



Worthington School District 518 Improvement Plan

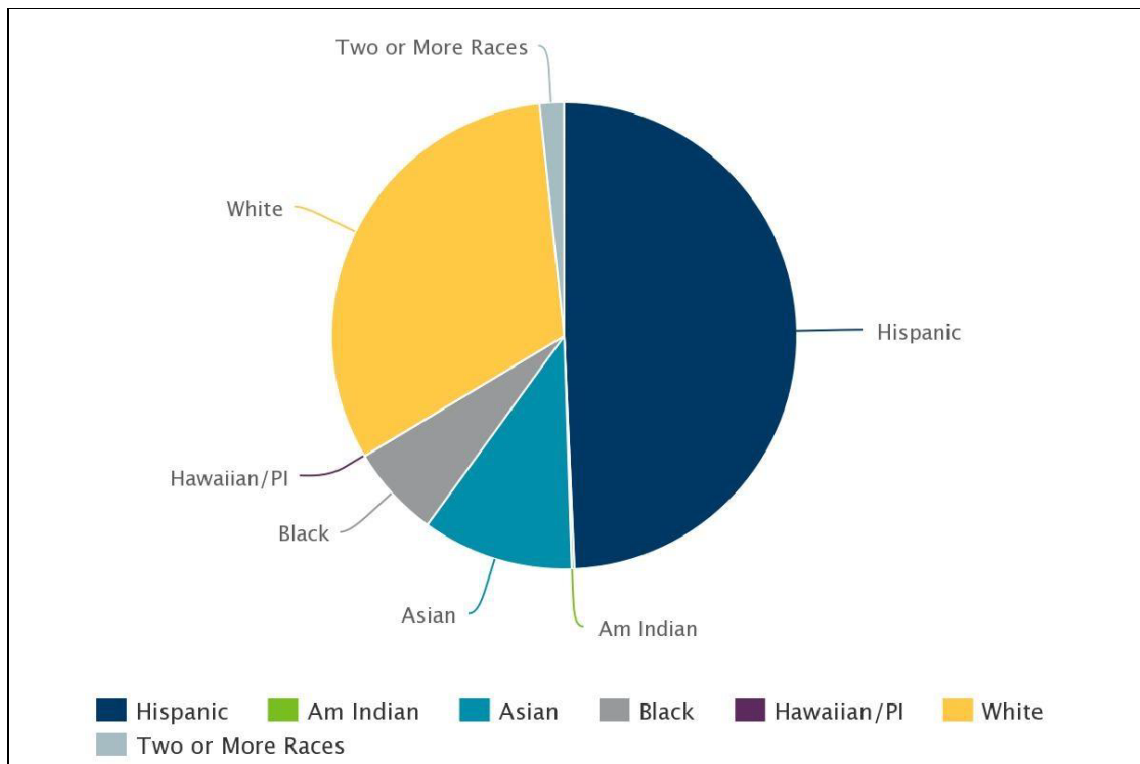
Vision

Through leadership, provide growth and support opportunities for all staff to positively impact student achievement.

Mission

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

The Worthington School District has 3,544 students and 570 staff. The demographic information is below.



Minnesota Department of Education Report Card

Due to the increase of student enrollment, staffing has increased, programming has expanded, and new ways of serving students have been implemented.

Needs Assessment

AdvancED

The Worthington School District strives to implement a continuous improvement model for student and staff learning. In order to effectively implement, a recent Needs Assessment was completed with a review of several data components.

In November 2017, the Worthington School District hosted a team of reviewers that conducted an on-site review the schools and systems progressing towards meeting the AdvancED standards. AdvancED is a non-profit organization that helps districts continue to move forward on their improvement journey and is the agency that awards the accreditation status to the district. During the on-site review, the team conducted surveys, classroom walkthroughs, interviews, and polls. Below is an overview of the team's findings.

Powerful Practices

- The School Board is very successful in fulfilling its role of governance, looking to the future to adequately provide the facilities and resources needed to educate a growing and changing population of students, and acting ethically in its policy development and fiscal oversight.
- The district implements a robust and comprehensive special services process to identify and support its English Language Learners (EL) and Special Education students.

Improvement Priorities

- Create and implement a quality assurance process for the system and its institutions to ensure all schools meet the AdvancED Performance Standards (School Improvement Plans), and ensures alignment of the system's improvement efforts which includes accountability at all levels of achieving improvement goals.
 - Develop school improvement plans at all buildings, schools report on progress at the district level. This information is then reported to the school board.
 - Embed and systematically monitor efforts towards meeting the district and school plans.
- Create, maintain, and regularly analyze a formal comprehensive K-12 summative and formative assessment data profile.
 - Implement Root cause analysis to analyze data.
 - Consistent review and analysis of student data at all levels.
 - Provide teacher training in the interpretation and use of student assessment data.
 - Develop a practice of disaggregating and analyzing data by student group including FRP, EL, SPED, and races.
- Design, implement and monitor a system to assess the current performance of programs, practices, and resources to determine their efficacy in improving student learning.
 - Develop and implement program evaluation in all aspects of the system.
 - Examples include: participation and achievement results in dual credit and/or AP courses or completion of industry certification.

