



2016-17 World's Best Workforce Report Summary

District or Charter Name: Underwood School District

Grades Served: PreK-12

Contact Person Name and Position: Jeremiah Olson

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

➤ <http://www.underwood.k12.mn.us/>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

➤ December 18, 2017 6:30pm in the Underwood Conference Room

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Jeremy Olson	Superintendent
John Hamann	Principal
Brian Hovland	Dean of Students
Anne Stenoien	Community Education Director
Strategic Planning Committee	This committee put together our Strategic Plan.
*With the transition to ESSA, we will be amending this committee to be the same as the Curriculum Committee defined in ESSA legislation.	

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 School

Goal	Result	Goal Status
<p><i>75% of students will be Kindergarten Ready as outlined in the Fastbridge District Assessment. A score of 30 or greater indicates success.</i></p>	<p>37/46 scored a 30 or greater. 86% of students were identified as being ready for Kindergarten.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(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><i>75% of 3rd grade students will meet grade level proficiency as indicated by the MCA data.</i></p>	<p><i>53.3% of third grade are reading at grade level as measured by the MCA tests.</i></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>

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

Goal	Result	Goal Status

<p><i>Free and Reduced Students gap shall be reduced to below the state the state average as our Free/Reduced Students should perform above state average.</i></p> <p><i>Special Education Students gap shall be reduced to below the state the state average as our Free/Reduced Students should perform above state average.</i></p>	<p><i>Free/Reduced Reading: All students 57.8%, Underwood Free Reduced 46.9%, 10.9% gap. State all students 60.1%, state 40.2%, 19.9% gap. 9% below state average gap-Target Met.</i></p> <p><i>Free/Reduced Math: FY17- All students- 56.5%, Underwood 47.4% Free Reduced (10.6% gap). State All Students 58.6%, Free Reduced 37.9% (20.7% gap). 10.1% below state average –Target Met.</i></p> <p><i>Special Education Reading: All students 56.8%, Special Education 27.9% (28.9% gap). State All Students 57.8%, State Special Education 26.2% (31.6% gap). 2.7% below state gap-Target Met.</i></p> <p><i>Special Education Math: FY17-All students-57.9%, Special Education 30.8% (27.1% gap). State All Students 58.6%, Special Education 26% (32.6% gap). 5.5% below state gap-Target Met.</i></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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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>ACT scores will be above state average as measured in the 2016-2017 school year.</i></p>	<p><i>The State average is 21.5, the district ACT for 2017 was at 20.8.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> 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>

2e. All Students Graduate

Goal	Result	Goal Status
<i>Our goal is to have 95% of students graduating from Underwood High School.</i>	<i>In 2016, 98% of students graduated.</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- The two areas of need for improvement are in the 3rd grade Reading Proficiency and ACT categories.

4. Systems, Strategies and Support Category

4a. Students

- *We are continuing to support our instruction by increasing the time and duration of PLC's, building on our Teacher Leadership Committee's ability to make decisions that improve student achievement, continue to support intervention programming at the Elementary to improve reading scores, and continue to improve curriculum by identification of gaps/holes in the curriculum.*

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction: We evaluate the effectiveness of our Instruction by our educational outcomes such as MCA's, Teacher Evaluations, and Formative Assessment such as Fastbridge. Our focus is on improving our MCA results from last year by 3% and/or having above average growth in all subject areas. We support instruction through our PLC process.*
 - *Curriculum: We evaluate the effectiveness of our Curriculum through longitudinal MCA data, the curriculum review process, and standards alignment.*
 - *Teacher evaluations: We evaluate our instructors by having multiple points of contact throughout the year followed up by written evaluation of performance.*
 - *Principal evaluations: Principal effectiveness is measured based on teacher perception based on a survey, MCA targets, and achievement of predefined goals.*

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology: We have a 1 to 1 iPad initiative at the High School level starting at 10th grade. We also have mobile carts from grade 5-grade 9 that give student access to technology. We have a teacher currently flipping the classroom and delivering content as homework and reserving the instructional time to help students with questions.*
 - *Collaborative professional culture: Our Professional development Committee focused our school on consistent professional development throughout the year. We have embarked on improving our PLC process, which is working well at the Elementary level, by moving this process into the High School level. We believe that the collaborative approach to curriculum and instruction is critical.*

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *As a PreK-12 School system this is not an issue. Our focus is on recruiting, retaining, and growing highly professional teachers. We do from time to time make personnel switches based on teachers strengths or interest areas if there is reason to believe that this will improve academic performance.*

