

2017-18 SCHOOL YEAR REPORT 2018-19 SCHOOL YEAR PLAN



WORLD'S BEST WORKFORCE



MAHTOMEDI PUBLIC SCHOOLS ISD 832

WE ARE 832

About Mahtomedi Public Schools

Mahtomedi School District 832 covers approximately 28 square miles including the east shore of White Bear Lake and serves Willernie, Mahtomedi, Dellwood, Pine Springs, and portions of Hugo, Lake Elmo, Grant, and White Bear Lake. School district resident population is nearly 17,000. Mahtomedi Public Schools is a small and strong community built on tradition with a love for innovation.

Engage, challenge, and inspire are three key words in the district vision statement. Mahtomedi Public Schools works to achieve this vision by being an inclusive community that honors each unique individual, embraces diverse backgrounds, and values all students, families, and staff members. Mahtomedi is student-centered in programming and focuses on educating the whole child.

Mahtomedi Public Schools is consistently recognized for academic excellence on the state and national levels. The district prides itself on an exceptionally high level of parent involvement and communication. The district is supported in its efforts of innovation and support to students with the help of the Mahtomedi Area Educational Foundation (MAEF) and the Mahtomedi Elementary PTO.



Enrollment: 3,305



Special Education: 11.9%



Free and Reduced Priced Lunch: 8.4%



English Learners: 1.3%



Number of Languages Spoken in the District : 24



Number of E-12 Teachers: 232

2018 Data



The district operates a community education center, an early childhood program, two elementary schools, a middle school, a high school, and Mahtomedi Passages Transition Program.

WORLD'S BEST WORKFORCE (WBWF)

This is Mahtomedi Public School's comprehensive school year report for 2017-18 and the 2018-19 school year plan.



ABOUT WBWF

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. The plan addresses the five WBWF goals.

The WBWF plan is a multi-year strategic roadmap, each year districts develop a WBWF Annual Report, engage in an annual public meeting with stakeholders, and release the annual report publicly on district websites. The annual report and annual public meetings are focused on the strategies and initiatives that the district engaged in to meet the goals and the progress made on those goals in the prior school year.

WBWF GOALS

- All students meet school readiness goals.
- All third-grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- All students graduate from high school.
- All students attain college and career preparedness.



Minnesota Statutes 120B.11:

<https://www.revisor.mn.gov/statutes/cite/120b.11>



Minnesota Department of Education WBWF:

<https://education.mn.gov/MDE/dse/wbwf/>



Mahtomedi WBWF:

<https://sites.google.com/a/isd832.net/worldsbestworkforce/>



MAHTOMEDI WBWF



SCHOOL BOARD PLAN

The School District develops and the School Board approves a plan to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.
- An annual budget for continuation of district plan implementation.



PLAN COMPONENTS

Recommended Plan Components:

- Agreement between local union and school board on a teacher evaluation system.
- A rubric that defines effectiveness of instruction.
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction.
- Description of opportunities for evaluation feedback on instruction from summative evaluators.
- Description of the plan for program improvement.



SUCCESS

Success in reaching the World's Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress (NAEP).
- Reduction of the academic achievement gap by student subgroup.
- Student performance on the MN Comprehensive Assessments.
- College and career readiness under section 120B.30, subdivision 1.



COMMUNITY

Opportunities for community engagement include:

- Joining the Mahtomedi Curriculum Advisory Committee.
- Attending a Mahtomedi Curriculum Advisory Committee meeting.
- Attending the annual public meeting about the WBWF plan.
- Volunteering in our schools. Contact communications@isd832.net for opportunities.

