



## 2016-17 World's Best Workforce Report Summary

**District or Charter Name:** Waconia Public School – ISD110

**Grades Served:** K-12

**Contact Person Name and Position:** Kathy Oliphant, Director of Teaching and Learning

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto: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.

### 1. Stakeholder Engagement

#### 1a. Annual Report

[www.isd110.org](http://www.isd110.org)

#### 1b. Annual Public Meeting

Joint public meeting of the ISD Board of Education and the D110 Teaching and Learning Advisory Council –  
Monday, April 24, 2017

### 1c. District Advisory Committee

- Complete the list of your District Advisory Committee members for the 2016-17 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 Member	Role in District
Kathy Oliphant	Director of Teaching and Learning
Jennifer Carlson	Parent/Community Member
Keith Baune	Instructional Coach
Mary DeMarce	Parent/Community Member
Jenny Engkjer	Parent/Community Member
Christine Fenner	Parent/Community Member
Dana Geller	Board of Education
Laura Gores	Parent/Community Member
Kristen Guse	Parent/Community Member
Paul Henn	Instructional Coach
Brenda Hoffman	Parent/Community Member
Tabitha Laumann	Board of Education
Alyssa Lundquist	Student Representative
LeAnn Millender	Instructional Coach
Josie Precht	Parent/Community Member
Emily Rud	Student Representative
Ryan Whitehead	Student Representative

## 2. Goals and Results

### 2a. All Students Ready for School

Goal	Result	Goal Status
<p>75% of children entering Kindergarten will demonstrate Kindergarten readiness skills as measured by FASTbridge learning data</p> <p>Early Literacy Composite</p> <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Letter Names</li> <li>• Letter Sounds</li> </ul>	<p>Fall 2016 FAST Data:</p> <ul style="list-style-type: none"> <li>• 64% - Low Risk</li> <li>• 22% - Some Risk</li> <li>• 9% - High Risk</li> <li>• 5% - Not Tested</li> </ul> <p>Winter 2016 FAST Data:</p> <ul style="list-style-type: none"> <li>• 41% - Low Risk</li> <li>• 32% - Some Risk</li> <li>• 23% - High Risk</li> <li>• 4% - Not Tested</li> </ul>	Goal Not Met

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>80% of students by Grade 3 will meet or exceed expected growth targets as measured by district-wide assessments in reading</p>	<p>64% of Grade 3 students met or exceeded expected growth targets</p>	Goal Not Met

### 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>D110 will meet or exceed the Proficiency Target Index in Reading for all subgroups</p>	<p>Special Education – Reading</p> <ul style="list-style-type: none"> <li>• Index Target Difference = -4.64</li> </ul> <p>FRP – Reading</p> <ul style="list-style-type: none"> <li>• Index Target Difference = -3.72</li> </ul> <p>Met Proficiency Target Index for Asian, Hispanic, Black, and LEP subgroups</p>	<p>Met for all subgroups except Special Education and FRP</p>

## 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>70% of high school students will meet or exceed the MCA Career and College Ready Scale Score in Reading and Mathematics</i></p> <ul style="list-style-type: none"> <li><i>Reading Scale Score of 1058 or higher</i></li> <li><i>Math Scale Score of 1152 or higher</i></li> </ul>	<p><i>51% of Grade 10 students met or exceeded MCA Career and College Ready Benchmarks in Reading</i></p> <p><i>66% of Grade 11 students met or exceeded MCA Career and College Ready Benchmarks in Math</i></p>	<i>Goals Not Met</i>

## 2e. All Students Graduate

Goal	Result	Goal Status
<i>Waconia High School will meet or exceed Graduation Rate target</i>	<p><i>4-Year Rate = 94%</i></p> <p><i>5-Year Rate = 97%</i></p> <p><i>6-Year Rate = 97%</i></p>	<i>Goal Met</i>

## 3. Identified Needs Based on Data

### Goal #1:

- Utilize FAST data to determine Kindergarten readiness benchmarks*
- ✓ *FAST Early Literacy Composite*

### Goal #2:

- Utilize early literacy growth measures and progress monitoring to ensure students are reading well by third grade*
- ✓ *FAST Early Literacy Composite*
- ✓ *FAST Reading Fluency (R-CBM)*
- ✓ *Developmental Reading Assessment (DRA)*

### Goal #3:

- Schedule and implement a system of Tier 2 interventions (during the school day) for students at risk of not meeting expected growth targets in reading and math*

### Goal #4:

- Implement and use career and college ready benchmark data from the Pre-ACT 9 and Pre-ACT 10*
- Schedule and implement a system of Tier 2 interventions (during the school day) for students at risk of not meeting career and college ready benchmarks in reading and math*

### Goal #5:

- Continue to meet Graduation Rate Targets*

## 4. Systems, Strategies and Support Category

### 4a. Students

#### **Goal #1:**

- *Early Childhood Family Education and Pre-school Programs supported through District 110 Community Education*
- *Opportunities for family support offered through ECFE classes and speakers*

#### **Goal #2:**

- *Multi tiered systems of support in literacy interventions in primary grades*
- *After-school targeted services programming in the areas of math and reading*
- *Utilize AmeriCorp teachers to augment core programming in the areas of reading and math*
- *Student Assistance Teams*

#### **Goal #3:**

- *Grade 9 Academic Literacy course for striving readers – currently serves 28 students*
- *Special education co-teaching model*
- *Learning lab interventions*
- *Student Assistance Teams*

#### **Goal #4:**

- *Ramp up to Readiness advisory program for grades 9-12*
- *Naviance Platform*
- *Guidance Team support*
- *Use of Pre-ACT data for high school and post-secondary planning*

#### **Goal #5:**

- *Ramp up to Readiness advisory program for grades 9-12*
- *Onsite Area Learning Center*
- *Learning Lab interventions*
- *SPARK peer tutoring program*
- *Strive program*
- *Student Assistance Team*

## 4b. Teachers and Principals

### **Goal #1:**

- *Coordinate efforts between Pre-K and elementary to align district programming*

### **Goal #2:**

- *Continue to provide professional development opportunities in effective reading instruction*
- *Elementary teams will work collaboratively to align instruction to MN*
- *Standards in ELA and to develop common assessments*

### **Goal #3:**

- *Align instruction to MN Standards in ELA to engage all students at high cognitive levels*
- *Work with literacy consultants on ELA lesson design and program development*

### **Goal #4:**

- *Ramp up to Readiness site coordinator with grade level team leads identified*
- *Collaborative Ramp up lesson planning and preparation time scheduled on a weekly basis*

### **Goal #5:**

- *Ramp up to Readiness site coordinator with grade level team leads identified*
- *Collaborative Ramp up lesson planning and preparation time scheduled on a weekly basis*

## 4c. District

- *Develop a comprehensive plan to improve the district's K-12 intervention and support services model*
- *Focus district-wide PLC work on aligning learning targets with common formative and summative assessments*

## 5. Equitable Access to Excellent Teachers

In this 2016-2017 summary report submission, please provide the information below.

- *All teachers in the district hold a current teaching license germane to their area of instruction.*
- *A strong mentor program is in place to support new and/or inexperienced teachers.*
- *At the K-6 level, steps are in place to ensure heterogeneous classrooms are balanced according to the following factors:*
  - ✓ *Gender*
  - ✓ *Achievement Level*
  - ✓ *Gifted Identified*
  - ✓ *Special Education Identified*
  - ✓ *Teacher Energy Level*
  - ✓ *Other Factors*
- *Steps are in place to ensure that grade level teams support each other in meeting the needs of all learners.*