



2016-17 World's Best Workforce Report Summary

District or Charter Name: Nevis Public School

Grades Served: PK -12

Contact Person Name and Position: Brian Michaelson, PK – 12 Principal

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 year.

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.

If you have questions while completing this 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.

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.]

- 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. <http://www.nevis.k12.mn.us/>

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 2016-17 school year. [January 23, 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 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 Member	Role in District
LouAnn Muhm	Teacher
Kay Netteberg	Teacher/Parent
Heidi Wormley	Parent
Lynne Gustafson	Support staff
Tom Wormley	Student
Michael Landquist	Student
Tennesen Munson	Student
Pat Roehl	Community resident
Larry Smith	School board member
Gary Stennes	School board member

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 School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>The goal is for every 4-year-old to achieve the required benchmarks for Kindergarten readiness.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>All kindergarten students were assessed using NWEA reading and mathematics assessments in the fall of 2016. According to the results, 33 out of 45 students were meeting or exceeding the NWEA benchmark score in reading. And, 34 out of 43 students completing the NWEA test in mathematics achieved a score that met or exceeded the NWEA benchmark score.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Nevis School third graders will achieve the state average on the third grade reading MCA.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>In the spring of 2017, Nevis 3rd graders were assessed using the MCA reading assessment. 25 out of 50 or 50% of the students met or achieved state average on the assessment. The state average was 56.8% of the students meeting or exceeding the state average.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Nevis has an established mentoring and monitoring system for our tier two and tier three students. The process will involve daily ‘unofficial’ contact between the mentor and the student. This might be through personal contact and/or phone and email, messaging if the student is absent from school. The goal of the mentors is to increase the overall rate of attendance to match the high school students as a group.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Nevis growth report showed a 4% gain from 2016 to 2017 overall as a district. Looking more specifically at our Special Education and free and reduced students compared to general education students, we had considerable gains in closing the gap. 12% gain in free and reduced and 20% gain in Special Education. Both areas were from the MCA reading test.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The goal is for EVERY senior to have a realistic plan for post-graduation. This has been accomplished through the creation of an online portfolio for all students; personal career plans established in their 10th grade career class; and through the use of results from tests such as PSAT, ASVAB and ACT, college visits and counseling with the district’s academic advisor.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Every senior met with the academic advisor who assisted students in career planning and post-secondary planning. Every graduating senior took the ACT and Accuplacer college placement tests at least one time. Students were encouraged to retake the test as necessary. The ASVAB was administered to all the students when they were juniors. As sophomores, all students are required to take a career exploration class where students write resumes, complete applications, participate in mock interviews, and work on post-secondary plans. The class is required for graduation from Nevis High School. The result is that all students are given the opportunity to explore career interests and make post-secondary plans.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Because of Nevis School’s small size our annual goal is to graduate 100% of the students. This is both realistic and achievable.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Nevis School had one student not graduate. That student is enrolled full time in Nevis High School this year with plans to complete their high school diploma.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

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 2016-2017 school year and the data the needs were based upon.*
 - *Include only the key data used to determine identified needs and limit response to 300 words.*
 - *Bulleted points are welcome and appreciate.*
1. The district identified the need to continue to improve 3rd grade reading scores as demonstrated by the MCA results. For ten of the last fifteen years, the third graders at Nevis School have not met or exceeded the state average in reading.
 2. 4th grade teachers will work on reading scores. For the past four out of five years, the fourth graders have not met or exceeded the state reading average on the MCA.
 3. The district identified the need to improve 8th grade mathematics scores as demonstrated by the MCA results. For the past four out of five years, the 8th grade students have not met the state MCA mathematics passing rate.
 4. Finally, the district identified eleventh grade mathematics as an area for improvement. The eleventh grade students have only met or exceeded the state average five out of the past fifteen years.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards*
 - *Process to disaggregate data by student group*
- Improve student mathematics and reading scores on the Minnesota Comprehensive Assessments and exceed the state average score at all levels. Assessing and evaluating progress will be monitored by teachers throughout the year through using supplemental tests and observations. The elementary students will also use the STAR reader test at least two times per year (fall and spring), NWEA tests for students in grades K-3, and Study Island computer program for students in grades 3-6 to provide additional assessment information for the teachers and students. The high school students will have guided study times to work on specific areas of weakness identified by their teachers. Scores on the Minnesota Comprehensive Tests will be used to determine if the goal was met.
- Benchmarks for each subject area will be determined at the beginning of the year for each student and individual goals were set. Progress will be collected throughout the year to collect data using the tests mentioned above and the use of the Minnesota Comprehensive Assessment will be the final mark to see if progress was made.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*
- Nevis Public School has a curriculum committee that meets throughout the school year. Each year the committee examines one or more curricular areas, on a seven-year rotation. In this way each subject area is examined for up to date course offerings at all grade levels. Each subject area is able to purchase new material at the end of its seven-year review.
- During the teacher observation/evaluation the principal will utilize a system that ensures that teachers are incorporating classroom procedures that are shown to improve student learning and overall knowledge. The Nevis Principal uses the Charlotte Danielson's Framework for Teaching as the baseline for all teacher evaluations.
- Probationary Teachers--Evaluation of probationary teachers will occur at least three times during the first three years of a probationary teacher's contract with the district. Continuing contract teachers will be comprehensively evaluated at least once every three years with a formal observation. Periodically, "walk-throughs" are conducted and self-assessments, along with peer assessments. The point system used by the principal will incorporate a metric of at least 35% of the evaluation focused using data to improve student achievement (25% assessments which show student growth, 10% on efforts towards the school districts goals). The teacher will identify evidence of longitudinal student engagement data.
- The principal will receive an annual evaluation by the superintendent of schools. As a part of the evaluation, the principal provides a self-evaluation and the principal is evaluated using a model developed in conjunction with the Minnesota Department of Education, the Minnesota Elementary Principals' Association and the Minnesota Secondary Principals' Association. This evaluation focuses on these areas: Strategic Leadership, Instructional Leadership, Managerial Leadership, Cultural Leadership, Communications Leadership, School Community Leadership and Ethical and Professional Leadership. The system used by the superintendent will ensure that 35% of the evaluation will focus on using data to improve student growth and efforts to achieve the districts academic/non-academic goals.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

