

Nevis Public School District #308

World's Best Workforce Report

Minnesota Statute 120B.11

2022-2023

Learning together...
Achieving quality together



School Board

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What is the World's Best Workforce (WBWF)?

The **World's Best Workforce bill** was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Why is Minnesota focused on this idea?

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important for a number of reasons:

- Our population is aging.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.

How will we measure progress?

Each district will create their own plan to align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

- Closing the gap by student group
- MCA scores
- High school graduation rates
- Career and college readiness

(Excerpt from the Minnesota Department of Education "World's Best Workforce" Web page)

TABLE OF CONTENTS

Nevis Public School District Enrollment.....	p. 4
Nevis School District Assessments per Grade Level.....	p. 5
Nevis Public School Multi-Tiered Systems of Support.....	p. 6-7
Nevis Public School Improvement Goals.....	p. 8-9
Nevis School Student Achievement Goals.....	p. 9-10
Alternative Delivery of Specialized Instructional Services (ADSIS).....	p. 10-12
Nevis Public School Barton Reading	p. 13
Nevis Teacher Professional Development.....	p. 14
Nevis School Climate Goals.....	p. 15
Electronic Learning Days (E-Day).....	p. 15

Nevis Public School District Enrollment

2022-2023

Grade	Total
K	40
1	35
2	45
3	42
4	46
5	37
6	47
Total	292

Grade	Total
7	44
8	40
9	45
10	53
11	39
12	36
Total	257

Nevis School District Assessments Per Grade Level

Grade(s)	Test	Purpose
3-8 & 10	Minnesota Comprehensive Assessment (MCA)-Reading	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Reading.
3-8 & 11	MCA-Math	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Mathematics.
5, 8 & 10	MCA-Science	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Science.
K-6	Northwest Evaluation Association (NWEA)	Determines a student's strengths and weaknesses in Math and Reading. K-2 students test three times a year. Select students in 3-6 who need additional support test three times a year. All students in K-6 test reading in the fall.
1-6	STAR	Determines a student's range of effective reading skills.
11	ACCUPLACER	Determines academic skills in relation to college readiness.
10 & 11	Pre-ACT	Determines a student's college readiness, and placement of their ACT.
11	Armed Service Vocational Aptitude Battery (ASVAB)	Used by the military in determining a student's aptitude & strengths in academic and vocational/occupational skills.
10 & 12	ACT	Determines a college bound student's strengths for college placement.

Nevis Public School Multi-Tiered Systems of Support

Students: Nevis Public School offers a wide range of student support that is specifically intended to assist all students as they progress through their school career. These supports include:

Support Category

Special Education: The Special Education program spans the years from 3-year-old Early Childhood to 21 years of age. This program assists approximately 18.4% (118 of 640) students through 12th grade. There are seven Special Education teachers in Nevis.

Title Services: Title services are provided to Kindergarten to 6th grade students who do not qualify for Special Education, but are behind their age group in either Reading or Math. There are two Title teachers.

Media Center: The Media Center (library) offers a wide range of services to all students K-12 including the traditional lending of books, assistance with audio-visual resources and the newer technology products in use throughout the school. The library is staffed by one Educational Assistant.

School Based Social Workers: There are two Social Workers in Nevis Public School. Assistance with both short and long term social/emotional issues as well as academic assistance are provided in Kindergarten to 6th grade and from 7th to 12th grade.

Children's Therapeutic Services and Supports (CTSS): CTSS is a flexible package of mental health services for children who require varying therapeutic and rehabilitative levels of intervention. CTSS addresses the conditions of emotional disturbance that impair and interfere with an individual's ability to function independently.

Academic Advisor: A part time academic advisor is available to high school students. The job assignment includes: academic help/preparation, college and post high school applications, scholarship applications, and assistance with other post high school student issues.

Barton: The Barton System was designed for students of any age who have, or are suspected of having dyslexia. Students with dyslexia struggle to easily and accurately decode words when reading, are slow and inaccurate readers, and have always struggled with spelling, especially when writing sentences, stories, and compositions. One Educational Assistant offers this service to students K-6.

Alternative Delivery of Specialized Instruction Services (ADSIS): The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing support early to struggling students.

Nevis Elementary focused on readers who are reading below grade level in grades K-6. These students are identified by NWEA fall test scores, teacher input, and monitoring progress throughout the school year. The students deemed eligible are given small group interventions and grouped to their ability.

