

WINDOM AREA SCHOOLS

# World's Best Workforce Plan 2015 – 2016

Board Adopted – November 28, 2016

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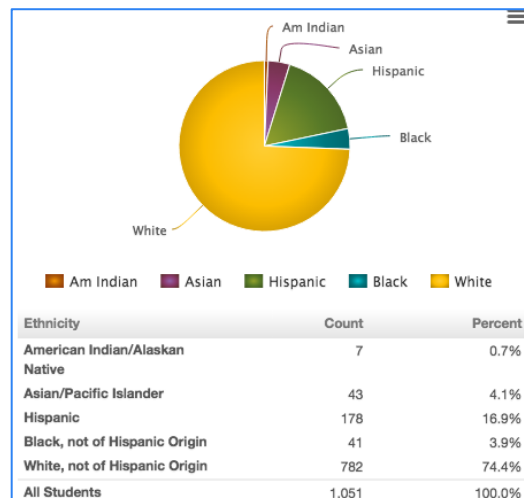
## Mission of Windom Area Public Schools:

It is the mission of the Windom Public Schools to create a positive learning environment where we, as lifelong learners, have the opportunity to develop to our highest potential and to meet the challenges of an ever-changing world.

## 2015-2016 Windom School District

**Demographics: 1,051 students** (1,033 October 1 student count)

Demographics	Windom	State
ENGLISH LEARNERS	8.4%	8.3%
SPED	16.7%	15.1%
FRP	46.8%	38.1%
ETHNICITY	25.6%	30.5%
GRADUATION RATE (2015)	91.1%	86.3%
MATH PROFICIENCY (enrolled Oct. 1)	61.0%	60.9%
READING PROFICIENCY (enrolled Oct. 1)	56.5%	60.9%
SCIENCE PROFICIENCY (enrolled Oct. 1)	59.1%	56.2%
ATTENDANCE	92.5%	94.5%



Vision: Inspire the desire for lifelong learning.

## **MINNESOTA: STRIVING FOR THE WORLD'S BEST WORKFORCE**

Windom's World's Best Workforce (WBWF) Plan fulfills the requirements set forth in Minnesota Statutes, section 120B.11, directing school districts to develop an annual report and report summary elucidating goals, strategies and initiatives, and progress made toward increasing student performance. This strategic plan aims to support and improve teaching and learning by aligning educational initiatives serving pre-K through high school students, equipping students with the necessary skills for the 21<sup>st</sup> century, and seeking to achieve the ultimate goal of creating the world's best quality workforce. The World's Best Workforce (WBWF) plan must address five goals for all children:

- School readiness
- Grade-level literacy by third grade
- Close the racial and economic academic achievement gaps
- Career and college readiness
- High school graduation

At a public meeting held on November 28th, the Windom School Board, in accordance with 2013 Minnesota Statutes, section 120B.11, subd. 2, voted to adopt the 2015-16 World's Best Workforce plan.

## STUDENT PROGRESS AND GROWTH

### 2015-2016 DISTRICT & SCHOOL GOALS:

District and school goals support the requirement set forth by the Minnesota Department of Education that the achievement gap be reduced in half by 2017. All annual SMART goals are established by sites with Q COMP Council and approved by the Windom School Board of Education.

#### **District Goals:**

**READING MCA:** The percentage of all students in grades 3-8 and 10 enrolled October 1 in the Windom School District who earn achievement levels of Meets the Minnesota Academic Standards or Exceeds the Minnesota Academic Standards on the reading MCA III (all accountability tests) will increase 8.7% from a combined percentage of 51.8% in 2015 to 60.5% in 2016.

- *Results: The actual percentage achieved in 2016 was 56.5% which was below our Reading MCA goal.*

**READING STAR:** The percentage of all students in grades K-11 enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on the STAR Early Literacy (K) or STAR Reading Assessment (Grades 1-11) will increase from 87.5% in spring of 2015 to 88.75% in spring of 2016.

- *Results: The actual percentage achieved in 2016 was 72.2% which was below our Reading STAR goal.*

## School/Site Goals:

### ECSE (EARLY CHILDHOOD SPECIAL EDUCATION):

- Seventy-five percent (75%) of students enrolled at the Early Childhood Learning Center who are exiting the program will increase their assigned COSF Rating number by at least 1 point from their initial program entrance rating to their exit to kindergarten rating in spring of 2016 for Outcome B: Acquisition and use of knowledge and skills (1.0 Cognitive). Assessments that will be used to inform COSF results are the Brigance Inventory of Early Development III (Language Development Sections D-10 Understands Directional/Positional Concepts, D-11 Understands Qualitative Concepts, and D-12 Classifies into Categories).

	<b>Number of Students who made substantial gains toward same-age functioning on the COSF (Level 6-7)</b>	<b>Total number of Students</b>	<b>Percentage of Students who made substantial gains toward same-age functioning on the COSF (Level 6-7)</b>
<b>2012-13</b>	<b>1</b>	<b>6</b>	<b>16.7%</b>
<b>2013-14</b>	<b>3</b>	<b>9</b>	<b>33.3%</b>
<b>2014-15</b>	<b>8</b>	<b>9</b>	<b>89%</b>
<b>2015-16</b>	<b>7</b>	<b>7</b>	<b>100%</b>

**WINFAIR ELEMENTARY (Grades K-3):**

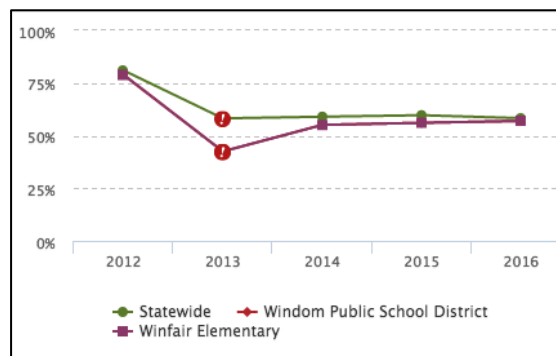
- The percentage of all students in grades K-3 at Winfair Elementary enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on the STAR Early Literacy (K) or STAR Reading (Grades 1-3) Assessment will increase from 89.2% in spring of 2015 to 89.6% in spring of 2016.
  - NOTE – Long-term goal: The percentage of all students in grades K-3 at Winfair Elementary enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on STAR Early Literacy (K) or STAR Reading (Grades 1-3) will be at 90% by spring of 2019.