Nevis School offers a wide range of technology to assist with learning and to keep our students and staff at the forefront of technological advances. Included in this list: SmartBoards in every classroom, three computer labs with desktop computers, 1 – 1 tablet/laptop for every student K-12. Computer carts in junior high classrooms, and classroom sets of portable devices for Pre-Kindergarten and Early Childhood classes.

The district hired a technology integrationist on a part-time basis in the 2015-2016 school-year. The technology integrationist will provide training and mentoring to increase classroom and district use of technology to students and staff. Nevis staff are required six hours of technology training annually to enhance technology in their curriculum. Nevis schools are implementing a sequence of curriculum for digital citizenship for our students.

Technology areas of interest were identified through our professional learning communities:

- Creating grade specific instruction that helps implement technology into the classroom
- Increasing technology skill offerings throughout the school year
- Utilize peer coaching to increase technology expertise for all skill levels

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

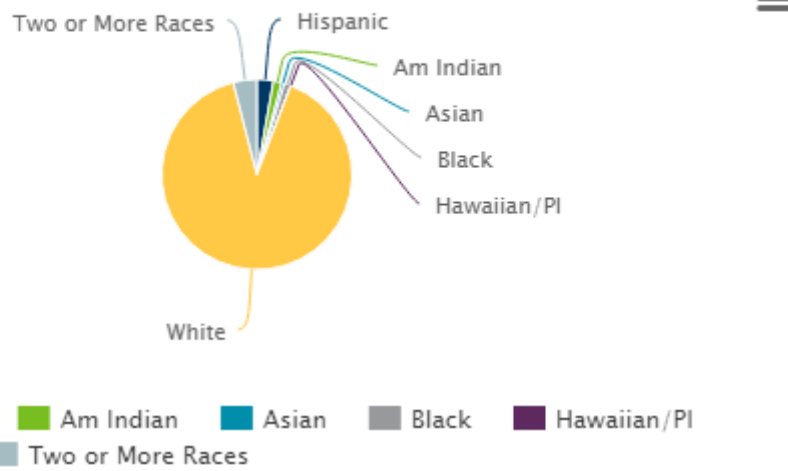
1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.
 - District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.
 - Include how the district reviews data to examine the equitable distribution of teachers.
 - Strategies used to improve students' equitable access to experienced, effective and in-field teachers.

Nevis Public School Demographics

2017 Enrollment by Race/Ethnicity



Race/Ethnicity	Count	Percent
Hispanic/Latino	18	2.8%
American Indian/Alaska Native	9	1.4%
Asian	3	0.5%
Black/African American	7	1.1%
Native Hawaiian/Pacific Islander	0	0.0%
White	579	90.2%
Two or More Races	26	4.0%
All Students	642	100.0%



The Nevis Public School is a two section school. All students will have equal access to every staff member throughout their elementary and high school careers. In our elementary, we have only one teacher with less than three years on experience. All other teachers are experienced, tenured teachers. In our high school, we have one new teacher, the rest of the teaching staff are experienced teachers. Throughout a student’s career here at Nevis Public School, they will have taken courses from all of our staff.