Worthington School District 518

World's Best Workforce Plan 2017-2018

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning. In accordance with this Statute, 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 purpose is to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school.

District Vision

District 518 is a leader in Southwest Minnesota and in the State of Minnesota that provides educational opportunities for all students to be productive global citizens and successful lifelong learners. District 518 will capitalize on opportunities that will lead to student success in school, the region, the state and the world through strong educational programming that meets the goals of the World's Best Work Force.

District Mission

Educational Excellence for All Learners to be Successful Citizens in the Future

"Excellence in Action"

Identified Needs Based on Data

At the start of the 2017-2018 school year, teachers, school board members, and administrators reviewed the MCA data at all levels. In addition, ACCESS data was reviewed to determine needs for EL students. The data revealed that the largest achievement gap was between the EL student group and non-EL students.

The district implemented EL focused strategies identified in the District Improvement Plan.
- Sheltered Instruction Observation Protocol (SIOP) training was provided for all new staff.
- An EL consultant conducted a needs assessment of the English Learner program at the middle school. Findings indicated the school needed to increase capacity for all staff, increase student engagement strategies, and develop language in the mainstream classroom. The EL team developed an action plan to address the findings. During the 2017-2018 school year, an EL consultant is working to with middle school staff to address these items.
- Due to low academic achievement of newcomer EL students, a need at Worthington High School for a newcomer program was identified. The EL team and administration developed a plan for implementing this program. A newcomer EL program is currently in place at the middle school.

District Goals

There are six goals that guide the focus of Worthington School District 518. The goals are congruent with the district's identified needs. Goals include:

Goal #1 All Children Ready for Kindergarten: The percentage of children who participate in the district preschool program will increase in kindergarten readiness from 75% to 85% as measured by scoring a 29 or less on a Kindergarten Entry Profile tool.

Goal #2 All children reading at 3rd grade: By 2020, 60% of students in grade 3 at Prairie Elementary enrolled by October 1, will be proficient on the Reading MCA (all accountability tests).

Goal #3 Closing the Achievement Gap: The percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments in Math and Reading.

Goal #4 College and Career Readiness: The percentage of students at Worthington High School and Alternative Learning Center who are college and career ready will increase from 75% to 85%, as measured by having career goals in a written format, completing a career assessment, having 90% or higher attendance rate, and meeting all graduation requirements.

Goal #5 All Students Graduate: The 2016-2016 graduation rate for Worthington School District (High School and ALC) was 78.9%. The rate for all students will increase for the 2016-2017 report to 85%, as measured by the Minnesota Department of Education report card.

Goal #6 Financial Health: By continuing to expect a strong financial practice that supports educations programs, opportunities, and development of the entire system.

We believe that a focus on these six priority areas will result in increased student achievement and global, productive citizens of our community and beyond. The complete District Improvement Plan can be found here.

Individual buildings and departments have improvement plans that correlate to strategies and goals connected to the overall district improvement plan.

Prairie Elementary

Worthington Middle School

Worthington High School

Worthington ALC

Department of Teaching and Learning

Community Education

Special Programs

Facilities Long-Term Master Plan

- ❖ Construction of an Alternative Learning Center/Gymnastics Center on Crailsheim Road (priority level 1).
    - ✓ Planning and implementation phase with estimated completion of January, 2019.

- ❖ Collaborative Project for Community Education/Early Childhood/Adult Basic Education Programs in partnership with City/County/Other Organizations (priority level 1). This project is contingent upon all parties working towards a collaborative goal and meeting an expectation.
    - ✓ Study phase with estimated completion of November 7, 2017.
    - ✓ Discussion/planning phase with estimated commitment of December 1, 2017.
    - ✓ Planning/Implementation phase with estimated completion March 1, 2018.
    - ✓ Design/construction phase with estimated completion of July 1, 2019.

- ❖ Construct a New High School for 1,100 students that will house grades 9-12 (priority level 1). This is contingent on voter approved, school board approved action.
    - ✓ Bond election to be held on one of the following dates: November 2017, February 2018, April 2018, May 2018, August 2018 or November 2018.
    - ✓ Planning/implementation would occur following the election.
    - ✓ Design/construction phase would have an estimated completion of May, 2019.
    - ✓ Occupancy would be September of 2021.

- ❖ Repurpose current High School to a Middle School that will house grades 6-8 (priority level 1).
    - ✓ Alignment of grades would happen during the summer of 2021.

