MISSION

Educational excellence for all learners to be successful citizens in the future

“Excellence in action”
HISTORY

• The Worthington School District has a rich tradition dating back to the early settlement and development of the community.

• During that time, the development of the Minnesota West Community College was created to help educate and put citizens back to work.

• In the early 1990’s, the population began to change with new immigrants and refugees.

• Since that time, District 518 has a 68% diverse student population and continues to see enrollment growth since 2007. That is a rate of four classrooms per year.

• District 518 is a fiscally sound district that has added approximately 125 employees since 2007 and will continue to see a trend of student and employee growth past 2025.
<table>
<thead>
<tr>
<th>DEMOGRAPHICS</th>
<th>DIVERSITY</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Special Education</td>
<td>65.71%</td>
<td>35</td>
</tr>
<tr>
<td>Prairie Elementary (K-4)</td>
<td>77.73%</td>
<td>1,235</td>
</tr>
<tr>
<td>Worthington Middle School</td>
<td>70.27%</td>
<td>952</td>
</tr>
<tr>
<td>Worthington High School</td>
<td>66.67%</td>
<td>891</td>
</tr>
<tr>
<td>Worthington ALC</td>
<td>94.38%</td>
<td>89</td>
</tr>
<tr>
<td>K-12 VIBE Online School</td>
<td>---</td>
<td>371</td>
</tr>
<tr>
<td>Targeted Services (After School/Summer School)</td>
<td>---</td>
<td>436/713</td>
</tr>
</tbody>
</table>
ECONOMIC BASE

• Communities of Bigelow, Reading, Rushmore, Wilmont and Worthington that is primarily in Nobles County.

• Rural district that is primarily an agricultural based area with service oriented business environment with relatively strong economy even through a recent time of struggles in the United States.

• A few of the businesses that are staples of the community are:
  o JBS (Hog processing company)
  o New Vision (Regional Ag products/services)
  o Bedford Industries
  o Bedford Technology
  o Champion Homes
  o Sanford and Avera (Medical institutions)
  o Bio-Technology (Vaccine, products, etc.)
  o A number of smaller service business
COMMUNITY PARTNERSHIPS

- City of Worthington
- Nobles County
- Minnesota West
- Chamber of Commerce
- Service clubs/organizations
- Business partners (project support, education support, etc.)
FACILITIES

- Prairie Elementary (ECSE to 4 grade with 1,270 students)
- Middle School (5 to 8 grade with 952 students)
- High School (9-12 grade students with 891 students)
- West Learning Center (Community Education, ALC, Department of Teaching and Learning, Department of Special Education)
- Nobles County Integration Collaborative (housed at MN West)
- District Office
FUTURE PLANNING

• Construction of an ALC/Gymnastics Center

• Development stage of a collaborative project with city, county, school district and potential other partners (community education programs, library, welcome center)

• Presenting a bond referendum in February to construct an 1100 student high school and realign grades within current buildings to support enrollment growth
EXTRA ACTIVITIES

• We offer approximately 60 different clubs, organizations, and activities for students to participate in from grades K-12 to support the overall development of every student and meet the interests of all students.

• Activities include:
  ○ Athletic programming
  ○ Fine arts programming
  ○ Specific clubs/organizations
DISTRICT GOAL #1
EARLY CHILDHOOD

• The percentage of children who participate in the district preschool program will increase in Kindergarten Readiness from 80% to 85% as measured by scoring a 29 or less on a Kindergarten entry profile tool.

• There were 75.5% of students who earned a 29 or less on the Kindergarten entry profile tool.
DISTRICT GOAL #2
READ WELL BY THIRD GRADE

GOAL AND RESULTS

• The percentage of third graders proficient on the Reading MCA assessments will increase from 43.9% to 46.1% in 2015-2016 to 2016-2017.

• There were 48.9% of 3rd grade students who were proficient on the 2016-2017 Reading MCAs.
DISTRICT GOAL #3
ACHIEVEMENT GAP REDUCTION

By 2020, 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.
MCA READING SCORES

Worthington Public School District
Test: MCA-III Subject: Reading Grade: All Grades

2013 - 2017 Proficiency

Statewide

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
<th>Number Proficient</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>57.8%</td>
<td>242,949</td>
<td>420,170</td>
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<tr>
<td>2014</td>
<td>59.1%</td>
<td>249,724</td>
<td>422,893</td>
</tr>
<tr>
<td>2015</td>
<td>59.4%</td>
<td>258,020</td>
<td>434,197</td>
</tr>
<tr>
<td>2016</td>
<td>59.7%</td>
<td>262,351</td>
<td>435,175</td>
</tr>
<tr>
<td>2017</td>
<td>60.1%</td>
<td>267,305</td>
<td>444,812</td>
</tr>
</tbody>
</table>

