

World's Best Workforce Plan

*Hendricks
Public School*

2018-2019

*Superintendent: Bruce Houck
Elementary/Secondary Principal: Paul Chick*

[ISD 402]



The 2018-2019 World's Best Workforce Plan was approved by the Hendricks School Board on December 18, 2018. It was prepared to inform the public regarding our school district's commitment to quality education and developments in curriculum, instructional practices and student learning throughout the district. The Hendricks School District continues to implement the new state standards, graduation requirements and the expansion of the Minnesota Comprehensive Assessments.

Philosophy & Mission

We, at Hendricks Public School District, work hard to focus on delivering a quality education for your student. To be successful in today's world, students need to be able to function in an appropriate manner behaviorally and socially. Parents and teachers need to work together to guide students in making appropriate choices, develop character traits, and achieve academically.

Our school district mission is "Hendricks Public School...where learning empowers students to become creative thinkers, problem solvers, and life-long learners, well versed in basic skills as well as life skills, effective citizens and productive caring members of society." We strive to provide your child with the opportunity to grow and to develop for success in today's world and offer instructional programs to assist each child in his or her learning needs.

With our tradition of excellence, the vision of our school is to provide a strong skill-based curricular system that empowers students with the use of technology that meets the individual needs of the students along with a family centered environment.

2018-2019 District & School Goals

To have students ready for Kindergarten
Achieving literacy for all students in Third Grade
Closing the Achievement gap for all students
Helping students be ready for careers or post-secondary by graduation

2018-2019 District & School Data

Assessment and Evaluation Tools and Results:

The Hendricks school district currently administers the Minnesota Comprehensive Assessments (MCAIII) and Minnesota Test of Academic Skills (MTAS). These tests provide both a formative and summative measurement, which are used as guides when making plans for curriculum and instruction. These tests are an essential tool for aligning our curriculum with the Minnesota State Standards. Minnesota Comprehensive Assessments are given to students in grades 3 through 8 as well as high school.

SUBJECT	GRADES ASSESSED
Math	3-8 & 11
Reading	3-8 & 10
Science	5, 8 & HS (after a completed Biology course)

Spring 2018 was:

- The 5th administration of the Math MCA-III for grades 3-8;
- The 2nd administration of the Math MCA-III for grade 11;
- The 3rd administration of the Reading MCA-III for grades 3-8, & 10;
- The 4th administration of the Science MCA-III for grades 5, 8, & HS (after completion of Biology course).

2019-2020 Demographics

Enrollment by Ethnicity & Special Population	Hendricks Elementary Grades K-6	Hendricks Secondary Grades 7-12
American Indian/Alaskan Native	0.0%	0.0%
Asian/Pacific Islander	0.0%	0.0%
Hispanic	5.4%	0.0%
Black, not of Hispanic origin	1.8%	0.0%
White, not of Hispanic origin	92.9%	100.0%
English Learner	0.0%	0.0%
Special Education	16.1%	19.4%
Free/Reduced Priced Lunch	42.9%	61.3%
Total Students	86 students	33 students

2017-2018 State Test Results

2011-2012 was the first year that Hendricks Secondary was in session.

District 402–Hendricks		Reading Data Source: MDE Data Reports, Secure Reports, Test Results Summary, All Schools, MCA-III, Reading, October 1 Scores											
		Proficiency Performance Goals - READING											
District No.	District	2012 Data			2015	2015 Data			16	2016 Data			
		# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	
402	Hendricks	39	29	74.4	56	43	28	65.1	69.0	45	31	69.9	
		2017			2017	2017 Data			2018	2018 Data			
		# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	
					72	38	8.0	73.70	67.5	46	31.0	67.40	
		Math Data Source: MDE Data Reports, Secure Reports, Test Results Summary, All Schools, MCA-III, Math, October 1 Scores											
		Proficiency Performance Goals - MATH											
District No.	District	2012 Data			2015	2015 Data			2016	2016 Data			
		# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	
402	Hendricks	40	25	62.5	66	47	23	48.9	60.0	44	27	61.4	
		2017			2017	2017 Data			2018	2018 Data			
		# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	Goal Proficiency Rate	# Oct 1st Students Tested	# Oct 1st Proficient Students	% Proficient	
					66	37	27.0	73.00	68.0	43	24.0	57.10	

Graduation-Required Assessments for Diploma (GRAD)

Graduation assessment requirements are based on when students first enrolled in grade 8. See the Minnesota Tests webpage on the Minnesota Department of Education website for more information <http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/index.html>.

