

World's Best Workforce Plan Public Hearing

Monday, December 18, 2023 5:45 PM

Wrenshall School Library Media Center, 207 Pioneer Drive, Wrenshall, MN 55797

- | | |
|------------------------------|--|
| 1. Call to Order | Speaker(s): Chair |
| 2. WBWF Annual Report | Speaker(s): Michelle
Blanchard |
| 3. Adjournment | Speaker(s): Chair |



2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Wrenshall Public School, ISD 100

WBWF Contact: Michelle Blanchard

A&I Contact: N/A

Title: Principal

Title:

Phone: (218)384-4293

Phone:

Email: mblanchard@isd100.org

Email:

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: <https://www.isd100.org>

Provide the direct website link to the A&I materials: N/A

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: [12/18/2023](#)

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>4-year-old School Readiness students will increase their average score on the Brigance III screener from 105.7 in the Fall of 2022 to 106.7 in the Spring of 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The average score on the Brigance III screener was 104.8 in the Spring of 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of all students in Grade 3 who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA, MTAS) will increase from 28.6% in Spring, 2022 to 33.6% in Spring, 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>37.5% of Grade 3 students participating in the state accountability tests met or exceeded the standard.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The aggregate percentage of 3rd & 5th students who will meet or exceed Science grade level standards (MCA or MTAS) will increase from 26.1% to 43.0% in the Spring of 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>50.0% of the aggregate 3rd and 5th grade students met or exceeded grade level standards in Science as measured by the MCA or MTAS) in the Spring of 2023.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The average Spring of 2023 ACT scores for Wrenshall students in the Class of 2024 Cohort will be at or above the college readiness benchmark scores.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>English = 21.65</p> <p>Benchmark = 18.0</p> <p>Mathematics = 20.15</p> <p>Benchmark = 22.0</p> <p>Reading = 22.6</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
	Benchmark = 22.0 Science = 20.65 Benchmark = 23.0	

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. Students in the Class of 2023 Cohort will achieve an on-time graduation rate of 90%.	Provide the result for the 2022–23 SY that directly ties back to the established goal. The Class of 2023 Cohort achieved an on-time graduation rate of 89.5%.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional graduation goals as necessary.

2022–23 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2022–23 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2022–23 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2022–23 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name:

A and I Contact:

Title:

Phone:

Email:

Complete the tables below if you are reporting on year 1 of your 3-year plan (July 1, 2023–June 30, 2025). *If you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
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<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

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<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

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<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Racially Identifiable Schools

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<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 2

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Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here



The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five 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.

In accordance with 2013 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 transmit an electronic *summary* of its annual report to the commissioner of the Minnesota Department of Education each fall.

World's Best Workforce Report Summary

The report summary must include:

- A summary of progress toward improving teaching and learning and striving for the World's Best Workforce (specifically, progress toward closing the achievement gap); all students ready for kindergarten; all students in third grade achieving grade-level literacy; all students attaining career and college readiness before graduating from high school; and all students graduating from high school.
- Information about best practice strategies that were implemented and that are showing evidence of impacting closing the achievement gaps and working toward creating the World's Best Workforce in Minnesota.



District and School Achievement Goals

Wrenshall teachers are committed to making reading and mathematics priorities. They are dedicated to making sure course instruction is aligned with state standards. Working towards increasing proficiency and growth in reading and mathematics skills will not only help students in their course work, but will also be an important lifelong skill.

2023-2024 District Goals

Math-Elementary

Goal: The percentage of all students in grades K-6 at Wrenshall School who are at or above the Mean RIT score on the MCA Math test will increase from 30.23% in Fall 2023 to 32.23% in Spring 2024.

Math-High School

Goal: The percentage of all students in grades 7-10 at Wrenshall School who are at or above the Mean RIT score on the MCA Math test will increase from 28.57% in Fall 2023 to 31.57% in Spring 2024



Student Progress and Growth Monitoring

Assessment Plans

The Wrenshall School District uses these varied assessment forms to help guide curriculum and instruction:

- Formative assessments that occur within the classroom while learning is taking place to help monitor student learning and drive instruction;
- Formative assessments such as the NWEA-Measure of Academic Progress (MAP) to inform instruction and diagnose student needs;
- Summative assessments such as chapter or unit tests to measure achievement status; and
- Summative assessments such as the Minnesota Comprehensive Assessments (MCA-III) for the purpose of reporting and accountability as part of No Child Left Behind.

Wrenshall 2022-2023 Assessment Calendar

Date	Assessment	Grade Levels
September 9-27	NWEA MAP Assessments	K-10
January - May	NWEA MAP Assessments	K-10
February	ASVAB	11
March 12-15	ACT Plus Writing	11
March 18-22	ACT Plus Writing (Make-up)	11
April 8-16	MCA/MTAS Reading	3-8, 10
April 17-25	MCA/MTAS Math	3-8, 11
April 30, May 1	MCA/MTAS Science	5, 8, 10

Note: Assessments in **bold** are state mandated assessments. The ACT Plus Writing assessment is being provided as an opportunity for students to participate in a district-provided college entrance exam, per current MN legislation.

