



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name:

Grades Served:

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A and I Contact: Enter name.

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

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.

➤ <https://www.cps.k12.mn.us/page/3771>

Annual Public Meeting

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.

➤ *The WBWF plan was reviewed and approved on September 18, 2017*

District Advisory Committee

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.

Complete the list of your district advisory committee members for the 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Craig Ihrke	District Superintendent	
Mary Morem	MS/HS Principal	
Gina Meinertz	Elementary Principal	
Nancy Runnigen	Community Education Director	
Jared Barnes	School Board/Parent	
Dan McGonigle	Parent	
Noah King	Student	
Isabel Allen	Student	
Cindy Colleran	Parent	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
- Caledonia Area Public Schools is a small school district with fewer than 700 students K-12. As such, our teaching staff is also small. All of our teachers are licensed teachers providing instruction in the area of their licensure. The district administration which consists of a K-5 principal, Middle School/High School principal and district superintendent, work to ensure access to experienced, effective, and in-field teachers. At present the district has not found any gaps related to the equitable access for low-income students, students of color, or American Indian Students. Because our district is small, all of our students have the same access to all of our teachers.
- *Access to Diverse Teachers*
 - At present the district has not found any gaps related to the equitable access for low-income students, students of color, or American Indian Students. Because our district is small, all of our students have the same access to all of our teachers.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>90% of Caledonia Hand-In-Hand 4 year old preschool students will reach the Fastbridge spring benchmark composite score of 32.0 or greater by the end of the 2017-2018 School year.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>94% of Caledonia Hand-in-Hand 4 year old preschool students scored 32 or greater at the end of the 2017-2018 school year.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
At Caledonia Area Elementary School, we utilize FastBridge assessment data as well as the Independent Reading Level Assessments from the American Reading Company.
- *What strategies are in place to support this goal area?*
We had a high focus on curriculum to fidelity. Students are benchmark tested three times a year to hone in on skills in need of development.
- *How well are you implementing your strategies?*
The results seem to illustrate the strategies are well implemented.
- *How do you know whether it is or is not helping you make progress toward your goal?*
The benchmark screenings help us to understand the amount of progress that is being made throughout the year.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all students enrolled in grades 3-5 at Caledonia Area Elementary School for at least half the year who are proficient on the Reading tests (MCA and MTAS) will increase from 72.2% in 2017 to 74.2% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In the spring of 2018, 67.8% of students in grades 3-5 were deemed proficient on the MCA and MTAS test.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - At Caledonia Elementary School, we utilize previous year MCA data, FastBridge data, and NWEA/MAP data to disaggregate by student groups.
- *What strategies are in place to support this goal area?*
 - At Caledonia Elementary School, we use the Independent Reading Level Assessments to individualize instruction for all of our students.
- *How well are you implementing your strategies?*
 - We feel we are implementing the strategies well. It is however difficult to compare one year to the next as our numbers are fairly small, which can skew data from year to year.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Data collected on Independent Reading Level Assessments indicates individual student improvement. FastBridge data also supports independent reading growth.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>According to October 1 enrollment, Caledonia Public Schools will decrease the low growth percentage of students on the Minnesota Growth Index MCA III Reading Tests from 28.6% to 25%.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In the spring of 2018, 27.9% of students made low growth on the MCAIII Reading tests. However 15% of middle school students made low growth, which means 85% of middle school students made medium or high growth.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <ul style="list-style-type: none"> ➤ We used the Minnesota Growth Index for MCA III reading. This data is not disaggregated by student groups. We only have two student groups with cell size large enough to count (Special Education, and Free and Reduced). We will likely change this goal to try and improve those two groups. • <i>What strategies are in place to support this goal area?</i> <ul style="list-style-type: none"> ➤ We worked with individual students who showed low growth on individual basis. We utilized WIN time in the middle school and high school settings to try to provide for individual student needs. • <i>How well are you implementing your strategies?</i> <ul style="list-style-type: none"> ➤ Numbers indicated the strategies worked well with middle school students. The numbers also indicate that the strategies did not work as well with other students. • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <ul style="list-style-type: none"> ➤ Based on the numbers, it looks as though our middle school strategies have worked well. We will need to try and replicate these strategies with our other students.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>100% of the 2018 graduating students of Caledonia Public Schools will have a goal sheet set and long-range plan written and in their personalized folder.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>100 % of the 2018 graduating students of Caledonia Public Schools did have a goal sheet set and long-range plan written and in their personalized folder.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>We have a continual goal of our graduation rate staying above 95% of students graduating.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>100% of our seniors graduated in the 2017-2018 school year. Caledonia Area Public Schools consistently graduates over 95% of students.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *We have graduated at or near 95% or higher over the past several years.*
- *What strategies are in place to support this goal area?*
 - *Being that we graduate less than 80 students each year, we know our students very well and can provide personal attention to each student.*
- *How well are you implementing your strategies?*
 - *Our steady graduation rates near 95% or higher indicate our strategies are working well.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *Being that we have attained our goal of above 95% graduating, that gives us a good indication that things are going well.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bullethead narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.