

2018-19 SCHOOL YEAR REPORT 2019-20 SCHOOL YEAR PLAN



WORLD'S BEST WORKFORCE



**MAHTOMEDI PUBLIC SCHOOLS
ISD 832**

WWW.MAHTOMEDI.K12.MN.US

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.

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 parent organizations.



The mission of the Mahtomedi School District, the unified community of courageous hearts and curious minds dedicated to inspiring personal excellence, is to ensure that each student is a bold agent of learning who successfully pursues their passions while advancing the greater good, through a vital system distinguished by: environments that inspire curiosity, an inclusive learning community, an array of exceptional learning experiences, teaching and learning that imparts a global view, and culture of empathy that empowers the whole person.



Enrollment: 3,342

Number includes ECSE



Special Education: 11.6%



Free and Reduced Priced Lunch: 8.6%



English Learners: 1.5%



Number of Languages Spoken in the District : 28



Number of E-12 Teachers: 219

2019 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 2018-19 and the 2019-20 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.



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://www.mahtomedi.k12.mn.us/WBWF>



WBWF GOALS

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



MAHTOMEDI WBWF



SCHOOL BOARD APPROVAL

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 district 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 (outlined in 120B.35):

- The size of the academic achievement gap, rigorous course taking under 120B.35 subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup.
- Student performance on the MN Comprehensive Assessments.
- Reduction of the academic achievement gap by student subgroup.
- High school graduation rates.
- 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.

