

# 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Nevis Public School #308

Grades Served: PK - 12

Contact Person Name and Position: Brian Michaelson, PK-12 Principal

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.

## 1. Stakeholder Engagement

### 1a. The Annual World's Best Workforce Report can be accessed on the district's website:

<http://www.nevis.k12.mn.us/>

**1b. Long Range Planning--**The Nevis Public School established its annual and long term goals during a Strategic Planning Session held on August 22, 2016. The school board annually reviews its WBWF report during our November School Board Meeting.

### 1c. District Advisory Committee

LouAnn Muhm – Teacher Kay Netteberg – Parent Heidi Wormley – Parent Marlene Lucus – Support Staff Tom Wormley – Student Michael Landquist – Student Tennessee Munson – Student Pat Roehl – Community Resident Larry Smith – Community Resident Gary Stennes – School Board Member
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## 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 Kindergarten

Goal	Result	Goal Status
<p><i>All students will be ready for Kindergarten. To help each child develop a concept of himself/herself as a worthy individual, good friend and eager learner and willing participant in activities.</i></p> <ul style="list-style-type: none"> <li>• <i>To develop language and literacy skills through listening, speaking, reading and writing.</i></li> <li>• <i>To help children develop scientific thinking by observing, investigating, questioning and predicting.</i></li> <li>• <i>Develop artistic appreciation through expression and representation.</i></li> <li>• <i>To learn about social studies through human differences and similarities, human independence, rights and responsibilities, and about people and where they live.</i></li> <li>• <i>To develop and approach mathematical thinking through patterns and relationships, number concepts and operations, geometry, and special relationships and measurement.</i></li> <li>• <i>To develop physically through gross motor and fine motor activities and by learning personal health and safety.</i></li> </ul> <p><i>Goal: The goal is for every 4 year old to achieve the required benchmarks for Kindergarten readiness.</i></p>	<p>We were very successful with our Kindergarten Readiness Program in School year 15-16. We set a very aggressive goal for 2015-16 of 100% of our Pre-Kindergarten students being ready for Kindergarten. We fell short of our goal with 38 out of 40 (95%) Kindergarten Readiness students meeting the targeted goal.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p>Goal: Nevis School third graders will achieve the state average on the third grade reading MCA.</p>	<p>Results: Overall, Nevis third grade students did not achieve the state level of proficiency. There were 31 students in Nevis who were proficient on the MCA out of a total of 55 students. That means Nevis School had 56.4% of the students achieving meets or exceeds on the MCA reading while the state had 57.3% of the students at that level. Nevis School had one third grade student obtain a perfect score on the third</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

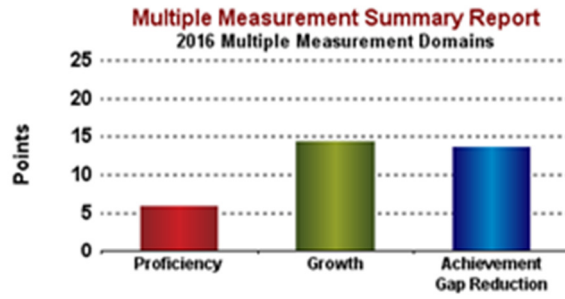
<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
	grade reading test. Plus, seven students achieved "Exceeds" level on the reading test.	

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

Goal	Result	Goal Status
<p>For the 2015-2016 we are establishing a mentoring and monitoring system for our upper class students. The process will involve daily 'unofficial' contact between the mentor and the student. This might be through personal contact and/or phone and email, messaging if the student is absent from school. The goal of the mentors is to increase the overall rate of attendance to match the high school students as a group.</p>	<p>According to the <u>AYP Results Summary Report</u>: Nevis Elementary had 100% participation on the spring administration of the MCAs. For both math and reading, Nevis students were below target rates for all students and white students. Special education students meet the safe harbor target in reading. And the students classified as free and reduced lunch met their targets in both reading and math.</p> <p>In Nevis High School, there was 100% participation of students on the spring administration of the MCA tests. For math and reading tests, the all students and white student categories both were above the safe harbor targets. In reading, the students receiving free and reduced lunch met the target goals in reading. The students identified with special education needs did not meet their targets in math or reading.</p> <p>According to the <u>Multiple Measurement Summary Report</u> Nevis Elementary earned 13.48 points on Achievement Gap Reduction. The gap is closing each year at Nevis School. The overall MMR score for Nevis Elementary School is 44.92%, which is a slight improvement over the previous years' MMR score of 44.05%.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

## Result

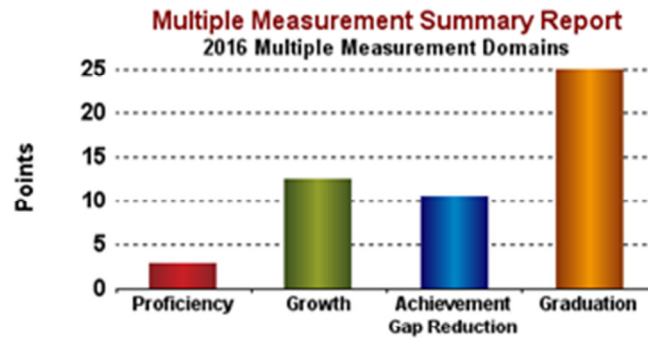
District    
 School    
 Rating    
 Rating Year



For Additional Details, click on a bar on chart above.

In the high school, Nevis received 10.56 points in the Achievement Gap Reduction category. Nevis High School earned an overall MMR score of 50.94%.

District    
 School    
 Rating    
 Rating Year



For Additional Details, click on a bar on chart above.

