2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Cleveland Public School
Grades Served: Preschool -12th grade WBWF Contact: Scott Lusk
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Phone: 507-484-1301
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A and I Contact: Brian Phillips
Title: Superintendent
Phone: 507-484-1300
Email: phillips.brian@cleveland.k12.mn.us

New this year! This is MDE’s first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

- **Part A**: Required for all districts/charters
- **Part B**: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.
Part A: Required for All Districts

Annual Report

**WBWF Requirement**: 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.

**A & I Requirement**: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A & I materials.

Annual Public Meeting

**WBWF Requirement**: 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.

**A&I Requirement**: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.
- November 14, 2018 4:00 pm

District Advisory Committee

**WBWF Requirement**: 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 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).
<table>
<thead>
<tr>
<th>District Advisory Committee Members</th>
<th>Role in District</th>
<th>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Baker</td>
<td>Parent/School Board Member</td>
<td>x</td>
</tr>
<tr>
<td>David Cink</td>
<td>Parent/Secondary Teacher</td>
<td>x</td>
</tr>
<tr>
<td>Elizabeth Tauer</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Jeri Miller</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Dale Schmoll</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Todd Waldron</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Melissa Marks</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Chris Seeman</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Jasmine Boelter</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Jeff Robb</td>
<td>Parent/School Board Member</td>
<td>x</td>
</tr>
<tr>
<td>Ron McCabe</td>
<td>Parent/School Board Member</td>
<td>x</td>
</tr>
<tr>
<td>Jim Rogers</td>
<td>Parent/School Board Member</td>
<td>x</td>
</tr>
<tr>
<td>Heidi Phillips</td>
<td>Parent/Support Staff</td>
<td>x</td>
</tr>
<tr>
<td>Katelyn McCabe</td>
<td>Student</td>
<td>x</td>
</tr>
<tr>
<td>Danny McCabe</td>
<td>Student</td>
<td>x</td>
</tr>
<tr>
<td>Scott Lusk</td>
<td>Principal</td>
<td>x</td>
</tr>
<tr>
<td>Brian Phillips</td>
<td>Superintendent</td>
<td>x</td>
</tr>
</tbody>
</table>
Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

❖ **Equitable Access to Experienced, Effective, and In-Field Teachers**

- The administration work closely together with the teaching staff to try to balance classes to the extent possible with equal numbers of free/reduced lunch eligible students (F/R) and minority students in each section so that the needs of students are balanced across all grade levels.
- Cleveland Public School is a small rural school district with two sections per grade level in the elementary. We have not found a gap related to equitable access for low income students, students of color or American Indian students. All students have access to highly qualified teachers and all programs.
- The administration reviews the staffing (teacher) needs and available pools of applicants as early as possible in planning for next school year. We look for experienced and licensed teachers for the core subject areas that need to be filled. Our goal is to hire experienced, qualified, licensed teachers who are appropriately qualified for the subject area they teach.
- The school district has implemented Professional Learning Communities and an Emerging Leader/Mentor that works closely with teachers that are in their first three years in the district. The Emerging Leader/Mentor assists selected teachers in identifying data on their students, providing objective feedback on teaching performance, classroom assessments, and classroom management skills. Mentoring support is also provided by teaching partners for new teachers as it helps the new teacher focus on effective instruction, raising student achievement, and helping students to be successful.
- Some instructional strategies we have implemented to meet all learners needs include, Response to Intervention, Flexible Grouping, Analyzing Student Work, and the Process of Intentional Alignment.

❖ **Access to Diverse Teachers**

- Cleveland Public School has a student population of 92% white. The district attempts to employ a teaching staff that is reflective of the student population.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.
Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☐ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

**Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools**

Districts or charters with schools identified as comprehensive or targeted support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

**Goals and Results**

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. All Students Ready for School

| WBWF Goal Only | WBWF /A & I Goal | Result | Goal Status |
Provide the established SMART goal for the 201-18 school year.

S.M.A.R.T. Goal: 80% of students will show at least 3% growth on FAST tests in all areas of reading readiness assessments and math readiness assessments by the end of Kindergarten, May 2018. (Group Growth Report aReading and aMath)

Provide the result for the 2017-18 school year that directly ties back to the established goal.