**STAR Reading Assessment – Winfair Elementary K-3**

	2013-14	2014-15	2015-16
Percentage who met or exceed their fall to spring individual scaled score growth projection on the STAR Reading Assessment	87.5%	89.2%	77.5%
Number of students tested	329	324	325

**MCA III – GRADE 3 READING (enrolled Oct. 1)**

	Percent Proficient		Number of Students Proficient		Number of Students Tested	
	Winfair	State	Winfair	State	Winfair	State
2012-13	42.5%	58.2%	31	35,384	73	60,783
2013-14	55.1%	59.0%	49	35,859	89	60,729
2014-15	56.1%	59.7%	46	37,006	82	62,005
2015-16	57.0%	58.3%	53	36,971	93	63,453



**MCA III – Grade 3 Reading:**

**WINDOM MIDDLE SCHOOL (Grades 4-8):**

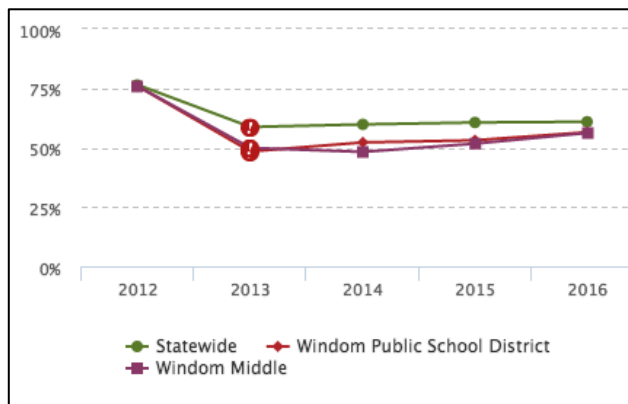
- The percentage of all students in grades 4-8 at Windom Middle School enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on the STAR Reading Assessment will increase from 88.1% in spring of 2015 to 89.1% in spring of 2016.
  - NOTE: The percentage of all students in grades 4-8 at Windom Middle School enrolled October 1 who meet or exceed their fall to spring individual scaled growth projection on STAR Reading will be at 90% by spring of 2019.

**STAR Reading Assessment – Middle School Grades 4-8**

	2013-14	2014-15	2015-16
Percentage who met or exceed their fall to spring individual scaled score growth projection on the STAR Reading Assessment	80.5%	88.1%	71.2%
Number of students tested	364	387	393

**MCA III – GRADES 4-8 READING**

	Percent Proficient		Number of Students Proficient		Number of Students Tested	
	Middle School	State	Middle School	State	Middle School	State
2012-13	49.9%	58.7%	176	244,810	353	417,222
2013-14	48.2%	59.8%	178	251,592	369	420,394
2014-15	51.7%	60.6%	203	256,722	393	423,945
2015-16	56.2%	60.9%	221	261,040	393	428,721



MCA III – Grades 4-8 Reading:

Vision: Inspire the desire for lifelong learning.

**WINDOM HIGH SCHOOL (Grades 9-11):**

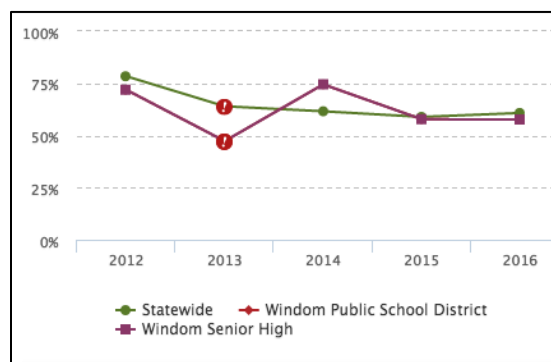
- The percentage of all students in grades 9-11 at Windom High School enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on the STAR Reading Assessment will increase from 83.2% in spring of 2015 to 86.6% in spring of 2016.
  - NOTE: The percentage of all students in grades 9-11 at Windom High School enrolled October 1 who meet or exceed their fall to spring individual scaled growth projection on STAR Reading will be at 90% by spring of 2019.

**STAR Reading Assessment – High School Grades 9-11**

	2013-14	2014-15	2015-16
Percentage who met or exceed their fall to spring individual scaled score growth projection on the STAR Reading Assessment	74.1%	83.2%	72.2%
Number of students tested	166	185	187

**MCA III – GRADE 10 READING**

	Percent Proficient		Number of Students Proficient		Number of Students Tested	
	High School	State	High School	State	High School	State
2012-13	47.3%	64.0%	26	37,791	55	59,053
2013-14	74.5%	61.6%	41	36,133	55	58,610
2014-15	57.8%	58.9%	37	34,353	64	58,336
2015-16	57.6%	60.8%	34	35,318	59	58,117



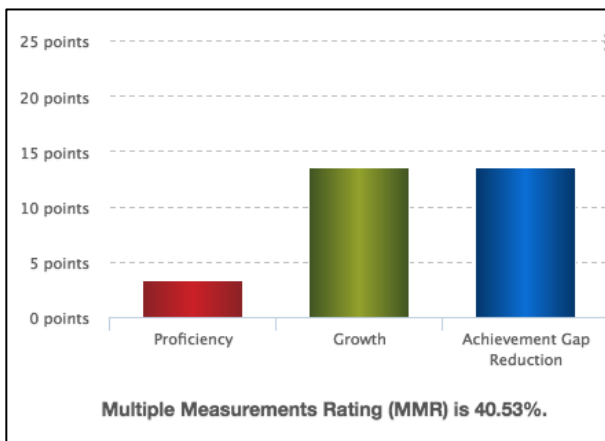
MCA III – Grade 10 Reading:

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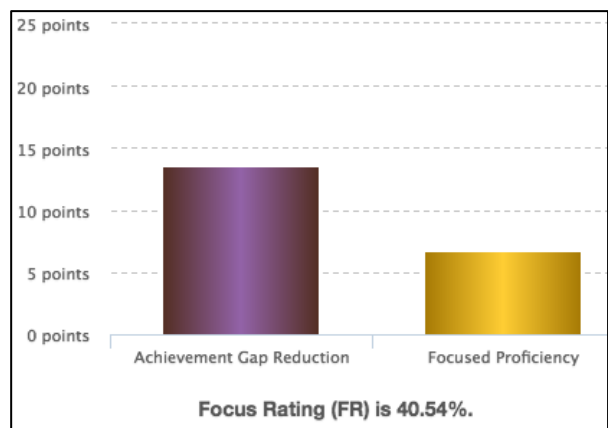


### MMR (Multiple Measurement Rating)

A calculation of school performance is determined using multiple measurements whereby up to 25 points are assigned to each of four domains: proficiency, growth, achievement gap reduction, and graduation rate (for high school only). The MMR is reported as a percentage of possible points a school earned. The Focus Rating (FR) is a measurement within the MMR used to determine a school’s success in reducing achievement gaps between student groups. Two domains, achievement gap reduction and focused proficiency, are each worth 25 points in the calculation of the FR.