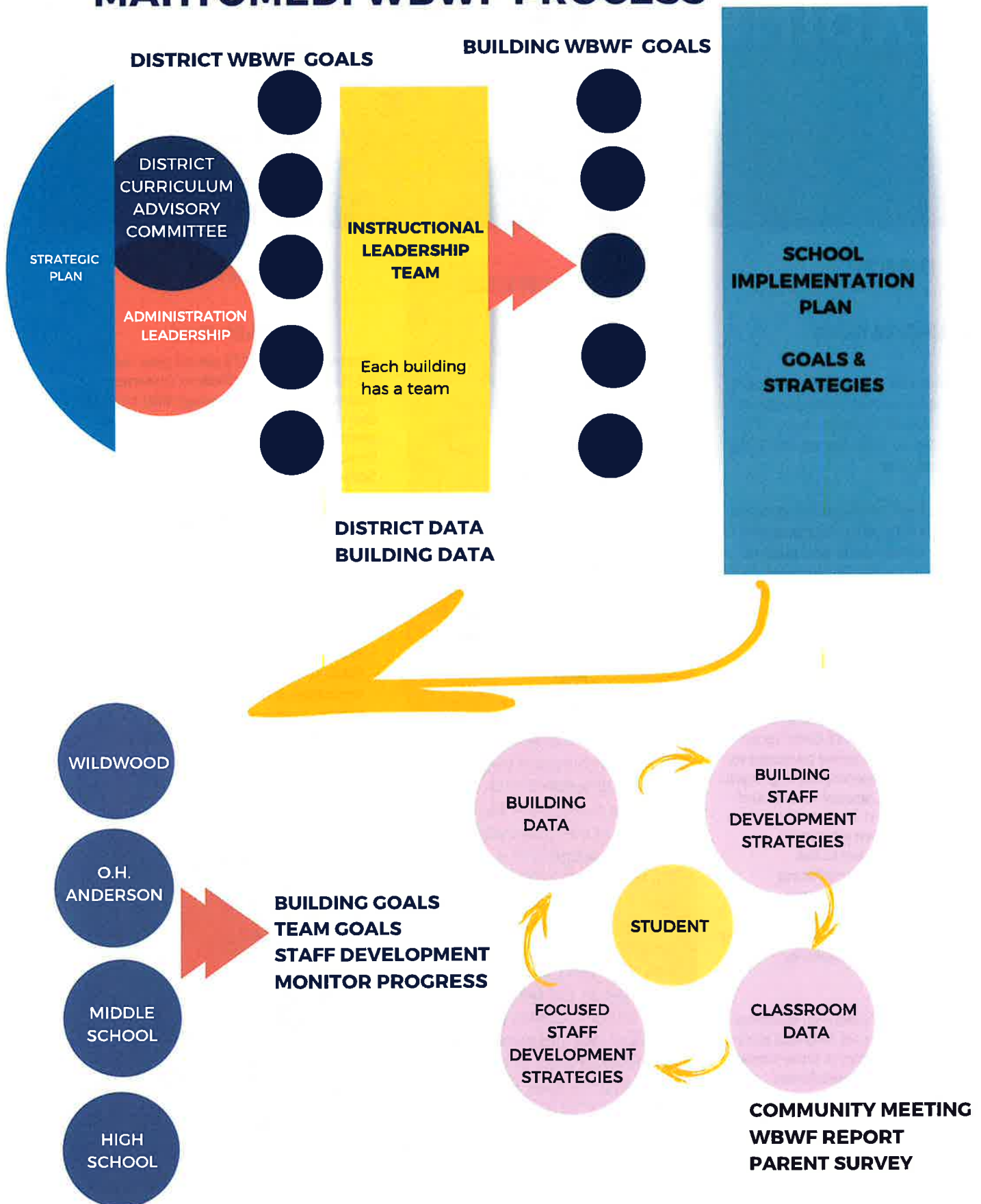


TIMELINE

August/September	Update WBWF plan with new goals and strategies
October 14, 2019	Mahtomedi Curriculum Advisory Committee meeting 4-5:30pm DEC
October-December	Development of WBWF Summary Report
October 24, 2019	Annual Public Meeting on WBWF plan 6:00-6:45 pm DEC
December 15, 2019	Deadline to submit report to Minnesota Department of Education
January 27, 2020	Mahtomedi Curriculum Advisory Committee meeting 4-5:30pm DEC
April 20, 2020	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

2018-2019 Goals

Goal #1

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

Goal #2

Our district will increase the percent of students attending four year old preschool whose skills are rated as falling in the Kindergarten band in literacy on the TS GOLD from 89% in the spring of 2018 to 91% in the spring of 2019.

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 drop in classes and 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.

PROGRESS



Our district had 42% of children screened between their third and fourth birthday during the 2018-2019 school year. Early Childhood Screening identifies potential health or developmental problems in young children who may need assessment or intervention in order to support children's health, development, and readiness for kindergarten.



The Mahtomedi Area Preschool program 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 fall of 2018, 42% of our students attending the four-year old preschool had literacy skills at the kindergarten level. By Spring 2019, 82.2% of our students had kindergarten level literacy skills.

FUTURE

2019-20 Goal

During the 2018-2019 school year, our district had 84% of children screened between their third through fifth birthday. Our district will increase the percent of children screened between their third through fifth birthday to 87% during the 2019-2020 school year.

2019-20 Strategies

- Continuing to provide and enhance the opportunities for parents to be active participants in their child's learning (such as drop-in classes, parent education opportunities, and increasing marketing for these opportunities).
- Educating the community about the importance of screening as well as information about screening opportunities and availability.

2018-19

Preschool Enrollment



3s Preschool:
29 students



4s Preschool:
92 students

Unique in Mahtomedi

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

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

2018-2019 Goal

The percentage of all students in grade 3 at O.H. Anderson (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.

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.



In Spring 2019, 73.4% of 3rd grade students met or exceeded standards in reading on the MCA-IIIs. 80.9% of 1st and 2nd graders fell in the no risk/low risk range on the aReading assessment in Spring 2019.

FUTURE

The percentage of all students in grade 3 at OHA who meet or exceed on the MCA-III in Reading will increase from 73.4% in 2019 to 76.4% in 2020.

2019-20 Strategies

- Solidify the common literacy framework across all grade levels.
- Focus on using assessment information to guide small group instruction and goal setting, with a particular focus on small group automaticity & fluency practice.
- Continued professional development in culturally responsive teaching to support implementation of strategies in reading instruction.
- Develop small group learning activities that increase academic engaged time.