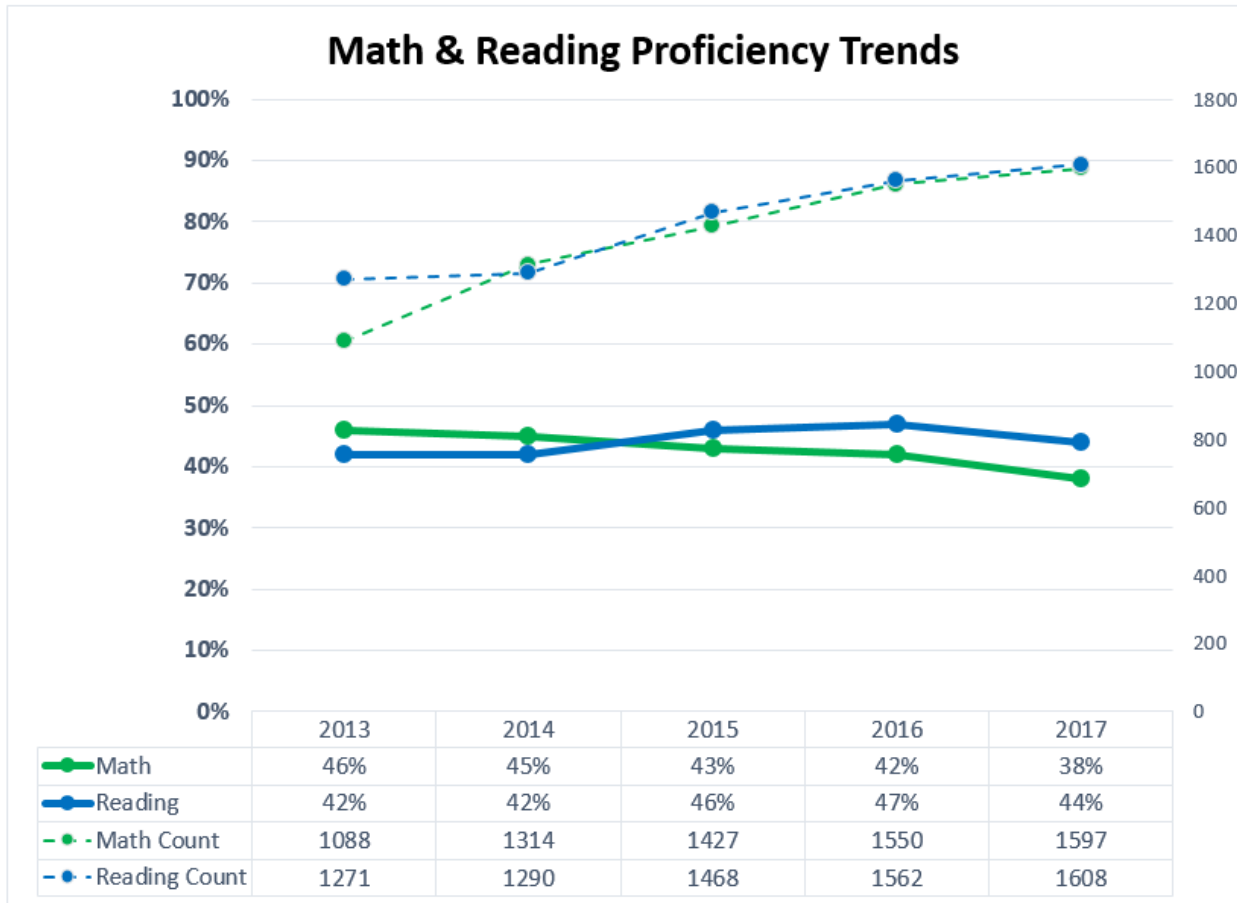
- Assess static or declination MCA scores and determining the root cause and identify/implement strategies or interventions that are proving effective and those that are not.

