

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Westbrook Walnut Grove School District #2898

Grades Served: Pre-K, K-12

Contact Person Name and Position: Loy Woelber / District Superintendent

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 fall.

This document serves as the required template for submission of the 2015 - 2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

- *The Westbrook Walnut Grove Public School's World's Best Workforce plan can be found at the following web address.*
- *www.wwgschools.org*

1b. Annual Public Meeting

- *Annual Meeting was Monday, October 17th, 2016 at 6:00 pm at the Walnut Grove School.*
- *Final Committee Meetings - Monday, November 7 and Monday, November 21st, 2016 at 4:00 / 6:00 p.m. respectively at the Westbrook Walnut Grove High School Building located in Westbrook.*

The report on our progress to the School Board took place on November 21, 2016.

The formal presentation was one meeting in a series in which progress and planned development took place. Other meetings included: School Board, District PLC meetings, and District Administrative meetings. Groups were composed of board members, community members, parents, and district staff from all levels. The process has been ongoing for approximately the last 4 months.

The Westbrook Walnut Grove World's Best Workforce Committee meets multiple times during the school year. The committee is composed of community members, parents, district staff comprising many roles, and school board members. The Advisory Council membership can be found at www.wwgschools.org. WBWF meetings are open to anyone that would like to attend.

1c. Westbrook Walnut Grove District Advisory Committee

| Westbrook Walnut Grove District Advisory Committee | | | | |
|---|-------------------------------------|-------------------------|--|-------------|
| Loy Woelber | Superintendent | 507-828-6608 | lwoelber@mntm.org | Continuing |
| James Blahnik | Support Staff Representative | 507-227-1601 | blahnikfac@wwgschools.org | Spring 2017 |
| Courtney Locke | Parent / School Tech | 641-590-0965 | lockefac@wwgschools.org | Continuing |
| Paul Olson | Elementary Principal / Parent | 507-859-4001 | polson03@mntm.org | Continuing |
| Maydra Maas | School Board | 507-828-7908 | maasdairy@hotmail.com | Fall 2019 |
| Kelly Quade | Teacher / Parent | 507-822-1638 | quade@wwgschools.org | Continuing |
| Gene Yang | Paraprofessional / Community Member | 612-790-9856 | yanggfac@wwgschools.org | Spring 2017 |
| Xiong Yang | Parent / Walnut Grove City Council | 612-619-1150 | sean.yang@schwans.com | Spring 2017 |
| Ginny Barron | Parent / Board Member | 507-828-3056 | ginnybarron@gmail.com | Spring 2017 |
| Greg Madson | Board Member | 507-530-3303 | gmadson31@gmail.com | Spring 2017 |
| Rena Krentz | Community Member | 507-829-0699 | rakrentz@yahoo.com | Spring 2017 |
| Nikki Jorgenson | Teacher / Parent | 507-626-0525 | jorgenson@wwgschools.org | Continuing |
| Mandy Dibble | Teacher / Parent | 507-274-6111 ext. 72 | davisfac@wwgschools.org | Continuing |
| Adrienne Kletscher | Teacher / Parent | 605-216-47-14 | kletscherfac@wwgschools.org | Continuing |
| Jamie Olson | Preschool Teacher | 507-227-2737 | olsonjfac@wwgschools.org | Continuing |
| Mona Ourada | Counselor | 507-274-6111 | ouradafac@wwgschools.org | Continuing |
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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 Kindergarten

| 2015-16 Goals | 2015-16 Goal Results | Goal Status |
|--|---|--|
| During the 2015-2016 school year, the percentage of students participating in Early Childhood programming will increase from 65% to 70%. | In 2015-2016, the percentage of students participating in Early Childhood programming increased to 81%. | <i>Check one of the following:</i> XXXX <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in Kindergarten |

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

| 2015-16 Goals | 2015-16 Goal Results | Goal Status |
|---|---|---|
| In 2015-2016, the percentage of 3rd grade students that are proficient on the MCA Reading test will increase from 37% in the spring of 2015 to 47% in 2016. | At the end of 2016, 67% of WWG third grade students tested at the Proficient, or meets level, the testing standards on the 2016 spring MCA Tests. | <i>Check one of the following:</i> XXXX <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3 |

