

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

0801-01 Browns Valley Public School District

Grades Served

Please check all that apply:

Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade

WBWF Contact Information

WBWF Contact Name

Carmen Hills

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

320-695-2103

WBWF Contact Email

chills@brownsvalley.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.

<https://www.brownsvalley.k12.mn.us/cms/lib/MN02204171/Centricity/Domain/15/wbw19-20.pdf>

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.

September 17, 2019

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

Carmen Hills

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Denise Pikarski

Role in District

Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Carol Thelin

Role in District

Title VI

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Dori Minder

Role in District

Intermediate Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sierra Krueger

Role in District

Elementary Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jennifer Graff

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Krystina Raw

Role in District

Middle School Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Laurie Appel

Role in District

School Board President

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Misty Fryer

Role in District

Parent/Community

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Andy Miller

Role in District

Community

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Gabe Fischer

Role in District

Parent/Community

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lacey Miller

Role in District

Parent/Community

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ashley Schulz

Role in District

School Board

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Erica Fischer

Role in District

Parent/Community/AIPAC

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Dr. Sherry Johnson

Role in District

Tribal Education/AIPAC

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)

In the fall and during the year, the administration and school board personnel committee review staffing needs for the upcoming year as well as how to attract diverse candidates. It is always the intent of the district to hire qualified staff. The pool of applicants for all areas of teaching is exceptionally low. A comprehensive needs assessment is conducted through the School Improvement Process. Staff needs are determined by the team and are prioritized. American Indian students comprise 60.96 percent of our population while 70.55 percent of students are free/reduced. Our staff is 100% white. Teacher diversity is not reflective of the student diversity.

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)

Vacant positions are advertised throughout South Dakota and Minnesota. Openings are posted in local newspapers and the official newspaper of the Sisseton-Wahpeton Oyate. The diversity pool is extremely limited. The district has hired an American Indian Coordinator. The district has been advertising for an American Indian Language/Culture/Home Liason teacher for over one year and received zero applicants. The district will continue to advertise for these positions and will expand advertising to local college Indian Education preparation programs in an effort to fill the position with a diverse candidate.

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)

Our teaching population is 100% white while our students are over half Native American. We would need approximately 16 Native American teachers in order to reflect our student population. We have advertised one position for over a year with no applicants.

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)

We will expand posting of positions to Culture/Language/American Indian Education programs at two local colleges to try to attract applicants.

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.

All students in prekindergarten will be proficient in School Readiness Skills as measured by Work Sampling.

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

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)

After Pk registration, parents are contacted by the teacher for a home visit prior to school attendance beginning. The teacher meets with all parents with all parents to discuss the curriculum and expectations. During home visits parents have the opportunity to observe the teacher as she models strategies for reading aloud to their child, and how to make learning fun through play. A packet of information is left with each family, as well as a book for the child to read. Parents are also encouraged to attend ECFE classes with their children. PreK students attend class every day all day and are eligible for the after school programs. Children explore learning centers, engage them in theme based activities, work on social skills, and build motor skills. A lending library provides families with books, puzzles, games and activities aligning with classroom themes. Strategies are implemented through lesson plans and curriculum maps which follow a center based curriculum. Meetings are held to discuss progress of children entering first grade. Included in this meeting may be: kindergarten, preschool, and title teachers, paraprofessionals, special education, title VI, and administration. Program recommendations and data are discussed at this time and at two data digs.

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.

All students in grade 3 will maintain or exceed the state proficiency in reading in 2020 as measured by the MCAs.

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

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)

The following data is used to identify needs: Accelerated Reader (4 times per year), NWEA (3 times per year), Fastbridge (3 times per year), MCA (each spring), and attendance. Data is disaggregated by ethnicity (American Indian and Caucasian), special education, free/reduced, Alternative Delivery of Specialized Instructional Services (ADSIS), and reading interventionist. In small groups students work on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students attend Homework Help and after school Targeted Services to receive help. Data is tracked and reviewed at data digs (3 times per year) and at monthly School Improvement meetings.

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.

American Indian students will maintain or exceed the state proficiency rate as measured by the Minnesota Comprehensive Assessments.

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

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)

The following data is used to identify needs: Accelerated Reader (4 times per year), NWEA (3 times per year), Fastbridge (3 times per year), MCA (each spring), and attendance. Data is disaggregated by ethnicity (American Indian and Caucasian), special education, free/reduced, Alternative Delivery of Specialized Instructional Services (ADSIS), and reading interventionist. In small groups students work on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students attend Homework Help and after school Targeted Services to receive help. Data is tracked and reviewed at data digs (3 times per year) and at monthly School Improvement meetings.

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 eighth grade students will complete Jr/Middle level Career Information Systems activities, including: Career Cluster Survey, IDEAS Interest Assessment, Occupation Content, Electronic Portfolio and Career planning.

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

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)

Students are introduced to Level Career System activities during mid-year. The data is disaggregated by interests. Interventions are used for students with needs (reading fluency, comprehension). Students tour local colleges in the spring: Sisseton Wahpeton Tribal College, a university, and a technical school. In the spring students attend the Sisseton Wahpeton Tribal job fair and universities in Fargo, ND, Moorhead, MN and Morris, MN. All students in eighth grade participate in touring campuses and attending the job fair.

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?

No

Goal

Provide the established SMART goal for the 2019-20 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."

Goal Status

Check one of the following:

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)

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=1606146801_5fbbdaf1e2ce38.74407055&sg_navigate=start