



2016-17 World's Best Workforce Report Summary

District or Charter Name: West Central Area Schools: ISD 2342

Grades Served: K-12

Contact Person Name and Position: Barry Schmidt, 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 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.isd2342.org

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.]

➤ November 20, 2017

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
Barry Schmidt	Superintendent
Claire Vincent	Middle and High School Principal
Natalie Prasch	Elementary Principal
Brandon Gruchow	Physical Education Teacher
Maggie Dahl	Special Education Teacher
Amy Linn	1 st Grade Teacher
Natalie Schoenbauer	6 th Grade Teacher
Jody Brasel	Physical Education
Melissa Bergman	English
Elaine Nelson	Community Member
Tina Lindquist	Community Member

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>80% of students who are Kindergarten eligible will meet defined requirements to enter kindergarten as defined by WCA and have a preschool experience prior to entering Kindergarten.</i></p>	<p><i>FAST Bridge Assessment results for kindergarten students in reading and math and number of students in Kindergarten who were in Kindergarten Connection in 2016-2017.</i></p> <p><i>100% of students entering Kindergarten completed the Early Childhood Screening and results were shared with the school district.</i></p> <p><i>For 2016-2017, 74% of our Kindergarten students had a preschool experience prior to entering Kindergarten.</i></p> <p><i>2017-2018, 86% of our Kindergarten students had a preschool experience prior to entering Kindergarten.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>We will increase our reading proficiency from 58.6% to 65% proficient for students in third grade as measured by the MCA III.</i></p>	<p><i>All students receive tier 1 interventions. Using FAST, Benchmark and teacher anecdotal data, students are grouped for further intervention. Those needing extra support receive that support through Title I or ADSIS. Students needing a challenge receive that instruction from licensed classroom teachers. Reading Corps is now full-time at both North and South for students in grades K-3.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>WCA is committed to closing the achievement gap by half in 2017.</i></p>	<p><i>District reading proficiency is 66.1% for all students, 57.6% for Free and Reduced Lunch students and 33.4% for Special Education Students. Math is 71.5% proficient for all students, 64.6% for Free and Reduced Lunch students and 45.9% for Special Education Students. We will continue to work on this goal in the future.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

<p>100% of the graduates will be Career and College Ready</p>	<p>Results: 1) Junior Parent meetings were held focusing on college and career readiness. 2) All seniors are required to take a semester course called Senior Seminar. This course provides direct instruction in areas such as</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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	<p>career exploration, resume writing and interviewing skills. In addition, every student in Senior Seminar completes a job shadowing experience.</p> <p>3) Daily Tier II reading and math intervention for all students who demonstrate skill gaps.</p> <p>4) REACH program for select students in grades 7-12 who require both social and academic support to reach their potential.</p> <p>5) WCA has increased concurrent college in the school courses during the last year from 4 to 5 semester courses.</p> <p>6) WCA also offers courses that lead to certification for CNA's, First Responders and EMT's.</p> <p>7) Middle School students who are in the EXCEED category on the MCA Math test may take two math classes to accelerate achievement.</p> <p>8) WCA ACT composite score dropped from 22.5 to 19.7. The one-year decline in scores cannot be considered a trend or reflective of systemic instructional concerns; however, we are reviewing our essential learning outcomes and curriculum to ensure that students are well prepared to achieve an ACT score above the state average</p>	
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2e. All Students Graduate

Goal	Result	Goal Status
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<p>West Central Area will have a graduation Rate of 96% IN THE SPRING 2017</p>	<p>West Central Area School's 2015 Graduation rate went from 95.8% to 90.4% in 2016 .</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
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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.]

- *Using MCA III testing data we will continue to strive for meeting and exceeding the goals of proficiency in math at 75% and reading at 70%. Our current rates are 71.5% for math and 66.1% in reading. We have added the FAST math assessments for students in grades k-4 and use FAST reading assessments in the fall, winter, and spring.*
- *For reading, our intervention block allows us to flexibly group students based on need. We can accommodate our lower level and higher level students through the use of interventions groups in grades K-6.*
- *For math we have begun meeting as a vertical team to discuss the learning goals at each grade level and how those goals align with the upcoming grade level. We are currently focusing on fact fluency and looking at fluency strategies. The 5-12 math team is considering a curricular resource for the upcoming school year.*

4. Systems, Strategies and Support Category

4a. Students

- *Collaboration between pre-kindergarten and kindergarten staff. Reading Corps is full time at both North and South Elementary schools for students in grades k-3.*
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4b. Teachers and Principals

- *We are increasing our Staff Development and added early outs*
- *More meaningful parental involvement and support in student learning (Parent Nights)*
- *Administrative leadership focused on student achievement and overall student well being*
- *Site leadership teams are actively working to impact student learning outcomes and reinforce a positive school culture: PBIS*
- *Professional Learning Communities are focused on individual teacher development in support of student learning:*
- *Strategic Planning*

4c. District

The West Central Area School District continues to focus on developing Essential Learning Outcomes and Targets based on Minnesota state standards. We have district-level- PLC Groups , which are vertically aligned based on a random selection of teaching staff.

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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *We are a smaller school district with two PreK-4 sites and one 5-12 site. The needs and makeup of the elementary sites are essentially the same.*
 - *While the rural communities may find that having abundant, quality teacher candidates can be troublesome, we have no difficulty with equitable distribution of qualified teachers.*