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

Goal	Result	Goal Status
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<p>The goal is for EVERY senior to have a realistic plan for post-graduation. This has been accomplished through the creation of an online portfolio for all students; Personal career plans established in their 10th grade career class; And through the use of results from tests such as PSAT, ASVAB and ACT, college visits and counseling with the district's academic advisor.</p>	<p>Nevis School offers a comprehensive assortment of career and college readiness experiences. In Middle School, students participate in a Career Day, and they establish on-line portfolios of their career experiences. In high school, all students complete a mandatory Career Education class, and participate in the Military ASVAB testing and the now mandatory ACT tests. By their senior year, students apply to colleges and complete scholarship applications.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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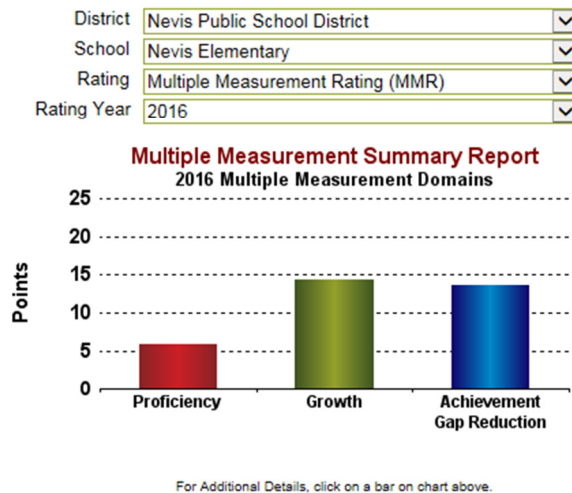
**2e. All Students Graduate**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Because of Nevis School's small size our annual goal is to graduate 100% of the students. This is both realistic and achievable.</p>	<p>Nevis had 47 students graduate from high school out of 50. There were also five students who graduated from Alexandria Technical and Community College with their Associate of Arts degree, without leaving the building, through College in the High School courses and through online classes. Every effort is being made to work with these three students to complete their high school requirements.</p>	<p>Check one of the following:</p> <p>Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

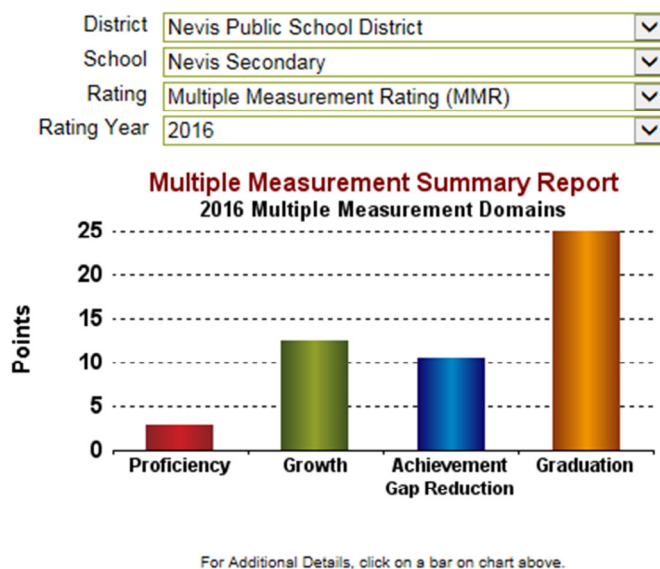
3. *Identified Needs Based on Data MCA Reading Results – tracking a class through the grades:*

The needs identified at the start of the year were to have grade specific interventions as a result of the Minnesota Comprehensive Assessments. Elementary grades looked at interventions needed to help reach the goals set at the beginning of the year. Title instruction was reviewed and managed to maximize the time our title teachers were reaching with our students. In the high school, guided specific rooms were set up based on scores. Students were assigned to rooms to work on specific areas.

According to the **Multiple Measurement Summary Report** Nevis Elementary earned 13.48 points on Achievement Gap Reduction. The gap is closing each year at Nevis School. The overall MMR score for Nevis Elementary School is 44.92%, which is a slight improvement over the previous years' MMR score of 44.05%.



In the high school, Nevis received 10.56 points in the Achievement Gap Reduction category. Nevis High School earned an overall MMR score of 50.94%



Year	Level D	Level P	Not Passing	Level M	Level E	Passing
2016 – 3rd (55 students)	23.6/26.8	20/42	43.6/68.8	43.6/42	12.7/15.3	56.4/57.3

4.

Year	Level D	Level P	Not Passing	Level M	Level E	Passing
2015 – 3 <sup>rd</sup> (43 students)	32.6/25.8	25.6/15.4	58.2/41.2	37.2/43.2	4.7/15.5	41.9/58.7
2016 – 4 <sup>th</sup> (42 students)	23.8/21.4	21.4/20.3	45.2/41.7	50/40.1	4.8/18.2	54.8/58.3

5.

Year	Level D	Level P	Not Passing	Level M	Level E	Passing
2014 – 3 <sup>rd</sup> (39 students)	23.1/25.1	17.9/16.8	41/41.9	51.3/44.2	7.7/13.9	59/58.1
2015 – 4 <sup>th</sup> (43 students)	16.3/21.1	18.6/21	34.9/42.1	46.5/40.3	18.6/17.6	65.1/57.9
2016 – 5 <sup>th</sup> (41 students)	7.3/14.6	19.5/17.7	26.8/32.3	43.9/47.1	29.3/20.6	73.2/67.7

6.

Year	Level D	Level P	Not Passing	Level M	Level E	Passing
2013 – 3 <sup>rd</sup> (38 students)	34.2/25.6	15.8/17.3	50/42.9	39.5/44.2	10.5/13	50/57.2
2014 – 4 <sup>th</sup> (43 students)	32.6/21.9	14/23.2	46.6/45.1	41.9/39.6	11.6/15.3	53.5/55
2015 – 5 <sup>th</sup> (45 students)	17.8/14.6	17.8/18.7	35.6/33.3	48.9/46.3	15.6/20.4	64.4/66.7
2016 – 6 <sup>th</sup> (49 students)	14.3/20.6	20.4/17.1	34.7/37.7	55.1/36.6	10.2/25.7	65.3/62.3

7.

Year	Level D	Level P	Not Passing	Level M	Level E	Passing
2012 – 3 <sup>rd</sup> (31 students)	9.7/10.5	12.9/9.1	22.6/19.6	29/25.8	48.4/54.6	77.4/80.4
2013 – 4 <sup>th</sup> (33 students)	27.3/22.6	30.3/23.4	57.6/46	39.4/39.2	3/14.8	42.4/54
2014 – 5 <sup>th</sup> (34 students)	26.5/13.5	23.5/18.9	50/42.4	41.2/47.7	8.8/20	50/67.6
2015 – 6 <sup>th</sup> (35 students)	14.3/19.4	17.1/16.8	31.4/36.2	54.3/38.4	14.3/25.4	68.6/63.9
2016 – 7 <sup>th</sup> (40 students)	25/23.4	17.5/20	42.5/43.4	47.5/39.8	10/16.8	57.5/56.6

8.