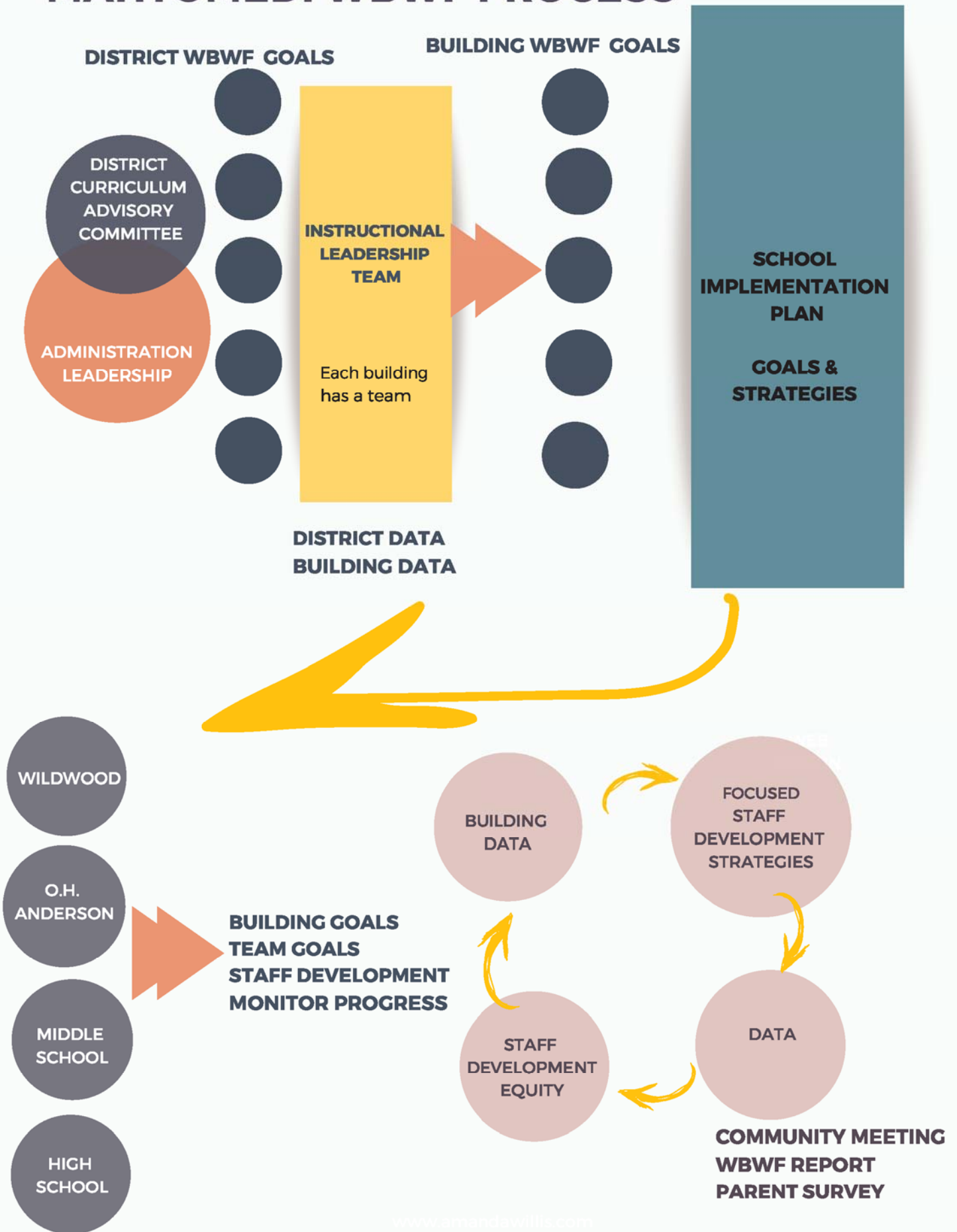


TIMELINE

August/September	Update WBWF plan with new goals and strategies
October 1, 2018	Mahtomedi Curriculum Advisory Committee meeting 4-5:30pm DEC
October-December	Development of WBWF Implementation Report
December 13, 2018	Annual Public Meeting on WBWF plan 4:30-5:30 pm DEC
December 15, 2018	Deadline to submit report to Minnesota Department of Education
January 14, 2019	Mahtomedi Curriculum Advisory Committee meeting 4-5:30pm DEC
April 8, 2019	Mahtomedi Curriculum Advisory Committee meeting 4-5:30pm DEC

Reviewed Annually

MAHTOMEDI WBWF PROCESS



SCHOOL READINESS

Building on what children have learned from their parents as their first teachers, Mahtomedi Area Preschool (MAP) helps prepare them for the world of Kindergarten. MAP takes 3-5 year olds through daily activities that strengthen social-emotional, physical, and cognitive development. The curriculum features exploration and discovery as a way of learning. Math, language and literacy skills are sharpened in MAP, as is self-regulation. Along the way children further develop confidence, creativity, and lifelong critical thinking abilities.



PAST

2017-2018 Goals

Goal #1

Our district will increase the percent of children screened between their third and fourth birthday from 29% in 2016-2017 to 31% during the 2017-2018 school year.

Goal #2

Our district will increase the percent of 4-5 year old children who fall within the TS GOLD Kindergarten color band in Literacy from 89% in 2016-2017 to 91% during the 2017-2018 school year.

2017-18 Strategies

Goal #1

- Increase marketing efforts through mailings, promotional materials, and social media.
- Partnerships with community program/services to reach families about children participating in screening at 3 years.
- Provide screenings to the children in our preschool program during their preschool day.

Goal #2

- Focus direct literacy instruction (and collect data) on the following early literacy areas: notices and discriminates rhyme, identifies and names letters, uses letter-sound knowledge, interacts during read-along and book conversations, retells stories, and increase individual and small group Literacy instruction.