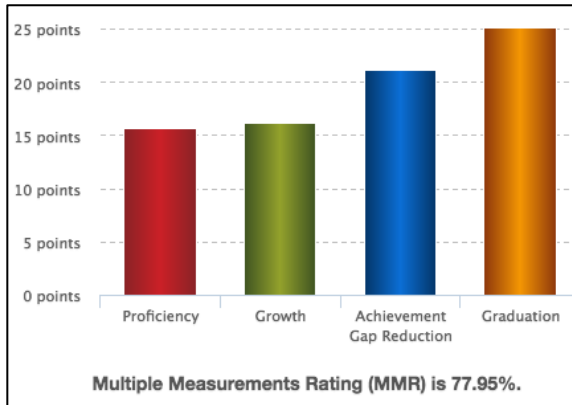
Middle School Gr. 4-8 MMR



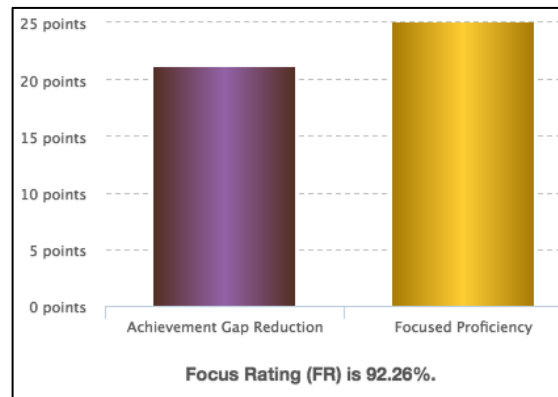
Middle School Gr. 4-8 FR

Domain	Score
Proficiency	3.30
Growth	13.54
Ach. Gap Reduction	13.55
<b>Total Points out of 75</b>	<b>30.39</b>

Domain	Score
Ach. Gap Reduction	13.55
Focused Proficiency	6.71
<b>Total Points out of 50</b>	<b>20.27</b>



**High School MMR**



**High School FR**

Domain	Score
Proficiency	15.67
Growth	16.15
Ach. Gap Reduction	21.13
Graduation	25.00
Total Points out of 100	77.95

Domain	Score
Ach. Gap Reduction	21.13
Focused Proficiency	25.00
Total Points out of 50	46.13

	Middle School 4-8			High School		
	2014	2015	2016	2014	2015	2016
<b>MMR</b>	20.48%	43.52%	40.53%	72.93%	56.54%	77.95%
<b>FR</b>	23.70%	42.83%	40.54%	72.99%	48.40%	92.26%

## WBWF: SCHOOL READINESS

The purpose of a school readiness program is to prepare children to enter kindergarten (Minnesota Statute 124D.15). The Windom School District defines school readiness as children having the academic, social, emotional, and behavioral skills necessary to be successful in kindergarten and beyond. Data from Work Sampling System is collected to measure readiness. This tool has been rated as appropriate for use because of its acceptable alignment to Early Childhood Indicators of Progress (ECIP) and kindergarten academic standards.

### ALL STUDENTS READY FOR KINDERGARTEN SMART GOAL:

Seventy-five percent (75%) of students enrolled at the Early Childhood Learning Center who are exiting the program will increase their assigned COSF Rating number by at least 1 point from their initial program entrance rating to their exit to kindergarten rating in spring of 2016 for Outcome B: Acquisition and use of knowledge and skills (1.0 Cognitive). Assessments that will be used to inform COSF results are the Brigance Inventory of Early Development III (Language Development Sections D-10 Understands Directional/Positional Concepts, D-11 Understands Qualitative Concepts, and D-12 Classifies into Categories).

	Number of Students who made substantial gains toward same-age functioning on the COSF (Level 6-7)	Total number of Students	Percentage of Students who made substantial gains toward same-age functioning on the COSF (Level 6-7)
2015-16	7	7	100%

- Results: Data shows that 100% of students enrolled at the Early Childhood Learning Center exited the program with an increased COSF rating number by at least 1 point from initial program entrance rating using the Hawaii Early Learning Profile.

### WBWF: GRADE-LEVEL LITERACY BY THIRD GRADE

School districts must develop and adopt a literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners (Minn. Stat. § 120B.12, subdivision 4a). This legislation, also known as Read Well by Third Grade, seeks that all third grade students achieve grade-level literacy.

To achieve this goal, Grade 3 Reading Proficiency data for 2013 was used as baseline data to determine district goals that would reduce the achievement gap by 50 percent by 2017. As such, 2017 goals for student groups were created based on the halfway point between the baseline and 100 percent.

*Results: The following data includes only those October 1 students who were enrolled for the full academic year. Only the “WHT” student group is above target to make the projected 2017 goal.*

#### Grade 3 Reading Proficiency:

Student Groups	2013 Baseline	2017 Projected Goal	Increase Per Year	2016 Target	2016 Results	Target & Results Difference
ALL	42.47	71.23	7.19	64.04	57.00	 7.04
FRP	33.33	66.67	8.34	58.35	36.20	 22.15
WHT	47.06	73.53	6.62	66.92	72.90	 5.98
SPED	30.00	65.00	8.75	56.25	37.50	 18.75
HIS	28.57	64.29	8.93	55.36	27.30	 28.06

Whereby x=the 2013 score, the 2017 goal score = 0.5(100-x) + x



# DISTRICT 177 WINDOM AREA SCHOOLS LOCAL LITERACY PLAN

*The purpose of this literacy plan is to ensure that ALL students will achieve grade level proficiency and read well by the end of Grade 3, including English learners.*

## **Reading Well by Third Grade**

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer learning across all subject areas. Differentiated instruction targeted to students' needs provides the basis for all students to read well by third grade and beyond. Instruction focused on the critical elements of fluency, phonemic awareness, phonics, comprehension, and vocabulary will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

## **LITERACY PLAN SUMMARY:**

A primary goal of Windom Area Schools is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. With the state standards at the forefront of instruction, the district has created curriculum maps with comprehensive aligned resources that ensure rigor, relevance, and appropriate pacing of learning standards. Literacy is the cornerstone of all learning and encompasses communication through understanding language in both written and spoken form. Literacy instruction is integrated throughout all content areas and includes essential literacy elements: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Utilizing the gradual release model within the Balanced Literacy

Vision: Inspire the desire for lifelong learning.