2018-2019 Second-Grade Growth

The percentage of low-risk second-grade readers grew over the year.
Fall: 79.2%
Spring: 87.4%

Unique in Mahtomedi

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



Science in Reading

Our understanding of how students learn to read continually changes. We're responding by sending some of our educators to Language Essentials for Teachers of Reading and Spelling (LETRS) training a program to provide educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. Thanks to the generous support of Mahtomedi Area Educational Foundation (MAEF) two of our staff members have become trainers.

CLOSING THE ACHIEVEMENT GAP

Mahtomedi Public Schools is committed to fostering the growth of all learners. We foster the growth of all learners through 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. **Our 2019-20 closing the achievement gap focus will be in Math achievement.**



PAST

2018-2019 Math Goal:

District-wide:

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.

FUTURE

2019-2020 Math Goal:

The proficiency gap between the students who receive FRPL and those who do not in grades 3-8 and 11th in Mahtomedi Public Schools on the MCA-III in Math will decrease from 27.8% in 2019 to 24.8% in 2020.



2018-19 Strategies

District-wide:

- Play-based Kindergarten instruction and additional staff support to support the academic and social-emotional needs of students who were not exposed to or had limited exposure to preschool.
- Restorative justice practices implementation to proactively build a school community based on cooperation, mutual understanding, trust, and respect.
- 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.
- Continued work on implementing and refining equitable teaching strategies including Complex Instruction, group work, Math Talks, and rich tasks.
- Continued work to refine and implement Best Practice Grading for CommonAssessments.
- Focused work on reading strategies across all content areas.

2019-20 Strategies

District-wide:

- Focused district-wide support for math professional development across all grade-levels.
- Trauma-informed teaching professional development for all E-12+ staff.
- PreK-5 continued work with The Center for Culturally Responsive Teaching and Learning to develop culturally responsive teaching pedagogy.
- Increased Reading Intervention support to ensure reading skills are present to support learning across all content areas.
- Intentional use of data to identify trends to inform curriculum adjustments and instructional practices.
- Focus on using formative assessments to guide and individualize instruction.
- Vertical PLC collaboration across buildings to increase understanding of curriculum and instructional needs.
- Differentiated instruction within heterogeneous groups to support increased rigor for all students in grades K-3.



