

**INDEPENDENT SCHOOL DISTRICT 2071
Lake Crystal Wellcome Memorial Schools**

2012-2013

**Annual Report on Curriculum,
Instruction and Student Achievement**

**Presented to the School Board on _____
Adopted: _____**

ISD 2071 Lake Crystal Wellcome Memorial Schools

2012-2013 Annual Report on Curriculum, Instruction and Student Achievement

Lake Crystal Wellcome Memorial’s Annual Report on Curriculum, Instruction and Student Achievement provides district residents with information about curriculum development and the performance levels of our students. Constituents can access this report on the web at www.isd2071.k12.mn.us. It is also available in printed form from the District Office. Residents may contact the district office or building principals if they have questions or comments.

Curriculum Advisory Committee

LCWM’s Curriculum Advisory Committee (CAC) consists of parents, community members, teachers, administrators and board members. Each meeting’s discussion focuses on curriculum, student achievement, instruction and staff development. Additionally, the committee makes recommendations to the school board regarding new course offerings, credit change requirements or textbook adoption. Members of the 2012-2013 committee, along with their role and the year their term ends, are listed below.

Shelly Blaschko – parent (2013), Candice Burnett – parent (2014), Tom Farrell - superintendent (ongoing), David Gindorff - secondary teacher (2013), Gail Graupman – parent (2014), Kelly Hoeft – board member (2014), Brenda Hohenstein – parent (2013), Lori Hood – board member (2014), Louise Howard – parent (2013), Linda Isebrand – secondary principal (on-going), Billy James – secondary teacher (on-going/rotation with R. Rollings and M. Thofson), Rick Kottke – parent (2013), Cheryl Lantz – parent (2013), Linda Leiding – board member (2014), Devin Moline – elementary teacher (2013), Renee Rollings – secondary teacher (on-going/rotation with B. James and M. Thofson), Sharon Schindle – elementary principal (on-going), Cathy Snow – parent (2013), Mike Thofson – secondary teacher (on-going/rotating with B. James and R. Rollings) and Jennifer Wiens – parent (2013).

Participation on this committee is an effective way to learn about programs and offer input for improvement. District residents who have a genuine interest in education should contact the district office or one of the building principals for more information. New members are welcomed during the fall of each school year.

Graduation Requirements

| Subject | Requirements |
|------------------------------|---------------------|
| English/Language Arts | 3.5 |
| Speech/Applied Communication | 0.5 |
| Math | 3.0 |
| Science | 3.0 |
| Social Studies | 3.5 |
| Arts | 1.0 |
| Health | 0.5 |
| Physical Education | 1.0 |
| Computer Applications | 0.5 |
| Career Education | 0.5 |

| Subject (cont.) | Requirements (cont.) |
|------------------------|-----------------------------|
| Electives | 7.0 |
| Required Credits | 24 |

| Other Graduation Components | Requirements |
|------------------------------------|---|
| Math (passing score required) | MCA II/GRAD: Grade 11 – Students must pass or test three times, whichever comes first. They must receive remedial assistance and wait six weeks between testing sessions. |
| Reading (passing score required) | MCA II/GRAD: Grade 10 – Students must test until they receive a passing score. |
| Writing (passing score required) | MCA/GRAD: Grade 9 – Students must test until they receive a passing score. |
| Community Service Hours | 16 hours (prorated for transfer students; must be submitted during the year they are completed) |

Accountability Testing

The Minnesota Comprehensive Assessments are a series of rigorous state tests given in grades 3-8 and 10 for reading, grades 3-8 and 11 for math and grade nine for writing. Each test measures academic performance against state standards, with the results used as a comparison between Minnesota schools, as a tool to inform parents and teachers of student progress and as an indicator of curriculum effectiveness.

Students are also tested three times in science, in grades 5 and 8 and once in high school (while enrolled in Life Science). Proficiency on the high school science test is not considered a graduation requirement. Like writing, it is not used for purposes of measuring adequate yearly progress for schools.

The percentage of students at each grade level who were proficient in each test is reported in the graphs below.