Framework, students are challenged and actively engaged in their literacy development through whole group and small group instructional activities at their level. Ongoing and varied formative and summative assessment tools are used to inform and guide instruction. A variety of genres and new technologies are incorporated across content areas and are utilized by all learners. Successful literacy development helps create a love of learning, prepares students for post-secondary education, and paves the way for meaningful employment and a productive, successful, and rewarding life.

## **MISSION OF WINDOM AREA PUBLIC SCHOOLS:**

It is the mission of the Windom Public Schools to create a positive learning environment where we, as lifelong learners, have the opportunity to develop to our highest potential and to meet the challenges of an ever-changing world.

### **Vision/Motto:**

Inspire the desire for lifelong learning.

## **2015-2016 Demographics of Windom Area Public Schools:**

1,059 PreK-12 students

## **LITERACY PLAN GOALS AND OBJECTIVES**

**Overarching Goal:** All students will read at grade level by the end of Grade 3 as determined by the Reading Minnesota Comprehensive Assessment (MCA III).

### **Objectives:**

- Frequent and consistent review of disaggregated reading data in grades K-3. Proficiency, growth, and data trend analyses are used to determine learning targets for individuals and cohorts of students. Pre-K data is accessed and utilized, when available.
- Pedagogical practices are reviewed annually to determine the effectiveness of core instruction, differentiation, remediation, and interventions.
- Curriculum maps are developed and include resources, instruction, and assessment practices aligned to the most current standards.
- Formative Assessments are used to inform and modify instruction, provide feedback to students and teachers, and help identify students who are not on pace to meet proficiency. High quality interventions are delivered to students below proficiency levels.
- Professional Learning Communities (PLCs) analyze the effectiveness of current literacy practices. Data-driven decisions are made to close achievement gaps. Best practices are researched and shared collaboratively.

### **Strategic Goals:**

The following are long-term district achievement and professional development goals followed by some key targets and initiatives related to each goal. These goals are also noted and updated annually in the district's Q COMP plan.

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**District goals:**

The percentage of all students in grades 3-8 and 10 enrolled October 1 in the Windom School District who earn achievement levels of Meets the Minnesota Academic Standards or Exceeds the Minnesota Academic Standards on the reading MCA III (all accountability tests) will increase 8.7% from a combined percentage of 51.8% in the spring of 2015 to a combined percentage of 60.5% in 2016.

The percentage of all students in grades K-11 enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on the STAR Early Literacy (K) or STAR Reading Assessment grades 1-11 will increase from 87.5% in the spring of 2015 to 88.75% in the spring of 2016.

**ECSE (Early Childhood Special Education) goal:**

Seventy-five percent (75%) of students enrolled at the Early Childhood Learning Center who are exiting the program will increase their assigned COSF Rating number by at least 1 point from their initial program entrance rating to their exit to kindergarten rating in Spring of 2016 for Outcome B: Acquisition and use of knowledge and skills (1.0 Cognitive). Assessments that will be used to inform COSF results are the Brigance Inventory of Early Development 3 (Language Development Sections D-10 Understands Directional/Positional Concepts, D-11 Understands Qualitative Concepts, and D-12 Classifies into Categories).

**Bridges Preschool goal:**

Seventy-five percent (75%) of students enrolled in the School Readiness Program who are exiting to kindergarten will increase their level of learning from the Earlier to the Later Building Development Level for Measures Language and Literacy Development 9 and Cognitive 5 on the Desired Results Developmental Profile by the spring of 2016.

**Winfair Elementary goal:**

The percentage of all students in grades K-3 at Winfair Elementary enrolled October 1 who meet or exceed their fall to spring individual scaled score growth projection on the STAR Early Literacy (K) or STAR Reading (grades 1-3) Assessment will increase from 89.2% in spring of 2015 to 89.6% in spring of 2016.

Grade	Total # tested students	Number Did Not Meet	Percent Did Not Meet	Number Met & Exceeded	Percent Met & Exceeded
K	77	11	14.3%	66	85.7%
1	73	30	41.1%	43	58.9%
2	83	15	18.1%	68	81.9%
3	92	17	18.5%	75	81.5%
<b>TOTAL</b>	<b>325</b>	<b>73</b>	<b>22.5%</b>	<b>252</b>	<b>77.5%</b>

## WINDOM PUBLIC SCHOOLS ASSESSMENTS:

Windom Area Schools has a strong comprehensive assessment program that includes a balance of diagnostic, summative and formative assessments. These assessments are used to inform instruction, diagnose gaps in learning, and help gauge the effectiveness of our school district curriculum and programs. All teachers use a variety of assessments to monitor student progress and adjust instruction to meet the needs of each and every student.

### Using Diagnostic Assessments:

Diagnostic assessments provide information about a student's prior knowledge and misconceptions before instruction has taken place. Diagnostic assessments can be used to determine specific skill deficits and can also function as a baseline of learning. Diagnostic data help teachers plan what to teach and how to teach it.

### Using Formative Assessments:

Formative assessments are used to assess learning, guide instruction, and provide students with feedback to improve their learning. This type of assessment is ongoing and checking for understanding happens while the learning is occurring. Some examples include FastBridge CBMR Progress Monitoring, Oral Reading Records, and other classroom formative measures. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly.

The Formative Assessment:

- takes place *during* the learning process
- informs both teachers and students
- allows teachers to adjust instruction
- involves students
- cannot be separated from the instructional process
- is classroom assessment *for* learning
- provides feedback that moves the learner forward

### Using Summative Assessments:

Summative assessments are used to assess achievement at a particular point in time. This form of assessment occurs after the learning has happened and is used to measure achievement status for the purpose of reporting and accountability. Some examples of summative assessments are the Minnesota Comprehensive Assessments (MCA III), STAR Reading, STAR Early Literacy, and end of unit tests. Summative assessment results are used for many reasons including compliance with external agencies, providing accountability, measuring district achievement over time, and comparing student achievement to state and national scores.

