

2014-2015 World's Best Workforce Report Summary

District or Charter Name: **District 22- Detroit Lakes Public School District**

Contact Person Name and Position: Renee Kerzman, Director of Curriculum, Instruction and Technology

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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Reports

1. <http://www.dlschools.net/Default.asp?PN=Pages&SubP=Level1&PageID=27360>
2. <http://images.pcmac.org/Uploads/DetroitLakesSD/DetroitLakesSD/Sites/PagesLevel1/Documents/Worlds%20Best%20Workforce%20Plan.pdf>

Annual Public Meeting

1. School Board Meeting: November 9, 2015
2. Agenda and minutes :
<http://www.dlschools.net/Default.asp?DivisionID=17359&DepartmentID=18618&SubDepartmentID=0&keyword=school%20board>

District Advisory Committee

Our Advisory Committee gathers input from a variety of stakeholders. A large committee of non-school members was difficult to assemble. Additional group work involved in the development of our World's Best Workforce Plan and developing relevant college and career readiness in the schools included, but was not limited to: M-State faculty, business sector meetings, early childhood meetings with area preschools and Head Start directors and teachers, district counselors and building site teams, community education committee and PBIS teams at each school which include paraprofessionals. We participated in several collaborative meetings with M-State, teachers, administrators at both levels, and counselors. We had a business sector meeting that included leaders from local business and industry. We have a Community Education Committee which involves parents and community members. Our Indian Education Advisory Committee is led by our Native American Programs Coordinator and includes parents and students. Our high school principal held listening sessions with students regarding what they need and want in high schools. Our high school staff members have been invited and involved in planning for college and career readiness and possible redesign of programming at the high school level.

We believe this process served us best, but will continue to develop a plan to have a meeting of a larger group that serves as an Advisory Committee that includes more of our parents and community members as per the rubric requires for MDE World's Best Workforce. In 2014-15 we had the following people functioned as our Advisory Committee.

District Advisory Committee Members 2014-15

Cara Myer	ALC Teacher
Joe Carrier	Native American Programs Coordinator
Renee Kerzman	Director of Curriculum, Instruction and Technology
Marcy Matson	Director of Federal Programs
Lisa Conzemius	High School Teacher
Dr. David Tack	Higher Education
Jill Perkins	Instructional Coach
Pam Daly	Instructional Coach
Rhonda Fode	Instructional Coach
Rob Nielsen	Instructional Coach
Connie Wood	Middle School Teacher
Dr. Boyd Bradbury	Parent/Higher Education
Darren Wolf	Principal
Dr. Mike Suckert	Principal
Peter Sasso-Lundin	Principal
Sandy Nelson	Principal
Trish Mariotti	Principal
Karilee Traurig	Roosevelt Elementary Teacher
Mike Daly	Rossman Elementary Teacher
Brenda Muckenhirn	School Board Member
Jackie Buboltz	School Board Member
Vern Schnathorst	School-to-Work Coordinator
Karen Nudell	Special Education/EC
Doug Froke	Superintendent

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	51% of kindergarten students were assessed to be kindergarten ready through district common assessments. Our goal was to increase to 55% of our incoming kindergarteners to be kindergarten ready.	According to our fall 2015 data 45% students were kindergarten ready for kindergarten.
All Students in Third Grade Achieving Grade-Level Literacy	Increase student proficiency from 65.2% proficiency on the MCAs in 2014 to 70% proficiency in 2015.	Students in third grade demonstrated 56.05% reading proficiency on the MCAs in 2015.
Close the Achievement Gap(s) Among All Groups	Decrease the proficiency gap as measured by the MCAs between the non-FRP and FRP students enrolled the full academic year for all grades tested within ISD 22 Detroit Lakes Public Schools on all state Reading accountability tests (MCA, MTAS) will decrease within our District by increasing the proficiency of non-FRP and FRP student groups within our district.	The achievement gap data shows that we had positive change in the areas of reading for the student groups of Asian and Hispanic. The achievement gap data shows that we had positive gains in math in the areas of American Indian and Hispanic. All other areas did not show improvement in the achievement gap.
All Students Career- and College-Ready by Graduation	ACT scores will increase from a composite of 22.6 in 2014 to 22.9 in 2015.	ACT score of 2015 graduates earned a composite score of 22.5.
All Students Graduate	DLHS graduation rates will increase from 82.7% for the class of 2013 to 83% for the class of 2014.	DLHS graduation rates for 2014 were 83%.