Elementary Grade Level Assessments-

Grade Level	Assessment	Frequency
Pre-K	<i>Brigance Inventory of Development</i> <i>BRIGANCE Screen III</i>	Fall, Winter, Spring Fall, Spring
K	Benchmark Assessments NWEA MAP Math NWEA MAP Reading PRESS screening	Fall Fall, Winter, Spring Fall, Winter, Spring Quarterly
1	DIBELS Next NWEA MAP Math NWEA MAP Reading Informal Decoding Inventory (IDI) PRESS Screening PAST Screening	Fall, Winter, Spring Fall, Winter, Spring Fall, Spring Ongoing Quarterly Ongoing
2	Dibels Next NWEA MAP Math NWEA MAP Reading <i>Words Their Way</i> PRESS screening Decoding Inventory PAST Screening	Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Fall Quarterly Ongoing
3	Scholastic Fluency and DIBELS Next MCA Math MCA Reading NWEA MAP Math NWEA MAP Reading <i>Spelling curriculum</i> PRESS screening PAST Screening	Each quarter Spring Spring Fall, Winter Fall, Winter Ongoing Quarterly
4	MCA Math MCA Reading NWEA MAP Math NWEA MAP Reading LETRS Advanced Spelling Screen <i>Dibels Progress Monitoring</i> <i>Dibels Benchmark Assessments</i>	Spring Spring Fall, Spring Fall, Winter, Spring Fall, Winter, Spring Monthly Fall, Winter, Spring
5	MCA/MTAS Math MCA/MTAS Reading MCA/MTAS Science NWEA MAP Math NWEA MAP Reading <i>Words Their Way</i>	Spring Spring Spring Fall, Winter, Spring Fall, Spring Ongoing
6	MCA/MTAS Math MCA/MTAS Reading NWEA MAP Math NWEA MAP Reading	Spring Spring Fall, Winter, Spring Fall, Winter, Spring

Secondary Grade Level Assessments-

Grade Level		Frequency
7	MCA Math MCA Reading NWEA MAP Math NWEA MAP Reading	Spring Spring Fall, Winter Fall, Winter
8	MCA Math MCA Reading MCA Science NWEA MAP Math NWEA MAP Reading	Spring Spring Spring Fall, Winter Fall, Winter
9	NWEA MAP Math NWEA MAP Reading	Fall, Spring Fall, Spring
10	MCA Reading MCA Science NWEA MAP Language NWEA MAP Math NWEA MAP Reading	Spring Spring Fall, Spring Fall, Spring Fall, Spring
11	ASVAB ACT MCA Math	Winter Spring Spring

Data Results

Spring 2023 (Fall 2023) MCA Results

Math

Grade	Meets or Exceeds Spring 2023
3	41.67%
4	39.13%
5	9.52%
6	22.73%
7	34.62%
8	23.33%
10	28.57%
All Elementary	28.89%
All Secondary	28.57%
District	28.73%

Data Results

Spring 2023 (Fall 2023) MCA Results

Reading

Grade	Meets or Exceeds Spring 2023
3	37.50%
4	39.13%
5	42.86%
6	27.27%
7	65.38%
8	46.67%
10	36.36%
All Elementary	36.67%
All Secondary	50.00%
District	42.86%

Average ACT Scores - 5 year trend of graduating class per year

Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2019	9	59,186	19.6	20.3	20.8	21.4	22.9	21.7	22.4	21.6	21.6	21.4
2020	26	56,706	17.3	20.0	17.3	21.3	17.3	21.8	17.8	21.5	17.6	21.3
2021	8	41,924	17.4	20.2	18.5	21.5	20.9	22.2	19.4	22.0	19.3	21.6
2022	12	47,304	19.0	19.7	20.3	20.7	20.2	21.7	20.3	21.4	20.0	21.0
2023	8	47,158	17.0	19.3	15.6	20.5	18.1	21.5	17.8	21.2	17.3	20.8



Strategies for Improving Instruction, Curriculum, and Student Achievement

Students

Early Learning Programs-

The district was very pleased to have again been granted funding from the Minnesota Department of Education through the Pathway II Early Learning Scholarship. The grant funding has helped the district to continue to provide scholarships for qualifying families, supply nutritional snacks for all students, and improve instructional practices through materials, speakers, and activities.

Our three and four year old early childhood classes continue to have steady numbers of participants. This year we again offered 3 full days a week Little Wrens (four-year olds), as well as a section of Hatchlings (three-year olds). We are also continuing to offer Wrens Club, or latchkey services, for all of our preschool families, along with transportation for our Little Wrens.

The preschool program is using Early Learning Success Curriculum and assesses students with the Brigance Early Childhood Screen III and Brigance Inventory of Development. Through our use of this curriculum, assessments, and ongoing training for our lead, licensed teacher, our program has maintained its four-star Parent Aware rating.



Transition to Kindergarten-

Each spring there is a kindergarten roundup. All students attending kindergarten in the Fall are invited to spend half a day here at school. They are able to visit the teacher, other staff they will see in the fall, their classroom, cafeteria, and go on a mock bus ride. The children spend this time with the teacher while parents are in their own room talking with administration, the nurse, and counselor. While the students are on the bus ride the teacher then joins the parent meeting and shares his/her information and has a Q and A with parents.