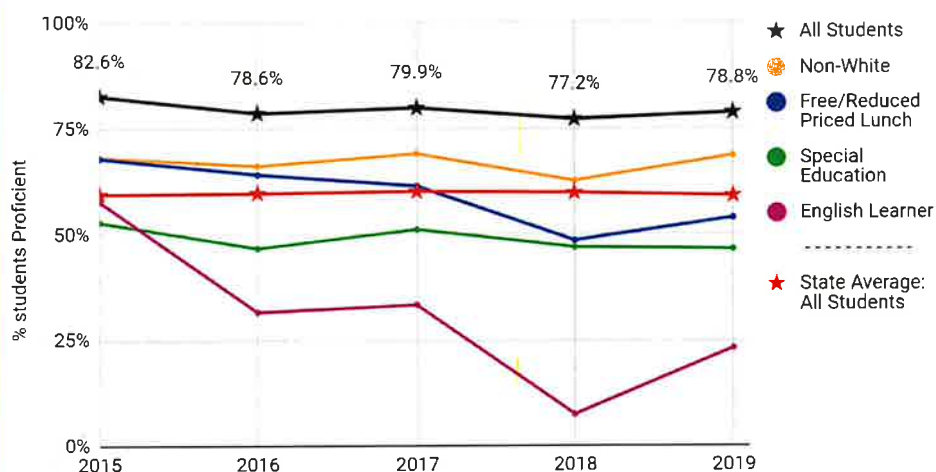
CLOSING THE ACHIEVEMENT GAP

Progress in Reading and Math,

PROGRESS

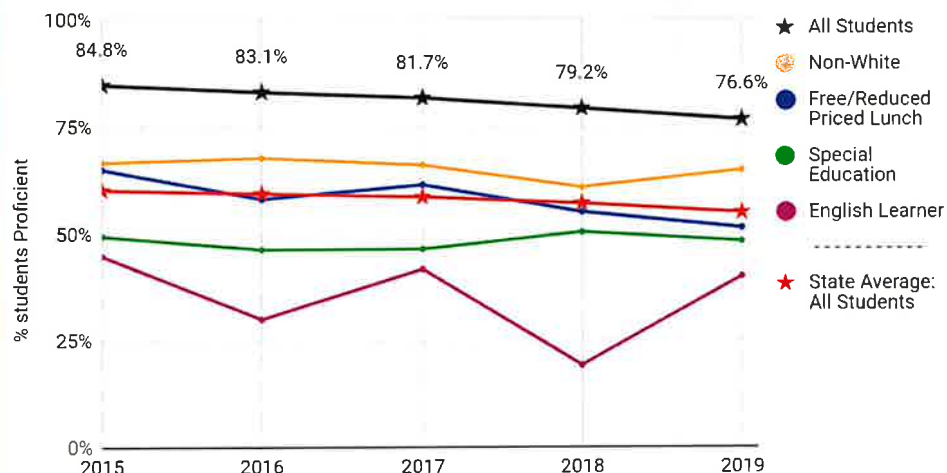
District Data - Reading MCA-III

Mahtomedi Students - Grades 3-8 & 10



District Data - Math MCA-III

Mahtomedi Students - Grades 3-8 & 11



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

2018-2019 Goal

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.
- **K-5:** Continue Responsive Classroom strategies, Second Step Lessons, and other social-emotional learning instruction/strategies to increase empathy, school connectedness and academic engagement.
- **6-8:** Implement research-based practices to increase student engagement including Zephyr Success Program.
- **9-12:** Implement Zephyr Zone and use Flex-time to check-in with students

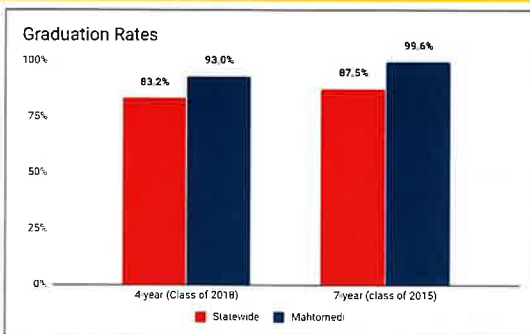
PROGRESS



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.



Mahtomedi Four, Five, Six, and Seven-Year Graduation Rate Data Year: 2018	
Four-Year Graduation Rate	93.01%
Five-Year Graduation Rate	94.96%
Six-Year Graduation Rate	97.92%
Seven-Year Graduation Rate	99.64%

FUTURE

2019-2020 Goal

The percentage of students who graduate in 7 years will increase from 99.6% in 2018 (2015 cohort of 4-year graduates) to 100% in 2020.

2019-20 Strategies

Mental Wellness Initiative

- Collaboration with Northwoods for co-located mental health services
- Community connection events
- Professional development focus on supporting mental wellness

District-wide outreach

- Weekend backpack program
- Snack program at Wildwood, OHA, and Middle School
- Back to School Bashes to support school readiness

K-5

- Intentional attendance intervention strategies
- Intentional relationship-building between adults and students
- Social-emotional learning and engagement strategies including Second Step

6-12

- Social Emotional learning direct instruction through Second Step 6-8
- Restructuring of Counselor positions to provide consistency and build relationships
- Increase opportunities for student voice (one-minute interviews, student surveys)
- Increase communication about and opportunities for student engagement through clubs, activities, and social programs.

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

2018-2019 Goal

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.

PROGRESS



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



69.9% of Grade 11 students at Mahtomedi High School met or exceeded all three Century College Benchmark scores (Reading, Math, Science) on the ACT in Spring 2019.

Unique in Mahtomedi

MAEF support of the Zephyr Wellness initiative supports our students to have the social-emotional skills and tools they need as adults.

FUTURE

2019-2020 Goal

The percent of 11th graders who met all three course placement measures and minimum scores for college level placements from Minnesota State (MNSCU) on the District-Administered 11th grade ACT will increase from 55.8% in 2019 to 58.8% in 2020.

