



2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Underwood Public School District #550

Grades Served: PreK-12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes

No

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

Part A: Required for All Districts

Annual Report

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *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. **District web site link is www.underwood.k12.mn.us -- choose "School Reports/Plan" and then select "World's Best Workforce"***
- *Provide the direct website link to the A&I materials. **District web site link is www.underwood.k12.mn.us -- choose "School Reports/Plan" and then select "Achieve & Integration Plan"***

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year. **Public Meeting is set for Monday, December 16, 2019 (6:30 pm)***

District Advisory Committee

WBWF Requirement: 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 2018-19 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dave Kuehn	Superintendent	X
John Hamann	K-12 Principal	X
Savanna Shebeck	Parent/Community Member	X
Aaron Grove	Parent/Business Owner/Community Member	X
Brent Finseth	Parent/Community Member	X
Dawn Hess	Parent/Community Member	X
Nancy Nelson	Parent/Community Member	X
Sophie Johnson	Student	X
Mark Bring	School Board/Parent/Community Member	X
Rebekah Meder	School Board/Parent/Community Member	X
Brenda Frederick	Elem. Reading Literacy Coordinator/Title Coordinator	X
Anne Stenoien	Assessment Coordinator & Community Ed Director	X
Maggie Clauson	7-12 Social Studies Teacher/Community Member	X
Melinda Kugler	Elementary Teacher/Parent/Community Member	X
Jason Rogers	Elementary Teacher/Parent	X

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area, which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low-income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

- *Describe your process for ensuring students of color, American Indian students and students from low-income families have equitable access to experienced, in-field, and effective teachers.*
 - *Underwood Public School District is a small rural school district in west central Minnesota with 640 students in Grades PK-12. Underwood School has 40 PK-12 full-time teachers.*
 - *ALL of our teachers are considered "Experienced" Teachers and hold Tier 4 licenses, except for three probationary teachers – two of these probationary teachers have a Tier 3 license and the third teacher has a Tier 2 license. Approximately 42.5% of our teachers have obtained their Masters Degree.*
 - *ALL students, including our SPED and F & R students receive full access to all services within the district, as well as have access to our "Experienced" Teachers.*
 - *At the Elementary level (K-6) there are two sections at each grade level. All elementary classes are self-contained in grades K-4. Our class sizes at the elementary level reflect the district's effort to maintain smaller class sizes with ranges of 18-22 students per class in order to focus on the individual needs of our students. In Grades 5 & 6, students have access to several teachers, so students have the opportunity to be taught by a teacher with great interest and expertise in a designated subject area.*
 - *Student backgrounds and learning styles are definitely considered when placing students with teachers in Grades K-6 in order to best match students with the appropriate teacher.*
 - *At the secondary level, each department is made up of 1-3 teachers who work closely with students to identify strengths and needs of the students they see on a daily basis. ALL teachers at the secondary level are teaching in their area of expertise/licensed area, except for one teacher who has an Out of Field Permission License.*
 - *The district utilizes a Teacher Leadership Team and PLC's to assist on making decisions on improving student achievement. Our district recognizes that having experienced, effective teachers in front of students is a major factor in supporting student learning.*
 - *Tenured teachers are formally evaluated by the principal on a yearly basis and probationary teachers are evaluated by the principal three times a year.*
 - *ALL new teachers are assigned a mentor (experienced, effective teacher) who will work closely with the new teacher during their first three years (probationary period). Our mentor program has successfully assisted with the positive growth demonstrated by our new teachers during their probationary period.*
- *Who was included in conversations to review equitable access data? Administrative LEAD Team, Teacher Leadership Team and the District Advisory Committee. The Underwood School District utilizes three different leadership or advisory teams to look at issues in this area, with each of these groups providing input and recommendations. The Administrative LEAD Team is made up of the Superintendent, Principal, Dean of Students and our Assessment Coordinator. The Teacher Leadership Team that is made up of K-12 teachers and administration. The District Advisory Committee is made up of teachers, students, parents, school board members, community members and administration and serves only in an advisory role. Issues in this segment would be addressed by a combination of these teams.*
- *What equitable access gaps has the district found What are the root causes contributing to your equitable access gaps? The Underwood School District continues to focus attention on the gaps of our low-income students (free & reduced) in regards to ensuring that these students have access to effective, experienced teachers. A recent focus has been on accessing and working with some of our students of color (mainly Hispanic) and using one of our more experienced teachers (Reading Coordinator) to provide additional intervention time with these students in the area of reading comprehension.*
- *What strategies and/or goal(s) has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? We continue our focus on hiring the "best" teacher candidates for the openings that we have in order to provide our students with access to experienced teachers that are licensed in the appropriate area(s), as well as have a strong curriculum and instruction background.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? Racial and ethnic student groups that attend the Underwood School District are American Indian/Alaskan, Asian/Pacific Islander, Black, not Hispanic, and Native Hawaiian/Pacific Islander. Our student makeup is predominantly white (around 94%) with our overall diversity of our student population being around 6%. Regarding teachers reflecting the diversity of our students, our teaching staff is 97.5% white, 2.5% Hispanic, so our staff has some similar composition when comparing our staff to our student body.*
- *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? The Underwood Public School District would need three additional teachers of color to reflect our student population.*
- *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? We have not had very many teachers of color applying for teacher openings in our district – we are not sure if this is due to location, salary or other unknown reasons. With our school district located an hour plus from larger more diverse communities, including the following: Fargo/Moorhead (an hour plus); St. Cloud (two hours) and Minneapolis/St. Paul (about three hours), our ability to attract teachers of color appears to be more limited. This past spring, we had ONE applicant for the two teaching openings that we had posted on Edpost. We have not been in a position to even examine data, based on the low number of applicants that we have received for the openings that we have had the past several years. We hope in the future to get more applicants, so we would have data to assist us with our ability to attract teachers that would bring some diversity to our staff.*
- *What strategies and/or goal(s) has the district initiated to increase and retain teachers of color and American Indian teachers in the district? Strategies or goals that the district has used include competitive compensation and benefits; alternative pathways to teach; attendance at the Regional & State Job Fairs; as well as partnering and/or communication with area colleges (observation hours & student teaching). We also have mentors assigned to new teachers to provide guidance during their probationary years. Our school district posts and interviews the best-qualified individuals regardless of race, color, creed, religion and the multitude of diversity – we want the best teacher/employee. When we do have openings, we advertise them on the state-wide web site – EdPost, which reaches a wide-spread audience in MN, as well as is accessed by teachers looking for jobs from border-states (WI, IA & ND). Last year we had two full-time openings that we advertised for in the area of 7-12 Language Arts, which produced ONE applicant that we hired with a Tier II teacher license. The other position we filled with an “Out of Field Permission” application.*