Other State & District Standardized Assessments

District 402 uses a variety of tests to measure student achievement and performance to determine student ability and evaluate curriculum:

- ❖ MTAS (Minnesota Test of Academic Skills) - The Minnesota Test of Academic Skills is Minnesota’s new alternative assessment based on alternative achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum. GRADES 3-8 & High School
- ❖ STAR Assessments—The STAR Assessments are computer-adaptive tests used to assess a student’s early literacy, reading, & math capabilities. STAR Early Literacy is for grades Pre-K-3 students & addresses the following domains: general readiness; graphophonemic knowledge; phonemic awareness; phonics; comprehension; structural analysis; & vocabulary. STAR Reading is for grades K-12 students & addresses the following domains: word knowledge & skills; comprehension strategies & constructing meaning; analyzing literary text; understanding author’s craft; & analyzing argument & evaluating text. STAR Math is for grades 1-12 students & addresses the following domains: number & operations; algebra; geometry & measurement; & data analysis, statistics, & probability.

Grades 3-8 include the student's progress from grade to grade. Student scores are converted to a Student Progress Score is compared to Goal Progress Scores at each grade for which testing data are available. Progress scores are not reported for science.

Student Supports

- Title I support services in small group or one-to-one tutoring and instruction.
- Special Education services are also provided to students who qualify for a one-to-one paraprofessional or teacher.
- FAST progress monitoring
- Data driven decision-making using classroom and school program (STAR, FAST)
- Alignment and implementation of Minnesota Academic Standards
- Technology resources – 1:1 Chromebook 3-12, computer lab, Smartboard
- After school enrichment program
- ALC
- Online School
- Vocational classes for high school students
- Local Literacy Plan
- School Readiness Plan
- Student Transition Plan to College & Career Readiness
- Q-Comp
- School Improvement Plan
- Continuous Improvement Monitoring Progress Plan

Teacher & Principal Supports

School as a Learning Community:

- Recognize the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional and developmental growth of all students.
- Indicators of student growth will include standardized test data to meet accountability requirements.
- Students are assigned to teachers based on need, and with one section school students are treated equally.
- All staff participate in Professional Learning Communities (PLC) once a week with the goal for the 2018-19 school year in Reading.

Evaluation Process:

- Provide feedback to promote a high level of performance and support personal and professional growth.
- PLC's review data of each student and interventions are intentional based on the data.
- Mentoring is a requirement for teachers in their first three years in Hendricks Public School as determined by the principal.
- Non-tenured teachers are evaluated three times a year and tenured teachers are evaluated one time a year.
- Charlotte Danielson model is used for teacher evaluation
- Principals are evaluated by the superintendent once a year.

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Continuous Progress & Goal-Setting:

- Support district continuous progress and connect with our Q-Comp school and district improvement goals.
- Align building and district goals with the vision of the school district.
- Accomplished through data collection and student engagement.

Systemic, Building & District Supports

The District Advisory Committee advises the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues.

Staff development/instructional goals:

Four main staff development and general instructional goals continue to be addressed.

1. Developing Professional Learning Communities
2. Increasing the use of technology in the classroom
3. Aligning each teacher's instruction with the Minnesota State Standards
4. Using the Formative Assessment process.

These goals are addressed and reviewed at all staff development workshops as a means of improving instruction and student learning and ultimately to improve test scores.

Best Practice Strategies & Action Steps

Curriculum Best Practices

The Hendricks School District has adopted resources that align with the Minnesota Academic Standards in Reading, Math, Social, and Science. The Hendricks Public Schools' teachers have designed, and will continue to create, curriculum maps which are available upon request.

Curriculum design allows teachers in the Hendricks District to access standards from other grade levels & content areas, share the content and skills that are taught in each grade level, and align to state standards throughout. Analysis of the PreK-12 design involves searching for and finding gaps and repetitions within the curriculum and then fixing those issues through adapting the maps.

The Hendricks School District will continue to monitor and review the current curriculum on a seven-year cycle to ensure the implementation of best practice models. Data from the MCA assessments, as well as data from other district testing, will be reviewed to enhance the curriculum and instructional practices.

