



Kelliher Public School

INDEPENDENT SCHOOL DISTRICT 36

2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Minnesota Department of Education (MDE) guidelines stipulate that school districts publish an Annual Report of Curriculum, Instruction and Student Achievement. It also requires that school boards approve the accountability report by October 1 of each year.

Per allowance by state legislation, the District will publish the required information electronically on the district website. Notice of this electronic publication will be included in district communication.

Information contained in this state report includes:

- Student Achievement goals for meeting state academic standards
- Results of local assessment data
- Annual school district improvement plans including staff development goals under Minnesota Statutes, section 122A.60
- Information about district and learning site progress in realizing previously-adopted improvement plans.

ISD 36 School Board Goals for Continuous Improvement:

1. By the end of the 2013-14 school year, increase the percentage of 3rd to 6th grade students meeting or exceeding Minnesota Reading performance standards from 41.3% to 50% as measured by the Reading MCA, and by the end of the 2013-14 school year, increase the percentage of 3rd through 6th grade students meeting or exceeding Minnesota mathematics performance standards from 42.6 % to 50 % as measured by the Mathematics MCA.
2. By the end of the 2013-14 school year, increase the percentage of 7th to 10th grade students meeting or exceeding Minnesota Reading performance standards from 35.8% to 50% as measured by the Reading MCA, and by the end of the 2013-14 school year, increase the

percentage of 7th through 11th grade students meeting or exceeding Minnesota mathematics performance standards from 43.2 % to 55 % as measured by the Mathematics MCA.

3. Learn and implement higher order thinking and questioning skills, relevant real-world skills, and authentic construction of knowledge that aligns with Authentic Intellectual Work.
4. To provide thoughtful and purposeful transitions from elementary to middle school, from middle school to high school, and from high school to post-secondary schools.

The Staff Development Plan for 2013-14 focused on the following:

- Curriculum Alignment and Common Assessments
- Identifying and implementing assessments for Title 1
- Creating digital curriculum resources and implementing Digital Curricula and textbooks
- Differentiated instructional strategies to meet the needs of all students

2013-14 School year Staff Development Activities included:

- District-wide keynote regarding Ruby Payne's Framework of Poverty,
- District-wide keynote regarding Trauma-based classroom care,
- Coaches training for AIW Data coaches and team coaches,
- Training on technology for iPads, E-texts, and digital curriculum,
- Training on digital textbook and reading resources.

Summer 2013 Staff Development activities included:

- Authentic Intellectual Work (AIW) Coaches Academy training
- Read 180 training for elementary and high school Read 180 teachers
- TIES Ipad implementation training

Members of the 2013-14 District Staff Development/AIW Team

Tim Lutz	Supt
Mary Lundin	Principal
Wendy Carlson	Title One
John Carlson	DAC

Sheila Krueth	Special Educ
Pennie Rude	H.S. Teacher
Eric Carlson	K-12 Arts
Dawn Jensen	Parent
Jeanie Jean	Paraprof
Ed Anderson	School Board

Aligning District 36 curriculum with Minnesota Academic Standards

The Minnesota Legislature's rulemaking process for the Social Studies Academic Standards was completed on May 13, 2013 and per legislation must be implemented by the 2013-14 school year. The next revision of Social Studies standards will be during the 2019-20 school year. In addition to the state social studies standards, there are standards for Literacy in History/Social Studies included in the Minnesota K-12 Academic Standards in English Language Arts (2010), as a part of the Common Core State Standards (CCSS). Teachers of Social Studies are required to implement the Literacy in History/Social Studies standards in their courses.

There is no state test for social studies; school districts create their own assessments to measure student progress on the social studies standards. Graduation requirements for social studies state that all students are required to satisfactorily complete three and a half credits of social studies including U.S. history, geography, government and citizenship, world history and economics.

At Kelliher School, all students take Civics in grade 9, World History and Geography in grade 10, American History in grade 11, and one semester of Economics, and electives including: Sociology, Microeconomics, Macroeconomics, Law, Psychology, Government.

Digital Learning Initiatives

Teams of teachers worked to create, import and utilize existing digital content to create digital learning experiences for students, both in the classroom and at home.

Kelliher School has implemented a successful one-to-one electronic device program for grades 7-12 utilizing iPads and laptops. Kelliher School also supports a Bring Your Own Device (BYOD) initiative that further enhances the mobile learning opportunities beyond the laptops and ipads already available to all 7th-12th grade students.

