

2014-2015 World's Best Workforce Report Summary

District or Charter Name Warren/Alvarado/Oslo School District #2176
Contact Person Name and Position Dr. Lon Jorgensen - 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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

www.wao.k12.mn.us

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.]

WBWF Public meetings took place on 12/8/14 and 12/14/15

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.]

Lon Jorgensen	Superintendent/Parent
Kirk Thorstenson	Elementary Principal
Wade Johnson	High School Principal
Kari Miska	Speech Teacher/Parent
Betty DuBore	4 th Grade Teacher/Parent
Krissy Potucek	Board Member/Parent
Angie Brekke	Board Member/Parent
Jeremy Woinarowicz	Board Member/Parent
Stacy Hanson	3 rd Grade Teacher/Parent
Jackie Streiff	7-12 English/Parent
Todd Mortimer	7-12 Social Science/Parent
Mary Beth Edman	1 st Grade Teacher
Linda Storstad	2 nd Grade Teacher
Rick Schmiedeberg	7-12 Mathematics
Tara Garvin	K-12 Guidance Counselor

This committee also sits as our Curriculum Committee in a dual role.

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results								
All Students Ready for Kindergarten	<i>Continued employment of a highly-qualified, fully-licensed Pre-School Teacher.</i>	<i>WAO schools for the past three years has had turnover in it's preschool position all three years. Even with issues with location, demographics, and recruitment of teachers, WAO has employed a licensed Pre-School Teacher all three years. Our current PS Teacher holds double certification in PS and Elementary Ed.</i>								
All Students in Third Grade Achieving Grade-Level Literacy	<i>Creating supports for all students who are not reading at grade level in order to close the achievement gap and attain grade level reading benchmarks.</i>	<i>For the past 3 years WAO has employed a Full-Time Reading Teacher and Leveled Literacy Intervention Teacher. In 14-15 Benchmark Literacy was implemented over the 2014-15/2015-16 biennium.</i>								
Close the Achievement Gap(s) Among All Groups	<i>Instituting a system of credit recovery at the high school that is available to students throughout the year including the summer.</i>	<i>In 2013-14 numerous students were credit deficient and behind in credits for graduation. A credit recovery program was instituted. Currently all enrolled 9-12 grade students are on track with no credit recovery operating currently. This program remains in affect if needed.</i>								
All Students Career- and College-Ready by Graduation	<i>Creating and Sustaining a program to get freshmen career-ready in our homerooms.</i>	<i>In 2013-14 this was operating as a sophomore only class. In 2014-15 the master schedule was adjusted and changed this to a Freshmen and Junior level class with curriculum connected to "The Seven Mindsets" by Scott Shickler and Jeff Waller.</i>								
All Students Graduate	<i>Creation of a rewards system for attendance to ensure students will graduate on time</i>	<i>Attendance rates are as follows:</i> <table> <tr> <td>2012-13</td> <td>90.2%</td> </tr> <tr> <td>2013-14</td> <td>93.6%</td> </tr> <tr> <td>2014-15</td> <td>92.9%</td> </tr> <tr> <td>2015-16</td> <td>94.1% Currently</td> </tr> </table>	2012-13	90.2%	2013-14	93.6%	2014-15	92.9%	2015-16	94.1% Currently
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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.]

- *List and describe the district's needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*

- *District focus on Benchmark Literacy and ACT Prep*
- *Align assessments and reporting to MN and Common Core Standards*
- *Increase Academic and behavioral supports for struggling learners*

Needs Data Were Based On:

Our district staff completed brainstorming and goal setting exercises based on available data at the time. The data used was both qualitative and quantitative in nature. Surveys, test scores, needs assessments, and meetings throughout the year helped to pinpoint our identified district needs.

At the Elementary, instructional concerns were prioritized: 1. Negative growth scores for all student groups in Math and Reading on elementary MCA tests. 2. Achievement Gap for Am. Indian, Asian, Hispanic, Black, English Learners, Special Education, and Free and Reduced students in both Math and Reading on the elementary MCA tests. 3. Non-Proficient students on MCA test in either Math or Reading for 2 years

At the high school with the Department of Ed's focus on ACT and the requirement that all students (college bound or not college bound), we chose ACT test prep as our #1 priority. We then acquired the John Baylor ACT Prep course and implemented it in the high school. Our scores rose over 2 points in one year in comparison to most schools and the state where scores went down significantly. Also, in order to better align with the common core, WAO High School became a partner with MPCC (Minnesota Partnership for Common Curriculum) and implemented 4 courses over 2 years.

- a. *7th Grade U.S. History*
- b. *8th Grade Geography*
- c. *9th Grade Civics*
- d. *Physics*

Systems, Strategies and Support Category

Students

➤ *Describe the support offered to students during the 2014-2015 school year to meet the goals.*

- *Increase rigor throughout the curriculum*
- *Inclusion of technology instruction into the general classroom setting*
- *Inclusion of a Positive disciplinary system and attendance program*
- *Implementation of Benchmark Literacy and John Baylor ACT Prep*

The following indicators of progress below are three examples used to assess and evaluate student progress toward meeting state and local academic standards.

K-3 Reading Well Data: Percentage of students At or Above Grade Level

2013-14 = 72.77%
2014-15 = 75.50%

NWEA Growth Data: Percentage of students Meeting Growth Projection

2013-14 = 54.6%
2014-15 = 56.0%

ACT Scores: Overall Scores

2013-14 = 20.1
2014-15 = 22.7

Teachers and Principals

The overall system of evaluation was inept at the beginning of the 2014-15 school year. Within the year, evaluation systems and documents were created and linked to each other so the entire district has focus on the goals listed above and those carried out per the district and different buildings. Areas where new evaluation tools were created and implemented during the 2014-15 year via board approval include the: Superintendent, Principals, Teachers, Paraprofessionals, and Secretarial evaluations.

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*

To meet the goals, both district and staff development time and monies were utilized to increase rigor throughout the curriculum.

At the Elementary school, research and implementation of on-line standards based learning curriculums were completed. In addition, an increase in the number of portable “devices” available for students increased by 35% during the 2014-15 school year. In addition, 2014 Proficiency Targets were achieved for nearly all sub-groups with 13 of 15 meeting or 87%. Finally, grade 3-6 students scored 100% in Proficiency Domain calculations in both 2013 and 2014.

In the high school a BYOD (bring your own device) policy was implemented along with TIES education of the staff for increased technology interaction in the classroom. Portable “devices” available for students increased by 50% during the 2014-15 school year. This gives WAO HS a 1:1.5 computer to student ratio. Couple that with BYOD and we are better than 1:1. One other area of support focused on four courses being run by the high schools inclusion in the MPCC (Minnesota Partnership for Common Curriculum) with the possibility of adding more courses over time. Finally the high school will continue with its inclusion in the John Baylor ACT Prep program.