Reading Results: 33 of 34 students or 97% of Kindergarten Students had growth of 3% or more from the fall Fast A Reading Test Goal Met

Math Results: 31 of 34 students or 91% of Kindergarten Students had growth of 3% or more from the fall Fast A Math Test Goal Met

Check one of the following:

**Multi-Year Goal:**
- [ ] On Track
- [x] Not On Track

**One-Year Goal**
- [x] Goal Met
- [ ] Goal Not Met

- [ ] District/charter does not enroll students in kindergarten

Bulleted narrative is appreciated. 200-word limit.

- The data used to determine kindergarten readiness was from FastBridge and it consisted of the aMath and aReading tests.
- Strategies in place to assess whether all students are ready for school include; students on the Fall, Winter & Spring FAST aReading as well as providing RTI Tier II & III strategies to identify students whose FAST scores fall within specific areas of need. We are monitoring the students’ progress on a monthly basis and applying strategies as determined by the scores. We’ll know whether the RTI Tier II & III Strategies are making a difference based on Fall, Winter & Spring Fast Assessments as well as students’ progress on their daily classroom work.
- Other strategies used include Grading for Learning - focus on formative assessments, feedback and interventions, student directed learning, Balanced Literacy, and Flexible grouping.
- Data indicates progress is being made in this area.

All Students in Third Grade Achieving Grade-Level Literacy

<table>
<thead>
<tr>
<th>WBWF Goal Only</th>
<th>WBWF /A &amp; I Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
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</tbody>
</table>
Provide the established SMART goal for the 2017-18 school year.

Goal: The percentage of all Reading students enrolled October 1st, 2017 in 3rd grade will increase from 62.9% proficient to 67.9% proficient on the 2018 MCA Reading test.

Provide the result for the 2017-18 school year that directly ties back to the established goal.

We tested 32 third grade students with 22 being proficient on the Minnesota Comprehensive Assessments Reading Test. Cleveland third grade students scored 68.8%

Goal Met

Check one of the following:

Multi-Year Goal:
- [ ] On Track
- [ ] Not On Track

One-Year Goal
- [x] Goal Met
- [ ] Goal Not Met
- [ ] District/charter does not enroll students in grade 3

Bulleted narrative is appreciated. 200 word limit.

- The data used to identify the goal area of All Students in Third Grade Achieving Grade-Level Literacy was the 2018 MCA results reported through the WBWF data from MDE.
- Through the RTI process, all students identified as needing Tier II & Tier III Interventions were provided with these additional interventions to support their reading achievement. The Tier II & III Interventions and strategies worked very well as third grade increased their MCA proficiency from 62.9% to 67.9%
- Other strategies include, PLC work, Targeted Services, focus on formative assessments and feedback, Balanced Literacy, and Flexible Grouping.
- Data indicates progress is being made in this area.
Close the Achievement Gap(s) Between Student Groups

<table>
<thead>
<tr>
<th>Goal Status</th>
<th>Result</th>
<th>Provide the result for the 2017-18 school year that directly ties back to the established goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Year Goal:</td>
<td>Did not meet goal.</td>
<td>Results: Special Education/Reading students in Cleveland Public Schools were 13.6% proficient on the 2018 MCA Reading Test. Our goal was 15.5%.</td>
</tr>
<tr>
<td>One-Year Goal</td>
<td>Met Goal</td>
<td>Results: Special Education/Math students in Cleveland Public Schools were 25% proficient on the 2018 MCA Math Test. Our goal was 20.3%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results: Free and Reduced /Reading students in Cleveland Public Schools were 62.2% proficient on the 2018 MCA Math Test. Our goal was 53%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results: Free and Reduced/Math students in Cleveland Public Schools were 59.7% proficient on the 2018 MCA Math Test. Our goal was 59.4%.</td>
</tr>
</tbody>
</table>

Bulleted narrative is appreciated. 200-word limit.

