

# Barnum Public Schools ISD 91 World's Best Workforce Plan

2022-2023



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# REPORT SUMMARY

**District or Charter Name:** Barnum Public Schools

**Contact Person Name and Position:** Bill Peel - Superintendent, Sam Birman - Elementary Principal, Jodi Fanth - Secondary Principal

## Stakeholder Engagement

Report web link: <http://barnumw.com/>

**"World's Best Workforce" means striving to do the following:**

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

## Annual Public Meetings

<b>WBWF Meeting &amp; Review</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>School Board</b>	12/13/22	11/28/23
<b>Annual Public Meeting</b>	12/13/22	12/12/23

## District Advisory Committee - Building Leadership Team

<b>Membership - Present</b>	<b>Role</b>
Bill Peel	Superintendent
Jodi Fanth	Secondary Principal
Sam Birman	Elementary Principal
Jessica Unkelhaeuser	School Board/Parent/Community Member
Betty Anderson	School Board/Community Member
Jill Litfin	Education Minnesota-Barnum/Teacher
Jordan Collins	Parent/Community Member
Tania Moerke	Parent/Community Member
Kaitlin Warpula	CE/ECFE
Nikki Kresky	Education Minnesota-Barnum/Counselor
Dave Duesler	Education Minnesota-Barnum/Activities Director
Alycia Dammer	Education Minnesota-Barnum/Counselor

## Goals and Results

SMART Goal	2022-2023 Goals	2022-2023 Goal Results
<p><b>All Students Ready for School</b></p>	<p>50% or more of all Kindergarten students will meet or exceed Fall FastBridge benchmarks for EarlyReading.</p> <p>65% or more of all Kindergarten students will meet or exceed Fall FastBridge benchmarks for EarlyMath</p>	<p>46% of Kindergarten students met Early Reading benchmarks. <b>Goal not met.</b></p> <p>70% of Kindergarten students met Early Math benchmarks. <b>Goal Met.</b></p>
<p><b>Close the Achievement Gap(s) Between Student Groups</b></p>	<p>Barnum Public Schools will Close the MCA Math proficiency gap by 5% between FRP and Non-FRP Students in 2023: 2022 proficiency gap is 16.5%.</p> <p>The Math proficiency gap is 9.4% when comparing FRP students to Non-FRP students.</p> <p>Barnum Public Schools will Close the MCA Reading proficiency gap by 5% between FRP and Non-FRP Students in 2023: 2022 proficiency gap is 14.4%.</p> <p>The Reading proficiency gap is 7.8% when comparing FRP students to Non-FRP students.</p>	<p>Proficiency gap was closed by 7.1%. <b>We met this goal.</b></p> <p>Proficiency gap was closed by 6.6%. <b>We met this goal.</b></p>
<p><b>All Students Career- and College-Ready by Graduation</b></p>	<p>Prior to graduation, 95% of Barnum seniors will complete the Minnesota Career Information System checklist/personal learning plan.</p>	<p>Barnum High School <b>met the College and Career Readiness goal</b> with 96.4% of seniors completing the plan prior to graduation.</p>
<p><b>All Students Graduate</b></p>	<p>Barnum High School will meet or exceed the state graduation rate.</p>	<p>Barnum High School graduation rate was 94.8% and the state average was 83.6% (2022 data). <b>Barnum High School met this goal.</b></p>

## Needs Assessment & Data

*Barnum students are performing well on state and local progress assessments. To strive for continued improvement, several data sets are analyzed annually. District needs, descriptions and data can be found below.*

<b>Programs</b>	<b>Description &amp; Data</b>
<b>Early Childhood</b>	Continue to increase student school readiness. Continue to partner with Community Education for our school readiness (age 3 and 4) and Kindergarten (age 5), program enrollment and Early Childhood Indicators of Progress (ECIPS).
<b>K-12</b>	Continue to increase student achievement and close the achievement gap. Data analyzed - MCA's, proficiency scores, Benchmark Reports, Minnesota Academic Standards, Minnesota Report Card, ACT, graduation rates, post secondary participation, attendance, and behavior referrals.

