

Nevis Public School District #308

World's Best Workforce Report

Minnesota Statute 120B.11

2017-2018

Learning together...

Achieving quality together



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What is the World's Best Workforce (WBWF)?

The [World's Best Workforce bill](#) was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Why is Minnesota focused on this idea?

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important for a number of reasons:

- Our population is aging.
- Seventy percent (70%) of jobs will require more than a high school diploma by 2018.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.

How will we measure progress?

Each district will create their own plan to align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

- Closing the gap by student group
- MCA scores
- High school graduation rates
- Career and college readiness

(Excerpt from the Minnesota Department of Education "World's Best Workforce" Web page)

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Nevis Public School District Enrollment

2017-2018

Grade	Female	Male	Total
1	16	29	46
2	22	23	45
3	16	20	36
4	33	16	49
5	25	30	55
6	14	27	41
Total	162	197	359

Grade	Female	Male	Total
7	24	19	43
8	28	23	51
9	20	20	40
10	26	21	47
11	34	10	44

12	20	23	43
Total	152	116	268

Nevis Public School Attendance

High School

Month	Percentage in school
September	95.8%
October	95.0%
November	97.4%
December	96.2%
January	97%
February	94.4%
March	96.2%
April	93.8%
May	94.6%

Nevis Public School Attendance

Elementary

Month	Percentage in school
September	96.8%
October	95.6%
November	94.5%
December	95.7%
January	95.8%
February	95.2%
March	95.2%
April	92.8%
May	94.5%

Nevis School District Assessments per grade level

Grade(s)	Test	Purpose
3-8 & 10	Minnesota Comprehensive Assessment (MCA)-Reading	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Reading.
3-8 & 11	MCA-Math	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Mathematics.
5, 8 & 10	MCA-Science	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Science.
K-6	Northwest Evaluation Association (NWEA)	Determines a student's strengths and weakness in Math and Reading. K-2 students test three times a year. Select students in 3-6 who need additional support test three times a year. All students in K-6 test reading in the fall.
1-6	STAR	Determines a student's range of effective reading skills.
8	EXPLORE	Determines a student's strengths and weakness and how those relate to the world of work.
10	Plan	Helps students prepare for the ACT test in the future.
10, 11, & 12	ACCUPLACER	Determines academic skills in relation to college readiness.
10, 11 & 12	Preliminary SAT (PSAT)	Determines a student's college readiness, also used in awarding scholarships.

11	Armed Service Vocational Aptitude Battery (ASVAB)	Used by the military in determining a student’s aptitude & strengths in academic and vocational/occupational skills.
11 & 12	ACT	Determines a college bound student’s strengths for college placement.

Nevis Public School Multi-Tiered Systems of Support

Students: Nevis Public School offers a wide range of student support that is specifically intended to assist all students as they progress through their school career. These supports include:

Support Category

Special Education: The Special Education program spans the years from 3-year-old Early Childhood to 21 years of age. This program assists approximately 21% (127 of 620) students through 12th grade. There are six Special Education teachers in Nevis.

Title Services: Title services are provided to Kindergarten to 6th grade students who do not qualify for Special Education, but are behind their age group in either Reading or Math. There are two Title teachers.

Alternative Room: This room is staffed by one Educational Assistant and is designed to offer short term assistance to any student needing help with either behavior or academic assignments. The service is available to the students in Kindergarten to 6th grade.

Media Center: The Media Center (library) offers a wide range of services to all students K-12 including the traditional lending of books, and assistance with audio-visual resources and the newer technology products in use throughout the school. The library is staffed by one Media Specialist and one Educational Assistant.

School Based Social Workers: There are two Social Workers in Nevis Public School. Assistance with both short and long term social/emotional issues as well as academic assistance are provided in Kindergarten to 6th grade and from 7th to 12th grade.

Children’s Therapeutic Services and Supports (CTSS): CTSS is a flexible package of mental health services for children who require varying therapeutic and rehabilitative levels of intervention. CTSS addresses the conditions of emotional disturbance that impair and interfere with an individual’s ability to function independently.

Academic Advisor: A part time academic advisor is available to high school students. The job assignment includes: academic help/preparation, college and post high school applications, scholarship applications, and assistance with other post high school student issues.