Each August the teacher sends out a welcome letter with information pertinent to the upcoming school year. This letter also invites parents/guardians to back to school nights. Students and families are invited once again to visit the teacher and classroom. Students are allowed to have free choice and a snack during these evenings. They are invited, but not required, to attend both evenings. This allows nervous children or parents to become more familiar with the teacher and classroom.

Each spring the Little Wrens visit the Kindergarten room for transition practice. During this time the preschoolers visit the kindergarten room for free choice time and a story. This allows another opportunity for children to ease into the kindergarten routine.

MTSS-

Our organization is currently in the planning stages for implementation of MTSS. As part of our commitment to the World's Best Workforce we recognize the importance of providing a comprehensive framework that addresses the diverse needs of our students. Through this ongoing planning process we will actively design and develop the necessary strategies and resources to ensure the successful implementation of MTSS.

Title I-

The Wrenshall School District Title I program is staffed by a Lead Teacher who is a licensed K-12 Reading Specialist, and a Student Support Professional. Wrenshall uses a pull-out model for Title I reading and math services provided to students in grades K-6. Students have individual and small group sessions throughout the year in the Title I classroom. Interventions are tailored to the needs of the specific child, and students move in and out of the program based on their needs.

English as a Second Language-

The Wrenshall School District is currently staffed with one .2 English as a Second Language (ESL) teacher. We currently have no students who meet this criteria.

Gifted and Talented-

The Wrenshall School District is committed to providing educational opportunities above and beyond the general school program for our gifted and talented learners. Because of Wrenshall's small class sizes, gifted and talented programs and opportunities for students are generated on a need basis. Some students receive their English and/or math instruction in a class that is beyond their chronological grade level.

Students will be identified as gifted and talented by using a combination of assessments such as MCA and NWEA MAP, class rank, grade point average, and/or teacher/parent recommendation.

Using a data-driven system, students may also qualify for early admission to kindergarten or first grade consistent with Minnesota state statutes.

Special Education-

The Wrenshall School District is currently staffed with 5 full-time equivalent certified positions: two in the elementary and three in the high school. We are staffed with six Education Support Professionals who support individual students. We offer speech therapy on site as supported by a .8 FTE Teacher. We also utilize speech services virtually through Speech Partners. The district also works collaboratively with the Northern Lights Special Education Cooperative for additional student and staff member support. The district employs an .8 FTE Early Childhood Special Education teacher. This allows for special education services during the district's three-year-old (Hatchlings) and four-year-old (Little Wrens) classes. It is the district's priority to provide as much inclusion as possible for the exceptional learners. On October 1, 2023, the population for the district is 337 for the pre kindergarten through twelfth grade students, and the special education percentage is 27.6%

IXL-

IXL is a Web-based language arts, math, and science practice program that Wrenshall School uses to reinforce the curriculum. The program allows teachers to individualize the learning experience for students so that they can work at their own pace to master the material covered in their class. IXL breaks down topics into progressive skills for every grade level and content area and provides immediate feedback with question-specific explanations for every incorrect answer. This makes it easy for students to practice the material he or she needs to fill gaps in learning, keep up with the class, and advance in topic areas of interest.

Odysseyware Program

Odysseyware is an internet-based learning environment that features a media-rich curriculum and translation features and provides a variety of teaching tools helpful in individualizing education to aid in the following areas:

- Credit recovery/dropout prevention
- Students with interrupted formal education
- Enrichment
- Scheduling conflicts
- Academic interventions
- Tutorials
- Center for educational resources

Wrenshall utilizes this system in certain situations to enable student success, learn at an individualized level and benefit from an instructional experience and pace that meets their unique needs.

Genders and Sexualities Alliance (GSA) Club-

Responding to a need from our students for a space to feel safe, heard, and accepted, Wrenshall School established its first GSA (Genders and Sexualities Alliance) Club for students in grades 9-12. This club is a crucial outlet for LGBTQIA+ youth to feel emotionally encouraged. Further, this club is inclusive of all, so it's a great educational and supportive outlet for *any* interested student, regardless of gender identity or sexual orientation.

While the GSA Club's main, or basic, function is as a welcoming and supportive community, the students have the autonomy to make it into whatever they need it to be—an activist group, an educational outlet, a space for self-expression, or all of the above. The two co-advisors act as mediators, mentors, and advocates. Their role is to provide a safe and school-appropriate venue for the members to explore and celebrate the differences that make us all unique.

Weekly meetings are being held during the 2023-2024 school year during senior high lunch. These thirty minute meetings are for regularly checking in, getting to know one another, and learning more about the LGBTQIA+ community and experience. Social and emotional learning is at the backbone of this club, and the mission is to help students become kind, empathetic, and open-minded citizens of the world, ready to resiliently tackle whatever lies before them.

PAES-

PAES is a career skills and transition curriculum for students in special education that focuses on involving students in learning employment skills, soft job skills, and life skills. Students who enroll in this program will get a unique classroom experience, one that mimics a job site. The teacher will act as a supervisor, and students will take on the role of an employee. Through the program the students will explore careers in computer technology, construction, production, consumer services, and business, all the while learning life skills that will serve them as they transition out of high school. Wrenshall will be collaborating with another area school. The program is funded by a Carlton County Career and Technical Education Grant.

