



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name:

Grades Served:

WBWF Contact: W. Crandall  
Title: Superintendent  
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A and I Contact: Enter name.  
Title: Enter title.  
Phone: Enter phone number.  
Email: Enter email.

**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## 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.

➤ <http://www.isd381.k12.mn.us>

### 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.

➤ *October 15, 2018*

### 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 2017-18 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)
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District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. W. Crandall	Superintendent	
Jay Belcastro	Two Harbors HS principal	
Joe Nicklay	William Kelley School principal	
Brett Archer	Minnehaha Elm principal/ parent	
Julie Benson	Two Harbors HS ast. principal	
Chris Langenbrunner	Community Ed Director, LSSD	
Kim Lenski	ECFE teacher	
Chris BeLange	Teacher, QComp coordinator	
Tom Burns	School Board	
Wendy LeBlanc	Union Pres/Qcomp	
Cindy Ortman	Teacher	
Terry Blood Teacher	Teacher/parent	

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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 administrative team reviews equitable access data with the school board. The administrative team conducts teacher evaluation to determine the effectiveness of our staff and review such data for the individual buildings and district wide.*
- *Our Q Comp committee also reviews school district data. The data is reviewed during the spring and fall when data is collected.*
- *We follow our hiring process to get appropriately licensed teachers in our schools.*
- *We have not identified any gaps related to equitable access for low-income students or any sub group of students.*
- *We use both MCA and NWEA data to identify any achievement gaps along with staff assignments and staff effectiveness and licensure status.*
- *We have difficulty getting a deep pool of candidates when posting for teaching positions. We are always recruiting for staff that reflects both our community and student population. We post for job posting on the St. Cloud Ed post for staff positions and our web site to attract a diverse pool of candidates for open positions.*

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## 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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result					Goal Status
<p><b>PreK 3</b> students will be observed and evaluated using the Creative Curriculum Gold Assessment. Data will be collected in 3 categories to demonstrate student growth. Students will display increased knowledge in the following categories by May 2017:</p> <ol style="list-style-type: none"> <li>1. can identify 4 colors</li> <li>2. can interact with peers/makes friends</li> <li>3. can count to 10</li> </ol> <p>PreK 4 students will be observed and evaluated using the Creative Curriculum Gold Assessment. Data will be collected in 4 categories to demonstrate student growth. Students will display increased knowledge in</p>	Can Identify 9 colors	Fall	51.25%	Spring	75.5%	Check <b>one</b> of the following:  <b>One-Year Goal</b>  X Goal Met
	Can interact with peers/makes friends	Fall	25% prog. 25% beg.	Spring	55.5% beg.	
	Can count to 10	Fall	28.6%	Spring	37.5%	
	Can identify 4 shapes	Fall	55.4%	Spring	81.5%	

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result					Goal Status
the following categories by May 2018: 1. can identify 4 shapes 2. can write name 3. can interact with peers/makes friends 4. can count to 20	Can write name	Fall	37.5% progressing	Spring	59.5% Proficient	
	Can interact with peers/makes friends	Fall	47.5% progressing	Spring	43.2% Prof. 45.9% prog.	
	Can count to 20	Fall	25%	Spring	67.6%	

We collect data for each section of preschool. We disaggregate the data by age level and by each section in our schools. The data based on skill level is collected as part of the Teaching Strategies Gold assessment done with all of our students. We do a pre and post assessment measuring growth for the individual students and for the program. Student observation and screening data is compiled using several domains in Teaching Strategies Gold. Data based on skills is important for kindergarten readiness and appropriate preschool experience include literacy, number, social and emotional skills.

- Data can be disaggregated by section, school site, individual child, age, and special needs identification.

**Strategies:**

- Students: appropriate activities, introduction to a wide variety of concepts and skills
- Staff: Professional development & staff meetings

**Implementation:**

- Professional development opportunities for staff based on appropriate activities for skill development are provided as available. Staff meetings to review/revise goals are held.

**Assessment data:**

- We compare student data from the fall to spring, and also year to year to see trends where new teaching strategies may be needed.


### All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p>The percentage of all children in grade 3 at the Minnehaha School enrolled by October 1 who are proficient on the reading MCA will increase from 70.9% proficient in 2017 to 72.9% proficient in 2018.</p> <p>The percentage of FRP students in grade 3 at the Minnehaha School enrolled by October 1 who are proficient on the Reading MCA will increase from 47.1% in 2017 to 49.1% in 2018.</p> <p>The percentage of students in grade 3 at William Kelley elementary school who were proficient on the MCA III Reading will increase from 50% proficient in 2017 to 55% proficient in 2018.</p> <p>The percent of FRP students enrolled in grade 3 at William Kelley Elementary school who are proficient on the MCA III reading will increase from 33.3% proficient in 2017 to 43.3% proficient in 2018.</p>	<p><b>Result:</b> 51.4% proficient in 2018 - Goal not met</p> <p><b>Result:</b> 42.9% proficient in 2018 - Goal not met</p> <p><b>Result:</b> 50% proficient in 2018 - Goal not met</p> <p><b>Result:</b> 33.3% proficient in 2018 - Goal not met</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>One-Year Goal</b></p> <p><i>X Goal Not Met</i></p>