Barton: The Barton System was designed for students of any age who have, or are suspected of having dyslexia. Students with dyslexia struggle to easily and accurately decode words when reading, are slow and inaccurate readers, and have always struggled with spelling, especially when writing sentences, stories, and compositions. One Educational Assistant offers this service to students K-6.

Alternative Delivery of Specialized Instruction Services (ADSIS): The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students. Nevis Elementary focused on readers who were reading below grade level in grades K-6. These students were identified by NWEA fall test scores, teacher input, and monitoring progress throughout the school year. The students who deemed eligible, were given small group interventions and grouped to their ability.

Teachers and Principals

Curriculum Planning: Nevis Public School has a Curriculum Assessment Instruction Team (CAIT) committee that meets throughout the school year. Each year the committee examines one or more curricular areas on a 7-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 7-year review. (See the chart below)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Plan & Purchase	Science	Social Studies	Math	English/ Reading	World Language/ Art/ Music/ Student Services/ Special Topics	Industrial Technology/ Business/ Special Education/ School to Work	Health/ PE/ Early Childhood/ Extra-Curricular
Implement	Health/ PE/ Early Childhood/ Extra-Curricular	Science	Social Studies	Math	English/ Reading	World Language/ Art/ Music/ Student Services/ Special Topics	Industrial Technology/ Business/ Special Education/ School to Work
Reflect &	Industrial	Health/	Science	Social	Math	English/	World

Evaluate	Technology/ Business/ Special Education/ School to Work	PE/ Early Childhood/ Extra- Curricula r		Studies		Reading	Language/ Art/ Music/ Student Services/ Special Topics
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Note: Special Topics can be added in any year. Permanent additions include: Student Services, Special Education, School to Work, Early Childhood and Extra Curricular programming.

Nevis Public School Improvement Goals

The World’s Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goal 1: All Students Ready for School

Goal: The goal is for every 4-year-old to achieve the required benchmarks for Kindergarten readiness.

Results: 88% (36 out of 41) 4-year-old students met the required benchmarks for Kindergarten readiness.

Goal 2: All Students in Third Grade Achieving Grade-Level Literacy

Goal: Nevis School third graders will achieve the state average on the 3rd grade reading MCA.

Results: In the spring of 2018, Nevis 3rd graders were assessed using the MCA reading assessment. 32 out of 37 or 86.5% of the students met or achieved state average on the assessment. The state average was 55.7% of the students meeting or exceeding the state average.

In 2005-2006, the Minnesota Department of Education instituted a new scoring with levels D,P,M,E.

Students receiving scores at levels M and E are considered to be working at or above grade level.