## PROCESS OF ASSESSMENT

Windom Public Schools utilizes an assessment process that facilitates short-term and long-term instructional planning based on the Minnesota Academic

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Standards. Results also assist with student placement, special programming, and to guide curriculum and instruction at all levels. In order to measure student learning and growth, multiple types of assessments are used to guide instruction and determine students’ progress within the curriculum frameworks of Windom Public Schools.

Reading proficiency levels are determined using a variety of assessments including classroom formative and summative assessments, STAR Early Literacy or STAR Reading Assessment, MCA III, and FastBridge. Students who do not meet target scores will participate in a diagnostic assessment to determine specific skill deficits. Tier 2 students are progress monitored on a bi-weekly basis and Tier 3 students are progress monitored weekly. Teachers regularly meet to examine data and create or modify intentional interventions to further student learning and assist students in successfully achieving their learning goals.

Assessments results are communicated with parents during parent/teacher conferences, quarterly progress reports, and other verbal or written communications as needed. For students not making adequate progress, information is shared with parents on a more frequent and ongoing basis. Tier 2 students are progress monitored bi-weekly using the FastBridge Progress Monitoring tools. Tier 3 students are progress monitored weekly using these same tools.

**Timeline for assessment dates:**

Testing Window			
8/24 – 9/3	STAR	FastBridge Universal Screening	Oral Reading Record
12/7 – 12/18	STAR	FastBridge Universal Screening	Oral Reading Record
3/1 – 3/11	STAR		
5/2 – 5/13	STAR	FastBridge Universal Screening	Oral Reading Record

\*Oral Reading Records are also administered as needed throughout the school year to determine each student’s instruction reading level.

## WINFAIR’S MULTI-TIERED SYSTEM OF SUPPORT

### A Model of Multi-Tiered Systems of School Supports and the Problem Solving Process

Windom Area Schools uses a Multi-Tiered Systems of Support to ensure successful learning of all students. This framework begins with strong core reading instruction for all students. FastBridges is used as a universal screener to “tier and steer” support for students. Students are identified as reading at grade level (Tier 1), in need of strategic support (Tier 2), or in need of intensive support (Tier 3). Professional Learning Communities (PLCs), consisting of classroom and intervention teachers, then determine a student’s learning gaps

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and design appropriate interventions. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly. PLC groups review the results on a weekly basis. If a student is not responding to interventions, the student is brought to the Problem Solving Team.

Winfair's Problem Solving Team meets each week to assist teachers in designing interventions and support for students. The focus is academic, behavioral, or social. The team consists of the classroom teacher, principal, school psychologist, counselor, special education teacher, and EL teacher. The team decides which research-based intervention to use with each individual. The interventions are put into place. After a sufficient amount of time, the team reviews the data to determine the effectiveness of the intervention. The intervention is continued or discontinued based on the review of the data. When two interventions fail to equip the students with the strategies needed to achieve success, the special education evaluation team is informed.

### **Tier 1 Core Instruction:**

Core instruction is delivered to all students using a gradual release model within a Balanced Literacy Approach. To accomplish this, Winfair puts the MN Academic Standards at the forefront of every lesson and uses resources such as Benchmark Literacy and Reader's Workshop along with strategies such as Read Aloud or Sharing and Conferring to aid in the delivery. A typical reading block includes:

- 30 minutes whole group instruction
- 60 minutes Guided Reading: small group targeted instruction
- 20 minutes Phonics Block
- 30 minutes Writer's Workshop

Universal Screening and Benchmark assessments are administered three times per year.

### **Tier 2 Strategic Intervention Support:**

Tier 2 students participate in all Tier 1 instruction, but need extra support to be successful. Tier 2 students participate in targeted interventions based on student needs. The targeted interventions are delivered in small groups for 30 minutes four days per week and progress monitored bi-weekly. Progress monitoring data is examined by PLC groups on a regular basis to determine the effectiveness of the intervention. Instructional adjustments are made based on the data.

### **Tier 3 Intensive Intervention Support:**

Tier 3 students participate in all core instruction. In addition, Tier 3 students participate in intensive interventions based on individual student needs. Interventions are delivered by the classroom teacher, intervention team, and/or special education staff. Tier 3 students are progress monitored weekly. Progress monitoring data is examined by PLC groups on a regular basis to determine the effectiveness of the intervention. Instructional adjustments are made based on the data. In order to exit an intervention, students must have 3 to 4 data points consecutively above the Aim Line, with one data point at or above the next benchmark target. If 4 data points are consecutively below the Aim Line, the intervention is changed.

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## LITERACY AT WINFAIR ELEMENTARY

The Benchmark Literacy program is used at Winfair to teach reading in kindergarten through grade 3. Components for this program include guided reading, reading aloud, shared reading, and independent reading. Reading strategies from the Daily 5 and CAFÉ are also used. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials covering a wide range of reading and interest levels. In addition, teachers have access to a leveled library filled with literature and informational text to ensure students are reading good fit books. Individual classrooms have a variety of leveled texts for students to practice reading at their individual level.

All K-3 students receive classroom reading instruction for a minimum of 90 minutes and an additional 30 minutes of Writers Workshop. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district’s diverse learners. In addition to Core Instruction, K-3 teachers have access to several intervention programs to fill learning gaps for every student. These interventions include Benchmark Literacy Phonics Intervention, Leveled Literacy Intervention (LLI), Read Naturally, Road to the Code, and Repeated Reading. Interventions target key strands of reading: phonemic awareness, phonics, fluency, and comprehension.

### A Typical Reading Block

Approximate Time	Instruction
60 minutes	Guided Reading Small Group Target Instruction
10 minutes	Teacher Modeled Read Aloud
20 minutes	Shared Reading
20 minutes	Phonics Instruction
30 minutes	Writing Instruction
30 minutes	Intervention Block

## ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS

The district currently assesses all English Learners using the ACCESS for ELLs (2.0) and Alternate ACCESS for ELLs. The ACCESS and the Alternate ACCESS for ELLs are assessments developed to measure the English language proficiency of English learners in grades K-12. Students eligible to take the Alternate ACCESS are those who have significant cognitive disabilities and are identified in MARSS as receiving special education services through an Individualized Education Program (IEP).

