



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Alden-Conger Public School

Grades Served: K-12

WBWF Contact: Brian Shanks

Title: Superintendent

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

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.

➤ http://www.alden-conger.org/apps/pages/index.jsp?uREC_ID=589991&type=d&pREC_ID=1077502

Annual Public Meeting

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.

➤ *November 12, 2018*

District Advisory Committee

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.

Complete the list of your district advisory committee members for the 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Brian Shanks	Superintendent	
Paul Ragatz	Principal	
Linnea Petersen	Teacher	
Emily Stadheim	Support Staff	
Leah and Chad Schmidt	Parents	
Scott Hemmingsen	Community Member	
Erika Bute	Student Council President	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- During the 2017-2018 school year, Alden-Conger Public School employed 42 teachers. All of these teachers were highly qualified and taught in their licensed field. We are a small school with two sections per grade which allows all of our students to have access to the same highly-qualified teaching staff. Being that we are a single building district teachers teach classes determined by grade level and ability with labels such as “minority” and “low-income” having zero determination on who will teach classes. Students who are considered minority and low-income have the same exact opportunities as every student.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

X WBWF Goal Only	Result	Goal Status
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X WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Alden-Conger School is striving to assure that all students who come to kindergarten are equipped with the necessary skills.</p> <p>#1 Goal At the end of their 4th year old preschool year, 75% of the students starting kindergarten will have met the Alden-Conger Preschool spring benchmark goal of Letter Knowledge determined by the Alden-Conger Preschool Assessment based on the Minnesota Early Learning standards.</p> <p>#2 Goal At the end of their 4th year old preschool year, 80% of the students starting kindergarten will have met the Alden-Conger Preschool spring benchmark goal of Number Knowledge determined by the Alden-Conger Preschool Assessment based on the Minnesota Early Learning standards.</p> <p>#3 Goal At the end of their 4th year old preschool year, 80% of the students starting kindergarten will have met the Alden-Conger Preschool spring benchmark goal of Social/Emotional Development determined by the Alden-Conger Preschool Assessment based on the Minnesota Early Learning standards.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>#1 Goal 86% of the students starting kindergarten met the Alden-Conger Preschool spring benchmark goal of Letter Knowledge determined by the Alden-Conger Preschool Assessment based on the Minnesota Early Learning standards.</p> <p>#2 Goal 86% of the students starting kindergarten met the Alden-Conger Preschool spring benchmark goal of Number Knowledge determined by the Alden-Conger Preschool Assessment based on the Minnesota Early Learning standards.</p> <p>#3 Goal 76% of the students starting kindergarten met the Alden-Conger Preschool spring benchmark goal of Social/Emotional Development determined by the Alden-Conger Preschool Assessment based on the Minnesota Early Learning standards.</p>	<p><i>Check one of the following:</i></p> <p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *We use our Alden-Conger Preschool Assessment based on ECIPS, daily work, observations in centers*
 - *Students are grouped by ability mostly*
- *What strategies are in place to support this goal area?*
 - *Small groups instructions*
 - *One-on-one help to reteach or extend learning*
 - *Social Stories*
 - *Social Skills Development*
- *How well are you implementing your strategies?*
 - *We are doing very well in the amount of time we have in preschool. It would be helpful to have an extra volunteer for one-on-one or small group work*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *We know we are making progress toward our goals by observations, monthly data notebook checks, and small group weekly checks for some targeted students.*

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>#1 Goal: The percentage of Alden-Conger 1st-3rd grade students who will meet the proficiency targets on the AIMSweb R-CBM (oral reading fluency) spring benchmark will increase from 59.82% spring 2017 to 61.82% spring 2018.</p> <p>#2 Goal: The percentage of Alden-Conger 1st-3rd grade students who will meet the proficiency targets on the AIMSweb MAZE (silent reading comprehension) spring benchmark will increase from 75.94% spring 2017 to 77.94% spring 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>#1 Goal: The percentage of Alden-Conger 1st-3rd grade students meeting the proficiency targets on the AIMSweb R-CBM (oral reading fluency) spring benchmark decreased 1.49% from spring 2017 to spring 2018.</p> <p>#2 Goal: The percentage of Alden-Conger 2nd -3rd grade students meeting the proficiency targets on the AIMSweb MAZE (silent reading comprehension) spring benchmark decreased 8.5% from spring 2017 to spring 2018.</p>	<p><i>Check one of the following:</i></p> <p>One-Year Goal #1 X Goal Not Met</p> <p>One-Year Goal #2 X Goal Not Met</p>