Teachers and Principal

Curriculum Planning: Nevis Public School has a Curriculum Assessment Instruction Team (CAIT) committee that meets throughout the school year. Each year the committee examines one or more curricular areas on a 7-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 7-year review. (See the chart below)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Plan & Purchase	English/ Reading	World Language/ Art/ Music/ Student Services/ Special Topics	Industrial Technology/ Business/ Special Education/ School to Work	Health/ PE/ Early Childhood/ Extra- Curricular	Science	Social Studies	Math
Implement	Math	English/ Reading	World Language/ Art/ Music/ Student Services/ Special Topics	Industrial Technology/ Business/ Special Education/ School to Work	Health/ PE/ Early Childhood/ Extra- Curricular	Science	Social Studies
Reflect & Evaluate	Social Studies	Math	English/ Reading	World Language/ Art/ Music/ Student Services/ Special Topics	Industrial Technology/ Business/ Special Education/ School to Work	Health/ PE/ Early Childhood/ Extra- Curricular	Science

Note: Special Topics can be added in any year. Permanent additions include: Student Services, Special Education, School to Work, Early Childhood and Extra Curricular programming.

Nevis Public School Improvement Goals

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goal 1: All Students Ready for School

Goal: The goal is for every 4-year-old to achieve the required benchmarks for Kindergarten readiness.

Results: 89.2% (33 out of 37) 4-year-old students met the required benchmarks for Kindergarten readiness.

Goal 2: All Students in Third Grade Achieving Grade-Level Literacy

Goal: Nevis School third graders will achieve the state average on the 3rd grade reading MCA.

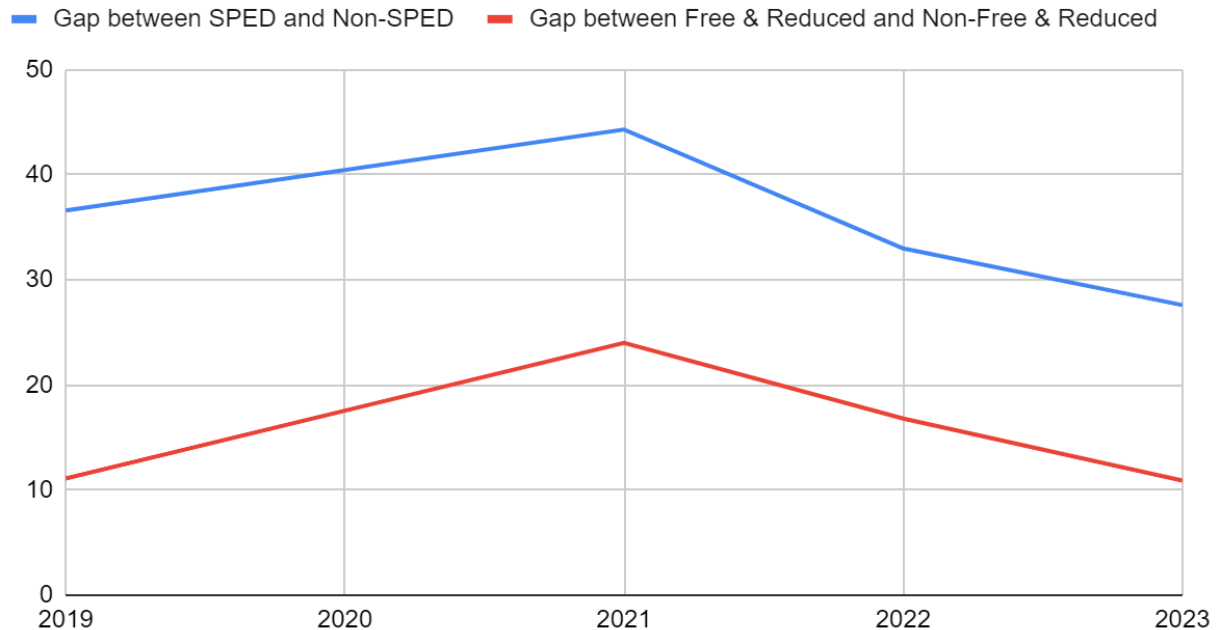
Results: In the spring of 2023, Nevis 3rd graders did achieve the goal, (25/42) 59.5%. The state average was 47.4%, which would be 20/42.

Goal 3: Close the Achievement Gap(s) Between Student Groups in Reading

Goal: Increase the overall rate of attendance in the high school with our tier two and tier three students. Attendance and achievement are closely related. Nevis has an established mentoring and monitoring system for our tier two and tier three students. Teachers were to make weekly contact with these students. We are closely monitoring our Special Education and free and reduced lunch students compared to general education students.

Results: Nevis school district closed the gap in both areas; special education and free and reduced lunch students.

Achievement Gap



Goal 4: All Students Career- and College-Ready by Graduation

Goal: 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 Pre-ACT, ASVAB and ACT, college visits and counseling with the district's academic advisor.

