

2016-17 World's Best Workforce Report
Buffalo Lake-Hector-Stewart ISD#2169
Home of the Mustangs



The Buffalo Lake-Hector-Stewart Schools will challenge all students to strive for excellence by utilizing effective teaching methods, resources, and application experiences with an emphasis on individual student achievement to enable each to become productive members of an ever-changing society.

Buffalo Lake Campus
211 3rd Street
Buffalo Lake, MN 55314

Hector Campus
220 3rd Street West
Hector, MN 55342

All documents referenced in this report can be found at: www.blhsd.org

Stakeholder Engagement

All information concerning this report can be obtained on our school website: www.blhsd.org.

Public Meeting

All information contained in this report was reviewed in a public meeting on Dec. 18, 2017, and was approved at the Dec. 18, 2017, School Board meeting.

District Advisory Committee

School Board: Allen Schmidt, Lisa Taylor
 Administration: David Hansen, Supt./Elem. Principal
 Samuel Schroeder, 6-12 Principal
 Faculty: Jodi Weispfenning, ECFE/Pre-K
 Lexi Squibb, Title I
 Melanie Rudeen, 4th Grade Reading/LA Teacher
 Jody Weis, 4th Grade Math Teacher
 Lisa Kaenel, Elem. SPED Teacher
 Rebecca Reinhard, JH Language Arts/Reading Teacher
 James Bertsch, JH Math Teacher
 Heather Winkelmann, HS SPED Teacher
 Jill Grams, Ag/Industrial Arts Teacher
 Laura Baden, HS Careers Teacher
 Parent Advisory: Lisa McColley
 Pam Kottke
 Mark Melberg
 Larry Dean

Goals & Results

BLHS' Pre-K/ECFE program is set up where there are morning and afternoon sessions, alternating M-W and T-Th. There is also a Friday morning session where students that need extra schooling are brought in. The Pre-K/ECFE is staffed by one Highly Qualified Pre-K teacher, one Highly Qualified ECSE teacher, and two Highly Qualified para-professionals. With the set up that is in place and the alternating sessions, highly individualized attention can be given to the classes due to the allowance of small class sizes and low student to teacher ratios, which is a goal of the BLHS School Board.

2016-17 Goal	Results	Goal Status
<ul style="list-style-type: none"> The percentage of BLHS students enrolled in the ECFE/Pre-K program will achieve 85% achievement of knowledge of the capital and small letters of the alphabet. Again, expectation is such that those students moving on to Kindergarten will achieve at 100%. The percentage of BLHS students enrolled in the ECFE/Pre-K program 	<ul style="list-style-type: none"> 93% of ALL non-Kindergarten students achieved this result. ALL Kindergarten entering students achieved 100%. 91% of ALL non-Kindergarten entering students achieved this 	<input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

will achieve 85% proficiency in letter sounds, with students moving on to Kindergarten the following year achieving at 100%.	result. ALL Kindergarten-entering students achieved 100%	<input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>
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Reading Well by Third Grade

BLHS' Reading Well by Third Grade encompasses the utilization of local assessments, culminating with the goal of all students reading well by the time they take their first MCA Reading test in the spring of their 3rd Grade year. Literacy Committee meetings are held once a month by all reading, ELL, and SPED teachers at the K-5 level. There are 6 planned inservices during the 2017-18 school year where PLC's will meet to go over test results and plan/adjust teaching along with the Title I teacher to produce maximum results. These PLC meetings have both horizontal and vertical goals.

Local assessments used are: Fastbridge, STAR Early Literacy, and STAR Reading tests. Based off these tests, a "Reading Composite Score" is obtained for the Kindergarten and First Grade classes. STAR test proficiency will be used for Grades 2 and 3, with Grade 3 MCA Reading results adding in to the mix at the culmination of the MCA testing in the Spring (April).