Level D indicates: Does Not Meet Standards

Level P indicates: Partially Meets Standards

Level M indicates: Meets Standards
 Level E indicates: Exceeds Standards

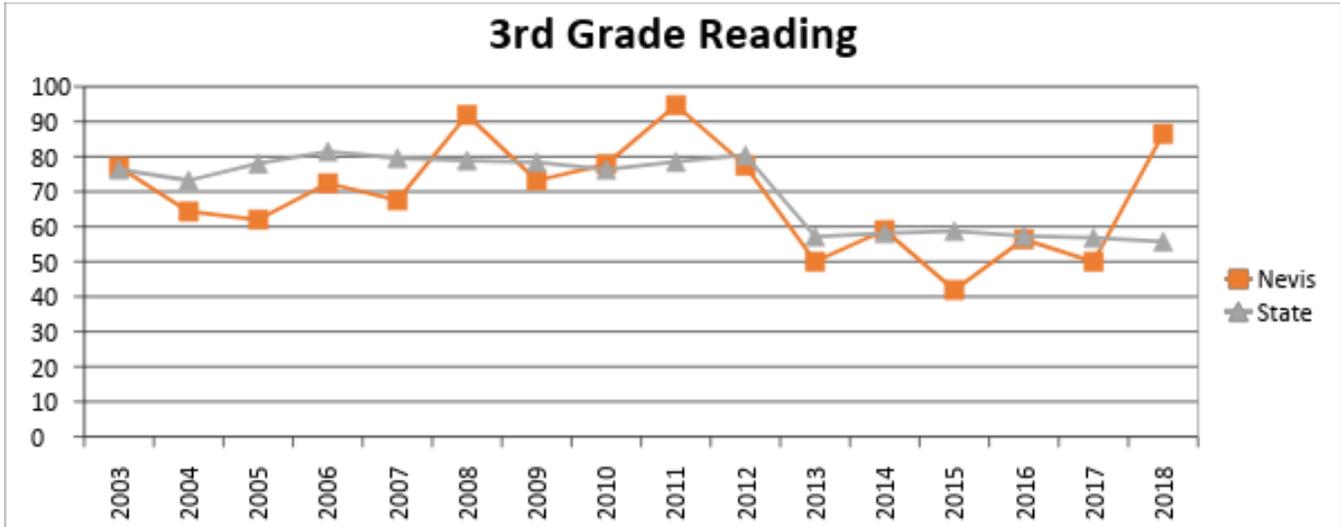
3rd Grade MCA Scores

3rd Grade Reading (Red lettering indicates that Nevis scores are below state average.)

Name	Level 1	Level 2	Not Passing	Level 3	Level 4	Level 5	Passing
2003 (34 students)	7/10.5	17/13.1	24/23.1	30/16.9	37/42.1	10/17.3	77.0/76.3
2004 (43 students)	14.3/11.8	21.4/15.0	35.7/26.8	16.7/12.9	35.7/36.9	11.9/23.4	64.3/73.2
2005 (39 students)	11/9	27/13	38/22	16/13	30/41	16/24	62/78
	Level D	Level P	Not Passing	Level M	Level E		Passing
2006 (30 students)	6.9/9.1	20.7/9.4	27.6/18.5	41.4/26.4	31/55		72.4/81.5
2007	12.5/11.2	20/9.3	32.5/20.5	30/30.7	37.5/48.9		67.5/79.6
2008 (37 students)	5.4/10.9	2.7/10.1	8.1/21	32.4/26.9	59.5/52		91.9/78.9
2009 (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 (36 students)	8.3/13	13.9/11	22.2/23.7	22.2/25	55.6/51		77.8/76.3
2011 – 3 rd (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 – 3 rd (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 – 3 rd (38 students)	34.2/25.6	15.8/17.3	50/42.9	39.5/44.2	10.5/13		50/57.2
2014 – 3 rd (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 – 3 rd (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 – 3 rd (55 students)	23.6/26.8	20/42	43.6/68.8	43.6/42	12.7/15.3		56.4/57.3
2017 – 3 rd (50 students)	32/26.6	18/16.6	50/43.2	48/42.1	2/14.7		50/56.8
2018 – 3 rd (37 students)	5.4/28.6	8.1/15.7	13.5/44.3	59.5/43.1	27/14.4		86.5/57.5

Nevis/State



Goal 3: Close the Achievement Gap(s) Between Student Groups

Goal: Nevis has an established mentoring and monitoring system for our tier two and tier three students. Tier 2 students are students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Tier 3 students are students who receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. The process will involve daily 'unofficial' contact between the mentor and the student. This might be through personal contact and/or phone and email, or messaging if the student is absent from school. The goal of the mentors is to increase the overall rate of individual attendance to match the high school students as a group.

Results: Nevis growth report showed a 4.2% decrease from 2017 to 2018 overall as a district. Looking more specifically at our Special Education and free and reduced lunch students compared to general education students, we had considerable gains in closing the gap. 4.2% increase in free and reduced and 5.8% increase in Special Education. Both areas were from the MCA reading test.

Goal 4: All Students Career- and College-Ready by Graduation

Goal: 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 Pre-ACT, ASVAB and ACT, college visits and counseling with the district's academic advisor

Results: Every senior met with the academic advisor who assisted students in career planning and post-secondary planning. Every graduating senior took the ACT and Accuplacer college placement tests at least one time. Students were encouraged to retake the test as necessary. The ASVAB was administered to all the students when they were juniors. Five students did not take this test. As sophomores, all students are required to take a career exploration class where students write resumes, complete applications, participate in mock interviews, and work on postsecondary plans. The class is required for graduation from Nevis High School. The result is that all students are given the opportunity to explore career interests and make post-secondary plans.