PROGRESS



Our district had 37% of children screened between their third and fourth birthday during the 2017-2018 school year.



The Mahtomedi preschool began implementation of the Creative Curriculum for Preschool and corresponding TS Gold assessment system during the 2013-2014 school year. Preschool staff has worked to integrate this curriculum and instruction into their daily work with students. In the Spring of 2018, 89% of students attending the four-year-old preschool had early literacy skills that scored at Kindergarten level.

FUTURE

During the 2017-2018 school year, our district has 37% of children screened between their third and fourth birthday. Our district will increase the percent of children screened between their third and fourth birthday to 40% during the 2018-2019 school year.

2018-19 Strategies

Goal #1

- Provide opportunities for parents (beginning from a child's birth up to Kindergarten) to be active participants in their student's learning through early childhood classes, special events, and family engagement. Such as: Free babies drop in class, free quarterly parent education opportunities available to the community, increase marketing through mailings, promotional materials, and social media.
- Educate community about screening opportunities and availability.

Goal #2

- Continue last year's work on teaching and collecting data on TS GOLD early literacy areas (ex. Rhyme, letter names, letter sounds, read-alouds/book conversations, retell stories) and continue to build in more direct individual and small group literacy instruction.

Unique in Mahtomedi

Our Preschool is located within our K-2 Wildwood Elementary School

2017-18

Preschool Enrollment



3s Preschool:
54 students



4s Preschool:
104 students

READING BY THIRD-GRADE

Literacy development starts at an early age and is the basis for all academic success. When students have a solid foundation of literacy skills by Third Grade they are able to understand what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace.



PAST

2017-2018 Goals

Wildwood:

Wildwood will increase the number of 2nd grade students scoring at or above grade level standards on NWEA-MAP Reading test (2-5) from 71.6% in Fall 2017 to 80% in Spring 2018.

O.H. Anderson (OHA):

OHA will increase the number of 3rd grade students demonstrating proficiency or exceeding standards in reading as measured by the MCA-III's from 69.9% to 72.9% in the 2017-2018 school year.

2017-18 Strategies

Wildwood:

- Balanced Literacy instruction with a consistent focus on teaching language for word segmenting (example: fingerspelling)
- Phonetic-based strategies within word work instruction.
- Focus on reading instruction during WIN time.

O.H. Anderson:

- Literacy focus in the general education classrooms during WIN time.
- Small groups instructional strategies to focus on implementation of Words Their Way and Story Works.

Professional Development:

- Improve teachers' assessment literacy and understanding of available student assessment data to better target instruction. Ex. NWEA-MAP, aReading, earlyReading, CBM-Reading, running records (Fountas-Pinnell and Teacher's College).
- Focus on effective implementation of Orton-Gillingham and word work strategies training.

PROGRESS

Our schools use a variety of tools to measure progress of student literacy achievement including FastBridge assessments (earlyReading, aReading, CBM-Reading) and teacher administered classroom assessments such as running records (Fountas-Pinell/Teacher's College), conferring, and book talks.

72.4% of 2nd graders were at or above grade level standards on NWEA-MAP in Spring 2018. 64.5% of 3rd grade students met or exceeded standards in reading on the MCA-III's in Spring 2018. However, there are other indicators that the instructional changes are making a positive impact in reading achievement for our young learners.

FUTURE

The percentage of all students in grade 3 at OHA who meet or exceed on the MCA-III in Reading will increase from 64.5% in 2018 to 67.5% in 2019.

2018-19 Strategies

- Continued work on using Assessment Results (aReading, earlyReading, CBM-Reading, and running records) to target the students' greatest need and growth areas - to be addressed during WIN time.
- Grades K-2: Consistent teaching of deeper phonemic awareness.
- Grades 3-5: Focus on visible demonstration / evidence of reading skills - identify standards/skills and the assessment tool (efficient and effective); Integrating equitable teaching strategies such as structured group work.

2017-2018 earlyReading Growth

The percentage of low-risk Kindergarten readers grew over the year.

Fall: 63.2%

Winter: 65.9%

Spring: 69.8%

Unique in Mahtomedi

What-I-Need (WIN) time, is time during the academic day for students to receive additional targeted small group reading support.

MATH

CLOSING THE ACHIEVEMENT GAP

Mahtomedi Public Schools is committed to fostering the growth of all learners. We commit to closing all achievement gaps by providing an equitable education to all students. Achievement for all students in Mahtomedi is supported by an ongoing commitment to curriculum alignment to standards across all subjects and grade levels and culturally responsive teaching and staff development in inclusive and effective instruction practices.

PAST

2017-2018 Math Goals:

District-wide:

All subgroups will see a 5% increase in the percentage of students who meet or exceed on the Math MCA-III's.