Opportunity for Improvement

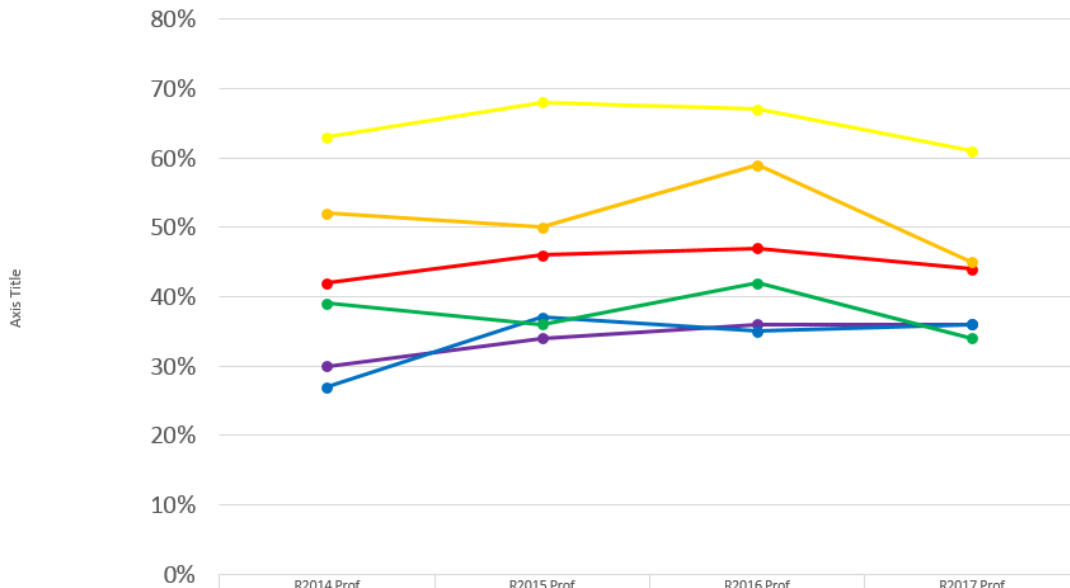
- Create a K-12 vertically and horizontally aligned curriculum based on high expectations and best practices which prepares learners for their next levels.

SUMMATIVE ASSESSMENT DATA

The District reviewed standardized assessment data to further determine future district needs. Below includes information regarding Math and Reading Minnesota Comprehensive Assessment proficiency trends (overall, by ethnicity, and by special population).