- ❖ Repurpose current Middle School to an Intermediate School that will house grades 3-5 (priority level 1).
    - ✓ Alignment of grades would happen during the summer of 2021.

- ❖ Realign Prairie Elementary to a Primary School that will house grades Pre-K-2 along with other departments such as Teaching & Learning/Special Education Offices (priority level 1).
    - ✓ Alignment of grades and offices would happen during the summer of 2021.

- ❖ Collaborate in City/County/Others project on the development of a Data Center (priority level 1).
    - ✓ Discussion phase with estimated completion of May 2018.
    - ✓ Implementation phase estimated completion of May 2019.

- ❖ Remodel/Repair Trojan Field to meet programming on a temporary basis (priority level 2).
    - ✓ Long-Term Maintenance and remodel of immediate needs.

- ✓ Identified needs are: field, track, bleachers, field house, announcer boxes, ADA compliance items, scoreboard, other.

- ❖ Construct a new athletic fields TBD (priority level 2).
    - ✓ Develop partnerships and collaborative efforts for funding
    - ✓ Locate at Crailsheim Drive property.
    - ✓ Estimated target 2019 or after.

- ❖ Re-construct Track (priority level 2).
    - ✓ Facility past life expectancy and continued maintenance (built in 1992).
    - ✓ Locate at Crailsheim Drive property.
    - ✓ Estimated target 2019.

- ❖ Construct new soccer fields TBD (priority level 2).
    - ✓ Need for a minimum of 4 soccer fields for current program.
    - ✓ Establish fields at Crailsheim Drive property.
    - ✓ Estimated target 2019.
    - ✓ Current fields need additional maintenance/repair (Trojan field & HS field)
    - ✓ High School Program 3 fields (minimum).
    - ✓ Middle School 2 fields for program (minimum).

- ❖ Construct new baseball field TBD (priority level 3).
    - ✓ Expansion of a complex with 1 additional field.
    - ✓ Locate at Crailsheim Drive property.

- ❖ Construct new softball field TBD (priority level 3).
    - ✓ Expansion of complex with 2 additional fields.
    - ✓ Locate at Crailsheim Drive property.

- ❖ Address District Office space (priority level 4).
    - ✓ Addition of current facility or locate to another facility to increase space.
    - ✓ Change organization of Departments to District Office (Special Education/Teaching and Learning).

- ❖ Follow Long-Term Maintenance Plan for further upkeep of facilities (priority level 1).
    - ✓ Follow current long-term facility maintenance plan for items such as roofs, parking lots, building infrastructure, athletic facility, ADA compliance and other facility/grounds needs.

- ❖ Follow Technology Plan for replacement/updating of Learning Devices/Technology needs (priority level 1).
    - ✓ Replacement of current technology (learning devices, support devices, other).
    - ✓ Plan for future expansion and construction of locate network needs (data center).

❖ Plan/Implement/Construct a Hockey facility as a collaborative project with partners (priority level 5).
  ✓ Community/organization partnerships.
  ✓ Grant/State/Other funding options to be explored.

❖ Develop a collaboration with City or County on a ½ cent sales tax initiative that would support community goals and projects to enhance the district's expectations for facilities.
  ✓ Replace and repair existing activities spaces.

Curriculum and Instruction

The district believes that a strong curriculum and instruction system will increase opportunities for students and positively impact student achievement. Curriculum leaders have developed a working definition for curriculum within the district and recognize that it is, "A blueprint to allow all students to master essential outcomes through differentiation."   The district continues to make the shift from a traditional approach of curriculum as seen as a subject matter or series of written documents like books and syllabi to a more modern definition including a plan tied to goals and related objectives" (Wiles, 2009).

A district advisory committee is in place and includes teacher representatives from each content area, administrators, parents, community members, and students. In accordance with Minn. Stat. 12B.11, sub. D, "A school district may seek this assessment advice from the district advisory committee, instead of establishing a committee under this section." The district advisory committee will provide assessment advice to the school board and serve in the role of the assessment advisory committee.

Systems, Strategies, and Support

During the 2017-2018 school year, all teachers participated in Professional Learning Communities. Following DuFour's model of PLC implementation, teachers collaborated about students' needs and determined re-grouping and interventions, based on formative assessment data. Interventions were arranged and offered at all grade levels. Examples included:
- Additional individual instruction
- After school program
- Credit recovery program
- Homework help
- Intervention classes
- Small group work

Several assessments were administered to determine student progress towards meeting state and local academic standards and were a factor in determining additional support (listed above) for

students. Assessments included: MCA, STAR, DIBELS, OLPA, ACCESS, and Common Formative Assessments.