Results: Every senior met with the academic advisor who assisted students in career planning and post-secondary planning. 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 postsecondary plans. The class is required for graduation from Nevis High School. Nevis high school also offers CNA classes, for students looking at going into the medical field, and a Trades class, which exposes students to a variety of trades in the area. The result is that all students are given the opportunity to explore career interests and make post-secondary plans.

Goal 5: All Students Graduate

Goal: Because of Nevis School's small size our annual goal is to graduate 100% of the students. This is both realistic and achievable.

Results: Nevis had 35/38 students graduate in May, resulting in a 92.0% graduating rate. The three seniors that didn't graduate are our super seniors. Using MDE's four year average graduation rate, Nevis was 40/48, resulting in a 83.3% graduation rate.

Nevis Public School Student Achievement Goals

Vision Statement: The Nevis Schools will be an educational system that promotes independent learning as a lifelong process, develops confident & critical thinkers, and helps students to maximize their potential to be productive members of their vocation, community, and family.

Student Achievement- Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach.

District Wide 2022-23:

Goal 1- Provide consistent, up-to-date curriculum at every grade level.

- a) Develop the charter for the C.A.I.T Committee (Curriculum Assessment Instruction Team)
- b) Verify that curriculum is meeting state standards by mapping curriculum K-12

Goal 2- Increase student engagement with technology to inform classroom instruction.

Elementary:

Goal 1- Continue to increase student Reading proficiency as measured by the 2023 Spring MCA III assessment.

Goal 2- Continue to increase student Mathematics proficiency as measured by the 2023 Spring MCA III assessment.

Goal 3- Increase attendance rate for identified Tier 3 (17+ days) students.

Secondary:

Goal 1- Maintain/increase course offerings

- a) Maintain current college course offerings
- b) Research adding more technically focused courses

Goal 2- Increase attendance rate for identified Tier 3 (17+ days) students

Goal 3- Continue to increase student Reading proficiency as measured by the 2023 Spring MCA III assessment.

Goal 4- Continue to increase student Mathematics proficiency as measured by the 2023 Spring MCA III assessment.

Alternative Delivery of Specialized Instructional Services (ADSIS)

During the 2022-23 school, Nevis Elementary focused on readers who were reading below grade level. These students were identified by NWEA fall test scores, teacher input, and monitoring progress throughout the school year. The students who deemed eligible were given small group interventions and grouped to their ability.

Summary: Students are identified into three different Tiers. The different Tiers are identified as the following:

Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Students that were targeted in the Alternative Delivery of Specialized Instructional Services (ADSIS) were students who were on the lower part of the Tier 2 level and were on the border of being on Tier 3. These students were ability grouped and the interventions identified their areas of needs through the Northwest Evaluation Association (NWEA) MAPS assessment. This assessment broke down the reading portion into three different strands – 1. Literature, 2. Vocabulary Acquisition and Use, and 3. Informational Text.

ADSIS students were pulled out of class during non-instructional time and were intervened with 2-5 times a week depending on their academic need. The students were typically assessed three times a year during the Fall, Winter, and Spring.

All Kindergarten students received additional support in reading through the ADSIS program. These students were pulled by the Title I and ADSIS teachers during their non-instructional time. These interventions included letter identification, letter sounds, sight words, and reading fluency depending on the students ability.

The following chart shows their growth from Fall to Winter/Spring.

Grade	Fall NWEA Score	Winter/ Spring NWEA Score	Growth	Benchmark		Grade	Fall NWEA Score	Winter/ Spring NWEA Score	Growth	Benchmark
K	126	151	25	153		1	146	169	23	171
K	134	146	12	153		1	149	169	20	171
K*	134	153	19	153		1	148	153	5	171
K	135	152	17	153		1	160	167	7	171
K*	137	159	22	153		1	146	162	16	171
K	138	149	11	153		1	151	160	9	171
K*	138	162	24	153		1*	154	173	19	171
K*	139	160	21	153		1	146	161	15	171
K*	139	154	15	153		1*	142	185	43	171
K*	139	159	20	153		1*	136	195	59	171
K*	139	155	16	153		1	149	170	21	171
K	139	152	13	153		2	147	165	18	185
K*	140	156	16	153		2	184	196	12	185
K*	145	168	23	153		2	144	167	23	185
K*	145	160	15	153		2*	180	193	13	185
K*	145	165	20	153		2*	151	185	34	185
K*	150	175	25	153		2	157	183	26	185
K*	153	161	8	153		2*	162	191	29	185
K*	157	175	18	153		2*	165	187	22	185
K*	185	200	15	153		2	161	175	14	185
K*	165	187	22	153		2	173	183	10	185
K	132	142	10	153		2	162	179	17	185
K	134	150	16	153		2	152	175	23	185
K	135	151	16	153		2*	166	191	25	185
K*	135	153	18	153		2	149	182	33	185
K*	136	158	22	153		2	156	177	21	185
K*	136	158	22	153		2*	150	190	40	185
K*	137	155	18	153		2	150	172	22	185
K*	139	155	16	153		3	178	190	12	193