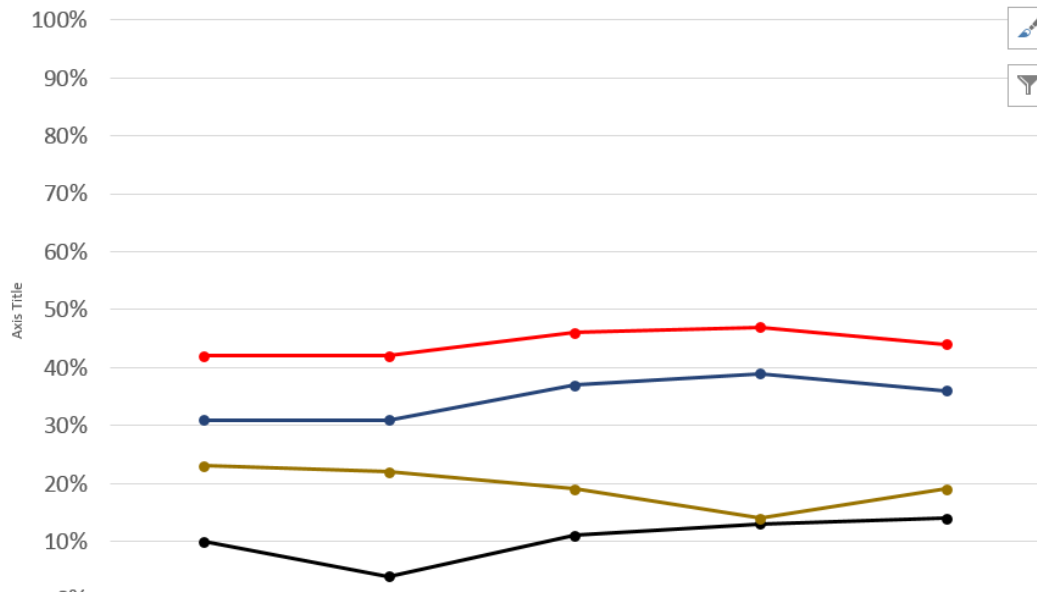


Reading Proficiency by Ethnicity

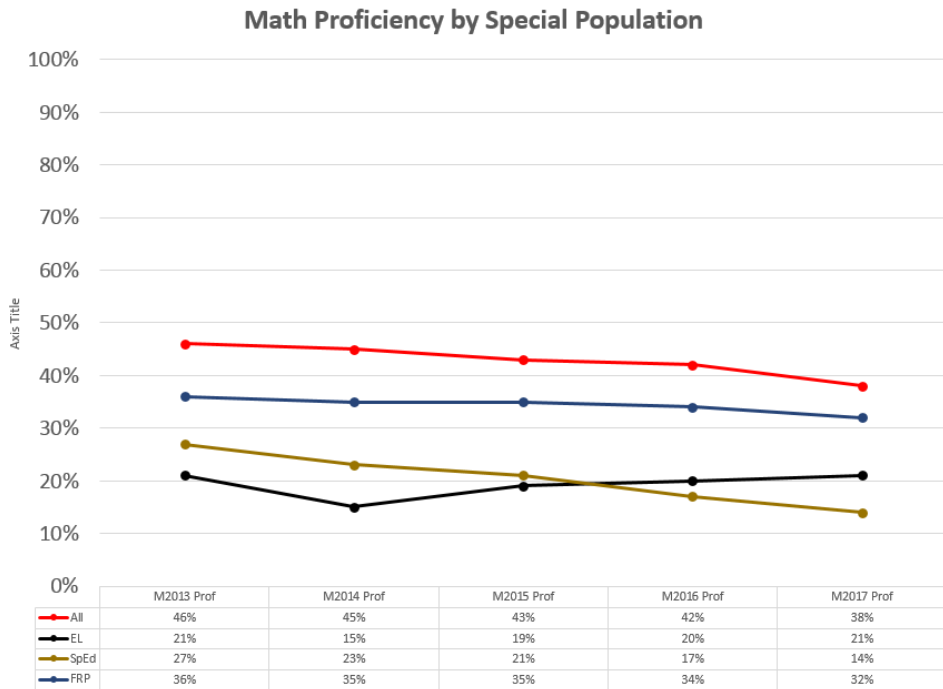
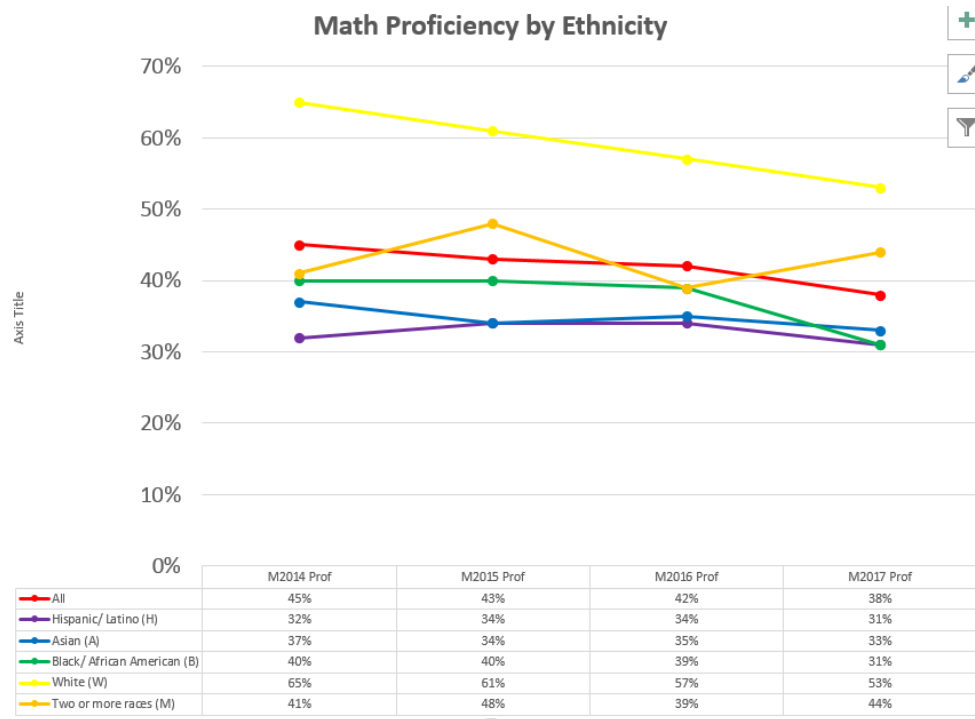


	R2014 Prof	R2015 Prof	R2016 Prof	R2017 Prof
All	42%	46%	47%	44%
Hispanic/ Latino (H)	30%	34%	36%	36%
Asian (A)	27%	37%	35%	36%
Black/ African American (B)	39%	36%	42%	34%
White (W)	63%	68%	67%	61%
Two or more races (M)	52%	50%	59%	45%

Reading Proficiency by Special Population



	R2013 Prof	R2014 Prof	R2015 Prof	R2016 Prof	R2017 Prof
All	42%	42%	46%	47%	44%
EL	10%	4%	11%	13%	14%
SpEd	23%	22%	19%	14%	19%
FRP	31%	31%	37%	39%	36%



The Minnesota Comprehensive Assessment Data reveal that there is an achievement gap between White and Non-White students. It further shows an achievement gap between English Learners, Special Education students, Free and Reduced Students versus All Students.