Additionally, teachers worked in PLCs to disaggregate the data from the assessments listed above. This was completed through reviewing student work to reach a root-cause for error and analyzing classroom trends over similarly assessed standards.

The District also disaggregated the summative MCA assessment and ACCESS score data and provided to teachers for interpretation and evidence in lesson planning. Specifically the MCA benchmark reports were used to identify lower than and higher than expected student performance.

The District was aware of the assessments and data discussions of student progress, by reviewing the PLC meeting minutes from each week.

Gifted and Talented participation

The following measures will be considered as entrance criteria for participation in gifted and talented programming.

- Standardized Assessment Data (MCAs if the student has completed education in MN and out of state standardized tests from the state the student previously resided in).
- Teacher Recommendation
- Classroom Assessments
- Team input from teachers, administrators, psychologist, social worker, parents, student, other education professionals who have worked with the student.

Early Entrance to kindergarten

In accordance with Minn. Stat. 124D.02 subd. 1, the district must have an early admission to kindergarten process defined.

Children can enroll in Worthington School District kindergarten classes when they are five years old on or before September 1st of the current school year. Occasionally, a child may demonstrate attributes that will merit consideration of Kindergarten entrance before the previously established entrance age.

For the 2017-2018 school year, children whose birth date falls between September 2, 2011 and October 31, 2011 may be eligible for early entrance. In order to be considered for early enrollment, children must demonstrate the following:

- Superior intellectual ability is determined, as defined by performance at or above the 90%ile on a nationally normed, individually administered test of cognitive ability.
- Good physical health, high level of emotional maturity, and exceptional pre-academic skills are demonstrated.
- All team members must agree that this is the best option for the students. Team members include: early childhood educator, elementary school administrator, school psychologist, kindergarten teacher, superintendent, and parent/guardian.

Educator Effectiveness

District Staff Development Goals

The District Staff Development Committee has developed goals based on district priorities. These goals will support staff that will result in increased student achievement.

1. Teachers will increase instructional effectiveness by participating in professional learning opportunities.
   a. SMART Strategy: Teachers will increase instructional effectiveness by participating in personalized professional learning, as measured by the development and completion of a personalized PD plan.
   b. SMART Strategy: In PLCs, teachers will develop/revise Power Standards, as measured through the implementation of Power Standards in lesson designs.
   c. SMART Strategy: Teachers will improve content/instructional knowledge and skills through participating in organized PD, as measured through implementing best-practice instructional strategies.
   d. SMART Strategy: Teachers will build capacity in their understanding of student-groups that contribute to the achievement gap.
   e. SMART Strategy: Teachers will increase their capacity to use technology as a tool to communicate, collaborate, increase student learning, and critical thinking, as measured by implementing the five digital learning goals.
   f. SMART Strategy: Student engagement will increase through teacher participation in peer coaching, as measured through an overall increase in student engagement results from the coaching process.

Staff Development Committee Membership

"A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators. – Minn. Stat. 122A.60 subd. 1(b). A committee membership list can be found here.

Teachers and Principals

There was a curriculum review cycle and framework was implemented in all curricular areas. Curriculum was reviewed by teacher leaders in each content area, from grades K-12. The model for review included representatives from each school building meeting quarterly to review the vertical alignment. Additional meetings and work in identifying gaps and overlaps in curriculum occurred on a weekly basis within grade level and department professional learning communities.

The School District implemented the district approved teacher evaluation process that was established, beginning in the 2013-2014 school year. The review system included the following:
- Each teacher in the third year of their professional growth cycle had a formal evaluation by district licensed administrator.
- Each teacher within their first three years of teaching had three formal evaluations by a district licensed administrator.
- All continuing contract teachers who were not in the third year of their professional growth cycle and did not have a formal evaluation, participated in peer coaching which included a pre-observation, observation, and post observation.
- All principals were evaluated based on the criteria and legislative requirements for principal evaluation. Principals wrote SMART goals, sent surveys to stakeholders for professional growth feedback, and monitored their building academic progress.

District Support

District level support was provided for teachers in the following areas:
- Professional Learning Communities (PLCs)– all teachers participated in PLCs on a weekly basis during contracted work hours.
- Technology Integration – All teachers and students had district-owned tablets. A district-wide Digital Learning Coordinator provided group and individualized training to provide high-quality instruction and rigorous curriculum through the use of the tablets.
- English Learner Support – The district employed an English Learner (EL) Coordinator. This position supported EL teachers with data disaggregation in the EL area, best practice instructional strategies, and curriculum review.