2016-17 Goal	Results	Goal Status
<ul style="list-style-type: none"> The Reading Composite Score of all Kindergarten students, overall, will increase to an average of 85%. 	Composite score was at 95%.	<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 Kindergarten</i>
<ul style="list-style-type: none"> The Reading Composite Score of all First Grade students will increase from an average of 86.4% to 88%. 	Composite score was 86%.	<input type="checkbox"/> <i>Goal Met</i> <input checked="" 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 Kindergarten</i>
<ul style="list-style-type: none"> The STAR Reading Proficiency will remain at 80% as the 2015-16 First Grade students achieved an overall proficiency of 61% on the STAR Reading test. 	STAR Reading proficiency was at 83%.	<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 Kindergarten</i>
<ul style="list-style-type: none"> Based off of the STAR Reading Proficiency results from the 15-16 school year, the 16-17 Third Grade students will 	STAR Reading Proficiency was at 98%.	<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>

<p>achieve a proficiency of 88%.</p> <ul style="list-style-type: none"> Based off of the 15-16 STAR results, the number of 16-17 Third Grade students will achieve "Meets" or "Exceeds" at the 87% proficiency level. 	<p>Overall "Meets" and "Exceeds" was at 90%.</p>	<input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</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 Kindergarten</i>
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Achievement Gap

BLHS' main sub-groups are Free/Reduced Lunch and SPED students. Achievement Gaps have been relatively closing over the past two years, assisting in the elementary receiving "Reward School" status for 2014-15, 2015-16, and would have been again if the State of MN were awarding this in the 2016-17 School Year. Achievement gap reduction will remain a significant expectation for the 2017-18 school year. BLHS has seen a marked up-tick in students that have not been in the entire program at BLHS since Pre-K and/or are a higher level of Special Education that what has been coined as "normal".

2016-17 Goal

Results

Goal Status

<ul style="list-style-type: none"> Proficiency Gap at the elementary (Grades 3-5) between non-FRP and FRP students will decrease from a gap of 13.7% from the 2016 MCA Reading test to a gap of 9.0% on the 2017 MCA Reading test. The proficiency gap on the Reading MCA Test between FRP and non-FRP students at the High School (Grades 6-12) will decrease from 23.7% to 18% on the 2017 MCA Reading Test. 	<p>This Gap actually fell below 8%. It is expected with a "tough" 2nd Grade class that this gap will most likely spread for 17-18.</p> <p>This Gap fell below 17%.</p>	<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 Kindergarten</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 Kindergarten</i>
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College and Career Readiness

BLHS' College and Career Ready students have been increasing in number over the past 5-6 years. A culmination of obtaining and preparing for the MCA testing, as well, increased expectations of teachers in the classroom have assisted with this. The spring of 2017 saw the third time that all students who elected to take the ACT were allowed to do so. But, as true to the previous years, there were a number of students that took the ACT who were not interested in a 4-year school after high school. As a result, the overall average did increase to 19.7 from 19.4 from the previous year. There is still a number of students that are affecting this average and will most likely to do so. Continued filtering of this list will need to occur in the

future if ACT Composite scores continue to be a measuring stick for College and Career Readiness at BLHS. Students attending a 2-year or vocational school are required to take the ACCUPLACER test, which might be a better gauge for these students and might be included in future WBWF documentations.

The number of students taking Concurrent Enrollment classes at BLHS did not increase at BLHS due to not having a qualified teacher in the English department. This followed through with the prediction that the number of students enrolled in Concurrent Enrollment classes would drop. The addition of having online “labs” available for students in the High School did attract 3 students for the 2017-18 school year, so I would expect that number to increase as the years progress. Adding concern to this is that the increased qualification of teachers of Concurrent Enrollment students, our math teacher does not have the qualifications to teach beyond the 2022 school year. This may add to our number of students taking the online classes in the future.

2016-17 Goal	Results	Goal Status
<ul style="list-style-type: none"> All students taking the ACT in the Spring of 2017 will have an overall average composite score of 21.1. The percentage of enrollment in Concurrent Enrollment classes for 2016-17 will be expected to be maintained at 28%. This enrollment includes Juniors and Seniors. 	<p>The overall composite average was a 19.7. An increase of 0.3, but still not meeting goal.</p> <p>This average actually increased, but also included 2 students that elected PSEO.</p>	<input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

Graduation Rate

The graduation rate at BLHS has traditionally been in the 90-98% range over the past 9 years. The one exception was in the 2014-15 school year when two students from migrant worker families left in the fall of 2014 and never reported on their next schooling (no request for records was obtained). As a result, the graduation rate fell to 88% for that year.