MATH AND READING

| % Proficient | Grade 3 | | Grade 4 | |
|--------------|----------------|------|----------------|------|
| | Reading | Math | Reading | Math |
| LCWM | 70.8 | 72.3 | 53.8 | 57.5 |
| State | 57.4 | 71.5 | 54.2 | 71.3 |

| % Proficient | Grade 5 | | Grade 6 | |
|--------------|----------------|------|----------------|------|
| | Reading | Math | Reading | Math |
| LCWM | 67.2 | 55.7 | 57.1 | 57.1 |
| State | 63.1 | 59.1 | 58.8 | 55.9 |

| % Proficient | Grade 7 | | Grade 8 | |
|--------------|---------|------|---------|------|
| | Reading | Math | Reading | Math |
| LCWM | 58.2 | 42.9 | 44.3 | 56.7 |
| State | 53.9 | 54.3 | 53.8 | 57.3 |

| % Proficient | Grade 10 | Grade 11 |
|--------------|----------|----------|
| | Reading | Math |
| LCWM | 76.3 | 46.4 |
| State | 62.2 | 51.5 |

SCIENCE

| % Proficient | Grade 5 | Grade 8 | Grade 10 |
|--------------|---------|---------|----------|
| LCWM | 61.7 | 43.5 | 54.2 |
| State | 59.9 | 44.3 | 53.1 |

Staff Development

It is the mission of the Lake Crystal Wellcome Memorial District Staff Development Committee to increase the instructional effectiveness of faculty as a means to promote the highest student achievement. Feedback from all participants will be used to determine the effectiveness and need for further training.

To accomplish this mission, attention is focused on three types of staff development:

1. Technology training for school district faculty and staff.
2. Training in the Minnesota Academic Standards.
3. Opportunities for instruction on Best Practices for faculty.

Goal 1: Expand professional development to support teacher professional development growth and goals.

- Expand Professional Learning Communities at the secondary school.
- Continue to study teacher evaluation practices.

Goal 2: Align and update curriculum and standards to ensure students are provided with learning opportunities consistent with our mission.

- All teachers will complete and align curriculum and assessments with standards.
- The Curriculum Review Cycle will be continued.

Goal 3: Improve the use and implementation of technology in all applicable curriculum areas.

- Increase student achievement through expanded use of technology.
- Provide opportunities for technology and web-based resources.

Goal 4: Enhance and improve practices that build and sustain a positive school climate.

- Continue Positive Behavior Intervention Supports staff training.
- Incorporate 7 Habits training into buildings and classrooms.

Curriculum Review

During 2012-2013, teachers in grades five and six continued Pearson's *enVision Math* series, finding it to be a much improved curriculum for meeting the higher level standards now required of their students. In 2012-13, K-4 staff upgraded their math curriculum to the Pearson's *enVision Math* series for Kindergarten through Fourth grade.

Staff also continued the curriculum Macmillan-McGraw Hill's *Science - A Closer Look* for Grades K-5. Grade six will continue their science review in the fall of 2012 before making a final decision on the materials that align with their science standards.

Elementary and secondary language arts teachers used the updated curriculum maps to help prepare students for the new state test. The PLC's based the 2012-2013 school-wide goals on the goals from the AYP plan.

Title I, II and Reading Corps

The Title I teacher leads the elementary Response to Intervention (RtI) team, as well as the implementation of appropriate assessments. This individual also teaches small groups during daily RtI time, using the intervention curriculum, *Leveled Literacy Intervention*, by Fountas and Pinnell. The remaining Title I/Reading Corps staff provide focused research-based interventions for all students identified to be in Tier II and Tier III of our RtI model. This time also allows classroom teachers to work with differentiated groups of students using the *Treasures* reading curriculum.

Desegregation/Integration Plan

The four districts of the Madelia Area Integration Collaborative continued to plan collaboratively. Areas of focus for 2012-2013 included Youth Frontiers retreats, field trips, physical education events, community education activities and Extended Day programming, all intended to support and enrich the lives of young people through interaction between and among the students of different socio-economic and cultural backgrounds.

District Testing Program

LCWM completed its ninth year of partnership with Northwest Evaluation Association (NWEA), which provides regular online testing in reading and mathematics for grades one through eleven during the fall and spring testing windows. The secondary school administers reading tests in the fall and spring, with math testing taking place in the winter. The quick turnaround of NWEA data makes it an effective vehicle for establishing individual student, class, site and district curriculum goals.

NWEA assessments are used by many school districts across Minnesota and the nation. This non-profit organization provides assessments that are statistically accurate, easy to administer and norm-referenced. The timely results allow teachers to use data to make decisions within a brief timeline. More information about NWEA can be found in district newsletters, elementary monthly newsletter or at www.nwea.org.

The elementary school assesses all K-4 students three times a year using AIMSweb. Special education, Title I and Reading Corps students are assessed weekly using AIMSweb. Classroom and RtI room/Resource Room interventions were adjusted based on the data.

Professional Learning Communities

The elementary and secondary teachers completed their third full year of Professional Learning Communities. A two-hour late start the second Monday of each month is used for PLC work. All PLC facilitators meet during the prior week to plan with the other elementary or secondary facilitators. Data is reviewed, with all study intended to improve instruction, assessment and ultimately raise student achievement. Quintin Pettigrew, our consultant, continues to meet with the facilitator teams and be available for PLC meetings during each late start.