Wildwood:

The achievement gap in math between white and nonwhite students (Grade 2) will decrease from 11% in the fall 2017 to 5% in the spring 2018 based on the MAP Math Assessment.

O.H. Anderson (OHA):

OHA will decrease the achievement gap for students in grades 3-5 in math between the sub-groups of non-white, special education, and free and reduced from 20.17% to 10.17% as measured by the MCA-III's in the 2017-2018 school year.

2017-18 Strategies

District-wide:

- PLC work with unpacking, prioritizing and aligning standards.
- Researched best practice and professional learning around Mathematical Rich Tasks, Math Talks, Math Mindsets, and Principles to Actions.

Mahtomedi District Data: Math

	% proficient in Spring 2017	Goal for Spring 2018
Special Education	46.4%	51.4%
Free/Reduced Priced Lunch (FRPL)	61.4%	66.4%
English Learner (EL)	41.7%	46.7%
Non-White	66.0%	71.0%

Middle School:

Increase the building passing/exceeding rate on the MCA-III in Math from 83.1% in 2017 to 85.8% in 2018. Decrease the achievement gap of percent of students proficient on MCA-III in math of all subgroups by: Sped from 50.8% to 35% gap, FRPL from 23.50% to 15% gap, Ethnicity from 17.4% to 10% gap.

High School:

82% of the class of 2019 (current 11th graders) will meet or exceed the ACT Benchmark OR MCA III Proficiency.

Wildwood:

Increased focus on number sequencing, numbers & operations (place value, composing and decomposing numbers, missing numbers, computation strategies) in daily instruction.

O.H. Anderson (OHA):

Explored the optimal amount of whole group instruction time versus small group work and individual practice, gradual release of responsibility, and purpose of math homework.

Middle School:

Increased focus on direct teaching of Academic Math Vocabulary and the progression of Math Vocabulary across the grades.

High School:

Developed and monitored student progress through the use of common formative and summative assessments.

PAST

2017-2018 Reading Goals:

District-wide:

All subgroups will see a 5% increase in the percentage of students who meet or exceed on the Reading MCAs.

Wildwood:

Based on fall MAP Reading data there is no achievement gap in reading. Our goal for 2017-18 is to maintain a zero achievement gap for the school year.

O.H. Anderson (OHA):

OHA will decrease the achievement gap for students in grades 3-5 in reading between the sub-groups of non-white, special education, and free and reduced from 25.17% to 15.17% as measured by the MCA-III's in the 2017-2018 school year.

2017-18 Strategies

District-wide:

- Continued classroom visits to support implementation of balanced literacy at K-5 level and Common Core Standards in grades 6 through 12.
- Focused on Inclusive Communities and Culturally Responsive Classrooms.
- Continued work to align essential learning with state and district standards for reading.

Mahtomedi District Data: Reading

	% proficient in Spring 2017	Goal for Spring 2018
Special Education	51.1%	56.1%
Free/Reduced Priced Lunch (FRPL)	61.4%	66.4%
English Learner (EL)	33.3%	38.3%
Non-White	69.0%	74.0%

Middle School:

Increase the building passing/exceeding rate on the MCA-III in Reading from 83.4% in 2017 to 86% in 2018. Decrease the achievement gap percentage of students proficient of each subgroup by SPED from 40.2% to 30%, FRPL from 13% to 10%, Ethnicity from 7.06% to 5%.

High School:

88.7% of the class of 2019 (current 11th graders) will meet or exceed the ACT College Ready Benchmark or MCA III Reading Proficiency.

Unique in Mahtomedi

Students with the most significant needs are supported through Title I, Alternative Delivery of Specialized Instructional Services (ADSIS), and Special Education

Wildwood:

Focused on implementation of the following literacy instructional practices into daily activities: turn and talks, reading to partners, small group work, retelling, and opportunities to use vocabulary words in context in K-2.

O.H. Anderson (OHA):

Focused on equity in group work across classrooms; focused on implementation of the following literacy instructional practices: small group work, conferring, Daily 5 and CAFE Literacy system.

Middle School:

Continued work on implementation of Common Core reading standards across all content areas.