GRADUATION DATA

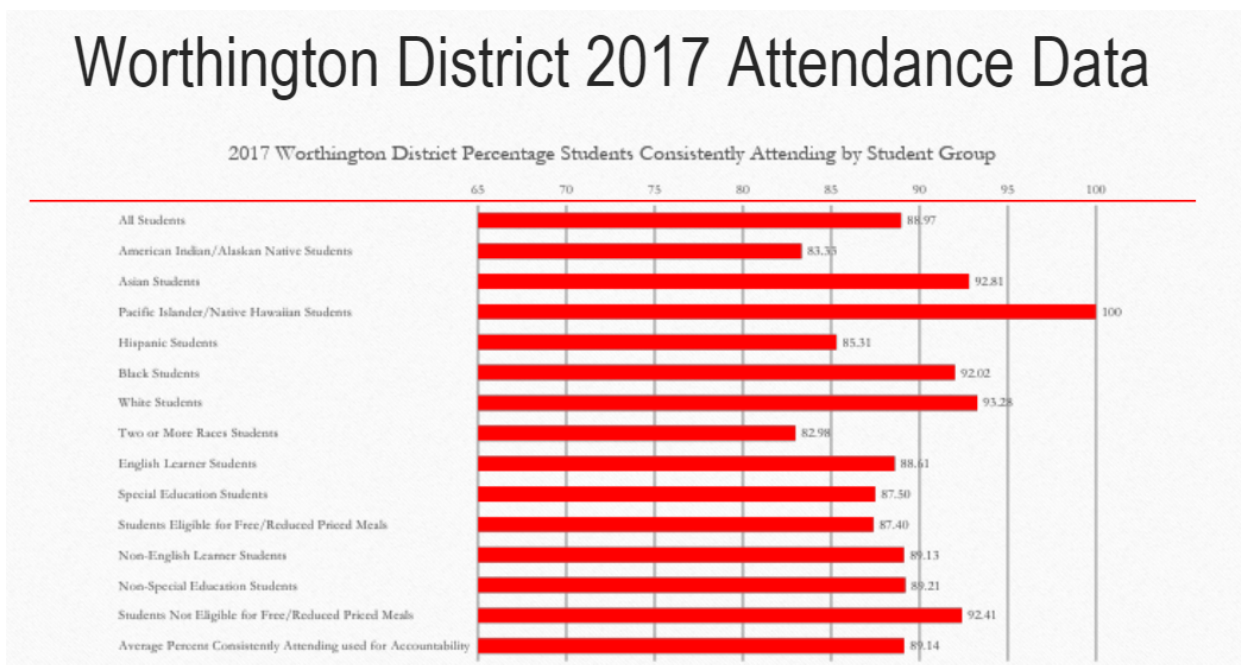
The District's 4-year graduation rate trends are as follows:

YEAR	% STUDENTS GRADUATED
2013	76.3%
2014	75.3%
2015	76.4%
2016	80.7%
2017	70.6%

The 5-year, 6-year, and 7-year graduation rate for the district is higher, due to students continuing their education beyond the traditional 4-year track.

ATTENDANCE DATA

A review of attendance data provided by the Minnesota Department of Education reveals that student attendance is between 83% and 100%, based on student group.



ACT DATA

The District currently offers the opportunity for all students in grade 11 to take the ACT assessment. The District scores are below.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	99	44,676	20.1	22.2	21.8	23.1	22.1	23.1	22.0	22.9	21.7	23.0
2014	71	45,305	19.4	22.1	22.3	23.0	21.1	23.1	21.6	22.9	21.2	22.9
2015	98	46,862	19.5	21.8	21.5	22.8	21.5	23.0	20.9	22.7	21.0	22.7
2016	191	64,145	15.0	20.0	18.5	21.2	17.8	21.3	17.9	21.3	17.5	21.1
2017	182	61,101	16.0	20.4	19.1	21.5	18.5	21.8	18.7	21.6	18.2	21.5

ROOT CAUSE ANALYSIS

Following the review of the data areas listed above, a Root Cause Analysis was completed to determine priority action areas. The following themes emerged as priorities, due to identified causes of the achievement gap.

- Increase data use to drive instruction
- Maximize best-practice in Instruction
- Culture
- Culturally Responsive Teaching
- Academic Language (EL)
- High staff turnover
- Providing staff training on best practices
- Increasing Math scores
- Develop a guaranteed and viable curriculum
- Increasing rigor and expectation in the classroom
- Increasing language proficiency growth
- Identifying achievement gaps
- Curriculum alignment

GOALS AND STRATEGIES

Based on the data review, needs assessment, and root cause analysis, the district has determined the following goals.

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 80% as measured by earning a score of 52 or more on Kindergarten Entry Profile tool.

