2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
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, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@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

Glencoe-Silver Lake #2859

Grades Served

Please check all that apply:

Prekindergarten - 12th grade
Kindergarten - 12th grade
Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Chris Sonju

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

3205101800

WBWF Contact Email

csonju@gsl.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

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.

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

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

www.gsl.k12.mn.us

Provide the direct website hyperlink to the A&I materials.

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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

September 9, 2019

World's Best Workforce

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 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Chris Sonju	Superintendent	
District Advisory Committee Member	Joy Freitag	Assistant Elementary Principal / Curriculum Coordinator	
District Advisory Committee Member	Alicia Beste	Early Childhood Director	
District Advisory Committee Member	Bill Butler	Elementary Principal	
District Advisory Committee Member	Kelly Johnson	School Psychologist	
District Advisory Committee Membe	Kay Meyer	6th grade teacher	
District Advisory Committee Member	Cari Glaeser	RTI Coordinator	
District Advisory Committee Member	Dan Svoboda	7-12 Asst Principal	
District Advisory Committee Member	Matt Foss	7-12 Principal	
District Advisory Committee Member	Donna VonBerge	School Board	
District Advisory Committee Member	Sandy Armstrong	Parent	
District Advisory Committee Member	Joel Voelz	Parent	
District Advisory Committee Member	Tina Aguilar	Paraprofessional	
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			

Equitable Access to Effective and Diverse Teachers

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)

Glencoe-Silver Lake's Executive Cabinet Team, which includes our superintendent, business manager, and four principals, works to ensure that all students of color, American students, and students from low-income families have equitable access to experienced, in-field, and effective teachers. This team examines disaggregated student data each fall. For 2018-2019, we found no equitable access gaps.
We attribute this to several factors. First, we have one school building per grade level span. Therefore, there is no opportunity for a grade level teacher to transfer to the same grade level at another building site. Also, our geographic location, just outside the Metro, lends itself to attracting, hiring, and retaining quality teachers. Finally, we have low teacher attrition and mobility.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

Our licensed teaching staff if primarily white. With approximately 21% of our student population Hispanic, they are represented in the ethnic and racial makeup of our licensed teaching staff. We would need to hire approximately 12 teachers of color in order to reflect our student population.
The root cause contributing to a lack of student access to teachers of color is also our location. We receive no applications from teachers of color. We will continue to advertise our positions statewide in an attempt to attract a diverse pool of highly qualified teacher candidates.

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)

-Research Co-teaching to have SPED and EL teachers participate in the gen ed classroom
-All information Is translated and available in a variety of formats
-3T Teacher Program – teachers can observe another teacher
-Walk Through Observations and feedback from administration
-PLC conversations supporting collaboration and constructive, deliberate feedback

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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

We have a Hispanic population of about 21% of our students. 12-13 more staff members would need to be hired to reflect the Hispanic population we currently have.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

The root cause contributing to a lack of student access to teachers of color is also our location. We receive no applications from teachers of color. We will continue to advertise our positions statewide in an attempt to attract a diverse pool of highly qualified teacher candidates.

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)

- Positions are advertised on a variety of platforms
- Candidates are interviewed based on their credentials and the specific needs of the identified position

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.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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 2018-19 school year.

The percentage of 3 and 4 year olds participating in the early childhood screening will increase from 85% in 2017-2018 to 87% in 2018-2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

88% of children entering kindergarten in 2019 were screened as a 3 or 4 year old in preschool. The remaining 12% of students were screened as 5 year olds in September, 2018.

Goal Status

Check one of the following:

Goal Met (one year goal)

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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

o Fall benchmarking data: letter names and letter sounds for kindergartners
o We identify which preschool students participate in and what concepts the preschools work on with the students
o We have families complete a questionnaire/survey on where they heard about preschool screening
o Pre-K and kinder teachers meet with local daycares and families to encourage Pre-K screening
o Advertising goes to all households within the district who have children of screening age
o Doctors at the local hospital promote this at well checks
o Advertising through local daycares
o Staff are very dedicated to growing our Pre-K program and having our students participate in early childhood screening
o We continuously look for strategies that will help us grow our program and encourage student involvement
o We are dedicated! This is where is all begins!
o There are more students participating in early childhood screening, those who don't participate before school starts are flagged and participate once they start kindergarten
o Students are identified, and are receiving support, for special services before entering kindergarten

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 2018-19 school year.