Highly Qualified Teachers

As of August 2018, all teachers employed by the Hendricks Public School District are certified and teaching in their licensure areas. All Title I paraprofessionals have completed a professional portfolio to meet the highly qualified requirements.

Broad Goals

SMART-Goals & summary of results that include impact on:

- All Students Ready for Kindergarten
- Improvement Program Strategies- Preschool
- To continuously improve ECFE and preschool participation and outreach to foster family engagement with the school and help with teaching preschool and parent education to families the district serves. Current participation is strong.
- Continue improvement of pre-school screening and provide necessary support services for families or interventions to achieve readiness.

- **All Students in Third Grade Achieving Grade-Level Literacy**
 - **Overarching Goal:** All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs). The Hendricks School District will increase third grade achievement in reading and math by 5% each year.
 - **Objectives:** Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available. The Hendricks staff reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention. Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed. Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan. Professional Learning Communities analyze the effectiveness of current literacy practices. Special attention will be paid to achievement gaps. Best practices will be shared. Extended day programs will be utilized to provide targeted assistance to help students in grades 1-6 who are struggling and at-risk students achieve grade-level proficiency.
 - **See the Hendricks Public School website for the full Local Literacy Plan.**

- **Closing Achievement Gap(s)**

It is the goal of the district to reduce the achievement gap by 5% of the free and reduced subgroup.

- Research-based interventions that include formative assessment practices to reduce achievement disparities 5% based on race as measured by student progress on state reading and math assessments aligned with the districts World's Best Workforce Plan.
- **All Students Career- & College-Ready by Graduation**
 - Students will have access to at least 10 college credits while requiring one class to be taken during HS. The district will continue to work with partnerships (SMSU and online courses via MNVSS) to provide students as many post-secondary courses as possible).
 - There were 10 college credits available for students for college credit.
 - All students in grades 7-12 will visit post-secondary institutions and a local business to explore career and educational opportunities

Hendricks Public School welcomes any feedback that you may have regarding this report or the work being done within District 402. Parent input is not only encouraged, it is necessary for building a strong foundation for high-achieving citizens. Your opinions matter. Please direct questions and comments to your Superintendent, Bruce Houck, or any School Board members.

CONTACT US

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Minnesota Department of
Education

Achievement and Integration (AI) Progress Report 2015-2017

District ISD# and Name: ISD#402 Hendricks Public School

Racially Identifiable School site: Lynd

If you have been notified by MDE that you have a Racially Identifiable School (RIS) please complete a Progress Report for each RIS.

Document prepared by:

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Title: Superintendent

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Phone: 507-275-3115

2015 Date submitted: 1/130/2015 **2016 Date Submitted:** 12/12/16 **2017 Date Submitted:** 08/25/2017

Annual Public Meeting

AI districts are required to hold a public meeting to report on progress toward their plan goals. This meeting should take place at the same time as your World's Best Workforce (WBWF) annual meeting. In the table below, please provide the date of your district's WBWF/AI meeting for the year you are reporting on.

AI Report on District Website

At least thirty days prior to your district's annual WBWF/AI meeting, a district must post the following on its website: the district's AI plan, analysis of progress toward that plan's goals, relevant student performance data, and other longitudinal data. Provide a link to that website in the table below.

Required Information	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Enter date of public meeting	September 15, 2015	November 15, 23016	August 15, 2017
Enter link to AI report	www.hendrickspublicschools.org	www.hendrickspublicschools.org	www.hendrickspublicschools.org

Instructions: Please provide the information requested below to document progress toward the goals in your approved Achievement and Integration Plan for your district and RIS.

I. Achievement SMART Goal Statement(s)

Increase NCE by 1.2 NCE and Increase MCA by 4% in Reading.

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A. Reading Proficiency INCREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if Yes	Year 2 2015-16 Goal	Actual	On Track? Check box if Yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if Yes	Total Increase
All students	30.4	34.4	50	<input checked="" type="checkbox"/>	55	73.2	<input checked="" type="checkbox"/>	Yes	73	73.0	<input checked="" type="checkbox"/>	0
Protected Class	40	44	42.9	<input checked="" type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	50	56.3	<input checked="" type="checkbox"/>	12
American Indian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Hispanic				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Black				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
White	46.2	50.2	52.2	<input checked="" type="checkbox"/>	57	70.5	<input checked="" type="checkbox"/>	Yes	72	72.2	<input checked="" type="checkbox"/>	2.2
Non-FRP	56.3	57.3	82.6	<input checked="" type="checkbox"/>	82	75.1	<input checked="" type="checkbox"/>	Yes	77	77	<input checked="" type="checkbox"/>	0
FRP	40	44	42.9	<input checked="" type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	48	56.3	<input checked="" type="checkbox"/>	12