## Students

*Barnum Public Schools offers many programs to students to support academic achievement. Programs incorporate academic, social, emotional and cultural components to consider and support the whole student. Leadership Team at both schools and PLC groups meet monthly to review MCA and classroom data as well as academic standards and student benchmarks. Math, Reading, Science, Graduation, Career and College Readiness, ACT and Kindergarten Readiness goals, data, best practice strategies and action steps are reviewed and revised annually in an effort to achieve continual improvement. Goals, best practice strategies and actions steps are specifically outlined for All students, Free and Reduced Lunch students, Special Education students and American Indian students. All goals are written using the SMART format and are data driven. Key indicators include data from MCA, behavior, attendance, ACT, graduation, post secondary participation, and Brigrance measurements. Specific student programs are listed and described below.*

<b>Student Programs</b>	<b>Description</b>
<b>Title I Program</b>	Academic intervention program for reading at Barnum Elementary School. Interventions are completed in small groups and are centered around the students phonemic awareness, phonics, decoding, sight words, fluency & comprehension needs.
<b>Special Education Program</b>	Identifies children with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.
<b>ECSE (Early Childhood Special Education)</b>	Identifies children birth-5 with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.

<b>Backpack Program</b>	A food program to feed hungry young children over the weekend who may not have access to any food. It is funded by private donations and operates in cooperation with Second Harvest Food Bank.
<b>Homeless Support Program</b>	Barnum’s Homeless Liaison works to promote awareness and ensure protection for homeless students and families through the expectations outlined in the McKinney-Vento Act. Once qualified, students are guaranteed breakfast and lunch at no cost, transportation assistance and are directed to community resources as needed.
<b>Operation Community Connect</b>	Barnum Family Support Worker promotes and provides resources to Carlton County’s “Operation Community Connect” to our families. OCC is a community event put on annually to provide resources to individuals and families who are homeless or at risk of becoming homeless. Those attending the event can get winter clothing, blankets, food, a warm meal, health screenings, flu shots, and legal/financial/employment/ transportation/medical resources. Over the past three years around 1,000 people have been served through the event.
<b>Carlton County School Support Workers</b>	A school and community liaison is available at the following for Barnum upon request. The liaison between home and school to provide support to students and families for emotional, behavioral, and/or domestic concerns. Students and families are referred to available community resources and services to assist in basic needs issues including food, housing, family therapy, behavior, youth shelters and parenting.
<b>Mental Health</b>	Collaborate with the Human Development Center to refer families and children for therapeutic services both in and outside of school.
<b>Ramp Up (BHS)</b>	Ramp-Up to Readiness is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills, and habits necessary for postsecondary success. The heart and framework of the program rests on five pillars: Academic Readiness, Admissions Readiness, Career Readiness, Financial Readiness, and Personal and Social Readiness.
<b>PBIS</b>	PBIS is a framework used at BHS for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. Barnum Elementary School conducted a needs assessment and PBIS survey. The results indicated a need in this area and a team of educators formed to join a PBIS cohort to bring these practices to BES.
<b>ESY - Extended School Year</b>	A program which offers academic and transition skills during the summer for PreK-12 students identified and receiving special education services (SPED) that demonstrate regression and a delay in recoupment or require maintenance of skills.

<b>Advisory (BHS)</b>	A daily advisor/advisee program for grades 7-12 that encourages the development of academic skills, positive behavior and student self-worth and dignity. Students work on organization, homework completion, and realistic goal setting.
<b>Northern Lights Special Education Cooperative</b>	Barnum Public Schools work in collaboration with the NLSEC to ensure the needs of our special education students are met.
<b>District Technology Initiative(s)</b>	<p><i>The goal of Barnum’s Technology Initiatives is collaboration between students, parents, teachers, and the global community to improve student learning.</i></p> <p><b>Program Components:</b></p> <ol style="list-style-type: none"> <li>1. Digitize and organize curriculum resources so they are accessible for collaboration.</li> <li>2. Provide teachers and students with a common device and robust infrastructure to access curriculum resources and communicate.</li> <li>3. Develop a culture of collaboration, creativity, problem solving, resource and idea sharing, and celebrating learning.</li> <li>4. Plan to evaluate and adjust our 1:1 instructional technology needs as they change.</li> <li>5. Maintain two Technology Integrationists in place that are providing support to staff, students, and families.</li> </ol>
<b>ADSIS (Elementary)</b>	<p>This program targets students who fall below the 25th percentile in Math at Barnum Elementary School. Once identified, students will enter a multitiered system of services. Services include interventions that supplement our core Math instruction (Bridges). BES students in the program are progress monitored on a bi-weekly basis using the Fastbridge suite of assessment tools.</p> <p>Barnum Elementary School students receive behavioral interventions from a licensed elementary school counselor and classroom teachers. Students will enter into ADSIS behavioral intervention services through the behavior committee process. Students will be identified through general education teacher referrals. They will also be identified utilizing the following guidelines: if students receive repeated Office Discipline Referrals (ODR’s) they will be discussed with the behavior team to determine if they need more intensive interventions. Students receiving ADSIS interventions will be progress monitored weekly using a variety of data/progress monitoring tools.</p>
<b>Reading &amp; Math Corps at Barnum Elementary / Math Corps at Barnum High School</b>	During the 2022-2023 school year, BES had a full-time Reading Corp and a half-time Math Corp tutor. Embedded in K-3 classrooms, these tutors provide additional capacity and partner with a licensed teacher to help students become better readers, engage families in learning, and promote systems change. BHS had a part-time (25 hrs/wk) Math Corp tutor working with students in grades 7 & 8 who were falling behind their peers to provide an extra boost in strengthening their math skills.
<b>Interventionists</b>	During the 2022-2023 school year, Barnum Public Schools hired interventionists to assist students who are experiencing difficulties in the classroom. Our