Robotics-

Through the generous grants of Minnesota Power, AMFA, Wrenshall School has been able to start a robotics program. This features students participating in the 15 pound class of robots. These robots participate in the Robot wars held every year at Lake Superior college. The primary intended benefit for students is to learn problem solving as both an independent and a team skill. The robotics program provides hands-on instruction in the fields of engineering, science, technology, and math.

Backpack Program for families in need-

The program is provided by Northern Lakes Second Harvest Food Bank, and facilitated by our Family School Support Worker. The mission of the Backpack Program is to meet the needs of hungry children by providing them with nutritious and easy-to-prepare food to take home on weekends and school vacations when other resources are not available. Food items include easy-to-open, easy to prepare, individual or small serving size foods. Items often include cereal, shelf-stable milk, entrees or soup, fruits, vegetables, and snack items like granola bars, etc. Since discretion is required in this program, simple non-descript plastic bags are used to pack the products. The goal of the program is to have a pack of no more than six pounds which a child can carry easily from school.

Postsecondary Enrollment Options (PSEO)-

Wrenshall's Postsecondary Enrollment Options (PSEO) programming allows students in grades 10, 11, and 12 to earn college credit while still in high school, through enrollment in and successful completion of college-level courses. With traditional PSEO, these courses can be offered on the campus of the postsecondary institution; some courses are offered online (Honors Online). Students also have the option of concurrent enrollment (College in the Schools-CITS), allowing eligible students to earn both high school and college credit for classes taught by accredited high school instructors. Wrenshall is currently affiliated with Lake Superior College for concurrent programming.

Planning for Students' Successful Transition to Postsecondary Education and Employment: Personal Learning Plans (120B.125)-

State legislation (120B.125) requires all students beginning no later than 9th grade to have a Personal Learning Plan around several key elements. This plan includes academic scheduling, career exploration, career and employment related skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities. These elements are integrated into students' experiences and programming at Wrenshall High School throughout the grades 9, 10, 11, and 12. Much of this comes through utilization of the Minnesota Career Information System (MCIS) during the required course *Careers*, typically taken in 9th grade. Other such activities geared towards implementing this directive include but are not limited to:

- College/postsecondary institutional visits on site at Wrenshall School and through virtual meetings by request
- Wide variety of career and college resources available on the Wrenshall School website
- *College in the Schools, Honors Online, and On-Campus PSEO* programming
- *Work Based Learning/Work Study* high school programming
- College and Career Fairs
- *Upward Bound* programming through affiliation with The College of St. Scholastica
- Administration of the ACT and Armed Services Vocational Aptitude Battery (ASVAB)



All Students Career and College Ready by Graduation

All grade 9, 10, 11 and 12 students will participate in a career interest survey and college readiness assessment by their scheduled graduation date, per graduation requirements. Results of such batteries will be shared with these students to provide vital information to aid them in their career and college decision making process.

Each academic year, multiple assessments/inventories will be offered to aid in this process:

- **MCIS** – Multiple assessments/inventories administered to all 9th grade students.
- **ACT** – ACT Plus Writing is a graduation assessment to provide information to grade 11 students, their parents, and educators regarding the level of preparedness for postsecondary success on a nationally recognized college entrance exam.
- **ASVAB** – The Armed Forces Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Teachers



WBWF Requirement: Districts and charters are required to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the 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 taught for three or fewer 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.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Wrenshall School Teacher Qualifications

In our district 53% of teachers have obtained Graduate Degrees in Education or in their content areas. Currently two High School teachers have credentials to teach College in the schools, giving students the opportunity to earn College Credit here on site. In total the Wrenshall teaching staff have 278 years of teaching experience. On average, each teacher has worked in the district for 9 years. Four teaching staff have been in the district for at least twenty years.



The 2023-2024 school year is Wrenshall School's eleventh year as a Quality Compensation school. The five components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule. Wrenshall School's Q Comp plan supports teachers in meeting the district's goals:

- Fostering quality education through caring relationships.
- Building a positive, inclusive school culture to allow for individual student engagement at all grade levels and ability levels.
- Increasing student achievement to meet or exceed state proficiency levels.

Teacher leaders support individual teacher growth in instructional practices and promote student achievement by holding collaborative teacher meetings, conducting teacher observations, coaching peers, and mentoring others. Teachers are additionally supported by the Data Analyst and Staff Development and Teacher Licensure Coordinators.

Professional Learning Communities-

Wrenshall's teachers are part of Professional Learning Communities (PLC). PLCs have one leader who facilitates the group. There are seven PLC groups. Each team consists of three to seven members.

PLC groups meet each week on Wednesday mornings for an hour. Team facilitators help guide each meeting, and utilize meeting time to review, analyze, and reflect upon test data and best practices for their teaching and work towards the group goal. In some of our PLCs, team facilitators and PLC members present instructional strategies and methods to help improve classroom instruction and increase student achievement to meet the school-wide goal. In other PLCs, individuals use instructional strategies to increase student achievement, and the group works together to improve school culture and the learning environment. In these PLCs, individuals can share strategies with the group, and the group supports members in achieving their personal goals. All PLC members utilize meeting time to discuss their success in increasing student achievement and to address areas that need improvement.

