



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

District or Charter Name: Schoolcraft Learning Community

Grades Served: K-8

WBWF Contact: Adrienne Eickman

Title: Director

Phone: (218) 444-2102

Email: adrienne@schoolcraft.org

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.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@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.

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

- Thursday, April 19, 2018

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).

The following community members attended our annual meeting to advise our school board on the world's best workforce goals, our ends policies, and our board vision. The materials and questions used in our annual meeting were also presented in a digital format to our parents and staff members in survey form, which was answered by 17 respondents.

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Melissa Heglund	Parent	N/A
David Hogetvedt	Staff member	N/A
Melody Ewert	Parent	N/A

Jake Anderson	Teacher	N/A
Krista Coyle	Teacher/Board member-elect	N/A
Nyleta Belgarde	Teacher/Board member-elect	N/A
Amber Cooper	Parent	N/A
Nolan Coyle	Parent	N/A
Gen Radniecki	Teacher	N/A

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*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - *What are the root causes contributing to your gaps?*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *What efforts are in place to increase the diversity of the teachers in the district?*

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 type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
---	---------------	--------------------

<p>All students entering Kindergarten will be screened prior to the start of school. Students who are not screened will be screened for readiness by October 31st.</p>	<p>The goal was met. Screening dates were held on October 10, 2017 and October 24, 2017.</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 type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>
---	---	--

Bulleted narrative is appreciated. 200-word limit.

- Schoolcraft does not have a preschool program. It is our aim to screen students for potential health and learning difficulties as soon as we are able.
- Schoolcraft meets with families at our Kindergarten round up in April and provides information about screening dates through the local school district. We then set up health screening dates at Schoolcraft to catch any students who were not screened by the ECSE program.
- Our strategy is meeting our goal as implemented.
- The spirit of our goal is to know as much about the student as possible when we get them, and we are meeting that goal.

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percentage of all students enrolled by October 1st in grades 3-8 at SLC who earn an achievement level of Meets or Exceeds the standards on all state reading tests (MCA, MTAS, or MOD) will increase from 62.4% to 67.4%</p>	<p>Our reading proficiency decreased from 62% to 58% in 2018.</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 type="checkbox"/> Goal Not Met</p>

		<input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>
--	--	--

Bulleted narrative is appreciated. 200 word limit.

- We used the MCA data from spring of 2018. This goal was set with overall proficiency in mind. Our third grade data, specifically, increased from 40% proficient to 42% proficient.
- Schoolcraft uses Daily 5 CAFE literacy system and is supported by a Title I paraprofessional who delivers interventions to students in K-3.
- Students in grades K-3 have Daily 5 literacy block 4 days a week and access to quality literature and a print rich environment every day. Title I meets with students every day and uses Leveled Literacy Intervention by Fountas and Pinnel.
- In 2018-19, teachers asked for more training in Daily 5 and received this training in July of 2018. A new Title I paraprofessional began working with students in fall of 2018.

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Our American Indian students proficiency in reading, as measured by the MCA, will increase at the same rate of our non-AI students, or better.	In 2018, our AI students increased proficiency from 69 to 83%, while our non-AI students proficiency decreased slightly from 63% to 59%.	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- We used our MCA reading data for the AI student group and the non-AI student group for all grades.
- We used our Indian Education aid to provide a tutor to AI students in grades 2-3, and also a Native American integrationist. We feel that this infused AI culture into our days and helped our AI students feel more comfortable and welcome in the school setting.
- We did not take baseline data with the tutoring, and perhaps should have. We feel that the purposeful inclusion of AI culture and language into our day to day teaching is what has lead to the increase in our AI scores.

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
At this time, we do not have an established goal for career and college readiness.		Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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
At this time, we do not have an established goal for graduation.	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12

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?*

Part A: Required for All Districts

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>

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?*

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.