	intervention teachers provide expertise and intentional support to students who demonstrate educational challenges in Math and Reading.
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**Teachers & Principals**

*Barnum Public Schools offer support for teachers and principals. This support is directed to ensure that staff are always learning and growing professionally so that students can have the best possible education. Teachers are evaluated by the building principals using the Charlotte Danielson Framework. The Staff Development Committee works to ensure that the teacher evaluation process is consistently and clearly communicated across the district. Principal goals are concentrated on maintaining adequate yearly progress status for schools and students while simultaneously supporting school board priorities/goals. Activities and programs which close the achievement gap are specifically targeted. State reports are used to assess progress. Program implementation and progress for student and program improvement may not be reflected in test scores.*

<b>Teacher &amp; Principal Programs</b>	<b>Description</b>
<b>New &amp; Non-tenured Teacher Mentorship</b>	New teachers are provided mentors from the same content area or grade level. Mentors and mentees meet regularly throughout the year for support. Teachers are offered extra time at the beginning of the year to prepare their classrooms and meet with district staff.
<b>Teacher Evaluation</b>	The Charlotte Danielson Framework, Tiers, and District Approved Evaluation System are used to provide feedback to teachers and assist them in meeting goals for continual improvement.
<b>Peer Observation</b>	Teachers are encouraged and supported to visit peer classrooms and learn from one another.
<b>Membership Organizations</b>	Minnesota Association of Secondary School Principals, Minnesota Elementary School Principals Association, National Education Association, National Association of Elementary School Principals, Minnesota Education Association, National Association of Secondary Principals, Minnesota Rural Education Association, Minnesota School Boards Association, and Minnesota Association of School Administrators.
<b>Principal Evaluation</b>	Principal evaluations are conducted annually by the superintendent. The superintendent relies upon Minnesota Department of Education’s Growth-Focused Principal Development and Evaluation Model. Principals work with their respected Leadership Teams to assess student progress and to set building World’s Best Workforce and Health & Safety goals. Principals work with building staff in data review meetings to identify students who need additional support.



## District

*Barnum Public Schools help students meet goals by providing district level programs, leadership, collaborations and support for students, parents, staff and the community. Barnum Schools use district, building and department level Professional Learning Community (PLC) groups to increase student achievement, by aligning and reviewing curriculum based on the state standards, creating formative and summative assessments, reviewing assessment data, developing instructional strategies, and developing a "pyramid of classroom interventions." The district also provides teachers with inservice opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs for mental illnesses in children and adolescents, and integrating technology to increase student learning. Faculty and staff are given training on how to better integrate technology into the curriculum and teaching, as well as using technology to better track student performance and communicate with parents and families. The district uses a learning management system to house digital collaborations and staff development resources in addition to providing frequent building and district level opportunities for professional development and idea sharing. Our Staff Development Committee organizes and monitors staff development progress based on pre and post staff development surveys and staff feedback. District level programs and support are listed and described below.*

<b>Staff Development Goals</b>	<b>Description</b>
<b>District Staff Development Goal A</b>	In order to increase student achievement, the district supports Professional Learning Communities based on best teaching practices to meet the needs of diverse learners.
<b>District Staff Development Goal B</b>	The district supports the expansion of staff development opportunities within the Northeast Area Schools Consortium (NASC).
<b>District Staff Development Goal C</b>	The district supports continued refinement of the Staff Development Plan, to include Mentorship, Peer Observations and the Teacher Evaluation Process, utilizing discussion between teachers and principals.