Teacher Mentoring-

Our Q Comp programming provides numerous support for new teachers including mentorship and observations. This is an excellent tool to support new teachers. By joining a Professional Learning Community, new staff have additional support and leadership to make their first few years of teaching go more smoothly. Teacher mentor responsibilities:

- Orient new faculty to the district policies and procedures.
- Orient new faculty to staff.
- Provide guidance, advice, and support.
- Provide direction in best practices and standard achievement.
- Meets formally on a monthly basis for one hour.
- Meets informally weekly to address questions and concerns.
- Be available for observations as requested by the mentee.
- Up to a three-year commitment to support teachers towards tenure.

Staff Development Advisory Committee-

- Wrenshall Public Schools Staff Development Advisory Committee and site professional development team is represented by educators, an administrator and a community representative/parent.
- Membership for 2023-2024
 - Bridget Stensass, Chairperson
 - Theresa Vermeersch, Relicensure Chairperson, QComp Quality Oversight
 - Suzy Berger, QComp Quality Oversight
 - Sheri Fossen, QComp Quality Oversight

District Staff Development Goals

Site Goal 1:

Provide staff with high quality staff development opportunities for two to three of the six relicensure components. The district has a relicensure committee to help ensure that all teachers are highly qualified in their subject areas.

Site Goal 2:

There will be specialized training on inter-rater reliability to provide staff with a consistent method for observation that will be used school wide. Being a teacher observer allows an educator to learn from the person being observed, and it is fun to watch other teachers excelling in their craft. An observation is not an evaluation. It is a process in which both teachers learn from each other. Peer observations are supposed to open a dialogue between educators about their teaching processes. It promotes self-reflection and gives a chance to see one's teaching through another's eyes. The district's professional learning communities also placed priority on the overall initiative through group and individual SMART goals to meet the site-specific goals.

District Staff Development Report 2023-2024:

- Percentage of Staff Involvement-
 - One hundred percent of teaching and administrative staff are involved in the site goals for staff development
 - Staff involvement occurs through:
 - individual off-site professional development
 - on-site professional development
 - staff collaboration
 - professional learning communities
 - primary focus of PLC's involves
 - assessment (formative and summative)
 - classroom management
 - instructional strategies

Frequency:

- These goals are an ongoing initiative throughout the school year. The superintendent, chairperson and secretary of the staff development committee approved professional development opportunities that were being taken off site.
- Typically, the staff who were coming for renewal of their license by June of 2023, were identified and assisted with approval of the required 75 hours (Tier 3) or 125 hours (Tier 4) of professional development and recordkeeping required by the state.
- Weekly, staff met in their professional learning communities to meet the district reading goals individually and as a group.
- Twice during the year, staff were given the opportunity to acquire professional development through on-site training.
- Weekly meetings for professional learning communities to address best practices for reading in the classroom and in content areas were addressed.
- Weekly staff meetings held by administration for instruction and collaboration

Site Learning Teams Primary Focus:

- State Reading Assessment Testing
- Formative and Summative Classroom/Student Assessments
- Classroom Management
- Professional learning community individual plan goals
- Quality Compensation group plan goals

Data used to evaluate student learning, plan, site goals and make decisions:

- State Assessment Testing data through the Minnesota Comprehensive Assessment
- Map Testing Results through the NWEA, the Northwest Evaluation Association
- Classroom formative and summative assessments
- Student work

Staff development supports provided to individual teachers:

- Observation by peer observers twice a year
- Collaboration through professional learning communities
- Administrative annual observations: once for tenured and three times for new staff
- New staff mentoring opportunities with an assigned mentor
- Staff development funds made available for off-site professional development
- On-site professional development seminars
- County-wide professional development seminars
- NASC (Northeast Area School Consortium) a teacher-driven professional development community

Site-specific curriculum strategies:

- Assessment Development
- Collaboration through professional learning communities
- Curriculum development/alignment/mapping
- Positive Behavior Interventions
- Differentiated instruction/Accommodations
- Mental Illness
- Reading Preparation
- Cultural Competence
- Suicide Awareness and Prevention
- ELL/ELS training

Designs and Strategies - state and federal highly-qualified components

- Interwoven into an integral part of the school board, district-wide, and school-wide educational improvement plans
- Assign professional learning communities that are student-achievement focused
- Assessment data provided and shared with staff to improve classroom practices
- Classroom and school-wide technology provided to improve classroom teaching and learning
- Peer evaluation designed to increase student achievement through collaborative design and teaching strategies.
- Administrative evaluation designed to ensure high-qualified staff that increase student achievement
- Increased teachers' and administration knowledge of academic subjects and understanding of effective instructional strategies through the staff development and re-licensure committee to ensure:
 - 75 clock hours (Tier 3) or 125 clock hours (Tier 4) achieved in a five-year period
 - Clock hours obtained in specific subject field(s)
 - Clock hours obtained in:
 - Reading Preparation
 - Mental Health Strategies
 - Positive Behavioral Intervention

- ESL/ELL Strategies
- Suicide Awareness and Prevention
- Cultural Competency

Mentoring for probationary staff:

- Through our Q-Comp program; first, second and third year probationary teachers are provided with a tenured staff member as their mentor
- Mentors and administration provide district, school and classroom training to probationary staff
- Mentor-Mentee minimum contact time is one hour every 90 days
- Collaboration time for new teachers in professional learning communities
- Collaboration time quarterly for new and mentor teachers
- Classroom observations through peer PLC-leaders
- Mentor training includes:
 - foundations of education
 - professional teaching standards
 - using formative assessments for personal growth

Data Analyst-

Wrenshall has a Data Analyst who collaborates with teams and individual teachers to assist in using district, school, grade level, and individual student data to make instructional decisions and determine areas of student needs.

