

2014-2015 World's Best Workforce Report Summary

District or Charter Name: Prairie Creek Community School

Contact Person Name and Position: Simon Tyler, 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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

<http://prairiecreek.org/uploads/AnnualReport2014-15.pdf>

Annual Public Meeting

- November 19, 2015.

District Advisory Committee

- Prairie Creek has a board approved Education Program Committee that serves as the school's District Advisory Committee. This committee liaises with staff and community and reports back to the board on a monthly schedule. In 2014 – 2015 school year the committee comprised of Simon Tyler, Bonnie Jean Flom, Cathy Oehmke, Amy Haslett and Amy Narveson.

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<p>66% of children who come in knowing 12 or fewer letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "A" books by the end of the year.</p> <p>66% of children who come in knowing 13 or more letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "C" books by the end of the year.</p> <p>66% of children who come in reading Fountas and Pinnell "A" books or above will move forward at least 3 levels in the F & P system.</p>	<p>82% of this group of students met the goal of reading "A" books by the end of the year.</p> <p>100% of students met the goal of reading "C" level books by the end of the year.</p> <p>100% of children progressed at least three levels.</p>
All Students in Third Grade Achieving Grade-Level Literacy	<p>75% of children who come in reading below Level M will progress at least 4 reading levels by the end of the school year.</p> <p>Those students entering 3rd grade reading at Level M or above will progress 2 levels.</p>	<p>43% of students progressed at least four levels. (* Percentage breaks down from 3 of 7 students meeting goal)</p> <p>74% of students progressed at least two levels.</p>
Close the Achievement Gap(s) Among All Groups	<p>Prairie Creek will provide intervention literacy and math support for students at risk of not meeting grade level.</p> <p>Intervention teacher will support new goals in literacy targeting students at risk of not being successful in reading.</p> <p>Intervention teacher will use new NWEA MAP math pilot data to support sub-group students in math instruction.</p>	<p>Prairie Creek's Reading / Math Intervention Teacher provided 20 hours per week instruction in reading/math</p> <p>Prairie Creek's Focus Rating increased to 58.47% in 2015 from 50.04% in 2014.</p>

	2014-2015 Goals	2014-2015 Goal Results
All Students Career- and College-Ready by Graduation	<p>Prairie Creek Community School is committed to a mission that focuses on child-centered learning in a progressive education program. Students are intentionally directed to develop the Habits of Mind that will support their success in college and career.</p> <p>This is accomplished by attending to the social and emotional as well as the academic progress of student in a multi-age environment that encourages creativity, the arts and an inquiry-based approach to learning.</p>	<p>Parent Satisfaction Survey 2014-2015.</p> <p>96% of respondents had a an average positive response of 3.0 (out of 4) or higher when surveyed on satisfaction levels with curriculum and learning.</p>
All Students Graduate	<p>As a K – 5 schools, we liaise closely with local traditional middle schools and charter schools. We ensure that students have a successful transition and enter those programs with the required social, emotional and academic skills</p>	<p>In 2014 – 2015 100% of fifth grade students completed an Honors Project. The honors project demand that students are equipped with the study skills that will be required for graduation from high school programs in their future.</p>

Identified Needs Based on Data

Reading

- Progress was measured in 2013-2014 utilizing Work Sampling and MCA goals. Work Sampling scores K – 5 indicated positive growth scores. The MCA growth data goal showed 87.7% of students attaining medium or high growth.
- School determined to set goals aligned to child-centered assessments. 2014-2015 reading goals were set by Fountas and Pinnell reading level measurements.
- Teacher involvement in goal-setting - K/1 and 2/3 teams set SMART goals
- Special Education and Intervention engagement in data review

Math

- Progress was measured in 2013-2014 utilizing Work Sampling and MCA goals. Work Sampling scores K – 5 indicated positive growth scores. The MCA growth data showed 71.4% of students attaining medium or high growth –goal was 73%.
- School piloted NWEA MAP math in 2014-2015, supported by faculty professional development. The school stated a medium / high growth goal using MCA assessment data.
- The school hired an intervention teacher to support students at risk in math of not meeting grade level
- Teachers developed formative assessments to closely monitor and adjust to student progress through the year.
- The intervention teacher provided parent education and support.

Systems, Strategies and Support Category

Students

- Prairie Creek Community School utilizes a comprehensive range of assessments to monitor student progress in reading and math.
- Reading progress is assessed according to the school's literacy plan.
- Faculty teams (K/1, 2/3 and 4/5) review data and create SMART goals for the year. Each team reviews data alongside the special education team and the director. Sub-group data from MCA assessments (free/reduced lunch) is reviewed and the literacy / math teacher supports the teams in developing support and goal strategies.
- Literacy plan data is collected fall / spring and formative assessments continue throughout the year with a comprehensive progress report provided to families at the mid-year conference
- At risk students receive more frequent evaluations from the special education teachers and literacy / math intervention teacher to monitor progress.
- The NWEA Math MAP assessment was piloted in 2013 – 2014. The data was reviewed by teams of classroom teachers, special education teachers and the literacy / math intervention teacher. Students identified as being at risk of not being successful were provided with a mid-year assessment so that progress could be monitored and adjustments made to instructional strategies.

Teachers and Principals

- The school director collaborated with the Assessment Coordinator from the authorizing district, Northfield Public Schools to review data and receive training on best practices for data-centered measurement of student progress
- A fall all-faculty work day centered on assessment strategies and review of the NWEA MAP math assessment tool.
- The director reports to the board on student progress each fall and provides a comprehensive review of the Annual Report which highlights accountability goals and student progress. The director is given an annual review each year by the board chair after a review of performance by board and faculty. Goals are then established for the following year.
- The faculty is evaluated according to the Teacher Evaluation Plan.
- Accountability goals are established each year in Reading and Math (see 2014 – 2015 goals above). Goals are developed in conjunction with the faculty/education program committee.

- Two non-academic goals are established each year. 2014-2105 non-academic goals centered on Authentic Assessment practices and Parent Education. The progress towards goals is monitored through staff meetings, weekly faculty professional development sessions and board meetings. Goal success is reviewed in the spring or when MCA data is released to schools.

District

- Prairie Creek faculty engages in a weekly two-hour professional development. Teacher-led committees plan and structure professional development in all curricular areas. In 2014-2015 professional development committee work reviewed new literacy and math measurement tools.
- Faculty liaises with special education teachers and literacy/math intervention teacher to monitor student progress.
- Professional Development also centered on a review of non-academic goals with a literature review of best practices for authentic assessment.
- Special Education team participation in these professional development committees ensures that the progress of student in this category is supported according to best practices of an inclusion model.
- Prairie Creek purchased ten Chromebooks. These support student access to Khan Academy, utilized to provide additional math instruction in foundational skills. The Chromebooks also provide technology to support the administration of the new Math MAP assessments.
- K/1, 2/3 and 4/5 teams meet weekly to review literacy and math instruction.
- A whole faculty professional development initiative focused on Number Talks and Lesson Study. This cycle of lesson design and review was developed in partnership with a math expert from the St. Olaf math department.

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.

- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.