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>Goal 1: 80% of students entering Kindergarten will be "Ready" as outlined by the following two FastBridge assessments: 1) FastBridge Early Reading District Assessment used to measure reading literacy -- a score 30 or above demonstrates kindergarten readiness; and 2) FastBridge SAEBRS Assessment tool used for social, academic and emotional behavior -- a score of 36 or above demonstrates kindergarten readiness.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>33/41 (80.5%) of our students entering Kindergarten scored a 30 or greater on the FastBridge Early Reading Assessment, as well as 88% of students entering Kindergarten were identified as being ready for Kindergarten based on scoring of 36 or higher on the FastBridge SAEBRS Assessment. <u>Goal Met!!</u></i></p>	<p>Check one of the following.</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Early Childhood Screening, "Kindergarten Readiness" Checklist & FastBridge Assessments used (Early Reading & SAEBRS), as well as research based curriculum, ECSE Collaboration & ECFE Activities.*
- *What strategies are in place to support this goal area? Licensed EC Preschool Teachers, teacher PLC work, individualized instruction with support for specific needs, small group reading instruction and Reading Corp intervention. We have also increased the number of attendance days for students in our 3 and 4-year old programs.*
- *How well are you implementing your strategies? Strategies are being implemented per plan. We are implementing these with fidelity checks and PLC work. We continue to support intervention programming at the Elementary level to improve reading scores and continue to improve curriculum by identification of gaps/holes in the curriculum.*
- *How do you know whether it is or is not helping you make progress toward your goal? Based on data driven decision-making and goal setting, the district met the goal for this area based on our 2018 and 2019 data. Our district feels confident that we are making excellent progress towards successfully achieving all parts of this yearly goal. If a student is not making progress towards this goal an appropriate referral is made by the teacher, with support from administration.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p>Goal 1: 85% of 1st, 2nd and 3rd Grade Students will meet or exceed the FASTBRidge CBM Reading Score or will increase their Fall Score by 30 points when tested in the Spring.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>1st Grade – 16/40 students Meet/Exceed CBM Reading Score and 17/40 increased their Fall Score by 30 points, which means 83% (33/40) of our 1st Grade students met the goal – Overall Goal Not Met</p> <p>2nd Grade – 16/34 students Meet/Exceed CBM Reading Score and 15/41 increased their Fall Score by 30 points, which means 91% (31/34) of our 2nd Grade students met the goal – Overall Goal Met</p> <p>3rd Grade – 28/45 students Meet/Exceed CBM Reading Score and 5/45 increased their Fall Score by 30 points, which means 75% (33/45) of our 3rd Grade students met the goal – Overall Goal Not Met</p>	<p>Check one of the following.</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The district is using FastBridge & MCA data in tracking the needs of our students. The district has implemented a strong reading intervention program through an ADSIS Grant opportunity, which provides us with a Reading Specialist. Through the implementation of a Reading Specialist, our district has been able to measure scores/data demonstrating that our district is closing the gap. Our district continues to focus on differentiating instruction with our low-income students, specifically those students not progressing at the appropriate level with our FASTBridge Assessment and/or those students partially meeting or not meeting proficiency on the MCA's.*
- *What strategies are in place to support this goal area? Strong curriculum, small group instruction, reading specialist, research based interventions, differentiated instruction, goal setting and a strong Title Program.*
- *How well are you implementing your strategies? We are successfully implementing these strategies with fidelity checks and PLC work. We continue to support intervention programming at the Elementary level to improve reading scores, as well as we continue to improve our curriculum through identification of gaps/holes in the curriculum.*
- *How do you know whether it is or is not helping you make progress toward your goal? Our FastBridge Assessment continues to measure growth in reading in Grades K-3 with about 82% (average) of these students reading at grade level. Our MCA 3rd Grade Reading Scores did increase by 7%, with a proficiency rate of 62.2%, which was also well above the state average (54.4). Our overall district reading scores are also trending upward each year.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p>Goal 1: The percentages of Free & Reduced students and Special Education students improving their level of achievement on the Math MCA will increase from 2018 to 2019 by 1%.</p> <p>Goal 2: The percentages of Free & Reduced students and Special Education students improving their level of achievement on the Reading MCA will increase from 2018 to 2019 by 2%.