X WBWF Goal Only	Result	Goal Status
#3 Goal: The percentage of Alden-Conger 3 rd grade students who will earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) will increase from 66.7% spring 2017 to 68.7% spring 2018.	#3 Goal: The percentage of Alden-Conger 3 rd grade students earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) decreased 3.9% from spring 2017 to spring 2018.	One-Year Goal #3 X Goal Not Met

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *Data for our goals are based on Aimsweb benchmarking and progress monitoring throughout the year*
 - *MCA spring data is also used to identify needs*
 - *Student groups: Title I students, special education students, and “watch” kids*
- *What strategies are in place to support this goal area?*
 - *Classroom small group instruction based on need*
 - *Title I support – small groups and one-on-one as appropriate*
 - *Special education support*
 - *Reading interventions used for at-risk students: Barton Reading and Spelling, Read Naturally, One-Minute Readers, Moby Max, SOAR to Success*
 - *K-2 Students Reading Eggs*
 - *Grade 3 Study Island*
- *How well are you implementing your strategies?*
 - *Strategies are used daily with our K-3 Title I and Special Education students.*
 - *Classroom teachers are implementing strategies during small group instruction as well.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *We check progress on MAZE (reading comprehension) and RCBM (reading fluency) throughout the year during our Benchmarking periods and frequent progress monitoring checks to see if student scores are improving.*

Close the Achievement Gap(s) Between Student Groups

X WBWF Goal Only	Result	Goal Status
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<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>#1 Goal: The percentage of all students in grades 3-11 at the Alden-Conger Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Math (MCA III) will increase from 57.9% spring 2017 to 59.9% spring 2018.</p> <p>#2 Goal: The percentage of Free and Reduced Lunch students in grades 3-11 at the Alden-Conger Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Math (MCA III) will increase from 52.5% spring 2017 to 54.5% spring 2018.</p> <p>#3 Goal: The percentage of Special Education students in grades 3-11 at the Alden-Conger Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Math (MCA III) will increase from 18.6% spring 2017 to 20.6% spring 2018.</p> <p>#4 Goal: The percentage of all students in grades 3-11 at the Alden-Conger Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) will increase from 59.2% spring 2017 to 61.2% spring 2018.</p> <p>#5 Goal: The percentage of Free and Reduced Lunch students in grades 3-11 at the Alden-Conger Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) will increase from 52.9% spring 2017 to 54.9% spring 2018.</p> <p>#6 Goal: The percentage of Special Education students in grades 3-11 at the Alden-Conger Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) will increase from 22% spring 2017 to 24% spring 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>#1 Goal: The percentage of all students in grades 3-11 at the Alden-Conger Public School earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Math (MCA III) increased 1.42% from spring 2017 to spring 2018.</p> <p>#2 Goal: The percentage of Free and Reduced Lunch students in grades 3-11 at the Alden-Conger Public School earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Math (MCA III) decreased 0.8% from spring 2017 to spring 2018.</p> <p>#3 Goal: The percentage of Special Education students in grades 3-11 at the Alden-Conger Public School earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Math (MCA III) increased 9.2% from spring 2017 to spring 2018.</p> <p>#4 Goal: The percentage of all students in grades 3-11 at the Alden-Conger Public School earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) increased 4.1% from spring 2017 to spring 2018.</p> <p>#5 Goal: The percentage of Free and Reduced Lunch students in grades 3-11 at the Alden-Conger Public School earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) decreased 0.3% from spring 2017 to spring 2018.</p> <p>#6 Goal: The percentage of Special Education students in grades 3-11 at the Alden-Conger Public School earning an achievement level of Meets the Standards or Exceeds the Standards on the Minnesota Comprehensive Assessment in Reading (MCA III) increased 3.7% from spring 2017 to spring 2018.</p>	<p><i>Check one of the following:</i></p> <p>One-Year Goal #1</p> <p>X Goal Not Met</p> <p>One-Year Goal #2</p> <p>X Goal Not Met</p> <p>One-Year Goal #3</p> <p>X Goal Met</p> <p>One-Year Goal #4</p> <p>X Goal Met</p> <p>One-Year Goal #5</p> <p>X Goal Not Met</p> <p>One-Year Goal #6</p> <p>X Goal Met</p>
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Bullethead narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *We look at trends in our MCA data over the last several years and identify strengths and areas where improvement is needed.*
- *What strategies are in place to support this goal area?*
 - *Teachers Curriculum Alignment to State Standards*
 - *Study Island Program is used in 3rd-6th grades*
 - *Title I and Special Education small group or one-on-one instructions*
 - *Aligning daily student learning goals to State Standards*
- *How well are you implementing your strategies?*
 - *Curriculum alignment was completed by all teachers and we are now in the process of filling the gaps as identified during the curriculum alignment process.*
 - *Study Island is used throughout each week with students in K-6 both in school and at home.*
 - *K-12 teachers design and post daily student learning goals in their classrooms.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *Study Island identifies standards and student achievement on each standard. This data allows us to see individual and groups of students not meeting certain standards and needing more support.*
 - *Based on our data, we see an increase in reading and math on the MCAs for the groups of ALL STUDENTS and SPECIAL EDUCATION STUDENTS.*
 - *By grade levels and disciplines MCA results are examined to determine if practices put in place are showing any significant impact on MCA scores.*

