



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Independent School District 518

Grades Served: K-12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

☒ Yes ☐ No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>By 2020, the percentage of students in the free & reduced priced lunch subgroup of grade 8 will increase from the current proficiency level to 50% or greater as measured by the MN Comprehensive Assessments in math.</i>	Check one of the following: _X_ Achievement Goal ___ Integration Goal	42.1% (127 students tested)	33.1% (181 students tested)	Check one of the following: ___ On Track _X_ Not on Track ___ Goal Met

- **Data Used:**

- MN Comprehensive Assessment results – 8th Grade Math
- Student performance based assessments and teacher referrals
- Pre/Post Survey Results
- Free and Reduced priced lunch subgroup

- **Strategies:**

- School interventionists
- Parent Involvement Classes designed to help parents navigate the school system and have access to support their child academically
- College Visit for Parents
- Home Visits – School counselors, teachers, and NCIC staff conducted home visits with parents/guardians and students
- Homework Help Days/Tutoring- designed for 7th-12th grade students
- Summer Learning Camps – focused on Math and STEAM related skills

- **How well are you implementing your strategies?**

- By implementing the strategies listed above, the number of participants continues to increase. NCIC parent involvement opportunities include Time to Share; PASS (Parents Advocating for Student Success); College Visits for Parents, College preparation with Parents and Home Visits.

- **How do you know whether it is or is not helping you make progress toward your goal?**

- Although Goal 1 was not met, the number of students tested increased from 133 to 181. The percent proficiency rate decreased from 36.9% to 33.1%, but the number of proficiency increased from 59 to 60 students. That is one more students than the previous year.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>By 2020, 75% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.</i>	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	No baseline available	<i>Number of participants completed the survey</i> 106 <i>Result: 93.4%</i> <i>(99/106)</i>	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met

- **Data Used:**
 - Participants surveys
- **Strategies:**
 - Home Visit training/Home Visit program
 - Culturally Responsive workshops/trainings
- **How well are you implementing your strategies?**
 - A culturally responsive workshop/training was offered at the beginning of the school year to teachers. Twenty-six participated.
 - Eighty teachers attended a culturally responsive presentation that was presented by an NCIC staff.
 - Throughout the school year, the Home Visit program/training was implemented for teachers and school counselors. Twenty-seven teachers and school counselors were in the Home Visit cohort which is an increase from the previous school year.
- **How do you know whether it is or is not helping you make progress toward your goal?**
 - 158 teachers/counselors participated in the opportunities offered by NCIC
- 93.4% of people who completed the survey reported an increase of understanding factors that contribute to the achievement gaps. We would like to see participant numbers increase in the future.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By 2020, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report improved school climate will increase from 60% to 70%.	Check one of the following: _X_ Achievement Goal _X_ Integration Goal	60%	78.2%	Check one of the following: __ On Track __ Not on Track _X_ Goal Met

- **Data Used:**
 - Participant surveys
- **Strategies:**
 - 5, 7, and 9 grade-level character retreats
 - Grade-level character retreat follow-ups
 - 4th grade partnership
 - El Sistema Imagine for upper elementary students
 - CoderDojo for upper elementary students and older
- **How well are you implementing your strategies?**
 - The strategies were implemented on a continuous base throughout the school-year. We have had a significant increase in participants in our after-school programs and classroom partnerships.
- **How do you know whether it is or is not helping you make progress toward your goal?**
 - Goal was met
 - Surveys were given to all 4th, 5th, 7th, 9th grade students in the district. According to the survey results, 78.2% of the students either agreed or strongly agreed to an improvement in school climate.
 - According to the Minnesota Student Survey through the MDE, 88.5% of the student in Worthington district responded that they either agree or strongly agree to the statement of "At my school, teachers care about students."

