

2014-2015 World's Best Workforce Report Summary

Delano Public School
Joe Vieau - Curriculum Director

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

[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.]

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

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.]

- The Annual Meeting was held Oct. 26, 2015
 - o [Minutes](#) from Oct. 26 2015 School Board Meeting

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.]

District Advisory Committee (DAC) Membership 2014-2015

Matt Schoen - Superintendent
 Joe Vieau - Curriculum Director
 Darren Schuler - Elementary Principal
 Renee Klinkner - Middle School Principal
 Steve Heil - High School Principal
 Steve Schauburger - Middle School Assistant Principal
 Mark Larson - School Board Representative
 Bill Weis - Community Member
 Nina Nieman - Parent
 Jon Ness - Parent
 Lisa Dalberg - Parent
 Derek Schansberg - Parent
 Laura Weber - Parent
 Jolene Soderberg - Parent
 Barb Janas - Parent
 Darcy Pemberton - Teacher
 Jake Pederson - Teacher
 Joe Finn - Teacher

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.]

SMART Goal	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	Currently working to create baseline data in order to have a SMART goal next year.	Result: Baseline data is available for 2015-16 School year.

All Students in Third Grade Achieving Grade-Level Literacy	The Elementary School will increase the percentage of third grade students earning a proficient score on the Reading MCA from 81.0% in 2014 to 82.0% in 2015.	Result: 79.6%; Goal Not Met
Close the Achievement Gap(s) Among All Groups	<p>1) The Elementary School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Math score from 0.0119 in 2014 to 0.0000 in 2015.</p> <p>2) The Elementary School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Reading score from -0.0419 in 2014 to -0.0500 in 2015.</p> <p>3) The Middle School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Math score from 0.2326 in 2014 to 0.2000 in 2015.</p> <p>4) The Middle School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Reading score from 0.0095 in 2014 to 0.000 in 2015.</p> <p>5) The High School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Math score from 0.4574 in 2014 to 0.4374 in 2015.</p> <p>6) The High School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Reading score from 0.0760 in 2014 to 0.0560 in 2015.</p>	<p>1) Result: -0.1001; Goal Met</p> <p>2) Result: 0.4574; Goal Not Met</p> <p>3) Result: -0.01050; Goal Met</p> <p>4) Result: 0.1227; Goal Not Met</p> <p>5) Result: 0.0744; Goal Met</p> <p>6) Result: 0.0539; Goal Met</p>
All Students Career- and College-Ready by Graduation	The High School will increase the average ACT score from 24.0 in 2014 to 24.2 in 2015.	Result: 23.9; Goal Not Met
All Students Graduate	During the 2014-15 school year, 99.0% of	Result: 99.5% graduated on

	grade 12 students will meet all graduation requirements to earn a high school diploma.	time: Goal Met
--	--	----------------

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.]

- [Curriculum Work Plan](#)
- [Technology Work Plan](#)
- [Facilities Work Plan](#)
- [Professional Development Work Plan](#)
- *Include only the key data used to determine identified needs and limit response to 200 words.*

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Include the process to disaggregate data by student group.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
 - [Teacher Evaluation Plan](#)
 - [Principal Evaluation Forms](#)
 - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
 - [Curriculum Work Plan](#)

- o [Technology Work Plan](#)
- o *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
- o *Include key indicators of progress to demonstrate evidence of implementation.*
- o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.