Strategies	Responsible	Key Actions	Timeline	Evidence of Impact	Progress Updates/ Reports
Build communication and create collaborative efforts among early childhood stakeholders	PreK-3rd Initiative <ul style="list-style-type: none"> - ECFE Staff - Personal from Preschool Agencies - Day Care centers 	PreK-3rd grade Initiative committee member list updated Agendas are developed, meetings are held, and minutes are shared.	Meetings will occur three times per year (Tara will send dates)	Minutes from the meetings held Completing a survey to measure the success of the communication and collaboration among stakeholders.	As of fall 2020, the meetings do not occur
Align Pre-K and Kindergarten curriculum (including assessments)	Administration PreK teachers Kindergarten teachers	Focused time provided for teachers to work. PreK teachers will review the kindergarten essential skills. PreK teachers will review the early childhood district-identified standards. Make revisions to early childhood district-identified standards.	Spring 2019	Agendas are developed, meetings are held, and minutes are shared. A tool is developed to review kindergarten essentials skills. A tool is developed to review early childhood district-identified standards Revisions are made, based on observations and review tools.	

Goal #2: 100% of students will read at grade level by grade 3 as determined by earning a proficiency score on the Reading MCAs.

Strategy	Responsible	Key Actions	Timeline	Evidence of Impact	Progress Updates/ Reports
Implement Read Well by Third Grade Plan	Administrators PLT Leadership Team All Staff	Update the plan on an annual basis Align curriculum materials to standards and develop pacing guides Utilize Extended Day program to increase grade level proficiency	Annually in May Ongoing Ongoing	Updated Plan PLC minutes discussing and analyzing data Individual Continual Learning Plans	
Integrate Accountable Talk Strategies	Administrators PLT Leaders All Staff	Train teachers on Accountable Talk Strategies	Completed Each trimester	Practice Profiles Completed Practice Profile data collected through learning walks	
Provide instructional coaching support	Instructional Mentor Building administrators Department of Teaching and Learning New Teachers	Training for instructional mentors Training for building administrators Training for Program Lead Providing Coaching for new teachers across the district	Monthly through May 2020 August 2018 Quarterly through May 2020 Weekly-ongoing		

Goal #3 Part A: Reading: The reading proficiency achievement gap will be reduced in half for each student group by 2023 as measured by the Minnesota Comprehensive Reading Assessment.

Reading Goals:

Goals by Special Population

Free and Reduced Lunch students will increase reading proficiency by 3% a year as measured by the Minnesota Comprehensive Reading Assessment
Special Education students will increase reading proficiency by 4.5% a year as measured by the Minnesota Comprehensive Reading Assessment.
English Language Learner students will increase reading proficiency by 5% a year as measured by the Minnesota Comprehensive Reading Assessment.

Goals by Ethnicity

White students will increase reading proficiency 2% a year as measured by the Minnesota Comprehensive Reading Assessment
Two or more race students will increase reading proficiency 3.4% a year as measured by the Minnesota Comprehensive Reading Assessment
Hispanic and Asian students will increase reading proficiency by 4.6% a year as measured by the Minnesota Comprehensive Reading Assessment.
Black students will increase reading proficiency by 4.8% a year as measured by the Minnesota Comprehensive Reading Assessment.

The percentage increases below show the annual increase of proficiency needed for each group/ethnicity to reduce the achievement gap by 50% in the year 2023.

Student Group	2017-2018 Base Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (2%)	44%	46%	48%	50%	52%	54%
Free and Reduced Lunch (3%)	36%	39%	42%	45%	48%	50%
Special Education (4.5%)	19%	23.5%	28%	33%	38%	41.4%
English Language Learner (5%)	14%	19%	24%	29%	34%	39%

Ethnicity	2017-2018 Base Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
White (2%)	61%	63%	65%	67%	69%	71%
Two or More Races (3.4%)	45%	48.4%	51.8%	55.2%	58.6%	62%
Hispanic (4.6%)	36%	40.6%	45.2%	49.8%	54.4%	59%
Asian (4.6%)	36%	40.6%	45.2%	49.8%	54.4%	59%
Black (4.8%)	34%	38.8%	43.6%	48.4%	53.2%	58%

Goal #3 Part B: Math: The math proficiency achievement gap will be reduced in half for each student group by 2023 as measured by the Minnesota Comprehensive Math Assessment.

Goals by Special Population

Free and Reduced Lunch students will increase math proficiency by 2.5% a year as measured by the Minnesota Comprehensive Reading Assessment
Special Education students will increase math proficiency by 4.5% a year as measured by the Minnesota Comprehensive Reading Assessment.
English Language Learner students will increase math proficiency by 3.7% a year as measured by the Minnesota Comprehensive Reading Assessment.

Goals by Ethnicity

White students will increase math proficiency 2% a year as measured by the Minnesota Comprehensive Reading Assessment
Two or more race students will increase math proficiency 2.9% a year as measured by the Minnesota Comprehensive Reading Assessment
Asian students will increase Math proficiency by 4% a year as measured by the Minnesota Comprehensive Reading Assessment.
Hispanic and Black students will increase math proficiency by 4.2% a year as measured by the Minnesota Comprehensive Reading Assessment.