Windom is the fiscal host for a consortium that began in 2005 and consists of the following school districts: Windom, Heron Lake Okabena, Round Lake Brewster, Hendricks, and Jackson County Central. Districts in this consortium receive Title

Vision: Inspire the desire for lifelong learning.

III funds and, therefore, must meet Annual Measurable Achievement Objective (AMAEO) targets or take corrective action. Title III funds supplement the resources of local districts to provide quality education to ELs. Disaggregated data compiled from STAR, MCA III, and ACCESS assessments are used to drive program improvements, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs.

## **PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION**

Windom Area Schools uses a Professional Learning Community (PLC) model to facilitate and encourage collaboration of teachers and specialists across grades, subjects, disciplines, buildings, and district to promote the development of competent use of effective literacy practices and instructional strategies. PLCs meet weekly to research best-practice strategies; ensure alignment of resources, instruction, and assessments to the Minnesota Academic Standards; address instructional, learning, and achievement gaps; and to analyze the effectiveness of literacy instruction using classroom and district data. Instructional decisions are based on student data.

Using both internal and external experts, Windom teachers are provided with high-quality professional development and trained to deliver core instruction and instructional interventions with scientifically-based reading practices embedded within them. In-house English Learner teachers regularly provide training to assist teachers with effectively recognizing students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students. An Instructional Coach and two teacher leaders further assist staff in implementing core instruction and interventions as intended. Regular analysis of student performance data by classroom teachers, PLC groups, intervention teams, and administration informs prioritization and selection of learned strategies for effective instruction.

## WBWF: Reading Growth

While reading proficiency is important to consider, it is also important to understand student growth from year to year. Growth z-scores, beginning in fourth grade, indicate whether students are growing at expected rates. A student who exceeds growth expectations will have a positive score and a student who does not meet targeted growth will have a negative score.

<b>Student Group</b>	<b>Windom</b> Average MCA Growth Score	<b>Region</b> Average MCA Growth Score
<b>ALL</b>	<b>0.16</b>	<b>0.00</b>
<b>FRP</b>	<b>0.08</b>	<b>-0.11</b>
<b>HIS</b>	<b>0.07</b>	<b>-0.17</b>
<b>SPED</b>	<b>0.11</b>	<b>-0.16</b>
<b>WHT</b>	<b>0.19</b>	<b>0.03</b>

*Results show positive growth in each of the student groups. Each of these groups scored significantly higher than average MCA growth in the region.*

## WBWF: ACHIEVEMENT GAP CLOSURE

Closing achievement gaps means ensuring all students perform at high levels. The state goal is to reduce the achievement gap by fifty percent from 2013-14 baseline data to 2017. Proficiency index rates are used in the data determination meaning students that meet or exceed standards contribute one full point to the proficiency index rate and students who partially meet standards contribute one-half a point.

**Goal Statement:** The proficiency GAP between the Free and Reduced Price students enrolled the full academic year for all grades tested within Windom Area School District on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Free and Reduced Price student groups as follows within our District (see table A):

### A. Reading Proficiency INCREASE:

Windom Public Schools	Baseline data	Year 1 2014-15 Goal	Actual	Year 2 2015-16 Goal	Actual	Year 3 2016-17 Goal	Actual	Total Increase
All students	48.4	N/A	53.1	56.5	57.0	59.8		
Non-FRP	60.80	67.80	64.36	70.0	69.3	73.0		12.2
FRP	34.50	45.50	40.00	45.5	40.3	47.0		12.5

### B. Reading GAP DECREASE:

Windom Public Schools	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	On Track? Check box if yes	Year 3 2016-17 Goal
FRP	26.3	22.3	24.36	X	5.5	X	13.1

### C. Progress toward the achievement goal:

Windom students have made progress towards goals, but missed our achievement gap target closure in reading. Our realignment to standards this past summer should help with narrowing the gap. In addition, our interventionist program aligns with core classroom instruction. There is still a district wide concern that incremental growth will not close the gap by 2016-17.

Vision: Inspire the desire for lifelong learning.

## WBWF: CAREER AND COLLEGE READINESS

The current global economy requires that students are prepared and qualified to meet the rigorous demands of the workforce or postsecondary opportunities. Windom Area Schools has a variety of program options to assist students with the success needed for college and career readiness. Multiple performance indicators are used to assess a student's college and career readiness such as the ACT and enrollment in school program options, including Postsecondary Enrollment Options (PSEO) and concurrent enrollment.

The ACT is a curriculum-based test designed to measure the skills needed for success in first-year college coursework. The ACT includes an interest inventory component that matches a student's skills and interests with career area options. Ninety-five percent of the students in the Class of 2016 took the ACT. Achievement in all areas (English, Mathematics, Reading, and Science) was just shy of meeting the state average.

### Class of 2016 ACT Scores

	Windom	State
Number Tested Students	55	64,145
English	18.5	20.0
Mathematics	20.9	21.2
Reading	20.2	21.3
Science	20.4	21.3
Composite	20.1	21.1

### ACT Five-Year Trend

Grad Year	English		Math		Reading		Science		Composite	
	Windom	State	Windom	State	Windom	State	Windom	State	Windom	State
2012	20.4	22.1	22.9	23.0	21.4	22.9	22.1	22.7	21.8	22.8
2013	18.5	22.2	22.0	23.1	20.3	23.1	20.7	22.9	20.5	23.0
2014	22.0	22.1	23.0	23.0	23.9	23.1	22.3	22.9	22.9	22.9
2015	21.8	21.8	24.0	22.8	23.5	23.0	22.9	22.7	23.1	22.7
2016	18.5	20.0	20.9	21.2	20.2	21.3	20.4	21.3	20.1	21.1

Data in **blue font** indicates at or above state average.

- *ACT SMART Goal: The composite ACT score for Windom students will meet or exceed the state average composite score for the 2016 graduation year students. Results: goal not met.*

The college credit earning programs available to students include Postsecondary Enrollment Options (PSEO) and Concurrent Enrollment. The PSEO program allows 10<sup>th</sup>-12<sup>th</sup> grade students to earn college credit while still in high school through enrollment in and successful completion of college-level courses. Concurrent Enrollment provides 9<sup>th</sup>-12<sup>th</sup> grade students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers or college faculty. Students may earn both high school and college credits at no cost in the PSEO and Concurrent Enrollment courses.

