and school culture for learning.

Curriculum Effectiveness-
♦The district follows a 5 year curriculum review cycle.

♦The cycle begins with research and study by the curriculum review study team conducting a needs assessment to asses current programing and student achievement data(MCA's, etc.).

♦Next, a curriculum and staff development is proposed and implemented.

♦Upon implementation of new curriculum data is collected and monitored to ensure continuous improvement.

Teacher Evaluation

♦Based on Charlotte Danielson Framework	♦Annual Evaluation Review Cycle
♦At or Above Proficiency Performance set by teachers and	♦ Peer Review and Collaboration in PLC groups.
♦Longitudinal Data on Student Engagement	♦Individual Growth and Development Plan
-Via data collected in Domain 5-Student Engagement.	-Utilizes continuous improvement goals set in PLC.

♦District provides a stakeholder survey for students and parents to provide feedback on teacher effectiveness, student engagement, and school culture for learning.

Principal Evaluation System

♦Aligned with Minnesota K-12 Principal Competencies

♦ School as a Learning Community

      -recognize the importance of a principal's role in improving the culture of learning.

      -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.

♦District provides a stakeholder survey for students and parents to provide feedback on principal effectiveness on school culture for learning.

4c. District

The district practices and reinforces high-quality instruction, curriculum, technology and a collaborative professional culture by the following expectations for all PreK-12 professional staff:
* uniformed implementation of the Teacher Evaluation Plan where agreed upon teacher performance expectations set by the teaching staff is at or above Proficiency in each domain(5.5 or higher on 10 pt. scale).
*district has full implementation of a K-12 comprehensive 1:1 technology iPad in the classroom strategic plan where district initiatives and teacher led professional development has been facilitated by tech integrationist and technology leadership team.
*Collaborative Professional Culture: The district has fully implemented PLC's PreK-12 that focus on student learning and dedicated time during the contract day for PLC's to meet.
*School as a Learning Community: the school recognizes 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.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

In 2016-17, the Springfield School District employed fourty-six teachers. Of the employed teachers, fourty-five were highly qualified and teaching in their licensed field. All probationary teachers receive at least three formal observations annually while tenured teachers receive at least one formal observation annually. All teachers are also observed by administration via informal walkthroughs and by peers in accordance with the teacher evaluation plan. All students in the Springfield school district have access to the same highly-qualified teaching staff.

In our size of school district we primarily have two section grades where we departmentalize by subject matter starting in 3rd grade. Academic achievement data is utilized to help evenly distribute students between classrooms. Teacher collaboration is required to ensure that grade level goals and objectives are met, specifically to close the achievement gap between FRP lunch and non-FRP students as identified in our A&I plan.