Student Group	2017-2018 Base Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (2%)	38%	40%	42%	44%	46%	48%

Free and Reduced Lunch (2.5%)	32%	34.5%	37%	39.5	42%	45%
English Language Learner (3.7%)	21%	24.7%	28.4%	32.1%	35.8	39.5%
Special Education (4.5%)	14%	18.5%	23%	27.5%	32%	36%

	2017-2018 Base Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
White (2%)	53%	55%	57%	59%	61%	63%
Two or More Races (2.9%)	44%	46.9%	49.8%	52.7%	55.6%	58.5%
Asian (4%)	33%	37%	41%	45%	49%	53%
Black (4.2%)	31%	35.5%	39.4%	43.6%	47.8%	52%
Hispanic (4.2%)	31%	35.5%	39.4%	43.6%	47.8%	52%

Strategy #1 Ensuring there is a Guaranteed and Viable Curriculum K-12 (in every classroom and every course).

- **do we want to show somehow, how these strategies will help us close the achievement gap? How does implementing the Curriculum Cycle close the achievement gap? How does a curriculum guide close the achievement gap?**

Strategies	Responsible	Key Actions	Timeline	Evidence of Impact	Progress Updates/ Reports
Implementing the activities in the Curriculum Cycle with fidelity	Director of Teaching and Learning Curriculum Coordinator Building Principals	With support and guidance Content Chairs develop timeline of Curriculum Activities to be completed throughout the year	September-October	Documentation of the timeline completed	

	District Content Chairs Classroom Teachers	Implement the plan throughout the year	Ongoing throughout the year	Documentation of the activities completed	
Development of Curriculum Guides (that include rigor, student engagement and technology integration???) - Scope and Sequence - Curriculum Map - Learning Experiences - Assessments	Director of Teaching and Learning Curriculum Coordinator Classroom Teachers	Train teachers on the Curriculum Development Process Developing curriculum guides	Ongoing or as needed Following district approved curriculum cycle	Training materials and sign in sheet of teachers attending the training Completed curriculum guides	
Further establish, and support Curriculum Leaders across the district - Linked teams/Team Structures - Leadership training - Clearly defined purpose and vision for each team	Building Principals Director of Teaching and Learning Curriculum Coordinator Teacher Leaders Teachers	Develop a teacher leadership training Link all teams across the district Develop a purpose and vision for each content area Develop purpose and vision for curriculum	May 2019 May 2020 May 2019 May 2021	Teacher leadership trainings are held Documentation of Linked teams Purpose and vision are developed and posted on the website Purpose and vision are developed and included in curriculum guides.	

Strategy #2 Ensuring instructional practices are best meeting the needs of all learners.

Strategies	Responsible	Key Actions	Timeline	Evidence of Impact	Progress Updates/ Reports
Culturally Responsive Practices	Director of Teaching and Learning	Research best practices of culturally responsive instruction	May 2020	Completed summary and minutes from a meeting	
	Staff Development/ Curriculum Development Coordinator	Develop district wide action plan	May 2021	Completed Action Plan	
	Building Administration				
High Expectations for all students - Rigor - Differentiation - Cognitive Engagement	Director of Teaching and Learning	Develop curriculum guides	August 2018-ongoing	Completed curriculum guides, completed curriculum checklists	
	Curriculum Coordination	Provide district-wide training to staff on rigor	May 2019	Agenda and training materials, observation	
	Staff Development Coordinator	Provide district-wide training on differentiation	May 2021	Agenda and training materials, observation	
	Building Administrators				
	District Staff Development Committee Members	Provide district wide-training on cognitive engagement	May 2020	Agenda and training materials, observation	
	Peer Coaches				
	District Curriculum Chairs	Create a look for document on the characteristics of rigor, differentiation,	Rigor- October 2018 Cognitive Engagement October 2019	Completed documents and feedback to teachers	
Teachers					

		<p>and cognitive engagement.</p> <p>Walk-through of classrooms at least twice a year focused on rigor, differentiation, and cognitive engagement.</p> <p>Peer coaches work with teachers on rigor, differentiation, and cognitive engagement through the coaching process</p> <p>Establish learning walks across the district</p> <p>Develop an annual Staff Development calendar focusing on differentiation, rigor, and cognitive engagement (All of these, or break down and focus on one a year)</p>	<p>Differentiation October 2020</p> <p>May 2021</p> <p>Rigor May 2019 Cognitive Engagement May 2020 Differentiation May 2021</p> <p>September 2019</p> <p>May 2019</p>	<p>Completed classroom walkthrough forms</p> <p>Work documented in TalentED</p> <p>Learning walks occur</p> <p>Calendar is developed</p>	
Use Data to Inform Instruction	Director of Teaching and Learning, Curriculum Coordinator, Staff	Guaranteed and Viable Essential Outcomes for every course	by September 2018	Tool updated and used to review Essential Outcomes for quality	

