Minnesota Department of

Education

2015-2016 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 2015-2016 report summary. Districts must submit this completed template by **December 1, 2016** 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, 12/14/15, and 12/12/16

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/Community Member
Betty DuBore	4th Grade Teacher/Parent/Community Member
Krissy Potucek	Board Member/Parent/Community Member
Jeff Steer	Board Member/Parent/Community Member
Jeremy Woinarowicz	Board Member/Parent/Community Member
Stacy Hanson	3rd Grade Teacher/Parent
Jackie Streiff	7-12 English/Parent
Todd Mortimer	7-12 Social Science/Parent/Community Member
Mary Beth Edman	1st Grade Teacher/Community Member
Linda Storstad	2nd Grade Teacher/Community Member
Rick Schmiedeberg	7-12 Mathematics/Community Member
Tara Garvin	K-12 Guidance Counselor
T.J. Bowman	Student Representative/Community Member
Olivia Strickler	Student Representative/Community Member

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.]

	2015-2016 Goals	**2015-2016 Goal Results**
All Students Ready for Kindergarten	*Continued employment of a highly-qualified, fully-licensed Pre-School Teacher.*	*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.*
All Students in Third Grade Achieving Grade-Level Literacy	*All Pre-3 teachers will identify "Reading Well" skills* *K – Letter ID, Initial sounds, Sight/Fry word ID, blending and sementing* *1st – Sight/Fry word ID, sentence dictation, Benchmakr Assessment* *2nd & 3rd – Sight/Fry word ID, comprehension via Spring MAP tests, vocabulary via Spring MAP tests.* *At a cumulative 80% or better on our Reading Well by Third Grade Assessment data in grades K-3*	*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 2014-16 biennium.* *Reading Well by 3rd Grade Cumumlative data* *2014-15 71.46%* *2015-16 76.92%* *2016-17 (Goal 80% or higher)*
Close the Achievement Gap(s) Among All Groups	*Instituting a system of credit recovery at the high school that is available to students throughout the year including*	*From 2013-16 an estimated 6 students per year become deficient and behind in credits for graduation. A credit recovery program was instituted. Currently all*

	2015-2016 Goals	2015-2016 Goal Results
	the summer which will result in a 0% Credit Recovery Need.	*enrolled 9-12th grade students are on track for graduation resulting in a 0% need currently. This program remains in affect when and if needed.*
All Students Career- and College-Ready by Graduation	*Creating and Sustaining a program for 100% of our juniors so they gain career-readiness in their homerooms.*	*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, 100% of all Juniors attended and passed this course.*
All Students Graduate	*Maintenance of a rewards system for attendance to ensure students will attend at a 94% attendance rate or better ensuring higher graduation rates.*	*Attendance rates are as follows:* *2012-13 90.2%* *2013-14 93.6%* *2014-15 92.9%* *2015-16 95.7%*

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 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 24.0 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 form 54.6% in 2013-2014 to 56% in 2014-2015 to 60%. in 2015-2016.

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 (2014-2016) 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 6 courses over 3 years.

> a. *7th Grade   U.S. History*
> b. *8th Grade   Geography*
> c. *9th Grade   Civics*
> d. *Physics*
> e. *8th Grade Earth Science*
> f. *Chemistry*

Systems, Strategies and Support Category

Students
> ➢ *Describe the support offered to students during the 2015-2016 school year to meet the goals.*

- *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

2013-14   =   72.77%
2014-15   =   75.50%
2015-16   =   76.92%

NWEA Growth Data: Percentage of students Meeting Growth Projection

2013-14   =   54.6%
2014-15   =   56.0%
2015-16   =   60.1%

Teachers and Principals

2015-16 was the first 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.

2014-2015		*2015-2016*	
Math	*Implement*	*Math*	*Monitor*
Science	*Design*	*Science*	*Implement*
Social Studies	*Design*	*Social Studies*	*Design*
English	*Evaluation*	*English*	*Design*
Music/Art	*Evaluation*	*Music/Art*	*Evaluation*
Tech/World Lang.	*Monitor*	*Tech/World Lang.*	*Evaluation*
HPER/Business	*Monitor*	*HPER/Business*	*Monitor*

District

Describe the support offered at the district level during the 2015-2016 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 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, grade 3-6 students scored 100% in Proficiency Domain calculations in 2014. These scores fell to 60.8% in 2015. Scores fell slightly to 60.3% in 2016.

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 it's 2nd year. Portable "devices" available for students increased by 50% during the 2015-16 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). This has now increased to 6 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 scoring ACT schools in the state.