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

| 2015-16 Goal | 2015-16 Results | Goal Status |
|--|---|---|
| In 2015-2016, 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 tests scores. | In 2015-2016, the WWG School District achievement gap between free/reduced and non-free/reduced students did not narrow by .2 on our third grade MCA Reading tests scores. The final gap was .67. | <i>Check one of the following</i> <input type="checkbox"/> Goal Met XXXX <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> |

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

| | | |
|--|--|--|
| <p>In 2015-2016, 100% of all WWG 8th grade students will complete the My Future/My Way Career Assessment Program.</p> <p>In 2015-2016, 100% of WWG 10th grade students will participate in the Job Shadow/Career Intentions Day.</p> <p>In 2015-2016, 80% of WWG 11th grade students will take part in the Career Information System Program.</p> <p>In 2015-16, 40% of WWG Juniors and Seniors will take part in Concurrent College Classes which include: (Physics, Chemistry, English Comp., and Algebra)</p> | <p>In 2015-2016, 100% of all WWG 8th grade students completed the My Future/My Way Career Assessment Program.</p> <p>In 2015-2016, 100% of WWG 10th grade students completed the Job Shadow / Career Intentions Day Program.</p> <p>In 2015-2016, 100% of WWG grade 11 students took part in the Career Information System Program.</p> <p>In 2015-16, 30% of WWG Juniors and Seniors took Concurrent College Classes.</p> | <p>Check one of the following: XXXX <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>Check one of the following: XXXX Goal Met Goal Not Met Goal in Progress (only for multi-year goals)</p> <p>Check one of the following: XXXX Goal Met Goal Not Met Goal in Progress (only for multi-year goals)</p> <p>Check one of the following: Goal Met XXXX Goal Not Met Goal in Progress (only for multi-year goals)</p> |
| 2015-16 Goals | 2015-16 Results | Goal Status |

2e. All Students Graduate

| 2015-16 Goal | 2015-16 Result | Goal Status |
|---|---|--|
| In 2015-2016, the percentage of WWG grade 12 students who will fulfill all graduation requirements for a diploma will increase from 92% to 96%. | In 2015-2016, the percentage of WWG grade 12 students who met the graduation requirements for a diploma was 100%. | <i>Check one of the following:</i> XXXX <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 12 |

2. 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.]

The Westbrook Walnut Grove School District (WWG) reviewed data for MCA's, NWEA \ MAP, ACT, graduation rates, participation rates in curricular and extra-curricular activities, and credit attainment were analyzed by our committee. Achievement goals were set for each of these assessments.

The results of the 2015 MCA-III assessments showed 58.1% of students were proficient in reading and 42.9% of students were proficient in math. Building level Dynamic Indicators of Basic Early Literacy Skills (AIMS Web) and Measures of Academic Progress (MAP) data indicated a higher percentage of students struggling with academic achievement related to literacy. As a result, the district set the following goal:

- By spring 2016, we had a decrease in the number of students in grades 3-8 and 10 that were proficient in reading and math as measured by the MCA-III Reading assessment.

The following were identified as areas of need based on the data:

- Personalize instruction to maximize learning growth and proficiency achievement.
- Increase the use of educational data for identifying each student's needs.
- Increase the use of formative data and research-based intervention strategies.
- Increase the effective use of technology for strengthening the above practices.

2. Systems, Strategies and Support Category

4a. Students Testing and Tracking growth in the following areas:

AIMS Web: This test is completed three times per year (fall, winter, & spring) for grades K-6. Using the results of AIMS Web testing results teachers create student centered goals. Individual student goals are shared with parents during P/T Conferences in the fall and spring.

NWEA Testing: This test is offered two times per year (fall & spring) for grades K-10. Results of the NWEA or MAP testing are also shared with parents during the fall and spring conferences.

MCA Testing: MCA test scores are analyzed and disaggregated by staff in data mine teams and the information helps shape curriculum decisions and guide our academic year plans. This also helps guide staffing and extra needs for our student groups such as LEP, SPED, and Free and Reduced Lunch population.

