

Cannon Falls Schools

2017 World's Best Workforce Report Summary

District or Charter Name: Cannon Falls Schools

Grades Served: PK-12

Contact Person Name and Position: Beth Giese, Superintendent

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.

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.

1. Stakeholder Engagement

1a. Annual Report

The Cannon Falls WBWF Report is published on the school district website and can be found at:

www.cannonfallsschools.com

1b. Annual Public Meeting

The WBWF was presented by Superintendent Giese at the School Board Meeting held on November 27, 2017. The agenda for this meeting can be found at:

[November 27, 2017 Agenda](#)

1c. District Advisory Committee

The purpose of this committee is to recommend to the school board district-wide education standards, assessments, and program evaluations. It is comprised of two principals, one assistant principal, two school board members, two special education teachers, the 6-12 counselor, two parents, and three community members.

<u>Name</u>	<u>Representing</u>
Beth Giese	Superintendent
Tim Hodges	HS/MS Principal
Jennifer Chappuis	Elementary Principal
Danille Fields	K-12 Assistant Principal
Curt Beissel	Board of Education
Brenda Owens	Board of Education
Kirsten Hoffman	HS/MS School Counselor
Sharon Noble	Special Education Director
Katie Lecy	Community Member
Vicky Garrett	Community Member
Diana Huseth	Community Member
Jean Edstrom	Parent
Joe Coyle	Parent

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
By the end of the 2016, preschool students will reach an aggregate of 80% achievement in math standards	85% of our students met the math standards outlined. For 2016-17 additional allocation of resources will improve the outcome.	Check one of the following: Goal Met Goal Not Met Goal in Progress(only for multi-year goals) District/charter does not enroll students in Kindergarten

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

Goal	Result	Goal Status
By the end of 3rd grade students at Cannon Falls Elementary School will be proficient on the MCA-III Reading Exam.	<i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i> 2017: 73.4% (State Average = 57.8%) 2016: 57.7% (State Average = 57.5%) 2015: 61.5% (State Average = 58.7%)	Check one of the following: Goal Met Goal Not Met Goal in Progress

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

Goal	Result	Goal Status
Our goal is to raise the achievement level for our Special Education students by 4% in reading as measured by the MCA's annually over the next three years. In 2016-17 21.3% of our Special Education students demonstrated proficiency.	The timeframe to which this goal needs to be meant is not due until the end of the 2016-2017 school year. 2014-2015 ---26.8% 2015-2016---15.4% 2016-2017---21.3%	Check one of the following: Goal Met Goal Not Met Goal in Progress (only for multi-year goals)

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

Goal	Result	Goal Status
100% of eligible Cannon Falls High school students will take the ACT, SAT, Accuplacer or the ASVAB exam.	100% of eligible Cannon Falls High school students will take the ACT, SAT, Accuplacer or the ASVAB exam.	Check one of the following: Goal Met Goal Not Met Goal in Progress
The composite score on the ACT will be 22 or higher.	Cannon Falls ACT composite average score was 21.8%	Goal Met Goal Not Met Goal in Progress

2e. All Students Graduate

Goal	Result	Goal Status
The 4 year cohort graduation rate at Cannon Falls High School will increase from 90% to 95%	The graduation rate of the 2016-17 4 year cohort was 92%	Goal Not Met

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.]

Cannon Falls Public Schools has identified three areas of need based on the data from the Minnesota Comprehensive Assessments:

- **Reading Proficiency:** The MCA Reading results indicate that Cannon Falls Public Schools must continue to focus on improving the literacy skills of students identified as Special Education. Special Education students (15.4%) scored below the state average (26.1%) This is an decrease of 10.7% when compared to scores last year (26.8%).

District literacy goal: The reading proficiency of our Special Education students will increase 4% (to 19.4) over the course of three years (2013-2014,2014-2015 and 2015-2016) as measured by the MCA Reading in April 2017.

- **College Readiness:** The ACT indicates that Cannon Falls Public Schools (21.8) has a composite score that mirrors the state (21.8) ACT average composite score. The ACT also indicates that 29% (2014-35%, 2015-38%) of our students taking the ACT met the benchmark score in all four of the college readiness subject areas. The district will continue to work to establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Cannon Falls Public Schools will use Ramp-Up to Readiness as a common language to define college readiness.

District college readiness goal: The percentage of students meeting the benchmark score in all four of the college readiness subject areas will increase 3% (to 32%) as measured by the ACT in March of 2017.

- **Achievement Gap:** The achievement gap in Cannon Falls Public Schools remains a focus, based on MCA data for both reading and math. A continued emphasis will be place on our Special Education students, as data indicates that this group did not meet the reading Proficiency Index Target. In addition to building individual learning plans for struggling students and utilizing best-practice strategies such as Check and Connect, the district is working to utilize data driven instructional practices (MTSS) to support our Special Education and FRP students.

District achievement gap goal: The achievement gap will decrease by increasing the reading Proficiency Index of Special Education students measured by the MCA Reading in April 2017.

4. Systems, Strategies and Support Category

4a. Students

Practices essential in meeting these goals include:

- Mapping of all subjects and grade levels to meet and align with state standards through staff development.
- A district-wide standardization of assessments tracked and recorded monthly at PLC meetings.
- A district-wide data reporting system for student achievement performance. Overall performance was reported to the BOE in October of 2016
- The district will monitor student sub-groups for achievement including F&R and Special Education.
- Preschool is offered at Cannon Falls Elementary

- Rtl time was added at the elementary level to provide additional small group instruction in reading. Additional paraprofessionals were trained to work with small groups in reading.
- PLC meetings each month give our staff an opportunity to collaborate and plan. All curricular areas are aligned with the Minnesota State standards during PLC time.
- Teacher and Principal evaluation system
http://www.cannonfallsschools.com/departments/technology/technology_plan

4b. Teachers and Principals

- Teacher and Principal Evaluation system is in place. Cannon Falls Schools has opted for a hybrid model.
www.cannonfallsschools.com
- PLC meetings each month give our staff an opportunity to collaborate and plan. Assessments are aligned with the Minnesota State standards during PLC time.

4c. District

The annual performance review is conducted for all staff: Superintendent, principals, teachers and educational assistants which are all tied back to student and school performance based. Staff development opportunities addressed areas that needed further development and interests identified by the staff in the performance review.

Cannon Falls Schools has eight early out days of planning each year for staff to work together in teams to align the curriculum, instruction and assessment strategies to ensure that rigorous academics are being performed. In addition there are eight 1-hour sessions to work on teacher technology best practices.

Cannon Falls Technology committee has district wide goals at
http://www.cannonfallsschools.com/departments/technology/technology_plan

Cannon Falls Staff Development committee meets quarterly, the plan is at
www.cannonfallsschools.com

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.

In this 2016-17 summary report submission, please provide the information below.

The Cannon Falls Superintendent, Principal and School Board will review yearly student achievement results, teaching assignments, staff evaluations, and staff experience. With committee support, data showing gaps in student achievement for low-income and minority students will be used for additional staff development opportunities, peer review, mentorship, and “best-practice” instructional strategy modeling for staff.

