2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.
When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.
Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document here.

Cover Page

District or Charter Name
2609-01 Win-E-Mac School District

Grades Served

Please check all that apply:
Prekindergarten - 12th grade

WBWF Contact Information
WBWF Contact Name
Melanie M. Nelson

WBWF Contact Title
Speech Pathologist, Staff Development Chair

WBWF Contact Phone Number
2185632900127
Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?
No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

Provide the link to the district’s WBWF annual report and A&I materials.

Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.


Provide the direct website link to the A&I materials.
Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. **Report on this measure for the 2019-2020 school year.**

**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.

**Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.**

July 7, 2020

World’s Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. **Report on your membership list.**

**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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name
Randy Bruer
Role in District
Superintendent
Part of Achievement and Integration Leadership Team?
Yes

First and Last Name
Melanie Nelson
Role in District
Staff Development Chair
Part of Achievement and Integration Leadership Team?
Yes
First and Last Name
Vondria Winter

Role in District
High School Teacher

Part of Achievement and Integration Leadership Team?
Yes

First and Last Name
Terri Kaupang

Role in District
Elementary Teacher / Parent in district

Part of Achievement and Integration Leadership Team?
No

First and Last Name
John Eckman

Role in District
High School Teacher

Part of Achievement and Integration Leadership Team?
No

First and Last Name
Stephanie Frisk

Role in District
Elementary Teacher / Parent in district

Part of Achievement and Integration Leadership Team?
No

First and Last Name
Annie Schow

Role in District
Paraprofessional / Culturally Diverse Member

Part of Achievement and Integration Leadership Team?
No

First and Last Name
Sarah Strom

Role in District
School Board Member

Part of Achievement and Integration Leadership Team?
No
First and Last Name
Heidi Determan

Role in District
Elementary Teacher / Parent in district

Part of Achievement and Integration Leadership Team?
No

First and Last Name
Kevin McKeever

Role in District
K-12 Principal

Part of Achievement and Integration Leadership Team?
Yes

First and Last Name
Heather Burd

Role in District
Cultural Diversity, Parent, PE Teacher

Part of Achievement and Integration Leadership Team?
Yes
Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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 term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
How did the district examine equitable access data? What data did you look at? How frequently do you review the data? Who was included in conversations to review equitable access data? (200 word limit)

The district, being small in size, does not experience any gaps related to equitable access for low income, students of color or American Indian students because we’re small enough that all students have equal access to all instructors. Data reviewed annually includes MCA data, STAR Reading information, NWEA (MAP) assessments, DRA (Developmental Reading Assessments) data. We also view benchmark screenings.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? What goal(s) do you have to reduce and eventually eliminate equitable access gaps? (200 word limit)

The WEM data team compiles data, making sure equal access is given to all students with no limitation to low income or minority. Our team plots longitudinal trends and strands. We base our interventions and needs upon the results of the strands.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? (200 word limit)

As a small school district, in accordance with being a small school, our teaching and support staff is also small. At this time, 100% of our teachers are licensed to teach in their areas of expertise.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing? (200 word limit)

Our work applications are listed online and are open to all perspective employees. We interview and review applicants for those with the highest qualifications, and consistently encourage people of all diversity groups to apply.
Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that 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.
- District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Does your district/charter enroll students in kindergarten?

- Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

- Area 1: Kindergarten Readiness ● All students will be provided access to a high quality Early Childhood program/education as measured by Parent Aware System rating and local assessments

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

- Unable to report
Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Area 2: Read Well By 3rd Grade ● Above State Average of increase in the number of 3rd grade students meeting reading proficiency as measured by the Minnesota Comprehensive Assessments compared to the previous year. ● 80% of K-2 students will demonstrate growth in reading as measured by STAR and local assessments.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report.
Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

Area 3: Achievement Gap Reduction – Minority & Free/Reduced Lunch Groups ● MCA Math Assessment: Based on previous year's MCA test scores. ○ American Indian student group will increase proficiency by 1% of state wide average on 2019/2020 MCA assessment. ○ White student group will increase by 1% of state wide average on 2019/2020 MCA assessment. ○ Special Education student group will increase by 1% of state wide average on 2019/2020 MCA assessment. ○ Free & Reduced Lunch student group will increase by 1% of state wide average on 2019/2020 MCA assessment.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

Unable to report.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

Area 4: Career and College Readiness ● all students will take EXPLORE Assessment (8th), PLAN Assessment (10th), and ASVAB Assessment (11th) 2 ● all students take Careers Course (12th) prepare career/college plan. ● All students will be provided with course opportunities with a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, elective career exploration, and College in the High School opportunities.
Goal

Provide the established SMART goal for the 2019-20 school year.

Area 5: High School Graduation ● 1% increase above the State Average in the number of students graduating high school compared to the previous year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

Unable to report.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Area 5: High School Graduation ● 1% increase above the State Average in the number of students graduating high school compared to the previous year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

Unable to report.

Goal Status

Check one of the following:

Unable to report
Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)
Unable to report.

Do you have another goal for All Students Graduate?
No

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f//?snc=1606760763_5fc5393be79cf0.35427581&sg_navigate=start