Teacher Observation and Evaluation-

The building principal conducts all evaluations of non-tenured staff. The district is planning to contract with an outside administrator to conduct evaluations of all continuing contract staff. Peer observers will observe all teachers twice during the year. Additionally, mentors will observe their mentees as needed. Consequently, each person will be evaluated/observed by at least two different people during the school year according to the following plan:

Overall description of the teacher evaluation/observation system-

All teachers who do not yet have tenure will be evaluated three times per school year by an administrator. Each evaluation will include a pre and post conference and will be evaluated using Charlotte Danielson Observation rubrics. The administrator will use the full Charlotte Danielson rubric for each non-continuing contract teacher evaluation. Additionally, non-continuing contract teachers will be observed twice by a member of their PLC. Teachers with tenure will be evaluated by an administrator once per year. In addition, continuing contract teachers will be observed twice by a member of their PLC. As with non-continuing contract evaluations, continuing contract teacher evaluations and observations will use the Charlotte Danielson rubrics. Professional educators observe other teachers who will complete the observation form to guide the post conference; the observation rubrics will remain with the teacher who was observed.

Teachers will receive inter-rater reliability training during an in-service day before the first round of observations to learn and understand how the Charlotte Danielson method of evaluations and observations work. All staff members will attend the training.

Additionally, professional educators will meet to discuss inter-rater reliability. Together, they will complete and discuss sample observation forms to ensure that they are all conducting observations the same. Refresher training will occur throughout the year.

Rotating Observations Between PLC Members-

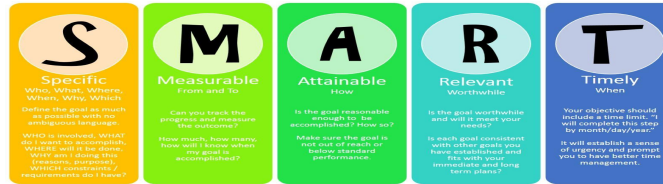
During each observation cycle, each PLC member shall observe another PLC member for a fifty-minute period. PLC groups can be creative in how this process works. The priority is ideally given to the teacher being observed and what class that person wants observed. Observers must meet with the person they are going to observe for both a pre- and post-conference and fill out necessary paperwork.

While teachers will often make use of prep time to make observations, the benefit far outweighs the missed prep time. Most educators who have taken part in this process have said it was a great experience. Being a teacher observer allows an educator to learn from the person being observed, and it is fun to watch other teachers excelling in their craft. An observation is not an evaluation. It is a process in which both teachers learn from each other. Peer observations are supposed to open a dialogue between educators about their teaching processes. It promotes self-reflection and gives a chance to see one's teaching through another's eyes.

Differences in the evaluation/observation process between probationary and continuing contract teachers-

All continuing contract teachers will have one formal evaluation each year from an administrator. Non-continuing contract teachers will be evaluated three times each year by an administrator. Professional educators will observe continuing contract teachers and non-continuing contract teachers twice each year. Non-continuing contract staff must reach an average level of 2 or greater on the rubric that pertains to their position, and continuing contract staff must average 3 or greater.

As part of the Minnesota Teacher Development and Evaluation (TDE), part of each teacher's formal evaluation will also consist of meeting the school's Q Comp site goal and meeting one's personal SMART goal.



Individual Teacher’s SMART Goal-

As part of Wrenshall’s Q Comp requirements, teachers must complete a professional growth plan. To do this, teachers must set a goal for their students following the SMART goal format. Teachers will then log data on the appropriate goal. Periodically, they will discuss progress and brainstorm strategies within their PLC groups.

The measure of student achievement will be unique to each professional educator and based on school wide SMART goals. Professional educators will begin by identifying a student need within their area. After attending a SMART goal training and discussing this concept within their PLC group, they will create a SMART goal to meet this need. The Data Analyst and Quality Oversight Committee will be available during PLC meetings to help educators create their SMART goal and develop a plan to meet that goal by using the Google form. This plan will be reviewed by the Quality Oversight Team in order to ensure equity among staff. At the end of the school year, each professional educator must provide evidence that they have made every effort to meet their student achievement goal. This evidence will be reviewed by the administrator and evaluated using a rubric.

Systemic, Building or District

Wrenshall School Board District Wide Goals, 2023-2024.

1. We will continue to deliver high quality education to all students in the school district.
2. We will develop and maintain talented and effective staff.
3. We will create a coordinated and effective communication process throughout the school district and the community.
4. We will provide equitable education for ALL students in the school district.

Wrenshall District Advisory Committee-

The purpose of the Wrenshall's District Advisory Committee is to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards. It is responsible for providing recommendations to the school board regarding rigorous academic standards, student achievement goals, district assessments, and program evaluations. This committee will meet once during the 2022-23 school year and continue to meet biannually starting in the 2023-2024 school year. Members of the District Advisory Committee will include teachers, parents, support staff, students, and other community residents.