#### Windom Area High School credit-earning courses:

100 COLLEGE BIOLOGY	MSU 4-credits
201 COLLEGE ECONOMICS	SMSU 3-credits
120 COLLEGE POLITICS	SMSU 3-credits
100 COLLEGE ALGEBRA	SMSU 3-credits
135 COLLEGE PRE-CALCULUS	SMSU 5-credits
150 COLLEGE CALCULUS	SMSU 5-credits
101 ENGLISH COMPOSITION	MSU 4-credits
110 INTRO TO LIT	MSU 4-credits
102 COMMUNICATION STUDIES	MSU 3-credits
101 COLLEGE PSYCHOLOGY	SMSU 3-credits
101 COLLEGE SOCIOLOGY	SMSU 3-credits
104 INTRO TO ATMOSPHERIC SCIENCE	SCSU 3-credits



The EAGLE Achievement Project is a graduation requirement for all Windom students. The EAGLE Achievement Project is a community service-learning project. Students are required to present their project and findings to members of the public.

### **Career Development Resources:**

Windom Area Schools subscribes to the Minnesota Career Information System (MCIS). The MCIS is a comprehensive tool that grade 9-12 students use to explore career, educational, and labor market information. Using the MCIS, students are able to build a portfolio to plan educational goals and monitor their progress in achieving those goals.

For seniors only, Windom offers a first-semester college prep class. In this class, students engage in foundational activities of college readiness such as college applications, FAFSA information, transcripts, and scholarship searches. In addition, the course includes material related to employment, market conditions, and the outlook for jobs.

Subsequent to taking the Explore Assessment, all 8<sup>th</sup> grade students begin building college and career portfolios. The portfolios are revised and expanded after taking the 10<sup>th</sup> grade Plan Assessment. In addition, all students are required to take a career exploration course called Computer and Careers for 0.50 credits.

Windom continues to expand its partnership with community businesses to increase skill-based training opportunities for Windom students. For example, the Toro Company in Windom provided significant facility upgrades for the welding program at the high school in exchange for site access for local job skills training. POET Biorefining also worked with the Windom School District on local job skills training.

### College Credit Earning Programs

Stretch goal: Is there equitable participation in the district's college credit earning programs for students in poverty, students of color, and special education students?

Student Group	College Credit Class Participation Percentage	District Demographic Percentage
White	91%	74%
Non-White	9%	26%
SPED	0%	17%
Non-SPED	100%	83%
Poverty	29%	47%
Non-Poverty	71%	53%

*Results: District demographic data show twenty-six percent ethnicity in Windom and approximately one-third of that percentage was represented in the class participation percentage. Similarly, approximately one-third of the participation numbers for the college credit earning classes included students from poverty though district demographics are closer to fifty percent.*

*In response to the data, Windom, along with two other districts, offered a summer college sociology class in an effort to increase participation numbers for students of poverty, students of color, and special education students.*

**Grade 8 Math Proficiency:** MDE looks at grade eight MCA math results as an indicator of college and career readiness. The MCA is considered highly predictive of how a student would perform on the ACT and if a student would need developmental coursework in college. Though student groups did not meet the 2017 proficiency goal, each group made gains from 2015 to 2016.

Student Groups	2011 Baseline	2017 Proficiency Goal	2015 Gr. 8 Math Proficiency	2016 Gr. 8 Math Proficiency
ALL	60.71	80.36	45.2	46.58
FRP	44.44	72.22	34.37	37.14
WHT	64.58	82.29	47.45	51.85

### WBWF: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

According to the Minnesota Department of Education, 70 percent of jobs in Minnesota will require some form of postsecondary education by the year 2020. As such, the state goal is to reach a 90 percent graduation rate by the year 2020 with no student group below 85 percent. Because graduation data lags behind one year, official 2016 data is not available for this report.

Student Groups	2013			2014			2015		
	Windom Count	Windom %	Region %	Windom Count	Windom %	Region %	Windom Count	Windom %	Region %
<b>ALL</b>	69	98.6	87.4	54	94.7	84.5	51	91.1	86.3
<b>WHT</b>	61	98.4	88.61	45	97.8	88.6	44	93.6	86.1
<b>FRP</b>	24	96.0	74.58	17	89.5	74.6	16	88.9	75.4

*Results: Data show Windom's graduation rates exceed the state goal of a 90 percent graduation rate for the "all" and "white" student groups. For students of poverty (FRP), the graduation rate has fluctuated over the three-year string of data. The 88.9 percent graduation rate for students of poverty in 2015 is just slightly below the state's goal of 90 percent. In all student groups over the three-year window, Windom's graduation rate significantly exceeds the graduation rate in the comparative region.*

## WBWF STRATEGIES FOR IMPROVING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT:

### I. Assessing and Evaluating Student Progress

#### A. PreK-12 Assessment System

- The Windom Public School District uses a comprehensive assessment system with multiple indicators to measure student performance. These indicators include both formative and summative assessments to inform instructional and curriculum decisions, provide targeted instruction based on individual student needs, and assess and evaluate student progress toward meeting state and local academic standards.
- **Testing Calendar link**
  - <http://tinyurl.com/h8qauck>
- **District Assessments:**

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Brigance	X													
FAST		X	X	X	X	X	X	X	X	X				
MCA III (Reading)					X	X	X	X	X	X		X		
MCA III (Math)					X	X	X	X	X	X			X	
MCA III (Science)							X			X		X		
OLPA					X	X	X	X	X	X		X	X	
ELL ACCESS		X	X	X	X	X	X	X	X	X	X	X	X	X
STAR Early Literacy		X	X											
STAR Reading		X	X	X	X	X	X	X	X	X	X	X	X	
STAR Math		X	X	X	X	X	X	X	X	X	X	X	X	
EXPLORE (ACT)										X				
PLAN (ACT)												X		
PSAT													X	
PLATO										X	X	X	X	X
ASVAB													X	
ACT												X	X	X

#### B. Data Utilization

- Performance indicators include state-level accountability tests such as the Minnesota Comprehensive Assessment (MCAs) and district-level data such local assessments, attendance, and graduation.
- **Data Mines**
  - The Data Leadership Team conducted a data dig during summer months to identify specific district, site, or grade

level strengths and needs. Teachers, administrators, and school board members reviewed data from the Minnesota Comprehensive Assessments, STAR assessments, graduation, and the ACT.

○ **Specific needs identified by key data:**

The MCA reading data revealed the lowest proficiency scores at the Middle School.	Based on Grade 3 MCA Reading Proficiency data, the largest achievement gap was between the HIS subgroup and the WHT subgroup.
Five-year trend data shows ACT English as the lowest performing test section.	District MCA Reading data also showed an achievement gap between the EL student group and non-EL students.