Goal 5: All Students Graduate

Goal: Because of Nevis School's small size our annual goal is to graduate 100% of the students. This is both realistic and achievable.

Results: Nevis School had one student not graduate in the 2017-18 school year.

Nevis Public School Student Achievement Goals

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.

Student Achievement- Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach.

District Wide 2017-18:

Goal 1- Provide consistent, up-to-date curriculum at every grade level.

- a) Develop the charter for the C.A.I.T Committee (Curriculum Assessment Instruction Team)
- b) Verify that curriculum is meeting state standards by mapping curriculum K-12

Goal 2- Increase student engagement with technology to inform classroom instruction.

Elementary:

Goal 1- Increase student Reading proficiency from 59.7% (2017 MCA data) to 64.4 % as measured by the 2018 Spring MCA III assessment.

Goal 2- Increase student Mathematics proficiency from 67.2% (2017 MCA data) to 69.2% as measured by the 2018 MCA III assessment.

Goal 3- Increase attendance rate for identified Tier 3 (17+ days) students.

Secondary:

Goal 1- Maintain/ Increase course offerings

- a) Maintain current college course offerings
- b) Research adding more technically focused courses

Goal 2- Increase attendance rate for identified Tier 3 (17+ days) students

Goal 3- Increase Reading proficiency to 67.9%, growing from last year's 65.9%, as measured by the MCA III assessment.

Goal 4- Increase Math proficiency to 49.2%, growing from last year's 47.8%, as measured by the MCA III assessment.

Alternative Delivery of Specialized Instructional Services (ADSIS)

During the 2017-18 school, Nevis Elementary focused on readers who were reading below grade level. These students were identified by NWEA fall test scores, teacher input, and monitoring progress throughout the school year. The students who deemed eligible, were given small group interventions and grouped to their ability.

Summary: Students are identified into three different Tiers. The different Tiers are identified as the following:

Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Students that were targeted in the Alternative Delivery of Specialized Instructional Services (ADSIS) were students who were on the lower part of the Tier 2 level and were on the border of being on Tier 3. These students were ability grouped and the interventions identified their areas of needs through the Northwest Evaluation Association (NWEA) MAPS assessment. This assessment broke down the reading portion into three different strands. 1. Literature 2. Vocabulary Acquisition and Use 3. Informational Text

ADSIS students were pulled out of class during non-instructional time and were intervened with 2-5 times a week depending on their academic need. The students were assessed three times a year during the Fall, Winter, and Spring.

Students were exited and entered the program depending on their progress or their additional needs throughout the school year. Of the 18 students who finished the ADSIS program, 17 achieved growth during the course of the school year according to the NWEA assessment. Nine

students exceeded the projected growth and six students achieved scores at or above their grade level benchmark.

All Kindergarten students received additional support in reading through the ADSIS program. These students were pulled by the Title I and ADSIS teachers during their non-instructional time. These interventions included letter identification, letter sounds, sight words, and reading fluency depending on the students ability. 88% (35 out of 40) students were at or above grade level benchmark scores according to 2018 Spring NWEA scores.

The following chart shows their growth from Fall to Spring.

Grade	NWEA RIT Score (Fall)	NWEA RIT Score (Spring)	Projected RIT	Growth	Projected Growth	Benchmark
1	162	165	180	3	18	177
1	164	177	182	13	18	177
1	154	169	173	15	19	177
1	162	177	180	15	18	177
1	145	156	165	11	20	177
2	159	192	177	33	18	188
2	153	196	172	43	19	188
2	159	187	177	28	18	188
2	157	185	175	28	18	188
2	154	174	173	20	19	188
3	176	192	190	16	14	198
3	181	189	194	8	13	198
4	174	197	186	23	12	205
4	196	211	205	15	9	205
4	193	213	202	20	9	205
4	196	204	205	8	9	205

5	200	206	208	6	8	211
5	194	192	202	-2	8	211

Barton Reading Program

The Barton System was designed for students of any age who have, or are suspected of having dyslexia. Students with dyslexia struggle to easily and accurately decode words when reading, are slow and inaccurate readers, and have always struggled with spelling, especially when writing sentences, stories, and compositions.