The District Advisory Committee will be subdivided into school site teams. These site teams will be the same as each site's PLCs. The PLCs will develop and implement strategies and evidence-based practices to improve instruction, curriculum, and student achievement at each school site.

Equitable Teacher Distribution-

Wrenshall typically has one section per grade. When an increased number of students warrants splitting a class, student populations of disadvantaged backgrounds are distributed equally among those classes taught by experienced teachers and those taught by inexperienced or out of field teachers.

K-12 Reading Specialist-

The Wrenshall School District utilizes the reading specialist for administering Basic Reading Inventories to students to determine reading ability, and for some curriculum development and planning.

School-Linked Mental Health Program (SLMH)-

School-linked mental health services have proven to be one of the most effective programs at reducing barriers to children and youth accessing mental health treatment. The Wrenshall School District supports access to School-Linked Mental Health Programs on site at school. The school works with three community mental health agencies to offer therapeutic counseling services to students in the district, some made available through grant funding so no student in need is denied access. The district works closely with families and the agencies provide a confidential space for students to access mental health therapy services five days per week, as well as providing a CTSS (Children Therapeutic Support Service) practitioner 3 days per week. Most students serviced through this program require a clinical level of care delivered by a mental health professional. School-linked mental health services meet this need by locating mental health professionals in the school where the students already are. This greatly increases the access to mental health services by eliminating barriers such as transportation, difficulty navigating the system, parents/guardians have to take time off from work, and lost academic time being out of school.

Family School Support Worker Program-

The Family/School Support Worker program is a family focused, preventative service offered in Carlton County. The program provides support to families and children within their home, school, and community.

Family/School Support Workers can help families:

- identify their child's emotional, social, physical, and mental health needs
- provide support, parenting resources, and advocacy
- obtain essentials such as food, clothing, medical care, transportation, and shelter
- access useful resources within the school, community, and county
- manage crisis situations
- advocate for children's needs in school
- Note: The Wrenshall School District has a 1.0 FTE Family School Support Worker.

Wrens Strong Students of the Month-

Wrenshall Elementary and High School each recognizes nominated students each month for exemplary or academic coursework throughout the school year. The students are chosen by teachers and are featured in the monthly Images, our school and community newspaper. Each quarter students are recognized during Wrens Strong Days who exemplify characteristics of respect, effort and belonging.

Annual Budget

The following is a link to Wrenshall's District Revenues and Expenditures:

https://drive.google.com/file/d/1bc7_SQ7FS_sfaWDEpOZCWEYGtSErQ3IU/view?usp=sharing



Best Practice Strategies and Action Steps

Current Student Achievement Plans

Literacy Plan-

Wrenshall School considers mastery in reading to be an instrumental building block in the education of our students. We strive for mastery at all levels and assist students in a variety of ways to achieve it. The full Wrenshall Local Literacy plan is detailed in the Appendix.

Title I Funding-

Title I, Part A of the Elementary and Secondary Act (ESEA) provides financial assistance to local education agencies (LEAs) and schools that have high numbers or percentages of children from low-income families, to assist schools in ensuring that all children meet challenging academic standards.

Districts or schools accepting Title I funds are required to provide all children with fair, equitable, and significant educational opportunities to obtain a high-quality education and to reach—at a minimum—proficiency on challenging state academic standards and assessments. Wrenshall's Title I program utilizes a highly qualified teacher who implements instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

Wrenshall Elementary School's funding is based on free and reduced lunch count. In the current (2023-2024) school year, the percentage of students qualifying for free and reduced lunch is 47%.

Title I funding is used to support supplemental reading and math services at Wrenshall Elementary School.

Broad Outcomes Impacted

All Students Ready for Kindergarten-

The percentage of students in Little Wrens (4 yr old School Readiness class) who are meeting or exceeding benchmark on the Brigance III screen in the fall of 2021 will increase from 74% to 79% in the spring of 2022.

All Students in Third Grade Achieving Grade-Level Literacy

The percentage of all students meeting all accountability requirements in grade 3 at Wrenshall School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA, MTAS) will increase from 38% in 2023 to 43% in 2024.

Closing Achievement Gap(s)

The Minnesota Growth model compares changes in students' test scores to the historical performance of students with similar scores. Student growth is categorized as low, medium or high. All students with high growth are considered "on track" to success, as are students with medium growth who are also proficient (that is, at the "meets standards" or "exceeds standards" achievement level).

The percentage of all students qualifying for special education services and meeting enrollment criteria at Wrenshall School who are "on track" for success on all state accountability tests (MCA, MTAS) in math will increase from 31.18% to 31.80% in 2024 for grades 3-6. For grades 7-8 and 11, math will increase from 29.35% to 30.23 % in 2024.

All Students Career and College Ready by Graduation

The average ACT scores for Wrenshall students in the graduating class of 2024 will be at or above the college readiness benchmark scores listed below:

Graduating Class of 2024 Scores:

ENGLISH	MATHEMATICS	READING	SCIENCE
Benchmark: 18	Benchmark: 22	Benchmark: 22	Benchmark: 23
District: 21.65	District: 20.15	District: 22.6	District: 20.65

All Students Graduate

Goal for 2023-2024:

All students who are eligible to graduate at Wrenshall Public School in four years will remain above 90%.