Year	Level D	Level P	Not Passing	Level M	Level E	Passing
2011 – 3 <sup>rd</sup> (38 students)	0/10.6	5.3/10.9	5.3/21.5	50/24.7	44.7/53.8	94.7/78.5



2012 – 4 <sup>th</sup> (39 students)	10.3/10.3	10.3/14.4	20.6/24.7	38.5/31.2	41/44.1		79.5/75.3
2013 – 5 <sup>th</sup> (40 students)	7.5/15.4	20/20.7	27.5/36.1	50/45.1	22.5/18.8		72.5/63.8
2014 – 6 <sup>th</sup> (40 students)	12.5/19.9	17.5/19.1	30/39	47.5/39.2	22.5/21.8		70/60
2015 – 7 <sup>th</sup> (49 students)	18.4/24.3	24.5/20.1	42.9/44.4	36.7/38.2	20.4/17.4		57.1/55.6
2016 – 8 <sup>th</sup> (48 students)	22.4/23.6	12.2/19.3	34.6/42.9	42.9/36.9	22.4/20.2		65.3/57

9.

<b>Year</b>	<b>Level D</b>	<b>Level P</b>	<b>Not Passing</b>	<b>Level M</b>	<b>Level E</b>		<b>Passing</b>
2009 – 3 <sup>rd</sup> (41 students)	12.2/11.2	14.6/10.5	26.8/21.7	29.3/27.9	43.9/50.5		73.2/78.4
2010 – 4 <sup>th</sup> (37 students)	2.7/11	16.2/17	18.9/27.5	35.1/33	45.9/40		81/72.5
2011 – 5 <sup>th</sup> (36 students)	2.8/6.6	8.3/13.1	11.1/19.7	63.9/40.1	25/40.2		88.9/80.3
2012 – 6 <sup>th</sup> (40 students)	5/7.8	7.5/15.9	12.5/23.7	40/33.9	47.5/42.3		87.5/76.3
2013 – 7 <sup>th</sup> (42 students)	16.7/25.1	31/20.9	47.7/46	35.7/36.3	16.7/17.7		52.4/54
2014 – 8 <sup>th</sup> (45 students)	24.4/23.2	17.8/21	42.2/44.2	44.4/37.5	13.3/18.2		57.8/55.8
2016 – 10 <sup>th</sup> (47 students)	14.9/19.7	17/21.4	31.9/41.1	48.9/37.4	19.1/21.5		68.1/58.9

**MCA Mathematics Results – tracking a class through the grades:**

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2016 – 3 <sup>rd</sup> (55 students)	9.1/14.6	23.6/16	32.7/30.6	47.3/39.4	20/30		67.3/69.4

11.

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2015 – 3 <sup>rd</sup> (43 students)	23.3/13.7	25.6/15.4	48.9/29.1	39.5/39.8	11.6/31.1		51.2/70.9
2016 – 4 <sup>th</sup> (43 students)	18.6/16.7	16.3/14.6	34.9/31.3	48.8/33.8	16.3/34.9		65.1/68.7

12.

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2014 – 3 <sup>rd</sup> (40 students)	5/12.9	15/15.3	20/28.2	42.5/39.7	37.5/32.1		80/71.8
2015 – 4 <sup>th</sup> (43 students)	11.6/15.5	14/14.5	25.6/30	37.2/34.4	37.2/35.6		74.4/70
2016 – 5 <sup>th</sup> (41 students)	12.2/19	22/22.1	24.2/41.1	43.9/38.5	22/20.3		65.9/58.8

13.

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2013 – 3 <sup>rd</sup> (38 students)	13.2/13.1	5.3/15.4	18.5/28.5	57.9/41.1	23.7/30.4		81.6/71.5
2014 – 4 <sup>th</sup> (45 students)	11.1/14.8	15.6/15	26.7/29.8	46.7/34.9	26.7/35.3		73.4/70.2
2015 – 5 <sup>th</sup> (45 students)	15.6/18.1	20/22.3	35.6/40.4	53.3/38.7	11.1/21		64.4/59.7
2016 – 6 <sup>th</sup> (49 students)	18/22.9	30/21.2	48/44.1	42/31.9	10/24		52/55.9

14.

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2012 – 3 <sup>rd</sup> (30 students)	10/11.2	16.7/13.2	26.7/24.4	56.7/45.6	16.7/29.9		73.3/75.6
2013 – 4 <sup>th</sup> (33 students)	21.2/14.4	18.2/14.3	39.4/28.7	45.5/37.2	15.2/34		60.6/71.2
2014 – 5 <sup>th</sup> (33 students)	21.2/16.2	42.4/22	63.6/38.2	27.3/40.3	9.1/21.5		36.4/61.8
2015 – 6 <sup>th</sup> (36 students)	19.4/21.2	30.6/21.1	47/42.3	38.9/33.6	11.1/24		50/57.6
2016 – 7 <sup>th</sup> (40 students)	30/18.5	35/25.3	65/43.8	22.5/33.5	12.5/22.7		35/56.2

15.

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2011 – 3 <sup>rd</sup>	10.5/13.4	31.6/16.4	42.1/29.8	50/41	7.9/29.1		57.9/70.1

(38 students)							
2012 – 4 <sup>th</sup> (41 students)	12.2/13.1	7.3/13.6	19.5/26.7	70.7/41.9	9.8/31.4		80.5/73.3
2013 – 5 <sup>th</sup> (40 students)	5.3/16.2	31.6/23.8	36.9/40	52.6/40.3	10.5/19.7		63.2/60
2014 – 6 <sup>th</sup> (41 students)	12.2/19.8	22/23.1	34.2/42.9	43.9/34.8	22/22.3		65.9/57.1
2015 – 7 <sup>th</sup> (49 students)	12.2/18.8	28.6/26	40.8/54.8	46.9/33.6	12.2/21.5		59.2/55.1
2016 – 8 <sup>th</sup> (48 students)	28.6/20.6	30.6/21.4	59.2/42	32.7/31	8.2/27		40.8/58

16.