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>On the Math MCA the percentage of Free & Reduced students improving their achievement level decreased. In 2018 the percentage was 13.73% and in 2019 11.96% improved their achievement level. <u>1.77% Decrease – Goal Not Met!!</u></p> <p>On the Math MCA the percentage of Special Ed students improving their achievement level decreased. In 2018 the percentage was 24.24% and in 2019 17.65% improved their achievement level. <u>6.59% Decrease – Goal Not Met!!</u></p> <p>On the Reading MCA the percentage of Free & Reduced students improving their achievement level increased. In 2018 the percentage was 17.65% and in 2019 22.58% improved their achievement level. <u>4.93 % Increase – Goal Met!!</u></p> <p>On the Reading MCA the percentage of Special Ed students improving their achievement level increased. In 2018 the percentage was 12.12% and in 2019 14.29% improved their achievement level. <u>2.17 % Increase – Goal Met!!</u></p>	<p>Check one of the following.</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? FastBridge and MCA data is used to track the needs of our students. The district has implemented a strong reading & math intervention program through an ADSIS Grant opportunity, which provides our struggling students access to a Reading & Math Intervention/Teacher. Our district needs to focus more on differentiating instruction with our F & R students. Specifically those students not progressing at the appropriate level with our FASTBridge Assessment and/or those students partially meeting or not meeting proficiency on the MCA's.*
- *What strategies are in place to support this goal area? Strong curriculum, small group instruction, PLC work, research-based interventions, differentiated instruction, goal setting and a strong Title Program. For Special Education students, IEP's are in place and are structured/written to support academic needs of these students, including the hiring of additional personnel to assist with their learning, as well as assist with helping better prepare these students for their annual MCA Reading & Math Assessments. Students receive a variety of training and testing strategies in their regular ed classes in preparation for MCA Testing.*
- *How well are you implementing your strategies? The district is implementing these strategies with fidelity checks and PLC work. The district works to seek improvement in the programs currently in place.*
- *How do you know whether it is or is not helping you make progress toward your goal? Two of the four goals were met in the initial year of this goal. We believe that the interventions currently in place will help our F & R and Special Education students continue to improve their individual levels on the MCA's.*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>Goal 1: 100% of our Seniors will graduate with an approved individual career ready plan or a college ready plan in place.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Data/plans reflecting student career or college plans are in place for each of our seniors and are on file in our Guidance Office. A checklist is used to monitor each student's plan. Our Guidance Counselor and our Academic Advisor work with our students using a checklist to ensure that our seniors have a plan in place. A survey/questionnaire is given at the end of the school year as means to provide student input on the checklist items. Goal Met!!</p>	<p>Check one of the following.</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?** *Personal Learning Plan (PLP); MCIS Assessment Results; SLEDS data; ASVAB data; ACT Scores; Graduation Standards; College Admissions Recommendations; and Data recorded from Individual Student Interviews/Meetings with Academic Advisor and Counselor starting at Grade 9.*
- **What strategies are in place to support this goal area?** *The district has opportunities for career studies in business, industrial technology and high school special education. We offer a Career Course that ALL 9th grade students are required to take – 12-week course. Other strategies, activities or events in place to support this goal area include: College Application Day; Individual Student Meetings with Academic Advisor and Counselor; College & Military Recruitment; Parent Letter/Newsletter information distributed on a semiannual basis; Career Expo for 9th Grade Students; College Fairs for Grades 11 & 12; Career II Course (College-level Planning Course); and Personal Finance/Math in the Real World Course. We also offer additional vocational studies through our student organizations and field trips.*
- **How well are you implementing your strategies?** *The district is implementing this with fidelity checks and PLC work. The district works to seek improvement in the programs currently in place.*
- **How do you know whether it is or is not helping you make progress toward your goal??** *100% of 9-12 students have an individual career or college ready plan in place. By the end of the 9th grade, each student will have started the development of a plan with guidance from an academic advisor and/or counselor. This plan will be monitored and adjusted as students move through their sophomore through senior years with assistance/guidance from their academic advisor. ALL 9th grade students take a required Careers Course that assists with the start-up of the planning process with their Academic Advisor.*