Worthington Public School District

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
<th>Number Proficient</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>41.5%</td>
<td>548</td>
<td>1,322</td>
</tr>
<tr>
<td>2014</td>
<td>40.9%</td>
<td>546</td>
<td>1,335</td>
</tr>
<tr>
<td>2015</td>
<td>45.8%</td>
<td>697</td>
<td>1,523</td>
</tr>
<tr>
<td>2016</td>
<td>46.5%</td>
<td>744</td>
<td>1,600</td>
</tr>
<tr>
<td>2017</td>
<td>43.3%</td>
<td>719</td>
<td>1,662</td>
</tr>
</tbody>
</table>
MCA MATH SCORES

**Worthington Public School District**
Test: MCA-III Subject: Math Grade: All Grades

### 2013 - 2017 Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
<th>Number Proficient</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>62.6%</td>
<td>225,477</td>
<td>360,266</td>
</tr>
<tr>
<td>2014</td>
<td>61.4%</td>
<td>259,035</td>
<td>422,068</td>
</tr>
<tr>
<td>2015</td>
<td>60.2%</td>
<td>260,069</td>
<td>432,347</td>
</tr>
<tr>
<td>2016</td>
<td>59.4%</td>
<td>258,514</td>
<td>435,136</td>
</tr>
<tr>
<td>2017</td>
<td>58.6%</td>
<td>258,310</td>
<td>440,938</td>
</tr>
</tbody>
</table>

### Worthington Public School District

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
<th>Number Proficient</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>45.0%</td>
<td>510</td>
<td>1,134</td>
</tr>
<tr>
<td>2014</td>
<td>43.5%</td>
<td>596</td>
<td>1,371</td>
</tr>
<tr>
<td>2015</td>
<td>42.0%</td>
<td>629</td>
<td>1,496</td>
</tr>
<tr>
<td>2016</td>
<td>41.1%</td>
<td>658</td>
<td>1,600</td>
</tr>
<tr>
<td>2017</td>
<td>37.6%</td>
<td>623</td>
<td>1,658</td>
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</tbody>
</table>
MCA SCIENCE SCORES

Worthington Public School District
Test: MCA-III Subject: Science Grade: All Grades

2013 - 2017 Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
<th>Number Proficient</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>52.1%</td>
<td>91,543</td>
<td>175,661</td>
</tr>
<tr>
<td>2014</td>
<td>53.2%</td>
<td>94,688</td>
<td>178,125</td>
</tr>
<tr>
<td>2015</td>
<td>53.0%</td>
<td>96,428</td>
<td>181,824</td>
</tr>
<tr>
<td>2016</td>
<td>54.7%</td>
<td>98,788</td>
<td>180,511</td>
</tr>
<tr>
<td>2017</td>
<td>53.9%</td>
<td>99,277</td>
<td>184,205</td>
</tr>
</tbody>
</table>

Worthington Public School District

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
<th>Number Proficient</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>33.3%</td>
<td>194</td>
<td>583</td>
</tr>
<tr>
<td>2014</td>
<td>37.3%</td>
<td>212</td>
<td>568</td>
</tr>
<tr>
<td>2015</td>
<td>37.5%</td>
<td>235</td>
<td>627</td>
</tr>
<tr>
<td>2016</td>
<td>41.5%</td>
<td>277</td>
<td>667</td>
</tr>
<tr>
<td>2017</td>
<td>38.6%</td>
<td>262</td>
<td>678</td>
</tr>
</tbody>
</table>
## Graduation Rate Trends (District 4-Year Rate)

Includes HS and ALC

<table>
<thead>
<tr>
<th>Year</th>
<th>% Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>74.1%</td>
</tr>
<tr>
<td>2013</td>
<td>77.3%</td>
</tr>
<tr>
<td>2014</td>
<td>74.6%</td>
</tr>
<tr>
<td>2015</td>
<td>75.5%</td>
</tr>
<tr>
<td>2016</td>
<td>78.9%</td>
</tr>
</tbody>
</table>

### Students in the Class of 2016 and graduating in 2016

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Graduated</th>
<th>Continuing</th>
<th>Dropped</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>78.9%</td>
<td>9.0%</td>
<td>7.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>175</td>
<td>20</td>
<td>17</td>
<td>10</td>
</tr>
</tbody>
</table>

Diagram showing graduation rates for different demographics.
DISTRICT GOAL #4
COLLEGE AND CAREER READINESS

• The percentage of students at Worthington High School who are college and career ready will increase from 50% to 75%, 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.