Year	Level D	Level P	Not Passing	Level M	Level E		Passing
2008 – 3 <sup>rd</sup> (37 students)	2.7/4.9	5.4/13.7	8.1/18.6	43.2/46.1	48.6/35.3		91.8/81.4
2009 – 4 <sup>th</sup> (40 students)	7.5/8	12.5/17.1	20/25.1	42.5/44.6	37.5/30.2		80/74.8
2010 – 5 <sup>th</sup> (37 students)	13.5/13	13.5/19	27/31.4	32.4/37	40.5/32		73/68.6
2011 – 6 <sup>th</sup> (37 students)	21.6/23	16.2/26.7	37.8/49.7	32.4/32.5	29.7/17.8		62.1/50.3
2012 – 7 <sup>th</sup> (38 students)	18.4/14.6	31.6/26.8	50/41.4	39.5/38.3	10.5/20.3		50/58.6
2013 – 8 <sup>th</sup> (43 students)	20.9/17.4	25.6/23.7	46.5/41.1	32.6/33.2	20.9/25.6		53.5/58.8
2016 – 11 <sup>th</sup> (41 students)	30.8/29.8	29.2/23.1	60/52.9	20.5/29.7	20.5/17.3		41/47.1

## 4. Systems, Strategies and Support Category

### 4a. Students

*District focus for SY 2016*

- 1. Improve student reading scores on the Minnesota Comprehensive Assessments and exceed the state average score at all levels. Improving reading and writing strategies for all teachers and to begin implementation of curriculum for all student groups. Elementary teachers will have a monthly meeting to discuss reading and all teachers will participate in reading in-service days. Scores on the Minnesota Comprehensive Tests will be used to determine if the goal was met. The elementary students will also use the STAR reader test at least two times per year (fall and spring), NWEA tests for students in grades K-3, and Study Island computer program for students in grades 3-6 to provide additional assessment information for the teachers and students. The high school students will have guided study times to work on specific areas of weakness identified by their teachers.*
- 2. Improve student mathematics scores on the Minnesota Comprehensive Assessments and exceed the state average score at all levels. Assessing and evaluating progress will be monitored by teachers throughout the year through using supplemental tests and observations. Scores on the Minnesota Comprehensive Tests will be used to determine if the goal was met.*

*Benchmarks for each subject area will be determined at the beginning of the year for each student and individual goals were set. Progress will be collected throughout the year to collect data using the tests mentioned above and the use of the Minnesota Comprehensive Assessment will be the final mark to see if progress was made.*

### 4b. Teachers and Principals

Nevis Public School has a curriculum committee that meets throughout the school year. Each year the committee examines one or more curricular areas, on a seven-year rotation. In this way each subject area is examined for up to date course offerings at all grade levels. Each subject area is able to purchase new material at the end of its seven-year review.

During the teacher observation/evaluation the principal will utilize a system that ensures that teachers are incorporating classroom procedures that are shown to improve student learning and overall knowledge. The Nevis Principal uses the Charlotte Danielson's Framework for Teaching as the baseline for all teacher evaluations.

Probationary Teachers--Evaluation of probationary teachers will occur at least three times during the first three years of a probationary teacher's contract with the district.

Continuing Contract Teachers will be comprehensively evaluated at least once every three years with a formal observation. Periodically "walk-throughs" are conducted and self-assessments, along with peer assessments. The point system used by the principal will incorporate a metric of at least 35% of the evaluation focused using data to improve student achievement (25% assessments which show student growth, 10% on efforts towards the school districts goals). The teacher will identify evidence of longitudinal student engagement data.

The principal will receive an annual evaluation by the superintendent of schools. As a part of the evaluation, the principal provides a self-evaluation and the principal is evaluated using a model developed in conjunction with the Minnesota Department of Education, the Minnesota Elementary Principals' Association and the Minnesota Secondary Principals' Association. This evaluation focuses on these areas: Strategic Leadership, Instructional Leadership, Managerial Leadership, Cultural Leadership, Communications Leadership, School Community Leadership and Ethical and Professional Leadership. The system used by the superintendent will ensure that 35% of the evaluation will focus on using data to improve student growth and efforts to achieve the districts academic/non-academic goals.

#### **4c. District**

Nevis District 308 will increase the amount of knowledge and skill all teachers have in integrating technology into their curriculum, and increase the digital communication with community, families and students.

Nevis School offers a wide range of technology to assist with learning and to keep our students at the forefront of technological advances.

Included in this list: SmartBoards in every classroom, Three computer labs with desktop computers, 1 – 1 tablet computers for every student K – 12. Classroom sets of portable devices for Pre-Kindergarten and Early Childhood classes.

The district hired a technology integrationist on a part time basis in the 2015-2016 school-year. The technology integrationist will provide training and mentoring to increase classroom and district use of technology to students and staff. Nevis schools are implementing a sequence of curriculum for digital citizenship for our students.

Technology areas of interest were identified through our professional learning communities.

1. Creating grade specific instruction that helps implement technology into the classroom.
2. Increasing technology skill offerings throughout the school year.
3. Utilize peer coaching to increase technology expertise for all skill levels.

## 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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

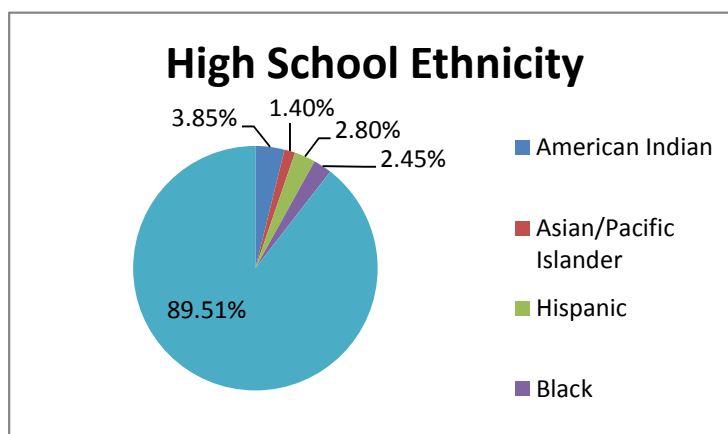
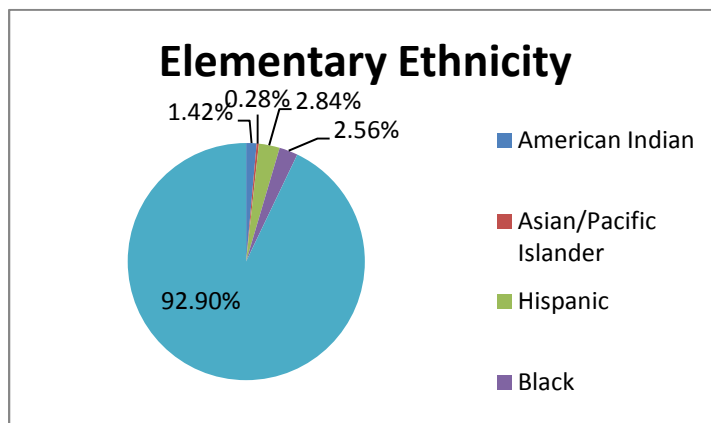
1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school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

