



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

District or Charter Name: Marine Area Community School

Grades Served: K-6

WBWF Contact: Drew Goodson

Title: School Administrator

Phone: 651-409-3122

Email: dgoodson@marineareaschool.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 World's Best Workforce (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.WorlidsBestWorkForce@state.mn.us.

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

➤ <http://www.marineareaschool.org/macs-board/annual-reports/>

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.

➤ 12/3/2018

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).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Drew Goodson	Support Staff	
Jessica Hansen	Teacher	

Kate Seitz	Parent	
Marcy Ost	Parent	
Ele Anderson	Support Staff	
Dan Miller	Parent	
Lisa White	Board Member	

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.

- 6% of River Grove’s student population during the 2017-18 School Year was considered from a non-white ethnic group.
- 8.6% of River Grove students received Free and Reduced Lunch.
- In order to effectively serve these populations and ensure these groups have equitable access to excellent teachers, River Grove employed a comprehensive process to hire the school’s initial teaching staff. The school advertised teaching positions through the Minnesota Elementary School Principals' Association, St. Cloud State University (EdPost), Minnesota Association of Charter Schools, the University of Minnesota, Hamline, College of St Catherine, Augsburg, Bethel, University of Wisconsin - River Falls, Indeed, SEEK / MPCA, Pollen, Facebook (both free and paid postings), and the River Grove website, and received over 60 applicants.

- Interviews were conducted by a team with a variety of backgrounds and perspectives, including teachers, administrators, community members, board members and parents.
- The teachers selected had diverse levels of experience ranging from 1 to 26 years in education.
- The average level of experience for the 17-18 school year was 11 years.
- The school hired two teachers considered inexperienced: 4th Grade (0 years) and Special Education (1 year).
- The school interviewed many kindergarten candidates and ultimately selected the candidate that best fit the learning program and budget constraints of the school. The teacher who was eventually hired, while considered experienced in other areas, is considered an out-of-field teacher for kindergarten.
- During the 2017-18 school year, River Grove was not able to develop and implement a comprehensive tool to conduct teacher evaluations.
 - A goal for the 2018-19 school year is the creation and implementation of a comprehensive TDE system.

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>River Grove’s educational program begins in kindergarten. The kindergarten teacher(s) assess students within their first weeks of school to determine their proficiency level in reading and math. The goal for the 2017-18 school year is for 80 percent of kindergarten students to be at or above grade level by the end of the school year.</i></p>	<p>There were no formalized tests (NWEA) to look at these levels during the 17-18 school year. In the 18-19 school year NWEA tests will be given to measure this goal.</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 kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *Individual assessments were given using instructor created tools*
- *NWEA MAP and Fountas and Pinnell testing will be implemented in 18-19*

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>80 percent (or greater) of students will score proficient or higher on the 2018 3rd Grade Reading MCA assessment.</p>	<p>68 percent of students demonstrated proficiency on the Spring 2018 3rd Grade Reading MCA assessment, which is lower than the stated goal of 80 percent.</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</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
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Bulleted narrative is appreciated. 200-word limit.

- In 2017-18, the 3rd grade class used Fountas and Pinnell levels to assess student progress. However, these assessments were infrequent.
- The school will utilize NWEA Measures of Academic Progress testing throughout the year to better monitor students progress and implement interventions (These assessments were not utilized in '17-18).
- Teachers at the school found it challenging to select and implement a consistent reading curriculum. For the 18-19 school year, Reading Wonders will be used for K-2 and Readers Workshop for grades 3-5. The school has also purchased "Mindplay" software for reading assessments and interventions.

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>The School will address the challenges to academic achievement for students in racial and ethnic groups and/or with disabilities through the use of project-based learning (PBL). Racial and ethnic minority students will score at the same level of proficiency or higher than non racial and ethnic minority students at River Grove on MCA Reading and Math Exams.</p>	<p>River Grove MCA Scores (non-minority): Reading: 57% Math:56%</p> <p>River Grove MCA Scores (minority): Reading: 25% Math:25%</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>

NWEA Testing will be implemented to create intervention groups and RTI model to assist all students in achievement.

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
In cross-cohort performance, River Grove students who are continuously enrolled (1 October) will exceed Reading and Math MCA proficiency rates in reference to comparable schools.	<p>River Grove MCA Scores: Reading: 57% Math:54%</p> <p>Scandia Elem MCA Scores: Reading: 66.7% Math: 77.4%</p> <p>Stonebridge Elem MCA Scores: Reading: 69.9% Math: 65%.</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>

- River Grove did not exceed the proficiency rate on Reading and Math MCA exams in reference to comparable schools: Stonebridge and Scandia Elementaries, the two geographically closest schools.
 - Some consideration needs to be made to find schools that have a more similar profile to our school’s demographics, and schools in their early years of operation.
- In its first year of operation, the school did not implement a standardized or aligned curriculum, nor a system to monitor it. To improve this result, we have standardized our curriculum across the grade levels for the 18-19 school year. We have also spent a significant amount of time during summer inservice creating curriculum maps to ensure our instruction and planning aligns closely with Minnesota State Standards.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	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 checked="" type="checkbox"/> District/charter does not enroll students in grade 12

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?*

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?

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