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By 2020, the percentage of racially/ethnically diverse teachers will increase from 3% to 6% and racially & ethnically diverse district-wide staff will increase to 18%. Equity Council will review local data and best practice research to determine what changes in district policy and practice could be implemented to improve equity and/or narrow achievement gaps.	Check one of the following: _X_ Achievement Goal _X_ Integration Goal	Racially/ethnically diverse teachers 3% District wide racially/ethnically diverse staff 12%	Racially/ethnically diverse teachers 3.44% District wide racially/ethnically diverse staff 22%	Check one of the following: _X_ On Track ___ Not on Track ___ Goal Met

- **Data Used:**
 - Internal district data
 - MDE report card – Staffing Profile
- **Strategies:**
 - Provided opportunities and recourses in professional development areas of closing racial and economic achievement gaps.
 - Presented and made recommendations to school administrators and school board members regarding changes to practice or policy that could narrow achievement gaps, including strategies to recruit and retain diverse teachers and staff.
 - Collaborated with MN West Community & Technical College, Southwest Minnesota State University, Worthington High School to offer education degrees to Worthington, MN; Teacher Pathway
 - NCIC continues to share strategies and tools from the Promise to Act Education Equity and Excellence Action Plan.
- **How well are you implementing your strategies?**
 - Conversations of recruiting and retaining diverse staff has been a continuous effort with school administrators, school board members, and NCIC equity team.
 - An action plan has been set for the Teacher Pathway program to start Fall 2019.
- **How do you know whether it is or is not helping you make progress toward your goal?**

According to our data, there was no increase in racially/ethnically diverse license staff from the baseline year. However, there was a 10% increase in racially/ethnically diverse district-wide staff from the baseline year.

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By 2020, at least 240 students will participate in NCIC Out-of-School-Time programs and demonstrate increased college and career readiness by writing an individualized learning plan, making at least one college visit, participating in leadership or civic engagement activities, and, for seniors, completing a college or job application.	Check one of the following: _X_ Achievement Goal ___ Integration Goal	60 students	144 students	Check one of the following: _X_ On Track ___ Not on Track ___ Goal Met

- **Data Used:**

- Participant surveys
- Cumulative GPA
- Individualize Learning Plans
- NCIC internal student tracking system

- **Strategies:**

- 7th – 12th grade after-school youth programs
- College Preparation opportunities for students and parents
- Leadership development, civic engagement, volunteerism, and culturally integrated learning opportunities
- College Visit for Parents
- Direct student support in classrooms
- Recruitment for programs and opportunities during students lunch time
- Connect/mingle with students during lunch time
- CoderDojo program

- **How well are you implementing your strategies?**

- Throughout the school year, NCIC youth development leaders implemented the strategies with each student in their cohort to make sure they are on track to graduate.
- By providing direct student support in the classrooms, students were more likely to seek help after school because of the relationship they have built with NCIC staff.
- NCIC Youth Development Leaders recruited, connected, and mingled during students' lunchtime. By utilizing this strategy, it increased the positive relationships between NCIC staff and students.
- CoderDojo is a fully integrated opportunity for all six member school districts from 1st-12th grade students. Attendees learn how to code, develop websites, apps, programs, and games. They also explore technology by working with others and presenting their work.

- **How do you know whether it is or is not helping you make progress toward your goal?**

- Our student cohort for out after-school programs has increased from 60 student to 144 students.

- Sixty-seven students from the after-school cohort participated in at least one or more leadership/civic engagement opportunities. Thirty-two students participated in at least one or more college visit and/or college preparation events.
- This was the first year of CoderDojo, we had 57 students participate from Worthington.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Integration Strategies that were implemented during the 2018-2019 school year:

- Grade-level partnership retreats- a fully integrated opportunity for all six member school districts 5th, 7th, 9th grade students and 10th-12th grade high school leaders to interact. High school leaders led small group conversations/activities throughout the day. NCIC Youth Development Leaders had the opportunity to go back to the grade-level classrooms to conduct follow-ups.
- 4th Grade Pen Pals- to engage students in all six member districts in integrated learning experiences, through grade-level partnerships which focus on character development, improved school climate, cultivate friendships, discover and learn about different cultures, and to enhance writing and communication skills.
- El Sistema Imagine (during the school year) and El Sistema Summer Theater Camp- to engage upper elementary students in an integrated out-of-school time and summer integrated music education program. Which enables students to build relationships with a diverse group of peers and fosters a sense of belonging and leadership through participation in a performing music program. Three school districts are actively involved with El Sistema Imagine.
- Summer STEAM opportunities- a collaboration between two-member school district designed to improve academic skills through experiential learning and group work. It is also designed to increase math and STEAM related skills of participants.
- CoderDojo program-a fully integrated opportunity for all six member school districts from 1st-12th grade students. Attendees learn how to code, develop websites, apps, programs, and games. They also explore technology by working with others and presenting their work.