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>Goal 1: Our goal is to have 100% of our seniors enrolled at Underwood High School on the first day of school in 2018, completing all course work on time and graduating from Underwood High School in May of 2019.</i></p> <p><i>Goal 2: Our goals is to have a 7-Year Graduation Average of 95%</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>In the school year 2018-19, 30 out of 32 seniors graduated (93.75%) – <u>Goal 1 Was Not Met!!</u></i></p> <p><i>Underwood’s 7-Year Graduation rate is 96.5% -- <u>Goal 2 Was Met!!</u></i></p>	<p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Attendance and graduation data/rates. Our current focus is on working with Free & Reduced (low income) students in Grades 9-12 to ensure that they are on track to graduate*
- *What strategies are in place to support this goal area? Working with our Teachers through our PLC time to provide assistance and collaboration in order for our teachers to create more engaging lessons that focus on using 21st Century Skills – technology, hands-on, relevant learning activities and collaboration amongst students.*
- *How well are you implementing your strategies? The district is implementing this with fidelity. The district fully understands and embraces the need for students to be actively engaged in their learning in order for them to be successful in the classroom. High school students engaged in their learning equates to higher graduation rates.*
- *How do you know whether it is or is not helping you make progress toward your goal? We believe that our strategies are working based on the high rate of students graduating each year according to our Goal #2 that focuses on a 7-Year Graduation Average. With Underwood being a smaller school district, one or two students not graduating, can negatively impact our yearly graduation rate, as what happened this past year.*