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

### Nevis Public School Demographics

Elementary Free and Reduced Lunch: 59.1%

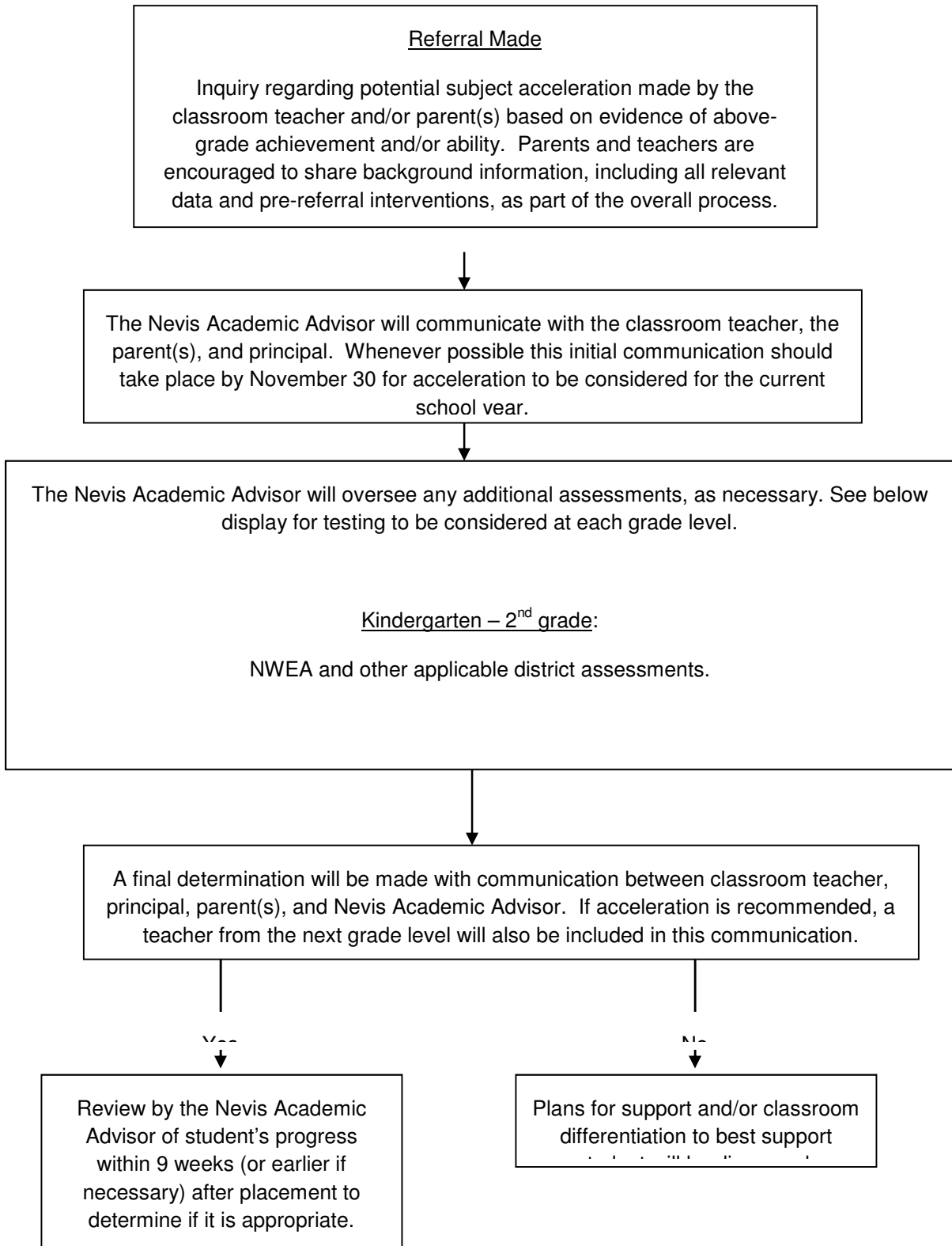
High School Free and Reduced Lunch: 51.6%



The Nevis Public School is a two section school. All students will have an equal access to every staff member throughout their elementary and high school careers.

## Nevis Academic

### Subject Acceleration Process





**Independent School District #308**  
**Nevis, Minnesota**

**Plan for Gifted and Talented Education Program**

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# Nevis Public Schools Gifted and Talented Needs Assessment

## I. **Description of Present Status**

### a. **District**

- *Independent School District #308 is a school district with sites in Nevis, Minnesota. It services approximately 550 students.*



### b. **Opportunities**

- *Currently, ISD #308 does not provide pull-out services to gifted and talented students. However, high-ability students have had the opportunity to excel. Students in grades 5-8 have attended the Young Writers' Conference in Thief River Falls. Students in grades 7-8 participate in a science fair. Once in grade 7, students have the opportunity to participate in knowledge bowl, spring musical, band, choir, and various athletic programs. Upon entering grade 9, students can also participate in math league, FIRST robotics, and one-act.*



- *Academically, junior and senior students may self-select advanced courses such as College in the High School courses of College Algebra and College Survey of Calculus, through University of Minnesota, Crookston and College 2-D Design and Health, College Composition I, and College Introduction to Literature through Central Lakes College. The students may also take part in Post Secondary Enrollment Options (PSEO) and Online College in the High School (OCHS).*



### c. **Funding**

- *The district receives approximately \$7,000 per year in funding specifically marked for gifted and talented education.*

II. **Rationale for Program**

a. **State of Minnesota**

➤ *The State Board of Education adopted a rule which provides for the education of gifted and talented students. It states:*