B. Reading GAP DECREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if Yes	Year 2 2015-16 Goal	Actual	On Track? Check box if Yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if Yes	Total Decrease
All students	50.4	34.4	50	<input checked="" type="checkbox"/>	55	73.2	<input checked="" type="checkbox"/>	Yes	73	73	<input checked="" type="checkbox"/>	0
Protected Class	40.	36	42.9	<input type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	48	56.3	<input checked="" type="checkbox"/>	12
American Indian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Hispanic				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if Yes	Year 2 2015-16 Goal	Actual	On Track? Check box if Yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if Yes	Total Decrease
Black				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
White				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Non-FRP	40.	36	42.9	<input type="checkbox"/>	46	44.4	<input checked="" type="checkbox"/>	Yes	48	56	<input checked="" type="checkbox"/>	

C. Provide a short description of progress toward the achievement goal for your district and RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

Year 1 2014-15	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Lynd. We
Year 2 2015-16	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Lynd. We
Year 3 2016-17	We had a decrease in the number of students taking part in the summer program since RTR did not take part. We did see an increase

II. Achievement SMART Goal Statement(s)

Increase NCE by 1.2 NCE and increase MCA by 4% in Math.

A. Mathematics Proficiency INCREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if Yes	Year 2 2015-16 Goal	Actual	On Track? Check box if Yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if Yes	Total Increase
All students	30.4	34.4	50.0	<input checked="" type="checkbox"/>	55	61.4	<input checked="" type="checkbox"/>	Yes	65	73	<input checked="" type="checkbox"/>	12
Protected Class	32.8	36.8	50	<input checked="" type="checkbox"/>	53	50	<input checked="" type="checkbox"/>	Yes	54	53.3	<input checked="" type="checkbox"/>	3
American Indian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Hispanic				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Black				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Increase
White	32.6	36.6	52.2	<input checked="" type="checkbox"/>	57	62.8	<input checked="" type="checkbox"/>	Yes	61	71.4	<input checked="" type="checkbox"/>	9
Non-FRP	30.	34.	54.2	<input checked="" type="checkbox"/>	58	60	<input checked="" type="checkbox"/>	Yes	64	71	<input type="checkbox"/>	11
FRP	32.8	36.8	50	<input checked="" type="checkbox"/>	50	53	<input type="checkbox"/>	Yes	54	53.3	<input checked="" type="checkbox"/>	3

B. Mathematics GAP DECREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Decrease
All students	30.4	34.4	50	<input checked="" type="checkbox"/>	57	62.8	<input checked="" type="checkbox"/>	Yes	61	73.2	<input checked="" type="checkbox"/>	11
Protected Class	2.8	+2.8	4	<input checked="" type="checkbox"/>	+3	0	<input type="checkbox"/>	No	+3	0	<input type="checkbox"/>	0
American Indian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Asian				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Hispanic				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Black				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
White				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
Non-FRP	-2.8	0	4.2	<input checked="" type="checkbox"/>	+4	0	<input type="checkbox"/>	Yes	+4	+11	<input checked="" type="checkbox"/>	11
FRP	+2.8	0	0	<input checked="" type="checkbox"/>	+3	0	<input type="checkbox"/>	No	+4	0	<input type="checkbox"/>	0

C. Provide a short description of progress toward the achievement goal for your district and RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

Year 1 2014-15	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Hendricks.
Year 2 2015-16	The summer program went well and it mingled a larger than expected number of minority students with those from RTR and Lynd. It is
Year 3 2016-17	The summer program went well considering that RTR did not take part on the summer programming. We increase the minority population

III. Integration SMART Goal Statement(s)

Student interaction and parent survey of value of the program for the three areas covered.
 To improve the interaction between the students of the Racially Isolated district—survey will show a 70% approval of the program.