- We use MCA, FASTBridge, Unit Assessments, and Formative Assessments.
- Strategies that are in place to support our goal area include Professional Learning Communities, Problem Solving Team, Peer Observations and Guided Discussion, Formative Assessments and Feedback.
- We are in different phases of implementation of these strategies. We focus on these strategies within Professional Developments and PLC's.
- We monitor our FastBridge testing as well as formative assessments on a regular basis.
- Data indicates progress is being made in this area.
All Students Career- and College-Ready by Graduation

<table>
<thead>
<tr>
<th>WBWF Goal Only</th>
<th>WBWF /A &amp; I Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the established SMART goal for the 2017-18 school year.</td>
<td>Provide the result for the 2017-18 school year that directly ties back to the established goal.</td>
<td>ACT Composite scores in 2018 was 20.9 compared to 2017 scores of 20.1. The district increase was 0.8</td>
<td>Check one of the following:</td>
</tr>
<tr>
<td>All students enrolled at District 391 overall average composite score will increase from a Composite Score of 20.1 to a Composite Score of 20.5 on the 2018 ACT Test.</td>
<td></td>
<td>Goal Met</td>
<td>Multi-Year Goal:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ On Track</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Not On Track</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One-Year Goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Goal Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Goal Not Met</td>
</tr>
</tbody>
</table>

Bulleted narrative is appreciated. 200 word limit.

- We used the ACT Test to identify areas of strength and weakness.
- The strategies that we use for All Students Career and College Ready by graduation include, post-secondary options, concurrent enrollment, Academies, Project Lead the Way, Service Learning, Articulated Career and Technical Classes, Accelerated Classes, PBIS, Career Days, Student Leadership Development, Community Outreach Art Club, SADD Blood Drive, Student Council - Community Outreach - Food Drive, ACT Test Prep
- Data indicates progress is being made in this area.
## All Students Graduate

<table>
<thead>
<tr>
<th>WBWF Goal Only</th>
<th>WBWF /A &amp; I Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Provide the established SMART goal for the 2017-18 school year.</td>
<td>□ Goal Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90% of all students enrolled October 1st, 2017 in Cleveland Public Schools will graduate high school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide the result for the 2017-18 school year that directly ties back to the established goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.9% percentage of all students enrolled October 1st, 2017 graduated from Cleveland Public Schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal Met</td>
<td></td>
</tr>
</tbody>
</table>

**Bulleted narrative is appreciated. 200-word limit.**

- The data used was based on the number of students that started school in 9th grade and graduated within 4 years. This data is verified by MDE when the actual graduation rates are reported later in the school year.
- During Professional Learning Communities administration, staff, and counselor discuss data and how to meet all student’s needs.
Part B: Achievement and Integration Progress Report

We are putting in an Achievement and Integration Progress plan for the year school year 2019-2020.

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Achievement or Integration Goal?</th>
<th>Baseline</th>
<th>Year 1 (2017-18) Actual</th>
<th>On Track?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the SMART goal statement here.</td>
<td>Check one of the following:</td>
<td>Provide the baseline starting point here.</td>
<td>Provide the result for the 2017-18 school year that directly ties back to the established goal.</td>
<td>Check one of the following:</td>
</tr>
<tr>
<td>☐ Achievement Goal</td>
<td></td>
<td></td>
<td></td>
<td>☐ On Track</td>
</tr>
<tr>
<td>☐ Integration Goal</td>
<td></td>
<td></td>
<td></td>
<td>☐ Not on Track</td>
</tr>
</tbody>
</table>

Bulleted narrative is appreciated. 200-word limit.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

### Achievement and Integration Goal 2

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Achievement or Integration Goal?</th>
<th>Baseline</th>
<th>Year 1 (2017-18) Actual</th>
<th>On Track?</th>
</tr>
</thead>
</table>
Provide the SMART goal statement here.

Check one of the following:
☐ Achievement Goal
☐ Integration Goal

Provide the baseline starting point here.

Provide the result for the 2017-18 school year that directly ties back to the established goal.

Check one of the following:
☐ On Track
☐ Not on Track

Bulleted narrative is appreciated. 200-word limit.
● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
● What strategies are in place to support this goal area?
● How well are you implementing your strategies?
● How do you know whether it is or is not helping you make progress toward your goal?

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.