Kelliher School has placed a number of ipads to be used in all elementary classrooms and will soon have a one-to-one iPad/student ration in 1st grade. The district maintains a near one-to-one ration of Smart Boards in all classrooms in the high school and has placed a Smart Board in every core classroom and every elementary clarrsroom.

The technology team works to ensure that staff members are well trained in the uses of iPads, laptops, the three existing computer labs, Smart Board technology and the wireless environment.

Over the summer and early fall, wireless technology has been added to at least two district school buses allowing those buses to become “classrooms on wheels” improving both learning and behaviors on the buses.

Student Achievement

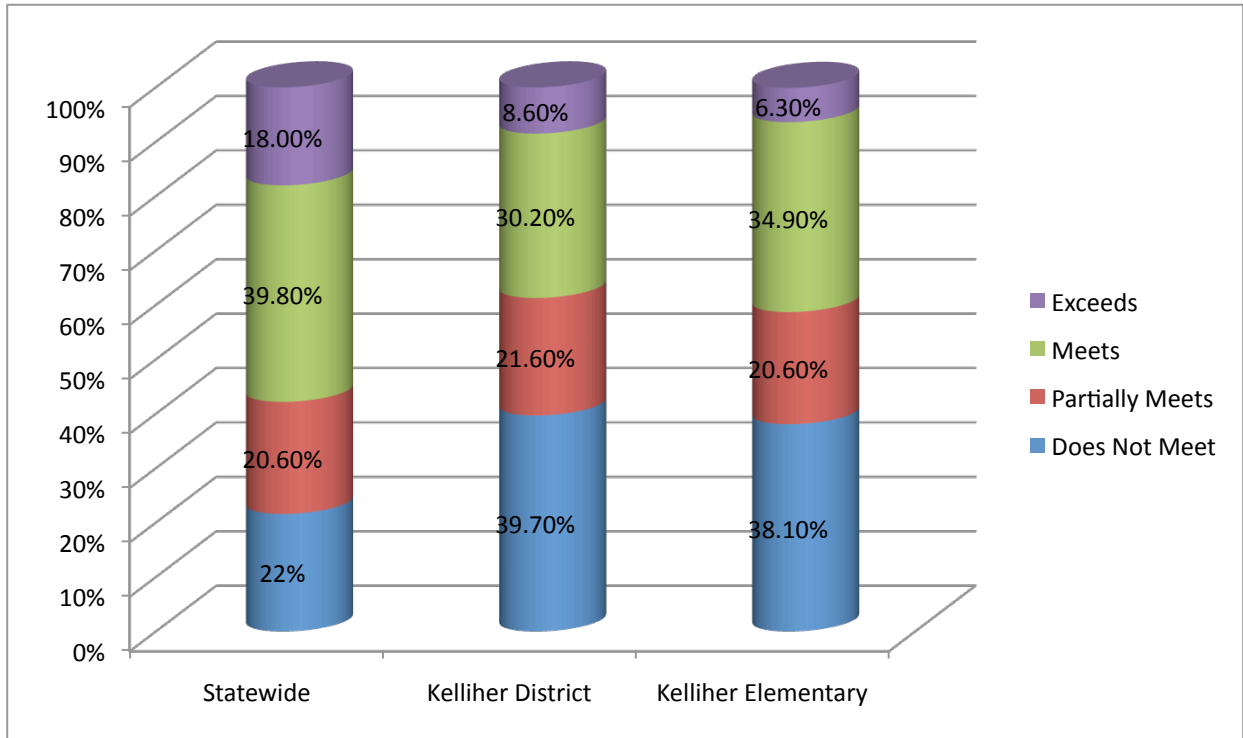
2013 Minnesota Comprehensive Assessment (MCA) results include student performance in mathematics, reading and science from three testing programs: MCA, MCA-Modified, and MTAS (MN Test of Academic Skills). These tests measure how MN students are doing on state academic standards.

Mathematics tests in grades 3-8 assess student performance on 2007 state standards. It was given for the first time in 2011. The grade 11 math assessment tests student performance on 2003 standards.

Reading tests in grades 3-8 and 10 assess student performance on the 2010 MN Academic Standards in English Language Arts (ELA). These assessments were given for the first time in spring of 2013. The data from the 2013 administration creates the new baseline upon which Kelliher School staff and administration will set improvement goals for meeting Reading Standards.

The four charts below highlight how Kelliher elementary and high school students performed when compared to students on a statewide basis. The charts show what percentage of students exceeded, met, partially met, or did not meet state standards in mathematics and reading.