A. Provide a short description of progress toward the integration goal for your district or RIS: (explain what is going well, what you have learned, areas of strength, and areas of concern)

Year 1 2014-15	We surveyed the parents of the students who attended the four week session and 81% of the parents approved the program for hte
Year 2 2015-16	We surveyed the parents of the students who attended the four week session and 80% of the parents approved the program for hte
Year 3 2016-17	We surveyed the parents of the students who attended the four week session and 84% of the parents approved the program for the

B. Indicate level of progress that has been made toward achieving your integration goal(s) above:

Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
<input checked="" type="checkbox"/> Goal has been achieved. <input type="checkbox"/> Significant progress toward reaching goal by end of plan. <input type="checkbox"/> Some progress toward reaching goal. <input type="checkbox"/> Not making progress as expected. <input type="checkbox"/> Other- please explain:	<input checked="" type="checkbox"/> Goal has been achieved. <input type="checkbox"/> Significant progress toward reaching goal by end of plan. <input checked="" type="checkbox"/> Some progress toward reaching goal. <input type="checkbox"/> Not making progress as expected. <input type="checkbox"/> Other- please explain:	<input checked="" type="checkbox"/> Goal has been achieved. <input type="checkbox"/> Significant progress toward reaching goal by end of plan. <input checked="" type="checkbox"/> Some progress toward reaching goal. <input type="checkbox"/> Not making progress as expected. <input type="checkbox"/> Other- please explain:

III. Longitudinal Data Analysis. Choose one of the options below—either A, B, or C.

All districts are to report on one of the longitudinal data sets in A, B, or C below based on its relevance to the goals in the AI plan for your district and RIS. Districts may also report on college and career readiness as listed in D below (Minn. Stat. 124D.861 supd.3 (d)).

A. School enrollment choices impacted by your AI plan:

School enrollment choices		Year 1 2014-2015 Number and percent of enrolled students	Year 2 2015-2016 Number and percent of enrolled students	Year 3 2016-2017 Number and percent of enrolled students
Intradistrict choice with transportation provided by district.		0	0	0
Intradistrict choice with transportation provided by family.		0	0	0
Cross-district enrollment through AI school choice program; transportation provided by district.		63	65	67
Cross-district enrollment through AI school choice program; transportation provided by family.		0	0	0

Trends in school enrollment choices, or other comments about what is going well, what have you learned include areas of strength and areas of concern and why:

Year 1 2014-15	We have increased our number of new students by 20% for the previous year. While we gained that number of new students we have
Year 2 2015-16	We have increased our number of new students by 16% for the previous year. While we gained that number of new students we have
Year 3 2016-17	We have increased our number of new students by 16% for the previous year. While we gained that number of new students we have

B. The number of World Language Proficiency certificates awarded:

Type of Certificates	Year 1 2014-2015 Number of Certificates Awarded	Year 2 2015-2016 Number of Certificates Awarded	Year 3 2016-2017 Number of Certificates Awarded
	N/A	N/A	N/A

C. Indicators of school safety, students' engagement and connection at school: Results could include state and local school climate, health and safety surveys disaggregated by student groups and grade levels as included in the Minnesota Student Survey.

Year 1 2014-15	We do not take the Minnesota Student Survey. Students are taking part in the after school program was significant of the students who
Year 2 2015-16	We do not take the Minnesota Student Survey. Students are taking part in the after school program was significant of the students who
Year 3 2016-17	We do not take the Minnesota Student Survey. Students are taking part in the after school program was significant of the students who

D. OPTIONAL Data on student's progress toward college and career readiness or rigorous course work completed: Results could include 8th grade MCA math proficiency scores, participation in AP/IB courses by student group, and/or ACT performance and proficiency scores by student group.

Year 1 2014-15	N/A
Year 2 2015-16	N/A
Year 3 2016-17	N/A

IV. Cross-District Integration or Intra-district Integration for Racially Identifiable Schools

Please summarize the impact of the interventions you are implementing with other districts in your integration collaborative. For a racially identifiable school summarize the impact of integration interventions for that school. Briefly describe how this work has enabled your district to realize racial and economic integration and increase academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds.

Year 1 2014-15	The impact of the activities for the isolated district is the creation of equitable educational opportunities for the students. The students
Year 2 2015-16	The impact of the activities for the isolated district is the creation of equitable educational opportunities for the students. The students
Year 3 2016-17	The impact of the activities for the isolated district is the creation of equitable educational opportunities for the students. The students

Please return this completed progress report by **December 15 of each plan year** to mde.integration@state.mn.us. **Electronic submission is required.**

Submit general questions to Office of Equity and Innovation staff at mde.integration@state.mn.us.