➤ **3500.0500 GENERAL EDUCATION PROGRAM REQUIREMENTS**

➤ *Subpart 1. **Program for all pupils.** The educational program shall provide a general education for all pupils and suitable special education for exceptional children – handicapped, gifted, and talented.*



➤ *Minnesota Statute 120B.15: School districts must adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:*

1. *Multiple and objective criteria*
2. *Assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.*



b. **District Vision Statement**

The Nevis Schools will be an educational system that promotes independent learning as a lifelong process, develops confident & critical thinkers, and helps students to maximize their potential to be productive members of their vocation, community, and family.



c. **District Rationale**

➤ *In concordance with the Minnesota State School Board of Education Rule and the mission of Independent School District #308, the district is committed to providing access to a comprehensive educational program wherein all students are challenged to reach their highest potential. This includes providing appropriate learning opportunities to students of all ability levels, including those who are high-ability, within the confines of the financial resources available to the school.*





➤ I. Purpose

➤ The purpose of this policy is to provide procedures for the identification of students as gifted and talented, and grade or subject acceleration for students.



➤ II. General Statement of Policy

➤ The school board will allow identification of gifted and talented students, and grade or subject acceleration for students.



a. **Definitions**

➤ From the MARSS report:

**Gifted and talented children and youth** are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. These students are capable of high performance when compared to others of similar age, experience, and environment, and represent the diverse populations of our communities. These are students whose potential requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.

**General intellectual ability:** Students who demonstrate a high aptitude for abstract reasoning and conceptualization, who master skills and concepts quickly, and/or exhibit advanced critical thinking capability.

**Specific academic aptitude:** Students who evidence extraordinary learning ability in one or more specific disciplines.

**Creative and critical thinking:** Students who are highly insightful, imaginative, and innovative, who consistently assimilate and synthesize seemingly unrelated information to create new and novel solutions for conventional tasks, and who can interpret, analyze and evaluate information.

**Leadership ability:** Students who emerge as leaders, and who demonstrate high ability to accomplish group goals by working with and through others.

**Visual and performing arts:** Students who are consistently superior in the development of a product or performance in any of the visual and performing arts.

**Differentiated:** Modifications to the existing curriculum based on the academic needs, interests, and learning styles of students with different ability levels, which often involve increasing the scope, depth and pace at which topics are taught to gifted students.

**Diverse:** Populations made up of group members who differ on a variety of characteristics, such as race, culture, social-economic status and language.

**Identified:** A data gathering process designed to answer questions and make decisions about students' academic ability, characteristics and behavior in order to plan appropriate curricular modifications for the students.

**Programs:** A curriculum that includes services and/or activities geared toward achieving a specific goal for program participants.

**Services:** Resources and activities provided in an effort to benefit students and their learning.

**Additional Definitions:**



➤ ***Giftedness:*** a biologically rooted concept that serves as a label for a high level of intelligence and indicates an advanced and accelerated development of functions within the brain. Such development may express itself in high levels of cognitive, affective, physical sensing, and/or intuitive abilities, such as academic aptitude, insight and innovation, creative behavior, leadership, personal and/or interpersonal skill, or visual and performing arts.



➤ ***Gifted Individuals:*** are those who perform, or show promise of performing, at high levels in any such areas and who, because of such advanced and accelerated development, require services or activities not ordinarily provided by the schools.



➤ ***Talent Development:*** involves the deliberate and planned effort to provide children with a responsive learning environment both at home and at school so that all of their talents and abilities will have the opportunity to develop at maximum levels. Such appropriate levels of stimulation will allow high levels of intelligence to develop in a variety of forms and expressions and will result in increased numbers of individuals performing at the level of giftedness. While this is often a part of a comprehensive gifted and talented program, it is not a gifted program in and of itself.



b. ***Gifted and Talented Education Program Mission Statement***

➤ *The mission of the Gifted and Talented Education Program of Independent School District #308 is to provide opportunities specifically for gifted students which will help them reach their highest potential. To this end, the Gifted and Talented Education Program also provide ongoing education for staff and talent development for all students.*



c. ***Role of Gifted and Talented Education Program Coordinator***

- i. Plan the overall structure of the district Gifted and Talented Education Program in consultation with teachers, administrators, and parents.*
- ii. Complete all administrative paperwork inherent in the district program, such as writing proposals for funding, evaluating data, and so forth.*
- iii. Attend workshops and meetings to stay informed about current ideas and practices in gifted education.*
- iv. Conduct teacher inservice in gifted education for identification and implementation of programs.*
- v. Provide support and resources to teachers with gifted students in their classrooms.*
- vi. Arrange meetings of teachers responsible for the education of the gifted in the district.*
- vii. Establish case files on all students who have been screened for gifted identification.*
- viii. Conduct assessments of all students identified as gifted with the help of classroom teachers.*
- ix. Chair the selection committee for identification of students for the gifted program.*
- x. Evaluate the Gifted and Talented Program and individual school programs to strengthen service to gifted students by obtaining data from teachers, students, and parents.*
- xi. Provide a liaison between parents and the school; regular teachers and special classes teachers; and the administration, the program personnel, and the community at large. Communicate regularly with the school board.*

- d. **Development/Advisory Committee**
    - i. **Function**
      - a. *The purpose of the advisory committee is to create policy and make evaluative decisions.*
      - b. *The gifted and talented program coordinator is responsible to the principal.*
      - c. *The gifted and talented program coordinator provides training and information for the full committee.*
    - 
    - ii. **Representatives**
      - *To create an inclusive and multi-perspectivist vision, the following groups should be represented on the development committee:*
        - *Superintendent*
        - *Principal*
        - *Gifted and Talented Program Coordinator*
        - *Primary Teacher*
        - *Intermediate Teacher*
        - *High School Teacher*
        -
  - e. **Communication**
    - *The Gifted and Talented Education Program will be proactive in communicating with parents, students, teachers, administrators, school board members, and the community at large. Proactive means of communication will also be a component of case file meetings.*
    -
- **III. Identification of Students**
  - a. **Philosophy of Identification**
    - *The philosophy of the Gifted and Talented Education Program involves the following components, based on the Minnesota Identification Tenets of the Gifted and Talented:*
      - i. *Identifying potential giftedness for the benefit of the student, other students, and all society.*
      - ii. *To develop demonstrated talents in gifted and talented students for the benefit of the individual student, all students, and all society.*
      - iii. *Gifted is normative; it must be recognized, developed and nurtured.*
      - iv. *As educational resources are limited, ISD #308 must make conscious choices about which gifts we can and will nurture. The identification process reflects these choices.*
      - v. *The choices we make for nurturing and developing specific gifts and talents must be based on the recognition that many of these students need special services to help their meet their educational potential. Among these groups would be the intellectually gifted and students talented in academic areas, including core areas of language arts and*



math. These groups are the students ISD #308 seeks to identify and serve.