2019-20 Strategies

- Focus on increasing opportunities for students to develop skills in employability, mindsets and social awareness, transitional knowledge, and career development.
- Restructure standardized testing in 8th grade to ensure data is used as an indicator of growth.
- Continued emphasis on teaching reading strategies across all content areas.



What's Possible in the Future?

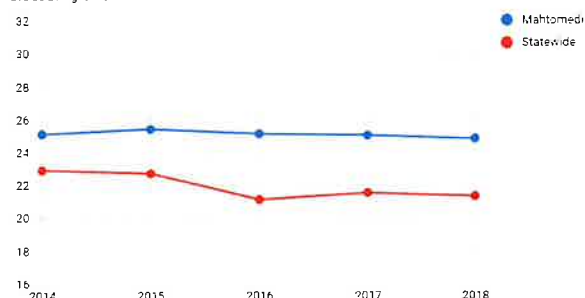
Strategic Plan Connection

Objectives

- All students are bold participants in shaping democracy.
- All students complete their chosen learning program.
- All students discover and pursue their passions.
- All students have a beneficial impact on their community.
- All students know how their authentic strengths intersect with the needs of the world.

Average ACT Composite Score

Graduating Class



BUILDING GOALS 2019-20



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 the aReading "low risk" benchmark target score will increase from 80.86% in spring 2019 to 83.86% in spring 2020.
- The gap between the students who receive Free and Reduced Price Lunch (FRPL) and those who do not in grades 1-2 at Wildwood Elementary School who meet or exceed the aMath "low risk" benchmark score will decrease from 17.5% in spring 2019 to 14.5% in spring 2020 by increasing the proficiency rate of the groups as follows: Non Free and Reduced Lunch students from 93.9% in 2019 to 96.9% in 2020 and Free and Reduced Lunch students from 76.5% in 2019 to 82.5% in 2020.

O.H. Anderson Elementary School Goals

- The percentage of all students in grades 3-5 at OHA who meet or exceed on the Reading MCA-III will increase from 75.3% to 78.3% from Spring 2019 to Spring 2020.
- The gap between the percentage of students who receive Free and Reduced Price Lunch (FRPL) and those who do not in grades 3-5 that meet or exceed on the Math MCA-III will decrease from 20.26% in Spring 2019 to 17.26% in Spring 2020 by increasing the proficiency rate of the groups as follows: Non-Free and Reduced Price Lunch students from 80.87% in 2019 to 83.87% in 2020 and Free and Reduced Price Lunch students from 60.61% in 2019 to 66.61% in 2020.
- The percentage of all students in grades 3-5 at OHA who report on the student survey "I have at least one adult at school who can help me" will increase from 85% in Winter 2019 to 88% in Winter 2020.