Summary:

Barton students are screened before entering the program. Once the students are qualified, the students receive interventions during non-instructional time. Eight students entered the program at the beginning or during the course of the 2017-18 school year. Of the eight students, seven students achieved growth according to the NWEA assessment. Two students achieved benchmark status at grade level. The student who did not achieve any growth was tested and qualified for Special Education services. This student was exited out of the program and continues to receive special education services. According to the STAR reading test, 8 out of 8 students achieved growth during the 2017-18 school year.

Below is a chart showing the progress of these students who are in the Barton program.

Student's Grade	Fall STAR	Spring Star	Growth /Loss	NWEA RIT Score Fall	NWEA RIT Score Spring	Growth /Loss	Projected RIT	Projected Growth	Benchmark
1st	0.4	1.3	.9	157	171	14	176	19	177
2nd	1.1	1.3	.2	156	161	5	175	19	188
2nd	1.3	2.2	.9	160	181	21	178	18	188
2nd	1.3	1.7	.4	162	172	10	179	17	188
3rd	1.7	2.4	.7	166	165	-1	181	15	198
4th	2.7	4.4	1.7	187	215	18	197	10	205
4th	3.3	4.9	1.6	197	206	9	206	9	205

5th	4.6	5.2	.6	194	209	15	202	8	211
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Nevis Teacher Professional Development

STAFF DEVELOPMENT Committee

The purpose of this committee is to plan staff development.

Principal: Brian Michaelson

Special Education: Michael Weerts

Early Childhood: Abby Henry

Elementary Teacher: Michelle Chase

High School Teacher: Janet Golden-Landquist, Melinda Crimmins

Media Center: Sharon Gunkel

Staff Development Plan 2017-2018

Staff Development goals were developed by the staff development committee based on past data, technology enhancement and discipline and school climate goals.

Goal 1- Provide high quality professional development opportunities for all staff members.

- a) Teachers- Literacy, Math, Technology, relicensing, CPI, College in the High School
- b) Paraprofessionals- CPI, Literacy, Math, Technology, Behavior Interventions
- c) Support Staff- Technology, Job Specific Training Opportunities, Behavior Interventions
- d) Transportation- Safety, CPI, Behavior Interventions
- e) Continue to build capacity in special education through 'grow your own' initiative

Goal 2- Provide professional development that fulfills the mandatory license renewal

2015-16 Accommodation, Modification, and Adaptation of Curriculum, Materials and Instruction

2016-17 Key Warning Signs of Early-Onset Mental Illness in Children and Adolescents

2017-18 Positive Behavior Intervention Strategies

2018-19 Reading Preparation and ELL

2019-20 Accommodation, Modification, and Adaptation of Curriculum, Materials and Instruction

On Going Technology

School Climate Goals

Goal 1- Implement school-wide character development and behavior support programs (PBIS, RC).

Discipline Goals:

Year 1: Most elementary teachers will be trained in Responsive Classroom. Classroom teachers will conduct morning meetings, use “Take a Break” and other discipline strategies from responsive classroom.

- a) Use a universal quiet signal
- b) Post CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control)
- c) Put up Y-Charts for discipline expectations.
- d) Train our specialist teachers, bus drivers and paraprofessionals in Responsive Classroom.
- e) Work on incorporating RC teacher language into our teaching.

2017-2019: Train and implement all middle school and high school staff on PBIS (Positive Behavior Intervention Strategies).

Annually: All new district employees will be trained in Responsive Classroom and/or PBIS.

Goal 2: Increase horizontal and Vertical communication (Teachers, Administration, Community, Students, Families).

Goal 3: Increase interventions to help our Tier 3 students (Top 5% of most referred).

Goal 4: Increase staff morale/team building opportunities.

Electronic Learning Days (E-Days)

The district will now use Electronic Learning Days to make up for up to four days that may be missed due to inclement weather. Students and staff will collaborate electronically to conduct a school day from home when they cannot make it to school due to poor weather conditions. If the internet is not available at home or is not working on E-Day, students may get the missing assignments the next school day to complete, just as students do when they are absent. Students would not be marked absent for the E- Day; however, they would still be responsible for eventually completing the assignments and need to bring a note to be excused, as with any other absence.

