



2016-17 World's Best Workforce Report Summary

District or Charter Name: Warren-Alvarado-Oslo #2716

Grades Served: Pre K-12

Contact Person Name and Position: Dr. Lon Jorgensen, Superintendent of Schools

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.]

www.wao.k12.mn.us (Under the Heading of Families)

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.]

WBWF Public meetings took place on 12/8/14, 12/14/15, 12/12/16, and 12/11/17

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
Lon Jorgensen	Superintendent/Parent
Kirk Thorstenson	Elementary Principal
Garnet Asmundson	Dean of Students/AD/Community Member
Kari Miska	Speech Teacher/Parent/Community Member
Betty DuBore	4 th Grade Teacher/Parent/Community Member
Krissy Potucek	Board Member/Parent/Community Member
Jeff Steer	Board Member/Parent/Community Member
Stacy Hanson	3 rd Grade Teacher/Parent
Jackie Streiff	7-12 English/Parent
Todd Mortimer	7-12 Social Science/Parent/Community Member
Linda Storstad	2 nd Grade Teacher/Community Member
Kenzie Gullekson	Student Representative/Community Member
Holly Steer	Student Representative/Community Member

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

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
<p><i>Continued employment of a highly-qualified, fully-licensed Pre-School Teacher.</i></p>	<p><i>WAO schools for the past three years has had turnover in its 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></p>	<p>Goal Met and In Progress</p>
<p><i>Pre-Screening of all Preschool and K at 100% as measured by fall and Winter preschool screening enrollment numbers, and K screening counts in August.</i></p>	<p><i>100% of Preschool students were screened during the 2016-17 fall and winter screenings.</i></p> <p><i>100% of K students were screened during the 2016-17 August Screening</i></p>	<p>Goal Met</p>
<p><i>80% of all Preschool students will be above Growth Range in each of the 5 areas of development, as measured by the end of year Teaching Strategies Gold Growth Report.</i></p>	<p><i>100% of all Preschool were above growth range in Social/Emotional and Physical.</i></p>	<p>4/5 Goals met</p> <p>1/5 (Math) Not met</p>

Goal	Result	Goal Status
	<p><i>91% of all Preschool were above growth range in Language and Literacy.</i></p> <p><i>82% of all preschool were above growth range in Cognitive</i></p> <p><i>65% of all preschool were above growth range in Mathematics.</i></p>	

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

Goal	Result	Goal Status
<p><i>The percentage of all students in K-3 will increase by 5% in Reading Well Skills Assessment for 16-17</i></p>	<p><i>Reading Well K-3 Grade Cumulative Data</i></p> <p>2015-16 76.92%</p> <p>2016-17 79.38%</p> <p>2017-18 (Goal 75% or higher)</p>	<p>Goal Not Met and In Progress...New Goal of 75% or higher</p>
<p><i>The percentage of all 3rd graders will increase by 5% in Reading Well Skills Assessment for 16-17</i></p>	<p><i>Reading Well 3rd Grade Cumulative Data</i></p> <p>2015-16 64.3%</p> <p>2016-17 72.6%</p> <p>2017-18 (Goal 75% or higher)</p>	<p>Goal Met and In Progress...New Goal of 75% or higher</p>
<p><i>The percentage of all 3rd graders will increase by 5% in the as measured by the Spring MCA tests</i></p>	<p><i>MCA tests by 3rd Grade Cumulative Data</i></p> <p>2015-16 40%</p> <p>2016-17 53.1%</p> <p>2017-18 (Goal 55% or Better)</p>	<p>Goal Met and In Progress...New Goal of 55% or higher</p>

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

Goal	Result	Goal Status
<p><i>Continuation of a system of credit recovery at the high school that is available to all students to address achievement gaps among all groups. This program will run throughout each school year, including the summer, which will result in a 0% Credit Recovery need by graduation.</i></p>	<p><i>From 2013-17 an a mean number of 8 students per year become deficient and behind in credits for graduation. A credit recovery program was instituted. Currently all enrolled 9-12th grade students are on track for graduation resulting in a 0% need currently across all groups. This program remains in effect when and if needed for all 6-12 graders as the 6th grade moved into the HS this past year.</i></p>	<p>Goal Met and In Progress</p>

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

Goal	Result	Goal Status
<p><i>Continuation of Career Readiness Class and John Baylor ACT Prep so 100% of all juniors gain career-readiness in their homerooms and take part of John Baylor ACT Prep throughout their Junior year</i></p>	<p><i>In 2015-16 the master schedule was adjusted and changed this to a Junior level class with curriculum connected to "The Seven Mindsets" by Scott Shickler and Jeff Waller. In 2015-16 and 2016-17, 100% of all Juniors attended and passed this course and participated in John Baylor ACT prep.</i></p>	<p><i>Goal met and In Progress</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Maintenance of a rewards system for attendance to ensure students will attend at a 94% attendance rate or better ensuring higher graduation rates of 94% or better, both in the current school year.</i></p>	<p><i>Attendance Grad Rate%</i></p> <p>2013-14 93.6% 80%</p> <p>2014-15 92.9% 90%</p> <p>2015-16 95.7% 94.1%</p> <p>2016-17 95.0% 97.1%</p>	<p>Goal Met and In Progress</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.]