2013 Reading Proficiency – Kelliher Elementary

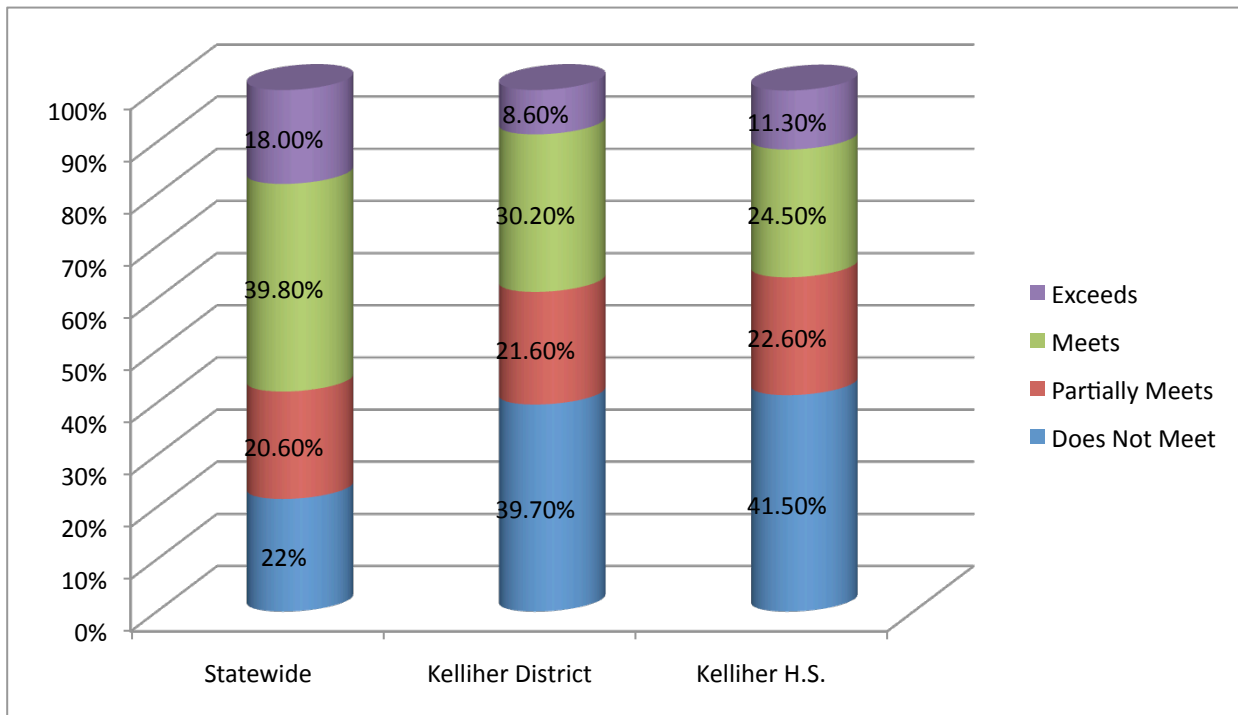


Tested

Statewide: 420,170

Kelliher Elementary: 63

2013 Reading Proficiency – Kelliher High School

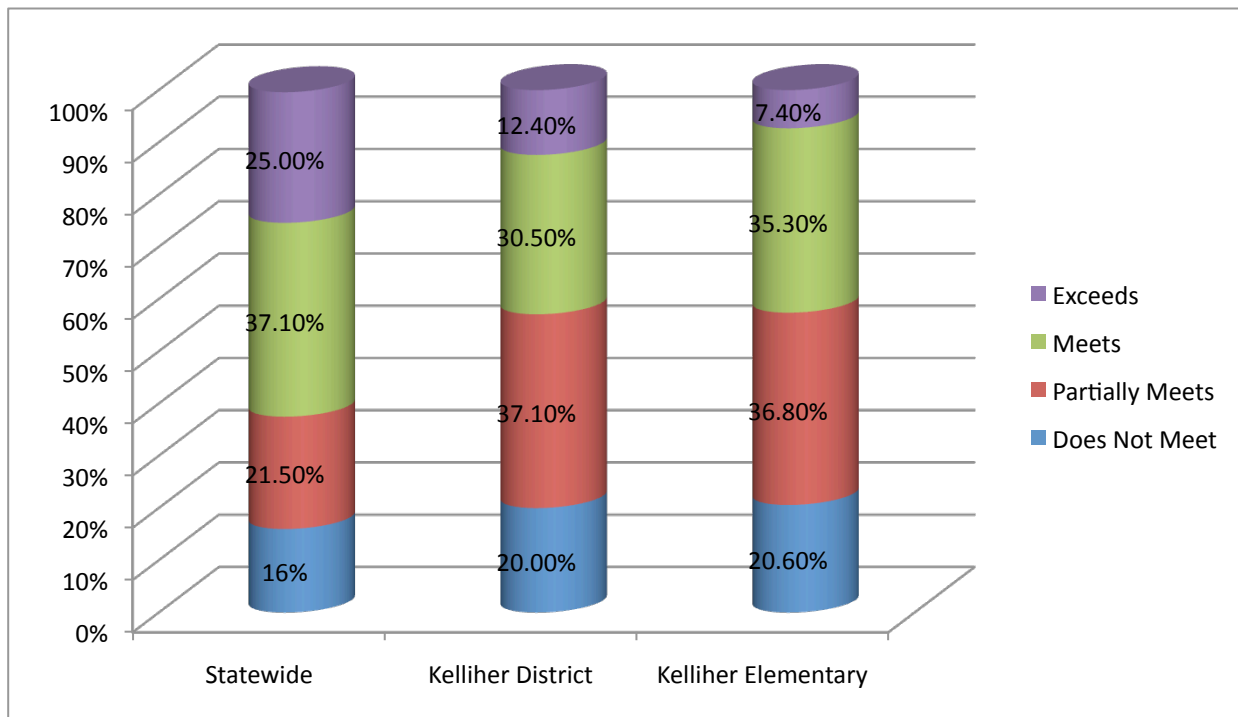


Tested

Statewide: 420,170