Mahtomedi Middle School Goals

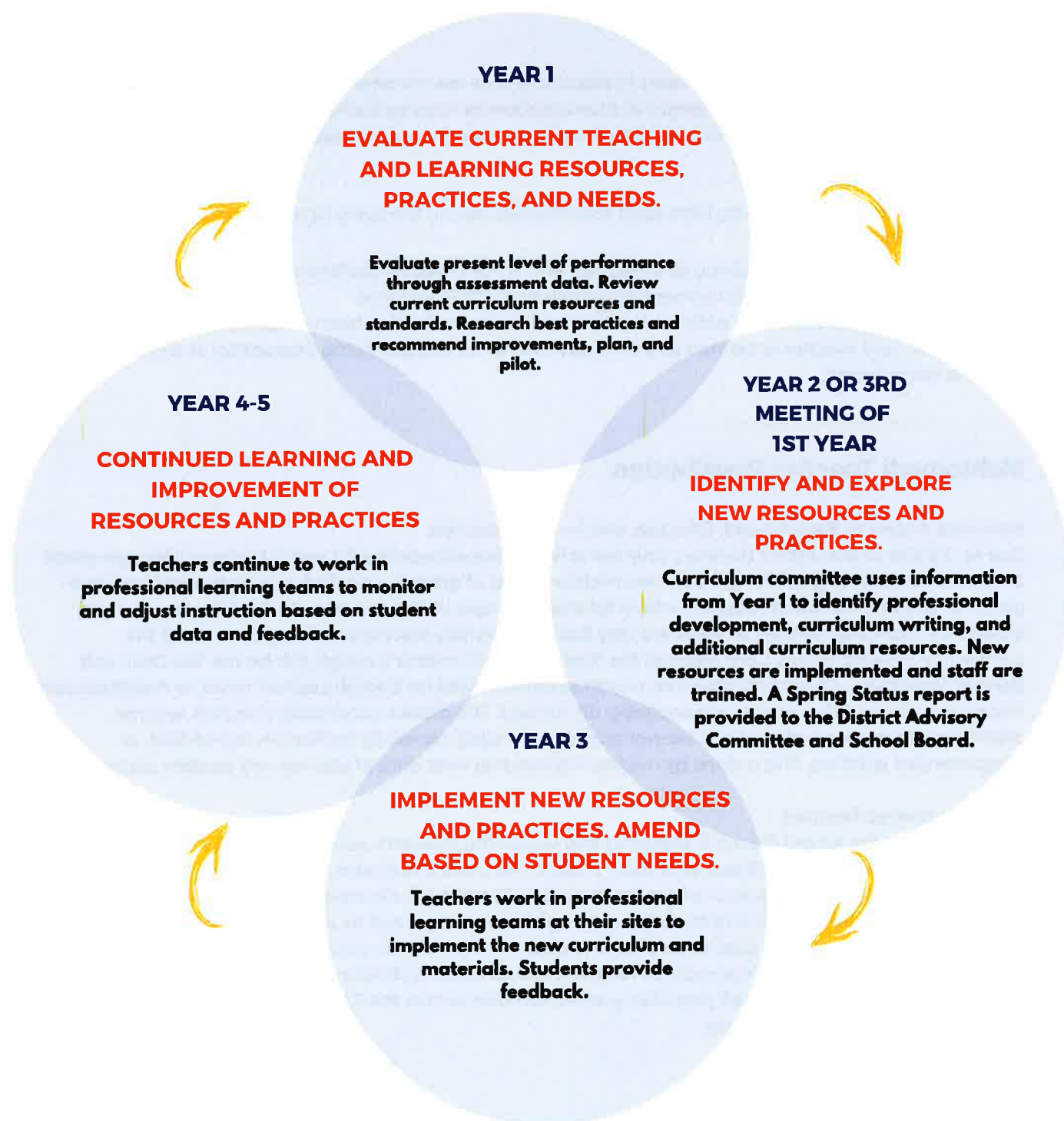
- The proficiency gap between students who receive FRPL and those who do not in grades 6-8 at MMS that met or exceeded on the MCA-III in Math will decrease from 32.8% in 2019 to 29.8% in 2020.
- The percentage of all students in grades 6-8 at MMS who met or exceeded on the MCA-III in Reading will increase from 79.4% in 2019 to 82.4% in 2020.
- The percent of all students in grades 6-8 who have consistent attendance (>90% of days) will increase from 93.2 % in 2018 to 96.2% in 2020.

Mahtomedi High School Goals

- The proficiency gap between the students who receive FRPL and those who do not in Grade 11 on the MCA-III in Math will decrease from 41.9% in 2019 to 38.9% in 2020.
- The percent of 11th graders who met all three course placement measures and minimum scores for college level placements from Minnesota State (MNSCU) on the District-Administered 11th grade ACT will increase from 55.8% in 2019 to 58.8% in 2020.
- 100% of students in the senior class of 2020 at Mahtomedi High School will either receive a diploma in 2020 or be enrolled in an alternative placement for the upcoming year (to receive a diploma by the age of 21) from a current level of 99.3% for the senior class of 2018.

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.



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 continually monitors teacher distribution to ensure that students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers. This is done by monitoring building level data of teacher and student placement.

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 reflect 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

WWW.MAHTOMEDI.K12.MN.US

651-407-2000



WWW.FACEBOOK.COM/MAHTOMEDIPUBLICSCHOOLS/



@MAHTOMEDI832



@MAHTOMEDI832