2016-17 Goal	Results	Goal Status
<p>BLHS will maintain its average graduation rate of 97%.</p>	<p>Graduation Rate for the 16-17 School year was 100%</p>	<input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

Identified Needs Based on Data

- Targeted sub-groups (FRP & SPED) in both the elementary and high school buildings will need to be a continued focus on continuing to close achievement gaps.

- 2017-18 Grades 3-5 and 6-10 will continue to need a focus on better reading MCA results on the Spring 2018 MCA test.
- Transition from the 5th Grade in to the 6th Grade (different building, different teaching styles) is a concern.
- Maintaining graduation rate of 97% or higher (average).
- Dealing properly with an increasing FRP and SPED student population.
- Continue to offer Concurrent Enrollment courses.
- Continue to find more deliveries of Concurrent Enrollment courses.
- Provide a path or direction for teachers to become certified or continue to be certified to teach concurrent enrollment courses.

Systems, Strategies, and Support

- Students:
 - Continue with Homework Help program in the elementary.
 - Plan and implement a before and after school program at the school.
 - Utilize Com. Ed. funds to do this
 - Continue to maintain high expectations of standards for all students.
 - Continue implementation of K-3 Literacy Plan
 - Continue to maintain a safe and accountable educational environment for all students
 - Continue to utilize and grow available technology to enhance educational experience
 - Continue Concurrent Enrollment courses, to include increased options.
 - Continue to support and diversify the Ag/Industrial Arts courses
 - Provide academic make-up courses through area ALC schools or on-line.
 - Continue to monitor and adjust curriculum to align with state and federal guidelines.
 - Continue to engage students with relevant curriculum.
- Teachers & Principals
 - PLC's required to meet at least every two weeks, with report
 - PLC's to meet horizontally and vertically
 - Update teacher evaluation process to be more relevant and better, more proximate feedback.
 - Provide staff training on technology and integration into the curriculum.
 - Continue to enhance new teacher induction program.
 - Continue to evaluate Principal's for growth.
 - Principals attend area PLC's through the SWWC Cooperative.
- District
 - Continue 7-year curriculum cycle currently in place
 - Continue PLC time for content areas
 - Continue to follow the BLHS Professional Development Plan.
 - Continue to follow the Principal development plan.
 - Continue and enhance new teacher induction program.
 - Find ways to increase concurrent enrollment offerings, as well as provide a path for teacher qualification.

Equitable Access to Excellent Teachers

BLHS has had Highly Qualified teachers to provide classroom instruction to students. In 2015-16, BLHS had 2 Community Expert licensed teachers. That number dropped to 1 as one of those was hired to a licensed person. Being in a rural area, it will be difficult in the future to continue to find those that want to teach in a rural area. Teacher pay is not as large an issue at BLHS as our pay table is competitive with area school districts. One area that is not as well

done is Health benefits as our insurance is expensive...which included a 32% increase over the past year.

BLHS is lucky enough to have Hispanic/Spanish speaking personnel at both the elementary and high school in the capacity of para-professionals. A bilingual individual was hired to the elementary Admin. Assistant position, which also helps in connecting with our Hispanic families. It is very difficult to hire from the percentages of our student make-up into similar position percentages with employees. BLHS will need to keep in mind these truths in future hiring...always being mindful to hire the best candidate possible, regardless of race, creed, nationality, sex, orientation, or religion.

Current makeup of teaching and para personnel:

Elementary:

19 total HQ Teachers
78.9% are Female
21.1% are Male

14 Total HQ paras
92.9% are Female, Caucasian
7.1% are Female, Hispanic

High School (Grades 6-12)

23 total HQ Teachers
69.6% are Female, Caucasian
30.6% are Male, Caucasian

5 total HQ paras
80% are Female, Caucasian
20% are Female, Hispanic