- We reviewed the MCA and NWEA data collected during the school year to identify our goals. The groups our data is disaggregated based on subgroup populations for free/reduced price meal students and all students.
- In the elementary schools we have special education programming, Title one programming along with ADSIS programming. The programs use strategies of individual instruction, small group and computer skill building programs.
- Math Strategies:
  - pre-teaching
  - skip counting
  - counting-on strategy using the number line
  - number decomposition
  - "same difference" strategy for subtraction
  - matched concrete, visual, and abstract representations
  - estimation skills practice
  - use of manipulatives
  - powers of ten
- Reading Strategies
  - leveled reading
  - scripted reading--readers' theatre
  - close reading/annotations
  - poetry recitation
  - vocabulary practice and games
  - Minute timings for fluency
  - Florida Center for Reading Research activities
  - Orton Gillingham methods
  - IXL, Reading Plus, ALEKS, and Math Antics
  - Choral Reading, Re-reading, Paired Reading, Neurological Impress
- We are implementing the strategies in each program with fidelity.
- We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group.
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**Close the Achievement Gap(s) Between Student Groups**

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The Two Harbors High School will improve math instruction and learning so that the percent proficient for All Students in grades 6-8 and 11 on the math MCA III will increase from the current 52.5% to at least 55.5% proficient by spring 2018.</p> <p>The percentage of all students in grades K-6 at William Kelley Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA Map in mathematics will increase from 53.0% in spring 2017 to 55.0% in spring 2018.</p> <p>The percentage of all students enrolled October 1 in grades 8 &amp; 10 at William Kelley High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Science on all state accountability tests (MCA and MTAS) will increase from 25.0% in 2017 to 27.0% in 2018.</p> <p>The percentage of all students in grades K-5 at Minnehaha Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA Map in mathematics will increase from 71.3% in spring 2017 to 73.3% in spring 2018.</p>	<p>All Students in grades 6-8 and 11 on the math MCA III scored 50.2% proficient in the spring of 2018.</p> <p>The percentage of all students in grades K-6 at William Kelley Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA Map in mathematics was at 70.7% in spring of 2018.</p> <p>In Spring 2018 the WKS student achievement level of Meets the Standards or Exceeds the Standards in Science at WKS was 55%</p> <p>The percentage of all students in grades K-5 at Minnehaha Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA Map in mathematics was 75.34% in spring 2018.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>One-Year Goal</b></p> <p>X Goal Not Met</p> <p>X Goal Met</p> <p>X Goal Met</p> <p>X Goal Met</p>

- We reviewed the MCA and NWEA data collected during the school year to identify our goals. The groups our data is disaggregated based on subgroup populations for special education and free/reduced price meal students.
- In the elementary schools we have special education programming, Title one programming along with ADSIS programming. In the secondary setting we have both ADSIS and special education programming. The programs use strategies of individual instruction, small group and computer skill building programs.
- Math Strategies:
  - pre-teaching
  - skip counting
  - counting-on strategy using the number line
  - number decomposition
  - "same difference" strategy for subtraction
  - matched concrete, visual, and abstract representations
  - estimation skills practice
  - use of manipulatives
  - powers of ten
- Reading Strategies
  - leveled reading
  - scripted reading--readers' theatre
  - close reading/annotations
  - poetry recitation
  - vocabulary practice and games
  - Minute timings for fluency
  - Florida Center for Reading Research activities
  - Orton Gillingham methods
  - IXL, Reading Plus, ALEKS, and Math Antics
  - Choral Reading, Re-reading, Paired Reading, Neurological Impress
- We are implementing the strategies in each program with fidelity.
- We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group.

## All Students Career- and College-Ready by Graduation

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p>All 11 grade students will take a career or college readiness examination (ACT, ASVAB, SAT, or Accuplacer) and take a course during their 11<sup>th</sup> grade school year.</p> <p>In the career readiness course all students will receive help to guide them towards future college or career options upon completion of their 11th grade year.</p>	<p>All 11th graders took the ASVAB or the ACT. In May, the students who took the ASVAB received their score reports and had them explained by an Army representative.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>One-Year Goal</b></p> <p>X Goal Met  <input type="checkbox"/> Goal Not Met</p>

We use data from our school enrollment, registration for ACT, SAT and Accuplacer, the ASVAB, Career courses, PSEO enrollment, and college enrollment data. The data is for all students and can be broken down by the different sub groups identified by the district.

We promote the taking of the ACT and SAT for students pursuing a four year college program. The accuplacer is in place for the students taking college in the schools courses or articulated courses along with students interested in attending one of the many community colleges in our area. We have our entire student class take the ASVAB. We utilize the MCIS program in our career course for all of our students.

We are able to connect with all of our students through our career course that provides them with career and interest data that is provided to the individual students and explained. In providing the ASVAB the data from the assessment gets interpreted for those students taking this assessment to provide worthwhile information about future career and college options.

We see a large percentage of our current and graduating students taking college in the school, PSEO and enrolling in postsecondary options form our schools.

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## All Students Graduate

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
All high school seniors of the class of 2017 starting the 2016-2017 school year will graduate in the spring of 2017 meeting all graduation requirements of the Lake Superior School District at a graduation rate of 94% or higher.	The Lake Superior School District high school seniors, the class of 2017, starting the 2016-2017 school year, meeting all graduation requirements of the Lake Superior School District achieved a graduation rate of 93.5%.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/>Goal Met X Goal Not Met</p>

We look at our graduation rates from past years and current year. The data is broken down by graduated, dropped out and continuing from the MN report card data. We can also disaggregate the data by sub group and our subgroups are free/reduced lunch meals, not eligible free/reduced lunch meals, white students, non-special education and special education students.

- Guidance counselors meet with every student individually to verify that students are on track for graduation.
- Special education programming case managers track students for being on track for graduation.
- Area Learning Center in place for credit recovery
- ADSIS for reading and math skill development

We are implementing the strategies in each program with fidelity. We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group. We know strategies are working based on credit completion, skill growth and graduation of individual students.

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*Bulleted narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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*Bulleted narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## **Integration**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.