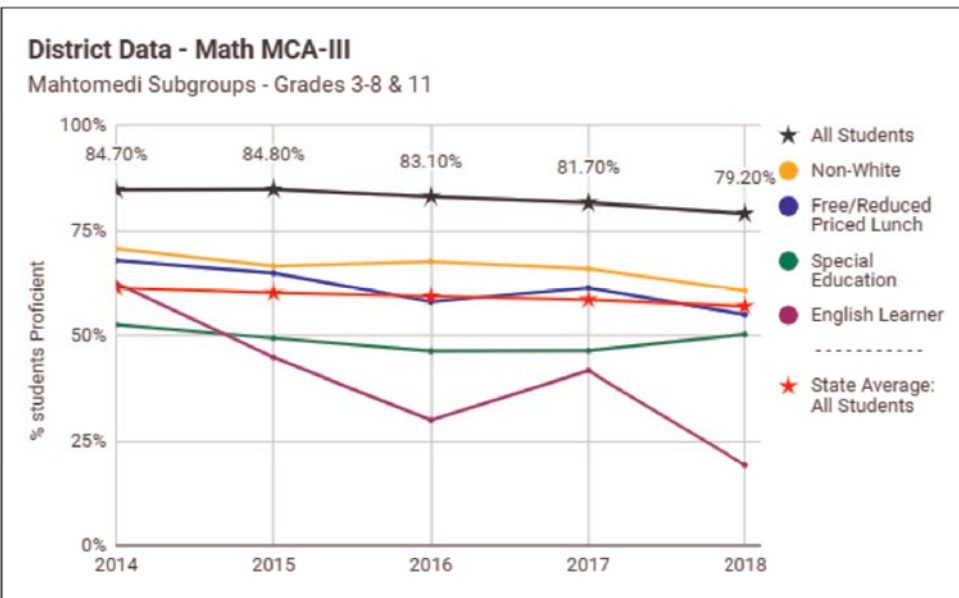
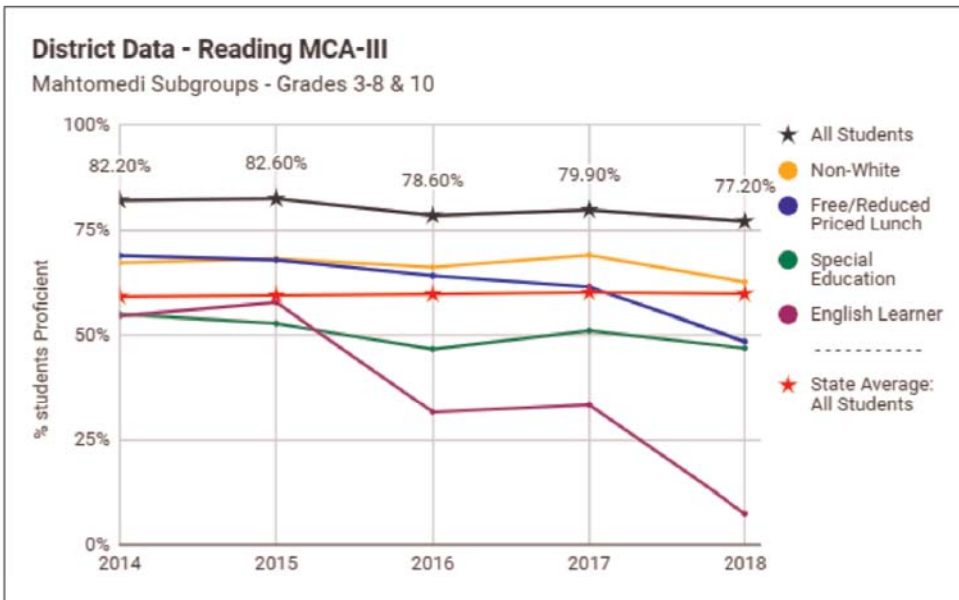
High School:

PLCs worked to address how reading can be explicitly taught in all subject areas.



CLOSING THE ACHIEVEMENT GAP

PROGRESS



NORTH STAR ACCOUNTABILITY RECOGNITION



Mahtomedi Middle School earned recognition for excellence in math and reading progress for all students. This means that they were in the highest 5 percent of the state overall for math and reading progress for all students.



Mahtomedi Middle School was also recognized for math and reading progress for several student groups (ex. Reading progress for our black, hispanic, and multi-racial students).



Wildwood and O.H. Anderson were recognized for consistent attendance (attending more than 90 percent of the days) for Hispanic and Black students respectively.

As we look to the future, our work to close all achievement gaps will be enhanced by coordinating our World's Best Workforce and Achievement and Integration goals with a focus on culturally responsive instructional strategies.



FUTURE

The proficiency gap between the students who receive Free/Reduced Price Lunch (FRPL) and those that do not (non-FRPL) in grades 3-8 and 11th in Mahtomedi Public Schools on the MCA-III in Math will decrease from 26.7% in 2018 to 23.7% in 2019.

2018-19 Strategies

District-wide:

- Play based Kindergarten instruction to support academic and social-emotional needs of students who were not exposed to or had limited exposure to preschool. Addition of 2 full time play-based paraprofessionals to help bridge to school for these students.
- Restorative justice practices implementation to proactively build a school community based on cooperation, mutual understanding, trust and respect. This is done by including all people impacted by conflict to find solutions that restore relationships and repair harm done to the school community.
- Professional development focus on culturally responsive teaching to increase staff cultural competency to better support all learners.
- Heterogenous literacy instruction with individual student needs met through differentiation and individualized instruction.