● **RtI and PBIS**

- Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) are models used to provide behavior and academic supports to all students.
  - Academics: Effective core instruction is provided to all students. Targeted interventions are data-based and provided to small groups or individual students based on student needs. Student progress is monitored and benchmarked.
  - Behaviors: Proactive strategies are defined, explicitly taught, and used to support appropriate behaviors to create and sustain a positive school environment for all students using a multi-tiered system of supports.
- Response to Intervention components include: universal screening, assessments, and progress monitoring; protocols for needed supports and services; team problem-solving, including parental involvement, to determine student needs; and a tiered system of interventions based on needs.

● **Professional Learning Communities (PLCs)** collaborate weekly for sixty minutes of common planning time to:

- engage in professional dialogue focused on research-based strategies that yield improved instruction and successful student achievement,
- employ data-based decisions to assess and evaluate student progress and achievement,

- provide a structure of peer support to enhance individual teacher growth in instructional practices,
- and provide opportunities for vertical and horizontal team planning with a focus on standards alignment, quality assessments, researched best-practice strategies, and data-driven instruction.

## II. Systems, Strategies, and Support

### • **Teacher Recruitment, Retention, and Equitable Access**

- Windom Teacher Induction and Mentoring Program provides new-to-district and new-to-profession teachers with support and tools to acclimate to the district, maximize confidence, increase the effectiveness of instructional strategies, increase student learning, and increase teacher retention rates within the district.
- Equitable Access to Educators – Hiring decisions are based on need and aim for top talent. Windom Area Schools distributes staff across the district so that all students have equitable access to teachers, support staff, and principals who can help them reach their potential. All teachers are qualified and fully licensed in a core subject area. Less than nine percent of the licensed teachers in Windom Area Schools have three years or less experience teaching in Minnesota public schools. All paraprofessionals are highly qualified.
- The teacher shortage and the struggle to attract quality educators have impacted Windom Area Schools.
  - It is possible that for some hard-to-fill positions such as chemistry or Industrial Tech that no viable applicants apply to the district.
- Mentoring Program link: <http://tinyurl.com/zpe9pam>

### • **Teacher Growth, Development, and Evaluation**

- Fulfills the requirements set forth in Minnesota Statutes 122A.40 Subd. 8 (b) that districts must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.

- Tenured teachers are observed and evaluated at least three times per year: at least once by building administration and at least twice by an Instructional Coach or Teacher Leader. Probationary teachers are observed and evaluated three times per year by building administrators.
- Teachers receive summative evaluations at least once every three years comprised of an overall score that includes longitudinal data on student growth and achievement (35%) and elements of the observations that document standards of effective practice (65%).
- Observations are based on the domains and components in the Charlotte Danielson's Framework for Teaching (2013). The Danielson Model aligns to the Minnesota Standards of Effective Practice for Teachers.
- The Growth, Development, and Evaluation plan promotes reflective practices and ensures quality evaluations that include formative and evaluative feedback. The review cycle includes requirements for teachers to complete annual growth and development plans with SMART goals based on district or classroom assessment data. Individual Growth and Development Plans are submitted to administration annually.
- Administrators, Instructional Coach, and Teacher Leader peer evaluators participate in on-going professional development training such as Cognitive Coaching, inter-rater reliability, and practice evaluations using the Charlotte Danielson Framework for Teaching Evaluation Instrument.
- Teacher Evaluation link: <http://tinyurl.com/jbmbwm6>
- **Principal Evaluation**
  - Principals are evaluated using a performance-based system designed to enhance the principal's leadership skills; improve organizational management skills; and strengthen the principal's capacity to positively impact instruction, supervision, evaluation, and teacher development.
  - Principal evaluations included surveys to help identify effectiveness, leadership skills, and strengths and weaknesses. They also included observations, longitudinal student academic growth data, and district achievement goals.
- **Committees and Roles**
  - The QComp Leadership Team functions as the District Advisory Committee responsible for active involvement in

the annual review of the WBWF mandated by Minnesota Statute 122A.60, subdivision 1(b). The team represents teachers of various grade levels, subject areas, English Learner education, and special education as well as nonteaching staff, community members, parents, and administrators.

- QComp Leadership Team:
  - Superintendent Wayne Wormstadt
  - Dr. Melissa Radeke, Director of Teaching and Learning
  - Jake Tietje, Principal
  - Jamie Frank, Principal
  - Barb Jones, School Board Member
  - Mary Klosterbuer, Community Member
  - Gina Freiwald, Teacher and Parent
  - Yvonne Cannon, Interventionist Teacher
  - Paula Wolter Mattson, Instructional Coach and Teacher
  - Katie Robillard, SPED Teacher and Parent
  - Joni Fischenich, EL teacher
  - Bryan Joyce, Teacher
  - Cindy Walen, Teacher
  - Emily Elston, Teacher and Parent
  - Tim Mellstrom, Teacher Leader
  - Jackie Jurgens, Support Staff
  - Kris Hayenga, Support Staff
- Data Leadership Team:
  - Dr. Melissa Radeke, Director of Teaching and Learning
  - Paula Wolter Mattson, Instructional Coach
  - Jim Axford, Teacher Leader
  - Tim Mellstrom, Teacher Leader
  - Kathryn Ralston, Special Education Evaluator
  - Joni Fischenich, EL teacher

- **Gifted and Talented**

- Windom Area Schools recognizes that some students have outstanding abilities that differ from others of their age, experience, or environment. The district has expanded the use of the Response to Intervention (RtI) model to include the needs of gifted children. Using the RtI framework, advanced learning needs are supported with differentiated curriculum and instruction that may vary in pace, complexity, depth, or breadth. Advanced educational options are also considered based on individual student need such as curriculum compacting, advanced placement, grade or subject acceleration, and post-secondary and concurrent enrollment options.



- **English Learner Education Program**

- Windom is a member of a Title III consortium. A needs-assessment was conducted by the English Learner Education staff and findings indicated the district needed to address curriculum and communication areas. The EL team, in conjunction with the consortium, developed an Annual Measurable Achievement Objective (AMAO) plan to address the findings.
- Curriculum maps are being developed for newcomer EL classes at the Middle High School.
- The district website includes a section for EL communication.
- An EL representative was added to the QComp committee and Data Leadership Team.