vi. Giftedness is a relative, not an absolute, term.



b. **Objectives of Identification**

➤ The Gifted and Talented Education Program of ISD #308 seeks to meet these objectives in the identification process:

- i. To recognize and respond to the educational needs of the high-ability learner.
- ii. To include measures of potential and performance.
- iii. To include informal and formal measures from many sources in a wide variety of settings.
- iv. To recognize that identification is an ongoing, not repetitive process.
- v. To identify as early as possible so that services may be offered.
- vi. To create an identification system that is comprehensive, systematic, objective, and accurate.
- vii. To identify students regardless of background, ethnicity, gender, age, sexual orientation, or disability.



c. **Process of Identification**

➤ In creating a system for identifying students, the following process will be implemented.

- i. Create a nomination pool of students with high potential and/or performance. This pool must be as inclusive as possible. To be included in the nomination pool, students must have at least **four** of the following:
  - a. one teacher evaluation
  - b. Parent evaluation (such as “Things My Child Likes to do” checklist)
  - c. MCA reading score at or above 80<sup>th</sup> percentile
  - d. MCA math score at or above 80<sup>th</sup> percentile
  - e. NWEA testing results at or above the 80<sup>th</sup> percentile
  - f. Student portfolio of work
- ii. Secondary Screening
  - We collect information on each pool member to determine his/her strengths, weaknesses, and educational needs (secondary screening). To be included in the program, members of the nomination pool may complete a/an:
    - a. Student self-evaluation
    - b. Ability test (such as CogAT)
    - c. Achievement test (such as Iowa Acceleration Test)
    - d. Interview with gifted and talented program coordinator
- iii. All data will be used to determine which students are identified as gifted and talented.
- iv. Allow students to appeal placement/selection decisions via a review by a separate appeals committee.
- v. Non-selected pool members are eligible to reapply annually.



#### **IV. Gifted Student Services**

- *The primary goal of the Gifted and Talented Education Program is to provide opportunities for gifted learners which cannot be met in a regular classroom program to enable them to grow as integrated people toward their full potential. The Gifted and Talented Education Program also seeks to enrich the regular classroom program by providing some learning opportunities for all students.*
  - a. **K-2**
    - i. *Additional teacher and parent resources as necessary*
    - ii. *Differentiation within the regular classroom, which may include discovery, inquiry, and problem based learning, independent study, curriculum compacting, choice boards, think-tac-tow boards, enrichment opportunities, and small group flexible grouping.*
    - iii. *Case file planning and implementation: this is much like an individualized education plan (IEP). After a student has been identified, a plan is created to ensure that the student's academic needs are being met. This is shared with the student's teachers and parents, again, much like an IEP, and is updated and modified throughout the student's academic career.*
  - b. **3-6**
    - i. *Differentiation within the regular classroom, which may include discovery, inquiry, and problem based learning, independent study, curriculum compacting, choice boards, think-tac-tow boards, enrichment opportunities, and small group flexible grouping*
    - ii. *Reading and math grouping across grade levels*
    - iii. *Case file planning and implementation*
    - iv. *Participation in Young Writers' Conference*
  - c. **7-8**
    - i. *Differentiation within the regular classroom, which may include discovery, inquiry, and problem based learning, independent study, curriculum compacting, choice boards, think-tac-tow boards, enrichment opportunities, and small group flexible grouping*
    - ii. *Reading and math grouping across grade levels*
    - iii. *Case file planning and implementation*
    - iv. *Participation in extra-curricular activities, such as, but not limited to: knowledge bowl, Young Writers' Conference and school play.*
  - d. **9-12**
    - i. *Differentiation within the regular classroom, which may include discovery, inquiry, and problem based learning, independent study, curriculum compacting, choice boards, think-tac-tow boards, enrichment opportunities, and small group flexible grouping*
    - ii. *Case file planning and implementation*
    - iii. *Extra-curricular activities, such as, but not limited to: knowledge bowl, math league, FIRST robotics, school play, solo and ensemble contests*
    - iv. *College in the Schools classes*

➤

#### **V. Acceleration Policy**

- *There are several forms of acceleration: early kindergarten entrance, grade-skipping, and single-subject acceleration. One connotation of acceleration*

*implies completion of the K-12 program in less than 13 years, while another connotation suggests earlier introduction and use of curriculum content and materials.*



- *All types of acceleration are acceptable alternatives in the district's attempts to provide each student with the optimal opportunity of succeeding in school. Any acceleration decision should be approached on a case-by-case basis with careful consideration. The process for making an acceleration decision is outlined here.*



**a. Initiation of Process**

- *The process for consideration of a student may be initiated by the student, his/her parent/guardian, or staff member by completing the Request for Acceleration form and submitting it to the gifted and talented program coordinator.*



**b. Acceleration Process**

- i. *When the gifted and talented program coordinator receives the completed Request for Acceleration form, the coordinator shall notify the student's principal and initiate the formal identification process, as well as convene an ad hoc acceleration committee composed of the principal, current and previous year's classroom teachers, a teacher representative from the next grade level (to determine the potential implications in curriculum throughout the student's academic career in the district), the gifted and talented program coordinator, student's parents/guardians, and others as deemed necessary.*
- ii. *The acceleration committee shall meet to discuss data about the student's current achievement, abilities, and aptitude. It may be necessary to request further testing in order to make a decision. If additional testing is necessary, the parent is responsible for any costs incurred in this process.*
- iii. *Those involved in acceleration decisions must consider carefully the questions that follow. Each question should be examined and answered in a way favorable to the student's school success before acceleration is recommended.*
  1. *How would you describe the student's emotional adjustment and stability?*
  2. *Are the student's emotional patterns and responses appropriate for acceleration?*
  3. *How would you describe the student's social maturity?*
  4. *What are the characteristics of the student's friends? At what grade level are friends?*
  5. *What are the parents'/guardians' feelings about acceleration? What are the student's aptitudes, intellectual ability, special talents, and achievements?*
  6. *Are there any curriculum enrichment possibilities available or feasible?*
  7. *How will acceleration benefit the student?*