<b>District Programs</b>	<b>Description</b>
<b>Staff Development Committee</b>	<p>The Barnum School District’s curriculum will focus on essential student learning determined by state and national standards, educational research, and community values. The committee will:</p> <ul style="list-style-type: none"> <li>● Be a positive resource to Building Teams to enhance student and staff learning.</li> <li>● Establish and coordinate staff development in conjunction with the needs of students and staff goals/requirements.</li> <li>● Support and encourage collaboration with the Northeast Area School Consortium.</li> <li>● Support staff development, with emphasis on Professional Learning Communities.</li> </ul>

<p><b>PLC's</b></p>	<p><b>Departments/Professional Learning Communities (PLC):</b> Groups of teachers that are grade level, topic, and/or subject specific work together to improve teacher effectiveness and student achievement. PLCs are allotted time to work during district in-service days, Wednesday morning(s), and/or through requested building SDM time.</p> <p>These two terms, Departments and PLCs, are used interchangeably, depending upon what they are doing. PLC's will function in different ways among the various sites, as they work with their building administration and faculty.</p> <p>Professional Learning Communities refer to group work that improves What is taught and How to teach it effectively. Professional Learning Communities are focused on:</p> <ul style="list-style-type: none"> <li>● aligning curriculum to state standards,</li> <li>● designing and/or implementing common assessments,</li> <li>● deepening teacher collaboration and professional conversation around interpreting the data of common assessments, and</li> <li>● allowing the data to inform teachers' practices.</li> </ul>
<p><b>Gathering of Great Minds</b></p>	<p>Members of the Northeast Area Schools Consortium (NASC) hold an in-service day each winter known as the Gathering of Great Minds. Educators will have the opportunity to be inspired by a nationally-known presenter on best practices in education and how to be an innovative educator for the benefit of students. Breakout sessions in various licensing areas and topics in education are offered throughout the day. Educators also have the option of being a presenter in an area in which they have expertise. This is also an opportunity to meet and discuss current trends in education with fellow educators in similar content areas and grade levels.</p>
<p><b>Technology Coordinator and Media/Technology Specialist</b></p>	<p>This district position provides leadership and direction in educational technology initiatives, one-on-one teacher mentoring, district strategic planning, staff development and curriculum, and instructional support.</p>
<p><b>Student Assistance Teams</b></p>	<p>Each site has a process for getting input about struggling students from staff and parents and then working to develop a plan to help the student be successful in school. Teams include: Child Study (CST), Problem Solving (PST), and Multi-Tiered System of Support teams.</p>
<p><b>School Social Worker</b></p>	<p>Our school social worker meets weekly with principals and counselors in efforts to support families and students. Through this process, our social worker connected with families to support their individual needs.</p>
<p><b>County Truancy Program</b></p>	<p>The district has a truancy officer from Carlton County. The Fond Du Lac (FDL) Reservation also has a truancy officer that works with Native American/American Indian/Alaska Native students who are often handled in tribal court for more severe issues. The officer meets with building principals, counselors, and social workers, makes home visits, will get kids out of bed who refuse, and will file court petitions for truancy. Parents are then encouraged to</p>

	deal with the issue and work with a social worker on a plan of action to get the child in school and to keep them there. The truancy officer attends attendance meetings and helps decide which families need letters, visits, or petitions filed.
<b>School Counselors</b>	The district provides school counselors for BES and BHS. The school counselor supports all students with social and emotional growth within their school, home and community. To meet this goal, counseling services are provided through classroom guidance lessons, short term individual counseling and small group counseling, as well as consultation with parents, school personnel and outside agencies.
<b>School Psychologists</b>	The district provides school psychologists for BES and BHS through Presence Learning.
<b>Northern Lights Service Cooperative</b>	The purpose of the Northern Lights Special Education Cooperative is to provide, by cooperative efforts, comprehensive special education services within member districts for children and youth having significant learning needs due to disability or developmental delay.

### Equitable Access to Excellent Teachers

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

<b>ACCESS TO EXPERIENCED AND QUALIFIED TEACHERS</b>
<ul style="list-style-type: none"> <li>Due to the size of the district there are two school buildings; preK-6 elementary and 7-12 middle/high school. 85% of the faculty have achieved a continuing contract and 15% are probationary teachers. All of the continuing contract faculty have reached the “highly qualified” criteria through the former No Child Left Behind legislation. The district does not cluster students based on English Learner, racial, or Free/Reduced Price Lunch designation so they are equitably distributed. There is no one department or grade level that has more than one probationary teacher. All grades and subject areas maintain a Highly Qualified Teacher.</li> <li>The district will continue to monitor and make sure that students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers.</li> </ul>
<b>ACCESS TO DIVERSE TEACHERS:</b>
<ul style="list-style-type: none"> <li>To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.</li> </ul>

- The District also looks at data from surrounding districts as well as comparable statewide data. Currently, Barnum has relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year.