Kelliher High School: 53

2013 Math Proficiency – Kelliher Elementary

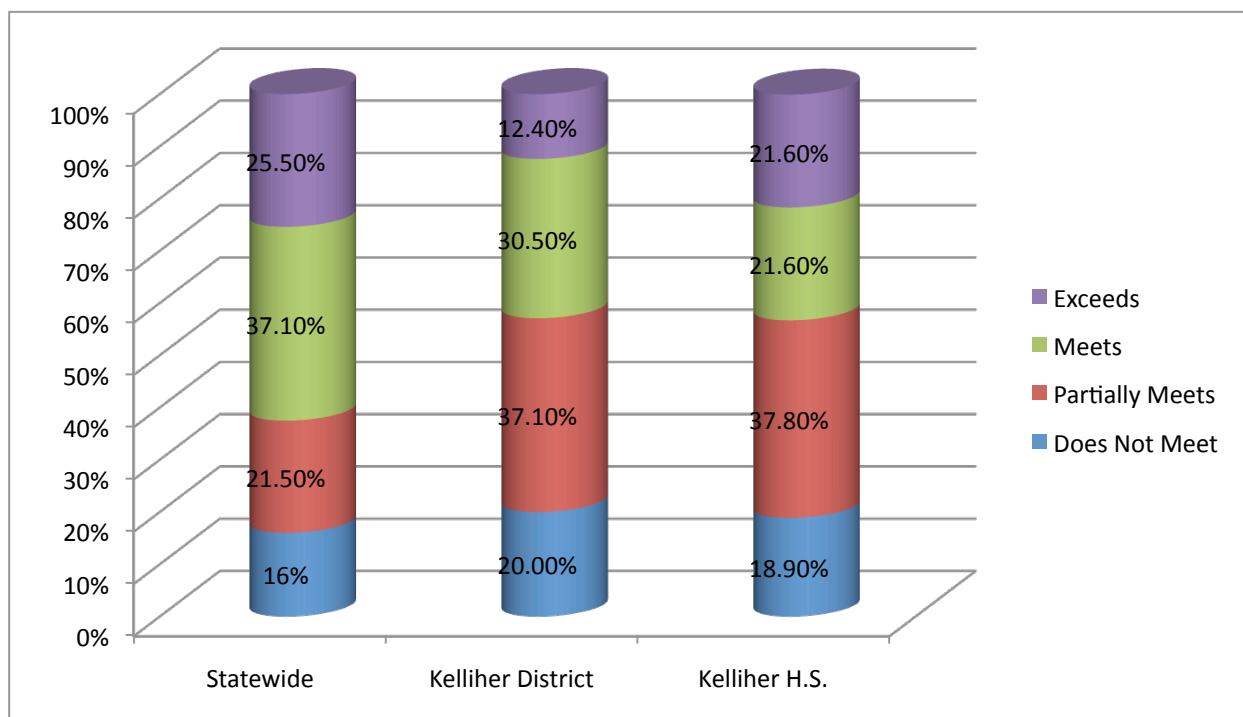


Tested

Statewide: 360,266

Kelliher Elementary: 68

2013 Math Proficiency – Kelliher High School



Tested

Statewide: 360,266

Kelliher High School: 37