Identified Needs Based on Data

Detroit Lakes Public Schools utilizes numerous data sources to identify both student groups and individual achievement of students. Students are targeted by academic/behavioral need. The most commonly known data sources during the 2014-2015 school year were Measures of Academic Progress (MAP) assessment, OLPA, MMR, and previous years' MCA data. We used locally developed common assessments to evaluate student progress and inform our instruction. Using our data, we identified alignment between preschool and kindergarten standards needed

improvement. As a result, we collaborated bi-monthly with our area preschool consortium and assigned an instructional coach to act as liaison between the two groups. We recognized reading proficiency is an ongoing concern, so we designed a three year plan to improve professional learning and reading instruction.

Systems, Strategies and Support Category

Students

Flexible grouping was utilized based on the initial fall data, OLPA data, NWEA data, and common assessments. Past MCA data is used in initial, fall design. Kindergarten students have an individual appointment with teachers to do skill assessments before they come to school. K-3 teachers assess all students using the DRA2 or Fountas & Pinnell assessments so that they have accurate instructional and independent reading levels for all students. Co-teaching during intervention time was implemented this year. Achievement level descriptors were aligned with the curriculum and grade levels; the instructional coaches modeled lessons to help teachers with higher level questioning. Knowledge and utilization of benchmark reports, achievement level descriptors, test specification and alignment of standards are systematic approaches to making sure our students are receiving quality core instruction.

Using Data Director, we aggregate our data and provide direct intervention and services as necessary. This data was shared with PLC teams, individual teachers, interventionists and administrators. Instructional coaches met with PLCs to discuss data and respond to any additional data requests. We utilized our Native American Coordinator and paraprofessionals to provide additional direct services to that student group. We offer after school Targeted Service programming for students.

Teachers and Principals

Curriculum and Instruction: Through our ELO process our curriculum and instruction is continually evaluated and revised. The chart below illustrates our recalibrated curriculum cycle.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Math, K-5 Music Art	Science K-5 Business FACS Careers & Guidance	Math 6-12	PE World Language	ELA K-5	ELA 6-12	Science 6-12 Ag Industrial Tech
2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Social K-5 Health	Social 6-12	Math, K-5 Music Art	Science K-5 Business FACS Careers & Guidance	Math 6-12	PE World Language	ELA K-5

Teacher evaluations utilize the Charlotte Danielson domains and components; the Danielson Group provided two days of training for our administrators and instructional coaches. Teachers are evaluated on a three year cycle: the first year uses the Danielson model and the teachers work with their building principals; the second year, the teachers work with an instructional coach on a goal that the teacher created with principal input; the third year, the teachers work independently on enhancing student-engagement in their classrooms with assistance from instructional coaches, if asked.

Principals developed and discussed their professional growth plans with the superintendent. Principals utilized survey data for reflection on their leadership and the culture of their building. Principals provided data reports to the superintendent and MCA and MMR scores are reported to the Detroit Lakes Public School Board.

District

PLCs guide instruction and professional learning in our district. Teachers meet weekly for job embedded professional learning through PLCs. Instructional coaches collaborate one-on-one with teachers and lead district wide professional learning on teacher requested topics. We addressed teacher need through our district wide in-service structure. We have eight differentiated district in-service opportunities and one teacher choice professional learning day. We have a multi-day summer opportunity that allows for deeper learning and evaluation of ELOs and assessments with PLCs and instructional coaches. We utilized Bright Bytes consulting to evaluate our student and teacher technology needs and based future planning on the results. To increase digital citizenship and guide our 1- to-1 initiative we developed building teams for guidance and implementation. Technology integration is embedded in each in-service opportunity as well as systematic professional learning designed to increase teachers' skills in this area. The district has four full time instructional coaches that work with teachers and administration to provide job embedded support and ongoing professional learning including utilizing lesson video to reflect and peer coach. Surveys from teachers are used for feedback.