• 93% of students have a 90% or higher attendance rate.

• 77% of students have career goals listed in a written format and completed a career assessment.

• 89% of students met all graduation requirements.
DISTRICT GOAL # 5
GRADUATION RATE

• The 2014-2015 graduation rate for Worthington High School was 87.9%. The rate for all students will increase for the 2015-2016 report to 90%, as measured by the annual yearly progress report.

• The 2015-2016 graduation rate at Worthington High School was 91.2%

• Note: the 2016-2017 graduation rate has not been released.
By continuing to expect a strong financial practice that supports educational programming, opportunities, and development of the entire system.
DEPARTMENT OF TEACHING AND LEARNING

Vision: Support all staff through district programs to enhance and improve student achievement.
PROGRAMMATIC SUPPORTS

• Alignment of work
  o PLC goals
  o District processes

• Evaluations
  o Teachers
  o Paraprofessionals
  o Secretaries

• Curriculum and instruction
  o Strengthened through essential outcomes
  o Building teacher leader capacity

• Professional development
  o Diverse and based on teacher need
  o Peer coaching

• Data and assessment
  o Support both instructional and operational elements.
  o Shift from summative to formative
  o Data tools
PROGRAMMATIC SUPPORTS

- English Learners
  - Several service delivery models
  - Increase all teachers’ capacity to meet the needs of ELs
- Technology integration
  - Co-plan, co-teach, or observe teachers
  - Integrating instructional technology for all teachers

- Teacher and paraprofessional induction
  - 3 year program and includes mentors
  - Induction week
  - Job-embedded training
  - Para Pro test or competency-based
PRAIRIE ELEMENTARY

- 1235 students served in 54 general education classrooms (K-4)
- 50.9% English Learner, 10.3% Special Education, 76.6% free/reduced lunch
- Staff includes 54 classroom teachers, 14 el teachers, 4.5 reading interventionists, 20+ Special Ed. Teachers, Music-Phy. Ed.-Tech-Art Instructors, 72 Para Educators, 2 counselors
- Multi-tiered system of supports in place to meet the academic needs of all learners
PLC WORK

• Lead by our building leadership team (3 reps per grade level + SPED)
• Highly Effective PLCs (practice profile)
• Focus on the four big questions (What do we want kids to know? How will we know if they know? What will we do if they don’t know it? What will we do if they already know it?)
• Comprehensive assessment plan—improving our gathering and usage of longitudinal data throughout the building, grade level common formative assessments
• Standards work—refining, aligning EO/learning targets (in tandem with district alignment goals)
**GUIDED READING**

- Small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

**ACCOUNTABLE ACADEMIC TALK**

- Refers to talk that is meaningful, respectful, and mutually beneficial to both speaker and listener. Accountable talk stimulates higher-order thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding.
BUILDING AND SUSTAINING IMPLEMENTATION

- Technology  (individual learning devices, tech instruction)
- Music  (vocal music k-4th, orchestra for 4th grade)
- Physical education (5 days a week)
- Art instruction (2nd-4th)
- Responsive classroom
- K-Kids
- EDGE targeted services programming
WORTHINGTON MIDDLE SCHOOL

Middle school years can be difficult for students both physically and emotionally:

• In the Middle Day for 5th graders
  ○ Learn the building
  ○ Practice with their lockers

• 6th graders-no homeroom, no desk
  ○ Opportunity for improvement-homework help

• English Immersion Center
  ○ 22 students with the least amount of English

• Make a big school feel smaller
  ○ Grade level teams of teachers
  ○ Advisory classrooms 15-17 students
OPPORTUNITIES FOR ALL STUDENTS

- EDGE after school programming
- Middle Level Academic Program
- All students on IPads
- Renaissance program - reward students based on their GPA
- Exploratory classes
  - Agriculture
  - Art
  - Computers
  - Explore
  - Family and Consumer Sciences
  - Health
  - Industrial Technology
  - Music
  - Physical Education
STAFF SUPPORT

- Our demographics make for some real challenges for our staff
- Team and grade level meetings to meet, share, and discuss
- Student Concerns - weekly team meeting with counselors
- EL Consultant coming monthly to work on best practices with all staff
- In-district support for PLCs
- “Coffee” every Wednesday after school
- “Goodie Friday” once a month
WORTHINGTON HIGH SCHOOL
SCHOOL DEMOGRAPHICS

- 891 Students
- 65% Diverse
- 60% free/reduced
- 141 IEPs
- 171 English Language Learners