K*	140	158	18	153		3	153	189	36	193
K	141	150	9	153		3	173	181	8	193
K*	141	163	22	153		3	180	186	6	193
K*	143	154	11	153		3	157	179	22	193
K	143	151	8	153		3*	182	196	14	193
K*	146	162	20	153		3	178	189	11	193
K*	147	159	12	153		3	177	188	11	193
K*	147	184	37	153		3	180	179	-1	193
K*	148	153	5	153		3	157	176	19	193
K*	151	160	9	153						
K*	157	170	13	153						
4	171	169	-2	202		5	196	193	-3	209
4	182	196	14	202		5*	210	219	9	209
4	192	190	-2	202		5*	210	219	9	209
4	206	196	10	202		5	193	201	8	209
4	196	198	-2	202		5*	216	216	0	209
4	179	200	21	202		5*	214	219	5	209
4	184	187	3	202		5	193	194	1	209
4	188	195	7	202						
4*	200	206	6	202						
4	213	199	-14	202						
4*	194	210	16	202						
4*	216	212	-4	202						
4*	199	210	11	202						

*** = students achieved benchmark status at grade level.**

Barton Reading Program

The Barton System was designed for students of any age who have, or are suspected of having dyslexia. Students with dyslexia struggle to easily and accurately decode words when reading, are slow and inaccurate readers, and have always struggled with spelling, especially when writing sentences, stories, and compositions.

Summary:

Barton students are screened before entering the program. Once the students are qualified, the students receive interventions during non-instructional time.

Below is a chart showing the progress of these students who are in the Barton program.

Student's Grade	NWEA RIT Score Fall	NWEA RIT Score Winter	Growth	Benchmark
4	181	198	17	202
3	164	170	6	193
1	146	167	21	171

Nevis Teacher Professional Development

Staff Development Committee: The purpose of this committee is to plan staff development.

Principal: Brian Michaelson

Special Education: Leslie Sagen

Early Childhood: Abbie Henry

Elementary Teachers: Michelle Haldeman, Megan Henry

High School Teachers: Melinda Mowder, Kevin Longtin

Paraprofessional: Stephanie Houchin

Staff Development Plan 2022-2023

Staff development goals were developed by the staff development committee based on past data, technology enhancement and discipline, and school climate goals.

Goal 1- Provide high quality professional development opportunities for all staff members.

- a) Teachers- Literacy, Math, Technology, relicensing, Handle with Care, College in the High School
- b) Paraprofessionals- Handle with Care, Literacy, Math, Technology, Behavior Interventions
- c) Support Staff- Technology, Job Specific Training Opportunities, Behavior Interventions
- d) Transportation- Safety, Handle with Care, Behavior Interventions
- e) Continue to build capacity in special education through 'grow your own' initiative

Goal 2- Provide professional development that fulfills the mandatory license renewal.

2020-21: Key Warning Signs of Early-Onset Mental Illness in Children and Adolescents

2021-22: Cultural Competency

2022-23: Positive Behavior Intervention Strategies

2023-24: Reading Preparation and ELL

2024-25: Accommodation, Modification, and Adaptation of Curriculum, Materials and Instruction

2025-26: Suicide Prevention

On Going: Technology

School Climate Goals

Goal 1- Implement school-wide character development and behavior support programs (PBIS, RC).

Discipline Goals:

Goal 1: All elementary teachers will be trained in Responsive Classroom. Classroom teachers will conduct morning meetings, use “Take a Break”, and other discipline strategies from responsive classroom:

- a) Use a universal quiet signal.
- b) Post CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control)
- c) Put up Y-Charts for discipline expectations.
- d) Train our specialist teachers, bus drivers, and paraprofessionals in Responsive Classroom.
- e) Work on incorporating RC teacher language into our teaching.

Annually: All new district employees will be trained in Responsive Classroom and/or PBIS.

Goal 2: Increase horizontal and vertical communication (Teachers, Administration, Community, Students, Families).

Goal 3: Increase interventions to help our Tier 3 students (Top 5% of most referred).

Goal 4: Increase staff morale/team building opportunities.

Electronic Learning Days (E-Days)

The district will now use Electronic Learning Days to make up for up to five days that may be missed due to inclement weather. Students and staff will collaborate electronically to conduct a school day from home when they cannot make it to school due to poor weather conditions. If the internet is not available at home or is not working on E-Day, students may get the missing assignments the next school day to complete, just as students do when they are absent. Students would not be marked absent for the E- Day; however, they would still be responsible for eventually completing the assignments and need to bring a note to be excused, as with any other absence.