



Birch Grove Community School
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2015-2016 World's Best Workforce Report Summary

District or Charter Name: Birch Grove Community School

Grades Served: K-5

Contact Person Name and Position: Diane Blanchette, Director

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 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

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.]

Birch Grove Community School's World's Best Workforce Report Summary is on the school website at: www.birchgroveschool.com

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.]

- Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.

Birch Grove Community School's Annual Public Meeting is on Tuesday, April 18, 2017.

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.]

- Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Judy Motschenbacher – Community member, Sara Lizakowski – Teacher, Darren Blanck, 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
Summer learning packets will be sent out annually in June, to help children be school ready by Fall.	Packets were not sent out in June.	Check one of the following: <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

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

Goal	Result	Goal Status
BGCS will increase the percentage of all third graders that can read at grade level each year based on NWEA scores.	Less than 10 third grade students took the NWEA tests in the fall of 2016, making testing scores unavailable to the public.	<p>Check one of the following:</p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
<p>N/A</p> <p>BGCS does not have a very diverse population and has a cell size too small to report.</p>	N/A	<p>Check one of the following:</p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

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

Goal	Result	Goal Status
N/A	N/A	<p>Check one of the following:</p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

2e. All Students Graduate

Goal	Result	Goal Status
N/A	N/A	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12

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.]

- *List and describe the district’s needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.* Needs were based from MCA/NWEA scores, financials/fund balance monitoring/enrollment and administration/staff/school board input.
 - Increase/Maintain student enrollment
 - Increase/Maintain test scores (MCA and NWEA)
 - Increase professional development

Systems, Strategies and Support Category

4a. Students

Students take NWEA (MAP) testing 3 times annually as well as the state MCA’s. After each testing, the classroom teachers, the special education teacher, and the school director review the data. Each student’s individual progress is monitored by this team. CEIS and the school Enhancement program is available to students who are not making adequate progress (and do not have an IEP).

4b. Teachers and Principals

Teacher formal observations and evaluations continue 3 times annually. The school director also conducts walk-throughs and at least one formal evaluation per year. The school director is evaluated annually by the school board.

4c. District

The reading and math curriculum is a standards-based. Student academic progress is evaluated at least 3 times annually. Early Learning (CEIS) and the school Enhancement program is available to students that may need additional support. Teachers have a weekly opportunity to collaborate during staff meetings. 10 days for professional development were added to the 15-16 calendar.

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 2015-2016 summary report submission, please provide the information below.

Birch Grove Community School has only 2 multi-grade classrooms. Teachers are required to have a valid teaching license.