Wildwood:

Implement more components of Complex Instruction including Math Talks (Marcy Woods), academic language (piloting in 2 classrooms), and task cards; participate in book study of "Smarter Together"; and increase focus on number sequencing, and numbers and operations in daily instruction.

O.H. Anderson (OHA):

Continue work on implementing and refining equitable teaching strategies including group work, Math Talks, and Rich Tasks.

Middle School:

Implement researched based practices to increase student engagement such as CLR techniques; develop Zephyr Success Program using success coaches; develop strategies for those with high absences; develop further academic supports throughout the day by exploring options such as Targeted Services, homework help, Zephyr Time, and peer help.

High School:

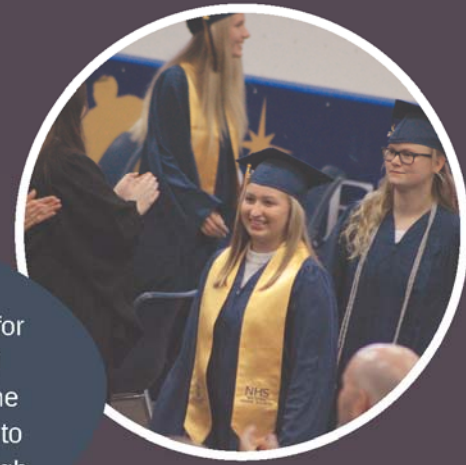
Continue to refine and implement Best Practice Grading for Common Assessments and offer practice tests to highlight areas for growth; encourage an exchange of strategies to enhance reading in all classroom settings through teacher-led professional development opportunities.

Unique in Mahtomedi

Through our participation in Minnesota's Achievement and Integration program, Mahtomedi Public Schools works in collaboration with North St. Paul-Maplewood-Oakdale ISD 622 to help close achievement gaps for learners in both communities.

GRADUATION

Mahtomedi Public School students acquire a high school diploma at rates far above the state average. We strive to create opportunities and effective support for all students to ensure graduation.



Unique in Mahtomedi

Passages Transition Program is a program for students who have completed 12 years of school but are not yet ready for college or the workplace. Students have up to three years to complete their education and receive their high school diploma.

PAST


2017-2018 Goals

The percentage of students graduating or continuing their education in a transition program from Mahtomedi High School will increase from 99.7% in 2017 to 100% in 2018.


2017-18 Strategies

- Counselors monitored Personal Learning Plans and reported to the Student Support Team students in jeopardy of not graduating.
- High School implemented strategies to catch students in jeopardy of failing classes and provided appropriate individualized supports.
- Special Education teams worked to develop a process for identifying students with IEPs who would benefit from a transitional program.

PROGRESS



Enrollment in the transition program for students on IEPs has increased and thus increased the 7-year graduation rate for some students who would not otherwise have received a high school diploma.



In 2018, 99.3% of high school seniors graduated or continued their education in a transition program.

FUTURE

The percentage of students who graduate in 7 years will increase from 98.25% in 2017 (2014 cohort of 4-year graduates) to 100% in 2019.

2018-19 Strategies

District-wide:

- Restorative justice practices implementation to proactively build a school community based on cooperation, mutual understanding, trust and respect. This is done by including all people impacted by conflict to find solutions that restore relationships and repair harm done to the school community.
- Professional development focus on culturally responsive teaching to increase staff cultural competency to better support all learners.

O.H. Anderson (OHA):

- Refine attendance plan and supports.
- Continue Check & Connect model to engage students/help students and their families feel connected/supported at school.
- Continue Responsive Classroom strategies and Second Step lessons to increase empathy, school connectedness and academic engagement.

Wildwood:

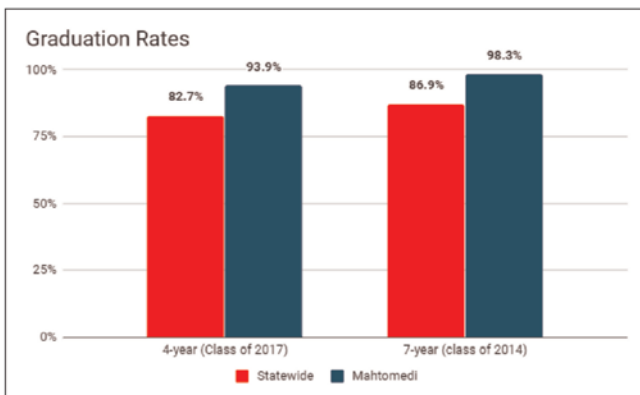
- Create an inviting and welcoming environment.
- Enhance Check and Connect strategies to engage students and helps families feel supported.
- Continue implementation of Second Step, ToolBox lessons, and Mindfulness.