	Development Coordinator, Administrators, Teachers	<p>Develop common assessments</p> <p>Analyze common assessment data in PLCs and identify the standards in need of reteaching</p> <p>Adjust instruction based on common assessment deficit skills/standards</p>	<p>by September 2018-ongoing</p> <p>by September 2018-ongoing</p> <p>May 2019</p>	<p>Common Assessments Developed and shared</p> <p>PLC minutes or data assessment forms completed</p> <p>PLC minutes</p>	
Technology Integration	<p>Digital Learning Coordinator, Director of Teaching and Learning, Curriculum Coordinator</p> <p>Digital Learning Coordinator, Administrators, District Technology Coordinator, Tech Leads, Director of Teaching and Learning, Curriculum Coordinator, Staff Development Coordinator</p>	<p>Analyze Brightbytes annual survey and determine trends and create an action plan based on the data.</p> <p>Develop a three year technology integration plan</p>	<p>Annually in February</p> <p>May 2019</p>	<p>Completed or updated action plan</p> <p>Completed Technology Integration Plan</p>	

	Digital Learning Coordinator, Staff Development Coordinator, Tech Leads, Director of Teaching and Learning	Train staff on SAMR	May 2020	Training Agenda, training materials, classroom observation, self-reflection	
	Director of Teaching and Learning, Curriculum Coordinator, Teachers	Embed technology into curriculum that is being developed	August 2018-ongoing when each new curriculum is developed	Completed Curriculum with technology embedded, Curriculum Checklists	
	Director of Teaching and Learning, Staff Development Coordinator, Teachers	Send staff to technology workshops or conferences annually	Ongoing	Staff attending workshops	

Strategy #3 Develop and implement consistent district-wide processes to enhance student achievement.

Strategies	Responsible	Key Actions	Timeline	Evidence of Impact	Progress Updates/ Reports
Develop district-wide processes/practices that support a systemic approach for a high functioning school district.	Administration, Professional Development Coordinator, Teacher Leaders	Develop Teacher Leadership Training	May 2021	Teacher Leadership Training is developed and implemented.	
Professional Development Processes <ul style="list-style-type: none"> ● Connections between all levels (buildings, district, school board) 	Curriculum Coordinator, Director of Teaching and Learning	Develop an evaluation for the curriculum development process.	May 2019	Evaluation tool is developed and utilized.	
Staff Retention	District Human Resources, Administration	Develop consistent professional development processes and procedures throughout the district.	May 2021	Processes and procedures are developed and implemented	
Evaluation <ul style="list-style-type: none"> - Quality Assurance - Program Review 					
Communication <ul style="list-style-type: none"> - Linked Teams 					

- Effective communication flow -					
Strategic communication plan - Effective Communication Flow - Establish Linked Teams	Director of Teaching and Learning, Building Administrators	Implement Strategic Communications Plan	May 2019	Strategic Communications Plan implemented with fidelity	

Goal #4 The percentage of students in Worthington School District who are college and career ready will increase from 75% - 80%, as measured by having career goals/pathway plan in a written format, completing a career assessment, and having a 90% or higher attendance rate (MDE data), and meeting all graduation requirements.

Strategies	Responsible	Key Actions	Timeline	Evidence of Impact	Progress Updates/ Reports
Build capacity and understanding of college and career readiness among classroom staff.	Administration Counselors	Train staff on teaching the locally developed College and Career Readiness curriculum.	2018, 2019, 2020		Teachers are trained on locally developed College and Career Readiness curriculum
Students will learn about and develop a personalized learning plan	Careers Teachers Advisors	Personalized learning plans are included in the curriculum development process	2018		Personalized learning plans are developed
When students return to school, a Stay and Succeed meeting is held to discuss the importance of attendance.	Attendance officer Advisers Administrators Parent Liaisons	Stay and Succeed meetings are scheduled on all returning students.	Ongoing		Stay and Succeed meetings occur

Students who are chronically absent from school will receive a visit from the attendance officer.	Attendance Officer	The attendance officer helps students return to school.	Ongoing		Increased attendance rates
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Goal #5 The percentage of student graduates in the Worthington School District will increase from 78.9% to 85% (7-year), as measured by MDE graduation data.

Strategies	Responsible Person/Group	Progress Monitoring	Timeline/ Checkpoints	Notes Updates (Progress to Date)	Evidence/Impact
Ensure that high functioning PLCs are established	Teachers Administrators	PLCs will emulate DuFour's model	May 2018, 2019, 2020, 2021	PLC groups report on the continuum of all areas as implemented or exceeded.	
Ensure that curriculum is aligned to standards an a scope and sequence is determined/followed K-12 in each content area.	District Curriculum Committee Curriculum Leadership Teams Administrators Building Leadership Teams	Alignments are completed and documented	Review quarterly	Each lesson observed is correlated to a standard (measured through pre-observation forms). Alignments are completed in each course.	