The percentage of 3rd grade students meeting and/or exceeding standards on the 3rd Grade Reading MCA's will increase from 47.2% in 2017 - 2018 to 51% in 2018 – 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

The percentage of 3rd grade students meeting and/or exceeding standards on the Reading MCA's increased from 47.2% to 54.7%.

Goal Status

Check one of the following:

Goal Met (one year goal)

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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

o MCA Data, Fountas and Pinell Reading Leveling, FAST, Formative and Summative Assessments, anecdotal notes from teachers
o Progress monitoring data from Wonder curriculum
o While in PLCs and in staff meetings we break the data down by students and subgroups, track growth, to identify areas of strength and highlight areas that need to make gains
o Student tracking through our RtI Process
o Students receive help from Title I teachers/paras, and from classroom teachers through small group lessons
¬ Minnesota Reading Corps works with students who are just below grade level in 3rd grade to build fluency
o Students who are at, or beyond, grade level are also tracked to ensure growth, teachers offer programs that will challenge these students to support continued growth
o Our RtI process is continually improving and supporting our students, it's extremely effective
o We struggle with completing walk throughs to ensure all elements of Wonders are being implemented with fidelity
o Students are graduating from interventions, or they are moving into a different intervention that will support their needs. Students who are unsuccessful will move onto a possible SpEd assessment
o SMART goals that teachers are setting with their PLCs are being met

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 2018-19 school year.

The proficiency gap between the non-EL and the EL students in grades 3 – 6 who take the MCA state reading accountability test will decrease 2% each year, for the next three years (2018-2019 – 2020-2021).

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

In 2017-2018, 11.5% of our EL students passed the MCAs while 61.5% of our non-EL students passed the MCAs. In 2018-2019, 31.4% of our EL students pass the MCAs and 62.5% of our non-EL students passed the MCAs. The gap in 2017-2018 between our EL and non-EL students was 50%, in 2018-2019 the gap between our EL and non-EL students was 31.3%.

Goal Status

Check one of the following:

On Track (multi-year goal)

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

o EL student data – length of time in program, exit data, ACCESS test results, National Geographic

o Grades, MCA scores, Benchmarking data

o Demographic, perception, program, fidelity, and academic data

o Structured productive language opportunities

o Common expectations for all classroom teachers

o Continued professional development

o Culturally Relevant Pedagogy

o Area identified for support as we went into the 2019-2020 school year

o Wonders literacy program

o According to the data collected and our measurement tools we are doing well. Consistent walk throughs with feedback are a struggle with time.

o we know are students are doing well in the EL program, they are losing their momentum when they are exited from the program and left without supports

o we know this because we look at the data

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 2018-19 school year.

GSL will increase from 64% of eligible students taking the ACT during the 2017 – 2018 school year to 75% of eligible students taking the ACT during the 2018 – 2019 school year. GSL students will continue to achieve at or above the state composite score.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018 – 2019 school year, 79% of eligible GSL students took the ACT test. GSL students had a composite score of 21.7 and the state average was 21.4.

Goal Status

Check one of the following:

Goal Met (one year goal)

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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

o The amount of students who actually take the test compared to the students who are eligible to take the test
o We break the data down by F & R, Ethnicity, Gender, Involvement in School (sports, drama, etc.), EL, SPED, open enrolled
o The test was advertised to all eligible students and their parents/guardians
o Administration and counselors made contact with students who had not signed up for the test encouraging them to do so.
o With this goal we only know the percent of students who have taken the test. It doesn't tell us if they are going to college, or in a different path. We are looking at implementing a new goal for 19 – 20 that will be more valuable then knowing if they took the test or not.

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 2018-19 school year.

Glencoe-Silver Lake District four-year graduation rate will improve from 92.4% in 2017 to 93% in 2018.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

The four year graduation rate was 92.4% in 2017 and went to 91% in 2018.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

o Four year graduation rate from MDE

o We look at the percentage as whole, then at the sub groups

o We identify which students have not graduated

o We look at why they didn't graduate – did they drop out, are they going to summer school to complete their credits, were there extenuating circumstances

o The high school counselor meets with students starting in grade 9 to create a plan for graduation and beyond

o RAP teachers meet with students to check on progress towards graduation

o We have an excellent graduate rate, our strategies are working

o Our graduation rate is excellent

o We are able to identify the cause for why students don't graduate and offer support to them

Do you have another goal for All Students Graduate?

No

Achievement & Integration

This section is only required for districts with an approved Achievement and Integration plan during the 2018-19 school year.

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 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, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576691537_5dfa6751dded74.38349044&sg_navigate=start