Middle School:

- Implement research-based practices to increase student engagement including Zephyr Success Program.
- Enhance further academic supports to encourage organization and academic success.

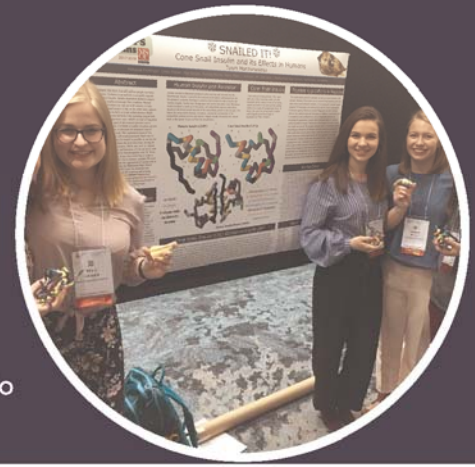
High School:

- Implement Zephyr Zone Expectations program to support attendance intervention strategies.
- Utilize Flex-time to check-in with students with attendance concerns.



COLLEGE AND CAREER READINESS

We recognize that the education of our students goes beyond the academic requirements of graduation in order to prepare our students to be life-long learners and global citizens.



PAST

2017-2018 Goals

The percentage of all students in Grade 11 at Mahtomedi High School who meet or exceed a composite benchmark of 21 on the ACT will increase from 75.0% in 2017 to 78.0% in 2018.

2017-18 Strategies

- Implemented strategies to improve student engagement and career/college readiness such as: Project Based Learning, Flexible Grouping, and Active Learning Strategies.
- Process identified and refined for identification of Tier 1 students needing support through the Student Support Review, and continued development of supplemental support structures for students needing Tier II and III supports.
- Professional Development for teachers in the areas of growth mindset and equity.
- At the Middle School, explored and implemented MCIS Jr. - "MCIS Junior is an internet-based system that supports reading, writing, decision-making and critical thinking skills while developing self-awareness, career exploration, research and planning skills. It is written at the fifth-grade level, making it appropriate for special populations as well as students in middle schools or junior highs." (MDE Website)
- At the High School, teacher professional development and PLC work centered around Research Best Practices through the use of Principles to Actions and Mathematical Mindsets, and unpacking, prioritizing and aligning standards.

PROGRESS



Progress on this goal is measured through a variety of indicators including graduation rates, ACT and MCA-III scores, and student portfolios.



65.7% of Grade 11 students at Mahtomedi High School met or exceed a composite benchmark of 21 on the ACT in Spring 2018.

Unique in Mahtomedi

Mahtomedi High School employs a Career and College Counselor to support students in developing their college and career goals.

FUTURE

The percentage of 11th graders who met all three Century College Benchmark scores (Reading, Math, Science) on the ACT will increase from 65.02% in 2018 to 68.02% in 2019.

2018-19 Strategies

Middle School:

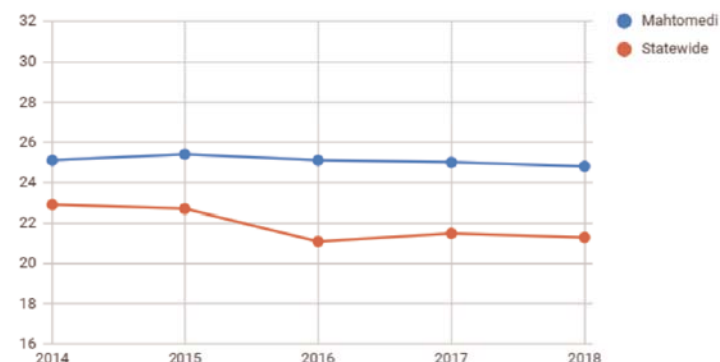
- Develop systems to provide earlier identification of students in need of support;
- Implement researched based practices to increase student engagement including equity practices such as CLR, Zephyr Success Program using success coaches, and list of new kids for staff at the beginning of the year;
- Develop further academic supports throughout the day (Homework help program, Zephyr Time supports, Peer help, etc.).
- Continue implementation of MCIS Jr

High School:

- Continue implementation of Best Practice Grading for Common Assessments.
- Exchange strategies between teachers to enhance reading in all classroom settings.
- Implement Flex Time.

Average ACT Composite Score

Graduating Class



BUILDING GOALS 2018-19

Early Childhood Preschool Goals

The percentage of students attending four year old preschool who skills are rated as falling in the Kindergarten band in literacy on the TS GOLD assessment will increase from 89% in the spring of 2018 to 91% in the spring of 2019.

