

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0362-01 Littlefork-Big Falls School Dist.

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Jamie Wendt Wendt

WBWF Contact Title

Superintendent/Principal

WBWF Contact Phone Number

2182786614

WBWF Contact Email

wendt_j@isd362.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

http://www.isd362.k12.mn.us/school_information/curriculum/world_s_best_workforce_

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

December 16, 2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: 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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Jamie Wendt

Role in District

Superintendent/Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Stephanie Turban

Role in District

Academic Advisor

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Samantha Westerman

Role in District

Early Childhood Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Teri Zub

Role in District

Title 1 Manager

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Cynthia Hasbargen

Role in District

Elementary Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

LuAnn Henrickson

Role in District

High School Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Angie Heppner

Role in District

Support Staff

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Trisha Wherley

Role in District

Special Education

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Heather Kennedy

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Nissa Thomas

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lyra Heriot-Stafne

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lorraine Manninen

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

Equitable access data is examined as needed, at least yearly. We look at class sections of students. These conversations are held between members of the World's Best Workforce Committee.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

We post teaching positions on EdPost, local newspapers (ads can be searched online) and our district website. To reduce/eliminate access gaps, positions will be assessed as they become vacant and if access gaps exist they will be examined.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

African American and American Indian student groups are not represented. We would need to add one teacher of each ethnic group.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

The location of our small rural northern Minnesota school does not draw a lot of applicants period. We are a great school with great academic success, yet our location is not appealing to many.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

— The percent of families (3-year olds) engaged in a parent education program/service will increase from 43% in 2018-2019 to 55% in 2019-2020

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

In 2019-2020 the number of 3 year old families engaged in parent education did not increase from 43% to 55%. The 2019-2020 results were 6/14 families, or 43%.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Generally, all of our students in the 4 year old preschool class enroll in Kindergarten here. We support this by inviting parents and their 3Y and 4Y children to parent education at no cost to parents/guardians. We do the best with the resources we

have implementing this program. Progress is being made, as we see consistent numbers from 4Y programs to Kindergarten and have had a 10% increase in parental involvement in 3Y programs, prior to COVID.

Do you have another goal for All Students Ready for School?

Yes

All Students Ready for School

Goal

Provide the established SMART goal for the 2019-20 school year.

95% of Kindergarten age eligible children in the Littlefork-Big Falls School District will be enrolled in kindergarten in the 2019-2020 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

In 2019, 86% of 5 year old Kindergarten age eligible children enrolled at Littlefork-Big Falls, (6/7). Small district class sizes and twice as many students were open enrolled - huge impact on percentages.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Many of our classes are at least 50% open enrolled. This was a unique class with 6/7 in district attending, which makes our percentage low.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Third graders exceeding or meeting MCA III Reading test will increase from 48% in April 2019 to 52% in April 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report, no MCA III data for 2020.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Needs are identified and data disaggregated by student groups through the work of PreK-3 teachers, Title 1, Special Education all working hard together on implementing a new reading program, now in its third year. Strategies we have are PLC staff meetings, STAR Testing, DIBELS, small group instruction, accelerated reading goals, after school tutoring. We are always coming up with ways to improve test scores between our teacher groups. Progress is determined by monthly tracking through STAR Testing, DIBELS, and curriculum assessments.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of students enrolled at Littlefork-Big Falls School District that receive free/reduced meals will increase their reading scores from 53.8% in 2019 to 58% in 2020 on the MCA III and MTAS Reading Tests.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

no MCA III data for 2020.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Needs are identified and data is disaggregated by students groups through MCA III test results. Supports for this goal area is data assessment, curriculum training, tutoring. Implementation is happening by our staff staying consistent in our strategies to help all students succeed. Through implementation, some of our student groups are making progress.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of students enrolled at Littlefork-Big Falls School District that receive free/reduced meals did not increase their math scores from 52.3% in April 2019 to 58% in 2020 on the MCA III and MTAS Reading Tests.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

no MCA III data in 2020.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Needs are identified and data is disaggregated by students groups through MCA III test results. Supports for this goal area is data assessment, curriculum training, tutoring. Implementation is happening by our staff staying consistent in our strategies to help all students succeed. Through implementation, some of our student groups are making progress.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

All students in grade 12 will complete Personal Learning Plans by Spring 2020

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

At the completion of the 2019-2020 school year, 100% of our seniors that attended Littlefork-Big Falls had completed their Personal Learning Plans.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

We identified needs and disaggregated by student groups through student surveys and ASVAB Test Results. We had one student group (26 graduates, no achievement gap large enough to change the data). Goal supports happen through college visits, Counselor activities, and College in the classroom coursework. Strategies are implemented with the seniors meeting with the counselor as needed throughout the year to review plans, grades, transcripts, and discuss plans going forward. Goal progress is happening as our goal is met.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

In 2019-2020, 90% of Littlefork-Big Falls Seniors will graduate with a diploma. State goal is 90% by the year 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

In May, 2020, 100% (26/26) Graduated with a High School Diploma.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Needs are identified by data from classroom performance, MCA results in prior years. Student groups are not large enough to disaggregate data with only 26 seniors. Strategies include working with the counselor, credit recovery, tutoring. These strategies are working and students will take advantage of the help that they are given. We know progress is being made by watching progress throughout the quarter.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607711020_5fd3b92c45ed45.54515001&sg_navigate=start