



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Discovery Woods 4198-07

Grades Served: PreK-6th

Contact Person Name and Position: Kristi Crocker, Director

In accordance with Minnesota Statutes, section 120B.11, 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 school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: 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.]

- <http://www.discoverywoods.com/district/annual-report>
- <https://docs.google.com/document/d/1W4Ej-cqtjO7o7T9TrRwUkynlovPlyhw6VCQVI2oFakI/edit?usp=sharing>

#### 1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- May 18, 2017

Our annual meetings have been held in May, at which time we have also elected board members. The board is looking at possibly holding our annual meeting later so we can more effectively review the prior year's

data on the WBWF goals/indicators, and engage families in the discussion and planning around the gals for the upcoming year. We will continue to hold elections in the spring.

### 1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Melissa Lundeen	Community Member and Board Member
Heidi Auel	Environmental Educator, Instructional Lead
Crystal Magnan	Montessori Certified Children’s House Teacher and Board Member
Kristi Crocker	School Director
Crystal Johnston	Parent and Support Staff
Zaiden Badger	Student

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for School

Goal	Result	Goal Status
<p>At least 70% of Kindergarteners enrolled on or before October 1, 2015, will show improvement in at least two areas of executive function from the fall classroom observation to the spring 2016, classroom observation using the common observation &amp; recording form.</p> <p>By the end of kindergarten all children will be able to name and read the phonetic sounds of the letters, write, and read phonetic words on grade level as measured by Fountas and Pinnell's Benchmark Assessments.</p>	<p>As in 2014-15 and 2015-16 school years, the goal for this area was not assessed during the 2016-17 school year as the staff were not trained in use of Executive Functioning Observation form.</p> <p>Discovery Woods is proud to have a Montessori preschool program integrated with our charter school and with our kindergarten students for part of the day. Our school follows the MN state standards for Kindergarten in all academic areas and due to our mixed age classroom, preschool students are taught Kindergarten work if ready and able to complete with understanding. Our Children's House classroom integrates standards into our Montessori curriculum.</p> <p>Students are screened two weeks before school begins for readiness and evaluated as to their letter and number sense before entering Kindergarten. The data available for Kindergarten reading shows that on the teacher created assessment, 10/11 students scored 95% or above for letter sounds, concepts, and writing.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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## 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>65% of students in third grade will be reading at or above grade level as measured by STAR, Fountas &amp; Pinnell BAS, and 55% on MCA-III Reading.</p> <p>Reading Proficiency Goals – MCA Assessments: 65% of students in grades 3-6 continuously enrolled on or before October 1 will meet proficiency on MCA Reading Assessments in spring.</p>	<ul style="list-style-type: none"> <li>● <i>STAR Reading test results as of May, 2017 indicate that 75% (15/20) of third grade students were at or above grade level.</i></li> <li>● <i>Fountas and Pinnell results indicate 70% (14/20) of third grade students were at or above grade level.</i></li> <li>● <i>MCA-III Reading results indicate that 47.4% of third grade students were proficient.</i></li> <li>● <i>MCA-III Reading results for grades 3-6 indicate that 57.5% of students were proficient.</i></li> </ul>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i>  <input checked="" type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>  <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

## 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>DW will close the MCA-III achievement gap between students who are eligible for Free and Reduced Lunch Program and those who are not eligible in both Math and Reading.</p> <p>DW will close the MCA-III achievement gap between students who are eligible for Special Education support and those who are not eligible in both Math and Reading.</p>	<ul style="list-style-type: none"> <li>● <i>MCA-III Math results indicate that Free and Reduced Lunch population scores (60%) are higher than the school average (55%).</i></li> <li>● <i>MCA-III Reading results indicate that Free and Reduced Lunch population scores (60%) are higher than the school average (57.5%).</i></li> <li>● <i>MCA-III Math results indicate that Special Education scores (36.4%) are lower than the school average (55%), yet higher than the state-wide average for Special Education students (26%).</i></li> <li>● <i>MCA-III Reading results indicate that Special Education scores (45.5%) are lower than</i></li> </ul>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

	<i>the school average (57.5%), yet higher than the state-wide average for Special Education (26.2%)</i>	
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**2d. All Students Career- and College-Ready by Graduation**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<i>Not applicable as we are a PreK-6 school</i>	<i>Not applicable</i>	Check one of the following: <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>

**2e. All Students Graduate**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<i>Not applicable as we are a PreK-6 school.</i>	<i>Not applicable</i>	Check one of the following: <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <i>X District/charter does not enroll students in grade 12</i>

### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *In looking at our MCA data we successfully closed the reading achievement gap for our students eligible for FRP, we do know we need to address the gaps for all students in order to keep the gap closed.*
- *With MCA data we noted that we were able to keep our math gap where it was but realize we need to continue to close this gap for not only our FRP but for all students. We are hiring a part time Title I Math tutor to come in the 2017-18 school year to help with this.*
- *In looking at our STAR data we feel we made the right decision in making our Title I position full time as our students grew tremendously. We will continue to give this Title I support as well as use some of the same interventions in classrooms.*
- *We are continuing to send our Title I Reading teacher to PRESS training so she is able to use this assessment tool and to help her network with other teachers for more strategies that help students.*
- *Our class sizes are too small for valid and reliable system data to be reported, we look at a variety of sources of student achievement data three times throughout the year, including STAR, Fountas & Pinnell BAS, Text Levelling and DIBELS. All of these assessments in addition to MCA-III allows us to examine student learning needs starting at kindergarten.*

### 4. Systems, Strategies and Support Category

#### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Instructional staff meet for PLC 90 minutes two times a month focusing on student data to establish instructional and curricular needs, plan and implement strategies to increase our effectiveness, and monitor student progress. Working together to find data trends using formative informal and formal assessments, evaluating all students as a whole using individual results. We are dedicated to developing a scope and sequence and are working on our curriculum mapping using Understanding by Design.*
  - *Teachers and our special education staff from the Paul Bunyan Special Education Cooperative meet once to twice a month for Rti to identify students who need more and different support instructionally and behaviorally, we identify instructional interventions to use with students, and monitor the student growth in response to the interventions.*

## 4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *System to review and evaluate the effectiveness of*
    - *Our Leadership Implementation Team meets monthly for an hour to review our system process, establish areas for growth, then monitor the impact of the established instructional and curricular strategies implemented.*
    - *All instructional staff meet for PLC for 90 two times monthly, focusing on student data to establish instructional and curricular needs. We are currently working on a scope and sequence and curriculum mapping using Understanding by Design. Three classroom teachers are going through Montessori training. Classroom teachers are currently using standards based instruction. Our Children's House (preschool and kindergarten are using the Montessori curriculum aligned with standards.*
    - *With our full time Title I Reading position we identified that students were responding to this intervention so are continuing this to continue adequate support to all students who need it.*
    - *Our Title I Reading teacher has continued to use the PRESS training assessment tool from the U of M.*
    - *Teachers have set two student learning goals and one professional growth goal and will be evaluated twice during the year, using observed practice and student data to examine effectiveness and growth. In the goal-setting process, areas for coaching and support were identified with the instructional leader so that support could be differentiated.*
    - *The Board is beginning the evaluation process with the director. The evaluation includes purpose and objective as well as timeline.*

## 4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *We are continuously working with our technology support and plan to begin cycling through with new laptops, tablets etc to stay current and up to date. We have implemented Study Island, Reading A to Z, IXL, Starfall and One Minute Reader in order to meet the student intervention needs identified by STAR and DIBELS data. We are also seeking grants for two SMART boards to stay up to date with high quality instruction.*
    - *All instructional staff meet for PLC for 90 minutes twice monthly, focusing on student data to establish instructional and curricular needs, plan and implement strategies to increase our effectiveness, and monitor student progress.*
    - *Teachers and our special education staff from the Paul Bunyan Special Education Cooperative meet once to twice a month for RtI to identify students who need more and*



*different support instructionally and behaviorally, identify instructional interventions to use with students, and monitor the student growth in response to the interventions.*

- *Instructional Staff are able to attend workshops and networking to continue collaboration with others as to what works for students and what may not and stay updated.*

## 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Our priority is to hire highly qualified candidates for all positions, as well as those who will be a good fit for our district/school/students as determined through the interview and reference check process. As positions open, we prioritize hiring licensed staff for direct, core instruction, and look to community experts or teachers with a variance for specialized areas.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
    - *We differentiate instruction in each classroom, with student achievement and behavior data used to establish support needs. As a Title I School-wide school, we are able to meet the learning needs of students throughout the year without limitations that Targeted Services schools might have.*
    - *Student learning needs are determined by data and we respond using a multi-tiered process that tries to push in support versus pull out, limiting the amount of time students with any academic need are out of their classroom setting. We meet weekly to review student data in PLC and twice a month for Rtl to address additional student needs for intervention.*