



2016-17 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

➤ <http://www.walnut.mntm.org/main.html/ewExternalFiles/WBWF%20Plan.pdf>

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

➤ November 20, 2017 at 6:00 p.m. in Westbrook

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Loy Woelber	Superintendent and 7-12 Principal
Paul Olson	Pre-K – 6 Principal
James Kleven	School Board Member/Parent
Greg Madson	School Board Member
Maydra Maas	School Board Member/Grandparent
Sean Xiong	City Council/Community Member/Parent
Gene Yang	Paraprofessional/Community Liaison
Carol Eisfeld	Paraprofessional
Mandy Dibble	Teacher/Parent
Kelly Quade	Teacher/Parent
Ashley Sandbulte	Teacher
Courtney Locke	Technology
Rena Krentz	Community Member

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
During the 2016-2017 school year, the percentage of students participating in Early Childhood programming will increase from 65% to 70%.	In the 2015-2016 school year, the number of preschool students enrolled at WWG was between 40-45. In 2016-2017, the number of preschool students enrolled at WWG was between 55-60.	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>In 2016-2017, the percentage of 3rd grade students that are proficient on the MCA Reading test will increase from 37% in the spring of 2016 to 47% in 2017.</p>	<p>53.6% of 3rd grade students were proficient on the MCA Reading Test in the spring of 2017.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>In 2016-2017, the WWG School District achievement gap between free/reduced and non-free/reduced students will narrow by a score of .2, or better, on the MMR Report Card for our third grade MCA Reading test scores.</p>	<p>The achievement gap between FRP and non-FRP 3rd grade students on the 2016 MCA Reading test was 0. The achievement gap between FRP and non-FRP 3rd grade students on the 2017 MCA Reading test widened to .56</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
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<p>In 2016-2017, 100% of all WWG 8th grade students will complete the My Future/My Way Career Assessment Program.</p> <p>In 2016-2017, 100% of WWG 10th grade students will participate in the Career Fair Day.</p> <p>In 2016-2017, 80% of WWG 11th grade students will take part in the Career Information System Program and job shadow for a day.</p> <p>In 2016-2017, 40% of WWG Juniors and Seniors will take part in Concurrent College Classes which include: (Physics, Chemistry, English Comp., and Algebra)</p>	<p>In 2016-2017, 100% of all WWG 8th grade students completed the My Future/My Way Career Assessment Program.</p> <p>In 2016-2017, 100% of WWG 10th grade students participated in the Career Fair Day.</p> <p>In 2016-2017, 100% of WWG 11th grade students took part in the Career Information System Program and job shadow day.</p> <p>In 2016-2017, 46% of WWG 11th and 12th grade students took concurrent college enrollment classes.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>
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2e. All Students Graduate

Goal	Result	Goal Status
<p>In 2016-2017, the percentage of WWG grade 12 students who will fulfill all graduation requirements for a diploma will increase from 92% to 96%.</p>	<p>100% of WWG 12th grade students graduated in 2016-2017.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- **Number of Free & Reduced Students (child poverty) was a main concern. Students from poverty are performing lower on tests. This data was obtained from state test scores and NWEA test scores.**
- **Number of transient students was a concern. Data was obtained from school records. Our district of 375 students K-12 had over 30 students transfer in and 30 students transfer out of the district between 2015 and 2017. This is 16 percent of our student population.**
- **Another concern is the increase in K-12 student mental health issues.**

4. Systems, Strategies and Support Category

4a. Students

Process for assessing and evaluating student progress toward meeting state and local academic standards.

All students are given multiple standardized tests including (but not limited to) MCA, NWEA, and ACT. This data, along with a yearly review of individual students growth toward district graduation requirements allows the guidance center, administration and educators to make sure that all students satisfactorily meet their requirements in standards embedded classes at their appropriate learning level. Special consideration was made to discern the relationship between academic success and a student's inclusion to the focus groups of free and reduced or the focus group of English Language Learners.

Process to disaggregate data by student group.

All data is collected at the central office that first collates and then disseminates the information to the guidance center. From there, it is made available, via electronic access and group inservice, to the educators of the student. The educators then review the material to see if modification in teaching styles would improve a certain student group's achievement. The teachers spent additional time making sure that any language barriers or unintentional cultural bias was removed based on any data findings.

4b. Teachers and Principals

System to review and evaluate the effectiveness of

- **Instruction:** The teachers were given the opportunity to do peer observations in another teacher's classroom, all teachers participated in Tuning Protocol once during the year, all teachers completed a self-assessment during the year, all teachers set an individual goal and student achievement goal at the beginning of the year, all teachers designed and distributed a student survey during the year, and all teachers are observed yearly by a licensed administrator as per statute.
- **Curriculum:** Departments meet periodically to evaluate curriculum, analyze test data by benchmarks, and map curriculum to state standards.
- **Teacher evaluations:** The WWG District has a Teacher Evaluation Plan with Supporting Documents that all teachers are required to complete each year. The plan is composed of three components: Teacher Practice, Student Learning and Achievement, and Student Engagement. There is also an Individual Growth Strategy based on these same three components. All supporting documents are uploaded and stored in a teacher portfolio. They are reviewed at the end of each school year in a meeting with the teacher and the principal.
- **Principal evaluations:** Principals are evaluated annually.

4c. District

Include the district practices around high-quality instruction and rigorous curriculum which integrate:

- **Technology:** all teachers have at least one computer, a projector, and a Smartboard in their classrooms, and there are computer labs or carts available for any teacher to use for any class whenever requested.
- **Collaborative professional culture:** All teachers participate in monthly Professional Learning Communities (PLCs), and teachers are encouraged to attend professional development workshops as often as deemed necessary.

5. Equitable Access to Excellent 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 excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether

low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
- *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

All teachers at WWG are required to submit a yearly Professional Growth, Reflection, and Evaluation Plan that allows the District to chart the progress of each and every teacher in the areas of Planning, Environment, Instruction and Professionalism. This mapping, along with a constant upkeep of current certification by the Minnesota Department of Education, allows the District to maintain a high level of confidence in the effectiveness and experience of all teachers in the district. Teachers are then submitted to a rigorous evaluation process that allows the administration to see the level of education students of all socioeconomic levels are receiving. Then all classes in the elementary are split so that students of all backgrounds and nationalities receive instruction from highly qualified teachers. In the middle and high school, all students receive instruction for all certified staff. This ensures that, at no time, are students being deprived of a quality education based on teacher effectiveness.