Wildwood Elementary School Goals

- The percentage of all students in grade 1-2 at Wildwood Elementary who meet or exceed “Low Risk” benchmarks on aReading will increase from 76% to 79% from Fall 2018 to Spring 2019.
- The gap between the percentage of students who are non-FRPL and who are FRPL in grades 1-2 at Wildwood Elementary that meet or exceed the “Low Risk” benchmark on aMath will decrease from 41.7% to 38.7% from Fall 2018 to Spring 2019.
- The Attendance Accountability Statistic for students in grades k-2 (average % of subgroups of students consistently attending >90% of the days) will increase from 95.7% in 2017 to 97.4% in 2019.

O.H. Anderson Elementary School Goals

- The percentage of all students in grade 3-5 at OHA who meet or exceed “Low Risk” benchmarks in Reading (aReading & MAP Reading) will increase from 83% to 86% from Fall 2018 to Spring 2019.
- The gap between the percentage of students who are non-FRPL and FRPL in grades 3-5 that meet or exceed “Low Risk” benchmarks in Math (aMath & MAP Math) will decrease from 12.1% to 9.1% from Fall 2018 to Spring 2019.
- The Attendance Accountability Statistic for students in grades 3-5 (average % of subgroups of students consistently attending >90% of the days) will increase from 96.3% in 2017 to 98% in 2019.

Mahtomedi Middle School Goals

- The proficiency gap between the students who are FRPL and non-FRPL in grades 6-8 at Mahtomedi Middle School on the MCA-III in Math will decrease from 27.06% in 2018 to 24.0% in 2019.
- The percentage of all students in grades 6-8 at Mahtomedi Middle School who meet or exceed on the MCA-III in Reading will increase from 80.7% in 2018 to 83.7% in 2019.
- The percent of all students in grades 6-8 who have consistent attendance (>90% of days) will increase from 91.9% in 2017 to 94.9% in 2019.

Mahtomedi High School Goals

- The achievement gap between students who are white, non-SPED, and non-FRPL and those who are non-white, SPED, and/or FRPL who met or exceeded the Century College benchmark on ACT Reading will decrease from 22.8% in 2018 to 19.8% in 2019.
- The percentage of all students in Grade 11 at MHS who meet or exceed a composite benchmark of 21 on the ACT will increase from 65.7% to 68.7%.
- The percent of all students in grades 9-12 who have consistent attendance (>90% of days) will increase from 85.2% in 2017 to 88.2% in 2019.

MAHTOMEDI CURRICULUM IMPROVEMENT CYCLE

The Curriculum Advisory Committee meets three times a year. If you are interested in serving on the Committee, please contact Lynne Viker at lynne.viker@isd832.net.



O.H.
ANDERSON

HIGH
SCHOOL

TEACHER DISTRIBUTION

Teacher Distribution

WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

Teacher definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An inexperienced teacher is defined as a licensed teacher who has been employed for three or less years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Mahtomedi Teacher Distribution

Equitable Access to Experienced, Effective, and In-Field Teachers

Due to the size of the district there are only five schools: one elementary for early childhood through grade 2, one elementary for grade 3 - grade 5, one middle school of grade 6 - grade 8, one high school grade 9 - grade 12, and one transition program school for students ages 18-21. More than 90% of the faculty have achieved continuing contract so there are very few probationary teachers in the system. All of the continuing contract faculty have reached the "high qualified" criteria through the former "No Child Left Behind" legislation. The district does not cluster students based on English Learner, racial, or Free/Reduced Price Lunch designation so they are equitably distributed. The district will continue to monitor and make sure that students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers.

Access to Diverse Teachers

To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.

The District also looks at data from surrounding districts as well as comparable statewide data. Currently Mahtomedi has relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year. As turnover occurs the District is actively seeking qualified candidates of diverse backgrounds.

CONTACT INFORMATION

Additional Information

For more information, visit our WBWF web page: <https://sites.google.com/a/isd832.net/worldsbestworkforce/>

WBWF Contact Information

Mahtomedi WBWF Contact
Lynne Viker, Assistant Superintendent of Learning
651-407-2013
lynne.viker@isd832.net

Advisory Committee

The Curriculum Advisory Committee meets three times a year. If you are interested in serving on the Committee, please contact Lynne Viker at lynne.viker@isd832.net.

Parent Surveys

Annual staff and family surveys are administered near the end of the school year and survey responses are shared with school and program leadership teams. For additional information contact communications@isd832.net.

It is the policy of Mahtomedi Public Schools to provide equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, disability, sexual orientation, age, gender identity and expression, or socio-economic status. The school district also makes reasonable accommodations for disabled students.



MAHTOMEDI PUBLIC SCHOOLS ISD 832

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