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>#1: 100% of all 8th grade students enrolled at Alden-Conger Public School during the 2017-2018 school year will take and pass our high school and college readiness class called Ready 8.</i></p> <p><i>#2: 100% of all 9th grade students enrolled at Alden-Conger Public School during the 2017-2018 school year will take and successfully complete our Careers 9 class.</i></p> <p><i>#3: 100% of all class of 2018 students enrolled at Alden-Conger Public School during the 2017-2018 school year will take and successfully complete our Life & Careers class or its equivalent.</i></p> <p><i>#4: The percentage of 11th grade students who enroll and successfully complete our Student Success class will be at least 50% in 2017-2018 school year. The requirements for taking this class are taking the Accuplacer test and having a concurrent coursework eligible GPA.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>#1: We had 97% of our 8th grade students (30 of 31) successfully complete our Ready 8 class</i></p> <p><i>#2: We had 90% of our 9th grade students (52 of 58) successfully complete our Careers 9 class</i></p> <p><i>#3: We had 100% of class of 2018 students successfully complete our Life & Careers class or its equivalent.</i></p> <p><i>#4: For the 2017-18 school year we had 15 out of 21 students who were eligible (71%) successfully complete this class.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal: X On Track</p> <p>Multi-Year Goal: X On Track</p> <p>Multi-Year Goal: X On Track</p> <p>Multi-Year Goal: X On Track</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *We use class lists and final grade reports for the career and college readiness classes.*
- *What strategies are in place to support this goal area?*
 - *All 8th graders take two quarters of Ready 8 and all freshmen are required to take one semester of Careers 9.*
 - *All students are also required to take our one semester Life and Careers class, or its equivalent, in their junior or senior year.*
- *How well are you implementing your strategies?*
 - *Due to graduation requirements, all students should be college and career ready by graduation.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *By requiring students to take college and career readiness classes, we should be on track to meeting our goals.*

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>The percentage of enrolled 12th grade students that will graduate from Alden-Conger High School will be at 100% for the 2017-2018 school year.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>100% (29 out of 29 students) of the enrolled 12th grade students graduated from Alden-Conger High School during the 2017-2018 school year.</i></p>	<p><i>Check one of the following:</i></p> <p>One-Year Goal</p> <p>X Goal Met</p>

Bulleted narrative is appreciated. 200-word limit.

- We don't have any needs in this goal area. We have consistently had a 100% or nearly 100% graduation rate of enrolled 12th grade students over the past several years.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.