- *District focus on increasing NWEA Growth Percentages to eclipse 57.5%*
- *To raise ACT scores for all seniors who take the test to score on an average of 22.0 or better cumulative.*
- *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 from a district survey. 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 and student needs. QET teams implemented individual goal sheets per teacher in the elementary to address growth need goals. NWEA Growth Data went from 54.6% in 2013-2014 to 56% in 2014-2015 to 60.1% in 2015-2016, down to 55.8% in 2016-17.

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 in the high school. We then acquired the John Baylor ACT Prep course and implemented it. Our scores rose 4 points over two years (2014-2017) 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 7 courses over 4 years.

<i>a. 7th Grade</i>	<i>U.S. History</i>	ACT COMPOSITE SCORES
<i>b. 8th Grade</i>	<i>Geography</i>	<i>Class of 2014 = 21.2</i>
<i>c. 9th Grade</i>	<i>Civics</i>	<i>Class of 2015 = 20.2</i>
<i>d. Physics</i>		<i>Class of 2016 = 22.0</i>
<i>e. 8th Grade Earth Science</i>		<i>Class of 2017 = 24.0</i>
<i>f. Chemistry</i>		
<i>g. College Prep Math</i>		

4. Systems, Strategies and Support Category

4a. Students

- *Increase rigor throughout the curriculum*
- *Fall, Winter, and Spring NWEA testing will be used to identify potential issues in individual student performance*
- *Inclusion of technology instruction into the general classroom setting*
- *Fall, Winter, and Spring Reading Well (K-3) will be used to identify potential issues in individual student performance*
- *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

<i>2013-14</i>	<i>=</i>	<i>72.77%</i>
<i>2014-15</i>	<i>=</i>	<i>75.50%</i>
<i>2015-16</i>	<i>=</i>	<i>76.92%</i>
<i>2016-17</i>	<i>=</i>	<i>79.38%</i>

NWEA Growth Data: Percentage of students Meeting Growth Projection

<i>2013-14</i>	<i>=</i>	<i>54.6%</i>
<i>2014-15</i>	<i>=</i>	<i>56.0%</i>
<i>2015-16</i>	<i>=</i>	<i>60.1%</i>
<i>2016-17</i>	<i>=</i>	<i>55.8%</i>

ACT Scores: Overall Composite Scores

<i>Class of 2014</i>	<i>=</i>	<i>21.2</i>
<i>Class of 2015</i>	<i>=</i>	<i>20.2</i>
<i>Class of 2016</i>	<i>=</i>	<i>22.0</i>
<i>Class of 2017</i>	<i>=</i>	<i>24.0</i>

4b. Teachers and Principals

2016-17 was the second year of implementation of a top to bottom evaluation system for the district that included the superintendent, principals, teachers, and paraprofessional evaluations being interlinked to the district Mission and Vision. A 7-year Revolving Curriculum Integration plan was also connected and instituted throughout the evaluation process so focus could be garnered on areas of need per year (See Below). Each Principal and teacher K-12 is in continuous evaluation through this model and each curricular area will be revamped every 7 years.

2015-2016		2016-2017	
Math	Monitor	Math	Monitor
Science	Implement	Science	Monitor
Social Studies	Design	Social Studies	Implement
English	Design	English	Design
Music/Art	Evaluation	Music/Art	Design
Tech/World Lang.	Evaluation	Tech/World Lang.	Evaluation
HPER/Business	Monitor	HPER/Business	Evaluation

4c. District

To meet the goals, both district and staff development time and monies were utilized to increase rigor throughout the curriculum with a focus on technology integration.

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 and another 50% in 2015-2016. In addition, 2015 Proficiency Targets were achieved for nearly all sub-groups with 13 of 15 meeting or 87%. Finally, Elementary “on track” totals have gone up as whole with the school scoring 47.0% in 2014, 49.4% in 2015, 71.8% in 2016, before rebounding to 65.8% in 2017

In the high school a BYOD (Bring Your Own Device) program continues to thrive. TIES education of the staff for increased technology interaction in the classroom entered its 2nd year. Portable devices have continued to increase. More importantly BYOD continue to be the mode of operation. Couple the pair and we are better than 1:1. We readily tell our constituents that we are 2 devices to 1 student here at WAO. One other area of support focused on four courses being run by the high school’s inclusion in the MPCC (Minnesota Partnership for Common Curriculum). This has now increased to 7 courses. Finally, the high school will continue with its inclusion in the John Baylor ACT Prep program that has aided in placing WAO amongst the highest in the state (If not the highest if you consider the percentage of seniors taking the test in comparison to other high scoring ACT schools in the state).

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.

WAO is located in the Northwest Corner of Minnesota. Most teaching openings PK-12 garner 1-5 applicants. Five being the oddity for two Kindergarten openings we had. The areas of SPED, Math, Science, Choir, Band, Art, and even PE all had 1-3 candidates at the maximum. Simply put equitable access does not seem a reasonable request as we simply struggle to keep our accoutrement of teachers over the PK-12 system. More to the point, our goal is to simply fill the voids that are coming. In comparison to many districts in the area running without, we have been able to fill our openings successfully...for now. We also offer PSEO and concurrent credit options in our school via Northwest Technical College, University of Minnesota-Crookston and via our staff. In succinct language, we hire the most qualified educator we can get at the time or we seek out other opportunities via online/or collegiate options. In short, if any highly qualified candidate or candidate from a diverse background were to apply, they would get the utmost consideration for appointment.