Progress indicators of evidence included: all staff attended the national speaker training, Tech lead teachers were utilized at each school and established goals with the Digital Learning Coordinator. The EL Coordinator routinely met with EL teachers and teacher leaders from each school.

The supports listed above aligned with the district improvement plan strategies which included: establishing and implementing high functioning PLCs and innovative lesson design and delivery strategies.

Equitable Access to Teachers

The Worthington School District has established practices that ensure student access to experienced and qualified teachers is equitable for all students. Practices include:

- Priority is given and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.
- When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.
- Occasionally, teachers request to transfer positions within the district. Administration reviews the request and potentially will allow the shift, if equitable distribution can be maintained.
- Since 67.7% of the student body is diverse, these students are in every building and every classroom. All K-4 students attend the same school and are heterogeneously dispersed among classrooms. Data used for student placement includes ACCESS data, formative assessments, teacher recommendation, and parent recommendation.
- The school district reviews teacher licensure data and identifies those who are on a variance. These individuals are placed throughout the system as to not create disparities due to distribution.

Data and Assessment

The school district complies with the testing limit parameters. The assessment schedule, including length of each assessment is as follows:

- **All scheduled assessments are required as listed. Other testing outside of the dates below can be provided on an as needed basis, not to exceed the annual state testing time limits of 10 hours in grades K-6, and 11 hours in grades 7-12.**
- **District Common Assessments, by course, to be administered similarly across all grades according to predetermined schedules (typically the end of each quarter or semester).**
- **In accordance with 2016 MDE guidelines, please click on the links below for additional information about each assessment.**

Worthington Public Schools District Assessment Schedule 2017-2018

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While the Minnesota Department of Education and Worthington Public Schools strive to ensure this testing schedule remains unaltered, it is subject to change based on assessment decisions made by the state Legislature or reauthorization of the Elementary and Secondary Education Act (ESEA).

- **All scheduled assessments are required as listed. Other testing outside of the dates below can be provided on an as needed basis, not to exceed the annual state testing time limits of 10 hours in grades K-6, and 11 hours in grades 7-12.**
- **District Common Assessments, by course, to be administered similarly across all grades according to predetermined schedules (typically the end of each quarter or semester).**
- **In accordance with 2016 MDE guidelines, please click on the links below for additional information about each assessment.**
- **Test results for MCA/MTAS and ACCESS for ELLs are received in August and given to students and families by the first fall conferences. Other test results are available upon request and are usually shared out with students and families not long after administration.**

AUGUST & September 2017			
Dates	**Grade(s)**	**Assessment**	**Time Length**
8/31-9/9	K-12	WIDA-W-APT/Screener for incoming EL students new to district (all year)	30 minutes
9/11-9/22	1-4	Benchmark ORR and Rigby Benchmark Assessment	K-2: 20-30 minutes 3-4: 30-40 minutes

9/11-9/22	2-4	STAR Reading, STAR Math	30 minutes per test
9/11-9/22	K-2, Some 3-4	FAST	15-35 minutes per student

October 2017			
Dates	Grade(s)	Assessment	Time Length

NOVEMBER 2017			
Dates	Grade(s)	Assessment	Time Length
11/11	11	PSAT	2 hours & 45 minutes
11/20-11/22	K	Benchmark ORR and Rigby Benchmark Assessment	K-2: 20-30 minutes 3-4: 30-40 minutes

JANUARY 2018			
Dates	Grade(s)	Assessment	Time Length
1/8-1/12	2-4	STAR Early Literacy, STAR Reading, STAR Math	30 minutes per test
1/8-1/12	K-2, Some 3-4	FAST	15-35 minutes per student

FEBRUARY 2017			
Dates	Grade(s)	Assessment	Time Length
2/12 - 2/28	K-4	ACCESS for ELLs 2.0® Online	4 hours
2/20-21	8	ACCESS for ELLs 2.0® Online	4 hours
2/22-23	7	ACCESS for ELLs 2.0® Online	4 hours
2/226-27	5	ACCESS for ELLs 2.0® Online	4 hours
2/28	6	ACCESS for ELLs 2.0® Online	4 hours