A key indicator that shows evidence of growth in our reading scores in LEP grades 7, 8, & 10. These have shown an increase by 1.4%. Asian Pacific Islander scores increased in reading in grades 7, 8, & 10 by 16%. Free and Reduced reading scores in grades 7, 8, & 10 increased by 2.1%.

WWG evaluates and assesses student progress in Math and Reading/Language Arts by using the following assessments to evaluate student's progress from the beginning of the school year to the end to show individual growth: NWEA Fall Reading, Math, and Language Arts (Grades 7-10); NWEA Winter Reading (Grades 7-10); MCA Spring testing as required by MDE.

To assess and evaluate student progress towards being Career and College Ready, WWG students were given the ASVAB Career test with follow up on interpretation of scores. WWG Ninth Grade students used the MCIS system to look over career option with the school counselor.

4b. Teachers and Principals

Westbrook Walnut Grove employs a comprehensive system to review and evaluate the effectiveness of curriculum and instruction on a six-year cycle. The systematic process involves school stakeholders working collaboratively to examine student achievement results, state/national academic standards, and feedback from surveys completed by parents, students, and teachers. High quality professional development is provided based on identified needs of the curriculum review process.

In the teacher evaluation system, teachers are observed by principals and/or trained instructional coaches multiple times per year. The system includes a detailed rubric that defines effective instruction and determines if the articulated curriculum is being taught with fidelity. Feedback is used for reflection and to improve instructional practices. Job-embedded professional development, based on data from principal and peer observations, provides teachers with training in effective instructional strategies and support in implementing the pre- planning, implementation, and self-reflection stages of a lesson. Instructional coaches and principals participate in inter-rater reliability and cognitive coaching training on an ongoing basis.

The principal evaluation system involves multiple measures of performance that emphasize improved teaching and learning. The annual evaluation focuses on capacity-building opportunities to help principals improve their instructional leadership. The comprehensive system provides a basis for self-assessment, goal setting, and professional development.

4c. District

During the 2015-2016 school year, WWG focused on integrating formative assessment practices and effective feedback systems, which work into the dialogue of the Professional Learning Community (PLC) culture. This work was two-fold. First, administrators and teacher leaders received training over the past seven years have effectively transformed our schools into PLCs and the types of feedback necessary to encourage professional growth amongst staff members. Administrators and Instructional Coaches attended various PLC Trainings in addition to training throughout the year focused on Cognitive Coaching and Teacher Evaluation Inter-Rater Reliability, and PLC Leaders and Instructional Coaches participated as well.

Secondly, all certified staff members participated in six training sessions focused on the purpose of PLCs and the components of effective PLCs. Within this structure, teachers have been using their collective ability to help students learn by examining data, engaging in ongoing job-embedded professional development, integrating instructional technology and making modifications to the curriculum and to formative and summative assessments in response to students' needs. In addition, the Pre-K to Kindergarten transition was streamlined by establishing a summative preschool assessment based on Early Learning Standards and newly identified Kindergarten Readiness Indicators.

- *District practices that integrate rigorous curriculum:*
- *College Now Courses*
- *District practices that integrate technology:*
- *Teachers are encouraged to attend workshops that would increase their use of technology as a tool to increase student achievement.*
- *The Accelerated Math program.*
- *District practices that integrate a collaborative professional culture:*
- *PLCs (all teachers) meet once a month. The areas of focus are driven by data and goals as a staff.*
- *Staff development/teacher's meeting meets twice a month in secondary and weekly in Elementary.*
- *Teachers are always encouraged to attend staff development in their content area.*

3. 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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *The Westbrook Walnut Grove School District reviews MCA/NWEA Testing Data each Fall and spring after testing data is finished. We review this information to determine where our Title I / ESEA grant dollars should be used the following year. WWG administration and staff also understand student performance on testing can still go up or down each school year depending on classroom makeup, such as, the number of special education students, whose test results are included no matter what their abilities. WWG has also looked at teacher areas of strength and weaknesses, which also determines what curriculum each teacher teaches with-in their grade level. Weekly staff meetings have created a school climate in-which staff openly discuss, review, and disseminate information to be used each school year to build on the previous school year. Our district has one Pre-K,K-6 Building and one 7-12 building.*