8. *Of what importance, if any, is the student's physical maturation?*
  9. *What impact might acceleration have on the student's self-concept and motivation?*
  10. *What will be the "ripple effect" of acceleration at other educational levels? How do we plan for it?*
  11. *How does the student handle:*
    - a. *decision-making?*
    - b. *change?*
    - c. *advanced content?*
    - d. *stress?*
  12. *What is the child's reading ability? What kind of material does he/she choose to read?*
  13. *What is the child's motivation to succeed?*
  14. *How will acceleration impact the student's time?*
  15. *What is the probable impact of acceleration on the student's movement through the MN Academic Standards?*
  16. *What are the possible negative ramifications of a decision to accelerate?*
  17. *Does the student demonstrate a high degree of persistence?*
- iv. *After all necessary data has been collected, the committee shall make the final decision*



**c. Parameters**

- i. *In cases of whole grade acceleration in grades K-8, a student shall only advance one grade at a time.*
- ii. *In all cases of whole grade acceleration, application shall be made no later than January 31 of the current academic year for fall placement of the next school year. If a student is new to the district and is potentially eligible for acceleration, timelines may be waived as necessary. Timelines may also be waived as deemed necessary by the advisory committee.*
- iii. *The gifted and talented program coordinator shall serve as a case manager for the accelerated student.*
- iv. *Within one month after acceleration begins, the ad hoc committee and the vested staff will meet to monitor the student's emotional, social, and intellectual progress in the new environment. This group will meet again as needed to monitor progress. A final decision to recommend continuance or abandonment of the acceleration will be made by the end of the first quarter of acceleration.*



**VI. Staff Development**

- *The Gifted and Talented Education Program has an obligation to provide teacher training in all areas of gifted and talented instruction, including, but not limited to:*
- a. *differentiation and curricular modification*
  - b. *general knowledge of gifted and talented students and education*
  - c. *identification process*



➤ **VII. Evaluation**

**a. Means of Program Evaluation**

**i. Criteria**

1. *What do we want these students to know and be able to do as a result of each of our programs/services? How will we find out if they do know it or can do it?*
2. *Does the implementation of the program support and carry forward the philosophy, conceptual framework, goals, and standards of the program plan?*
3. *Are the processes used in the program in compliance with the processes described in the program plan, including:*
  - a. *screening and identification process?*
  - b. *fiscal and time allotments?*
  - c. *appropriate placement of gifted learners?*
4. *Does the structure of the learning environment in the program meet the requirements set out in the program plan, including:*
  - a. *provision of appropriate and adequate physical space?*
  - b. *a responsive classroom structure?*
  - c. *appropriate and sufficient materials?*
5. *Are differentiated curricular opportunities available and taught effectively?*
6. *Are support services adequate and effective?*



- *The development should initially focus on “who needs to know what” and base additional criteria from that discussion.*



**ii. Methods**

- *The following tools will be used to evaluate the Gifted and Talented Education Program. They offer a mixture of both formal and informal measures. This is not necessarily an inclusive list.*

- a. *focus groups*
- b. *surveys*
- c. *referrals*
- d. *participant evaluations*
- e. *case file progress*
- f. *standardized test scores*



**b. Information Gathering**

- *Formal information will be obtained through surveys, referrals, standardized test scores, evaluations, and case file progress meetings. Informal information may be obtained through focus groups. This information will be used to evaluate and develop the Gifted and Talented Education Program.*

## **534 EARLY ENTRANCE INTO KINDERGARTEN**

### **I. PURPOSE**

The purpose of this policy is to provide information for parents who want their child to enroll in kindergarten prior to the legal entrance age of five (5) years on or before September 1st.

### **II. PROCEDURES FOR SELECTION**

Initiation of interest for early admission will be initiated by the child's parent. Early entrance will be considered if space is available in the kindergarten classes.

### **III. RETESTING INTERVIEW**

Knowledge of the school program is critical to making good decisions on early admissions. By knowing what type of program the school offers, it is possible to consider the prerequisite skills of the children for existing programs. An interview with the parents, child, school principal and kindergarten teacher will determine whether further testing is warranted. This interview will allow the school professionals to gather information from the parents and will allow a chance for professionals to observe the child.

### **IV. CRITERIA USED TO SELECT CHILDREN**

Early admission to kindergarten will be considered for those children who will be five years of age after September 1. Requests for early admission must be submitted prior to April 1st of the preceding school year. No child whose birthday comes after November 1st will be considered for early admission. In order to gain early entrance to kindergarten, the child must possess the following special abilities that permit early admission.

#### **A. Emotional and Social Maturity**

The emotional and social maturity of the child, as well as long term impact, will be considered. Assessment will be formal and informal.

#### **B. Academic Skills**

Language development and reading readiness will be considered.

#### **C. Appropriate Pupil Behaviors**

The following behaviors will be given consideration:

1. Ability to follow directions
2. Superior attention span
3. Interest in kindergarten-type activities, curiosity
4. Ability to relate in a test situation
5. Self-direction and independence
6. Ability to function in a group
7. Peer relations

## 8. Attitude toward school and learning

### **D. Preschool Experience**

The parents will be asked whether the child had any previous experience in a nursery school, Head Start, Sunday school programs, Montessori school or day care.

### **E. Mental Age**

An above average ability to learn will be required on an individual intelligence evaluation completed by a certified psychologist. The child must obtain a standard score on the psychological of 135 or above. This assessment is to be at the cost of the parent.

### **F. Method Used to Determine Early Admissions**

After the individual evaluation is completed, the school principal, the school psychologist, and a kindergarten teacher will meet to discuss the results of the evaluation. Consideration will be given to all the criteria listed above.

### **G. Post-Testing Interview**

A post-testing interview will be held with the parents and school professionals to inform the parents of their child's performance. The decision for early entry will be shared at this time.

### **H. When Child is Denied Early Admission**

When early admission is denied a child, parents have the right to appeal the decision to the school board.

### **I. Fee**

It is estimated that the total time involved for the evaluation and interview will be six hours. Because parents will be requesting early admission, the cost to the district to administer the tests and conduct interviews shall be the responsibility of the parents.