MARCH (-MAY 6, 2017) See the testing schedules for each building by clicking HERE			
Dates	Grade(s)	Assessment	Time Length
3/1-3/23	K-4	ACCESS for ELLs 2.0® Online	4 hours
3/1	6	ACCESS for ELLs 2.0® Online	4 hours
3/1-3/2	9-12 ALC	ACCESS for ELLs 2.0® Online	4 hours
3/5	9-12 ALC	ACCESS Make-Ups	4 hours
3/5-6	8	ACCESS for ELLs 2.0® Online	4 hours
3/5-3/16	9-12	ACCESS for ELLs 2.0® Online	4 hours
3/6-3/9	9-12 ALC	ACCESS for ELLs 2.0® Online	4 hours
3/6-3/7	3-8, 10, 11 VIBE-Worthington	MCA Math, Reading, Science	2.5 hours per test
3/7-8	7	ACCESS for ELLs 2.0® Online	4 hours

3/9-3/16	**9-12 ALC**	ACCESS Make-Ups	4 hours
3/12-13	**5**	ACCESS for ELLs 2.0® Online	4 hours
3/14-15	**6**	ACCESS for ELLs 2.0® Online	4 hours
3/13-3/15	**3-8, 10, 11** **VIBE-Twin Cities**	MCA Math, Reading, Science	2.5 hours per test
3/20-3/21	**3-8, 10, 11** **VIBE-Mankato**	MCA Math, Reading, Science	2.5 hours per test
3/26-3/27	**3-8, 10, 11** **VIBE-Monticello**	MCA Math, Reading, Science	2.5 hours per test

April 2017			
Dates	**Grade(s)**	**Assessment**	**Time Length**
4/3	**11 & (12th)**	The ACT Plus Writing (College Entrance Exam)	4 hours
4/4-4/6	**4**	MTAS	3.5-5 hours
4/9-4/10	**5, 6**	MTAS	3.5-5 hours
4/9-4/27	**10-12**	MTAS	3.5-5 hours
4/10-4/11	**10 ALC**	MCA Reading	3.5-5 hours
4/11-4/12	**7, 8**	MTAS	3.5-5 hours
411-4/12	**6, 7**	MCA Reading	1.5-3.5 hours
4/12-4/13	**7, 8 MLAP**	MCA Reading	3.5-5 hours
4/16	**ALC MLAp**	MCA Make-Ups	
4/16-4/20	**3, 4**	MCA Reading	3.5-5 hours
4/17-4/18	**5, 8**	MCA Reading	1.5-3.5 hours
4/17-4/18	**11 ALC**	MCA Math	1.5-3.5 hours
4/19-4/20	**6, 7**	MCA Math	1.5-3.5 hours
4/19-4/20	**7, 8 MLAP**	MCA Math	1.5-3.5 hours
4/23-4/27	**3, 4**	MCA Math	1.5-3.5 hours
4/23	**ALC MLAP**	MCA Make-Ups	
4/24	**11 (12)**	ACT Make Up	
4/24-4/25	**5, 8**	MCA Math	1.5-3.5 hours
4/24-4/25	**ALC Biology**	MCA Science	1-2 hours
4/26-4/27	**8 MLAP**	MCA Science	1-2 hours
4/30	**5, 8**	MCA Science	1-2 hours
4/30	**11**	MCA Math	1.5-3.5 hours
4/30	**10**	MCA Reading	3.5-5 hours
4/30	**ALC MLAP**	MCA Make-Ups	

MAY 2017			
Dates	**Grade(s)**	**Assessment**	**Time Length**
5/1	**5, 8**	MCA Science	1-2 hours
5/3	**HS Biology**	MCA Science	1-2 hours

5/7-5/11	2-4	STAR Early Literacy, STAR Reading, STAR Math	30 minutes per test
5/7-5/11	K-2, Some 3-4	FAST	15-35 minutes per student
5/7-5/18	10-12 AP	AP Chemistry	3.25 hours
5/7-5/18	11-12 AP	AP Psychology	2 hours
5/7-5/18	11-12 AP	AP Spanish Language and Culture	3 hours
5/7-5/18	12 AP	AP English Literature & Composition	3 hours
5/7-5/18	10 AP	AP US History	3.25 hours
5/7-5/18	11-12 AP	AP Calculus AB	3.25 hours
5/7-5/18	12 AP	AP Statistics	3 hours
5/7-5/18	10 AP	AP World History	3.25 hours
5/7-5/18	9 AP	AP Human Geography	2.25 hours

*Other Assessments as needed:
ACCUPLACER
ASVAB
MNCIS
Accelerated Reader