- 48 content teachers
- 9 Special Education teachers
- 7 EL teachers
- 25 Paraprofessionals
- 2 Guidance counselors
- 1 Social worker
COLLABORATIVE WORK

• Establish a culture focused on meeting the needs of all students using PLC team model
• Restructure leadership team with department representatives
• Redesign courses to align with state standards and beyond
• Establish consistent intervention schedule for all students
• Create opportunities for departmental and cross-curricular supports
COLLEGE AND CAREER READINESS

• Increase college/career readiness focus 9-12
• Restructure advisory expectations
• MCIS / Personal Learning Plans
WORTHINGTON ALC/ VIBE- K-12 ONLINE
Worthington ALC

- 2014-2015 State Alternative Program of the Year
- Focus on student intervention
- Focus on community connect program
- Night school & summer school credit recovery
- Math Intervention course in the schedule
- Personal learning plans in Mid-Level Program
- PLCs
- Individual learning devices
- Apple TVs in every classroom
- Focus on College & Career Readiness

- 10 content teachers
- 2 EL teachers
- 1 Special Education teacher
- 3 Paraprofessionals
- 1 Social worker
- 1 Counselor

- 89 students
- 80% Free & Reduced Lunch
- 11 Students on IEP
- 33 English Language Learners
VIBE- K-12 ONLINE

Current Enrollment

• 336 – K-8 Harmony students
• 14 – K-8 K12 students
• 12 – HS students
• 9 – Supplemental
• 362 Total full time

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Supplemental</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td>33</td>
<td>19</td>
</tr>
<tr>
<td>14-15</td>
<td>107</td>
<td>11</td>
</tr>
<tr>
<td>15-16</td>
<td>143</td>
<td>11</td>
</tr>
<tr>
<td>16-17</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>17-18</td>
<td>350+</td>
<td>9+</td>
</tr>
</tbody>
</table>
• 14% of Worthington’s student population are students with disabilities (469)
• 31% of Special Education students also receive EL services. (156)
• 52 Special Education teachers and Service Providers
• 79 paraprofessionals
• 28 of these paraprofessionals are also Personal Care Attendants (PCAs)
• 53 students with special needs are transported with special transportation.
• Vibe on-line learning provides special education services to 15 students
SPECIAL EDUCATION SERVICES

• Focus on grade-level standards and the goals/objectives
• Provides support and consultation with general education teachers
• Specialist in teaching strategies to assist students in coping with their disability.

• Deliver push-in services for inclusion and pull-out services
• Progress monitoring system
• Specially designed direct instruction
• Read 180, Math 180, Imagine Learning, LIPS
• Assistive Technology System
COMPONENTS OF SPECIAL EDUCATION

- Child find: identifying, locating and screening children who may have a disability
- Problem Solving Teams / PLC focus on Intervention Framework
- Due Process / student and parent rights
- SEAT team (assessment)
- Mental services through licensed school psychologists
- Social emotional services, school social workers in all buildings
- Provide work-based learning opportunities with the HS environment (PAES)
- Transition services
RESPONSIBILITIES

• Case management services for every student with a disability
• Supervise student’s education and address the needs on the Individual Education Plan
• Follow the state and federal mandates for the Individual Disability Education Act (IDEA)
  ○ 3rd party billing
  ○ Due process guidelines and compliance
  ○ Parent’s rights, RTT mobile language line
  ○ On-going training for teachers and paraprofessionals
  ○ Licensing requirements for special education staff
  ○ Fiscal monitoring
COMMUNITY EDUCATION

- Early Childhood
- Enrichment programs
- Adult Basic Education
- Community Connectors
- Family Liaisons
- Integration Collaborative
EARLY CHILDHOOD

• English & Spanish ECFE classes
  164 children

• Morning and afternoon school readiness
  80 slots/year

• Family literacy program
  32 families/year

• June kindergarten transition
  60 slots/year

• 307 early childhood screenings
ENRICHMENT PROGRAMS

2016-2017 Enrollments
• 145 preschool
• 1,243 youth
• 1,114 adult

Highlights from last year:
• Succession planning
• Market smarter
ADULT BASIC EDUCATION

• 1070 adult students in 2016-2017
• 66,378 contact hours
• Students from 22 countries represented
• Childcare & transportation provided
COMMUNITY CONNECTORS & FAMILY LIAISONS

• Bilingual outreach to immigrants and refugees
• 788 connector clients
• 1,586 connector contacts
• Family liaisons conduct parent involvement opportunities
• 7-week PASS classes
  87 participants; 62 graduates
INTEGRATION COLLABORATIVE

• Cultural integration
• Education equity
• Student success
• Family engagement
• Staff development