2023-2024 Results: The percent of students who successfully graduated from Wrenshall Public School in four years was **89.5%**.

Appendix



ISD #100 Wrenshall School District Local Literacy Plan

Literacy Goal: All Wrenshall students will read at or above grade-level by the end of 3rd grade as measured by the Minnesota Comprehensive Assessment in Reading.

Literacy Plan Goals and Objectives:

Wrenshall School considers mastery in reading to be an instrumental building block in the education of our students. We strive for mastery at all levels and assist students in a variety of ways to achieve it.

In grades K-6, teachers use various trade books, teaching tools, and additional activities and resources to align curriculum with the Common Core and Minnesota StateStandards.

Many of our teachers are trained in LETRS, which is a professional learning course for instructors of reading, spelling, and related language skills. It provides educators with in-depth knowledge and tools that they can use with any reading program.

Understanding that early learning is the basis for later mastery, Wrenshall School provides literacy opportunities in our early childhood programs. We provide students in our three-year-old and four-year-old programs with a variety of experiences designed to develop pre-literacy skills. The early childhood staff use the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards to guide curriculum that builds a strong foundation of early literacy skills.

In kindergarten, students will have daily opportunities to listen to books being read to them, explore books on their own, practice reading to self and to others, develop phonemic awareness, develop beginning phonics skills, make connections between text and themselves, text to text, and text to the real world. By the end of kindergarten, students will recognize and produce rhymes, identify initial sounds, recognize all upper and lower case letters and their sounds. They will also be able to write their first and last name. Both whole group and small group instruction will take place using 95% phonics and Heggerty. Instruction is based on the Science of Reading as taught in LETRS.

In first grade, students continue to develop phonemic awareness, phonics skills, vocabulary, and improve their decoding skills. Students' independent reading ability will emerge as their skills develop as well as their comprehension. First grade uses 95% Core Phonics and Core Knowledge Language Arts (CKLA) for listening and learning. Students receive differentiated instruction during small group instruction using research based materials and resources. The Measures of Academic Progress (MAP) web based assessment and DIBELS benchmark assessment is administered in the fall, winter, and spring for progress check students.

In second grade, the students continue to solidify their phonemic awareness and their decoding skills while increasing reading fluency, vocabulary, and comprehension. Whole group phonics and morphology lessons from 95% Phonics, whole group comprehension and vocabulary lessons from Core Knowledge, and small-group reading intervention lessons based on the Science of Reading are all implemented throughout the year. Students also work daily with differentiated word study, reading fluency, and writing activities. The Measures of Academic Progress (MAP) web based assessment and Dibels fluency assessment is administered in the fall, winter, and spring to look at student progress. Student progress is also monitored with a decoding and spelling inventory.

In third grade, the students start working on their fluency, vocabulary development, and comprehension. While phonemic awareness and decoding skills continue to be high priorities to help increase independent reading levels. Students are working on spelling skills that help them decode words and these skills are monitored in their spelling tests. As a whole group they work on phonics and morphology lessons from 95% Phonics. They complete whole group vocabulary weekly to learn new words and work on affixes. LETRS assessments are used to find levels and then to group students to work on missed skills in weekly reading lessons. The MAP test is administered thrice yearly. Fluency testing is used to monitor progress and adjust teaching quarterly. The Minnesota Comprehensive Assessment is also given to third grade students in which the goal is to have every student at or above 350 (the grade level "Meets Standard" score).

Our Title One program works with targeted students in kindergarten through third grade, providing 10 to 25 minutes per day of pull out small group instruction. The Title One Coordinator uses PRESS assessments, PAST, a spelling inventory, Fountas and Pinnell Benchmark Assessments, and MAP test results, to determine the needs of the students in language arts, and uses that information to plan interventions. A Student Support Professional delivers the interventions. The Title One Coordinator monitors progress weekly and/or biweekly, and uses pre-and post-test data to measure student growth.

In Special Education, the staff works to improve specific skills in language arts and mathematics based on the student's formal evaluation by using the Woodcock Johnson Test of Achievement and pinpointing weaknesses for goals in their individual education plan (IEP). Special Education teachers work with classroom teachers, parents, and other staff to best meet the needs of the students in reading/language arts.

Reading Proficiency Assessments and Results-

Wrenshall School uses a variety of assessment tools with students throughout the school year to measure progress in kindergarten through third grade. The assessments include Measure of Academic Progress (MAP) administered 2-3 times yearly to grades K-3, PRESS progress monitoring tools, Fountas and Pinnell Benchmark Assessments, Dibels fluency assessment, decoding and spelling inventories, and curricular assessments administered periodically by individual teachers. Results of these assessments are shared with appropriate staff and at Intervention Support Team meetings to identify students at risk who may benefit from the extra support provided by Reading Corps (once the position has been filled), Title One, or Special Education services.

Assessment results are shared with parents in a few different ways. MAP testing generates reports for both staff and parents. The parent reports are sent home when they are made available. During scheduled parent/teacher conferences twice a year, all assessment results, academic growth, and improvement plans are shared with the parents. Assessment results are also shared at our regular IEP meetings. Any recommendations for further services can be addressed at parent/teacher conferences or through other meetings such as Child Study Team meetings held twice monthly.

Interventions-

Any student in Pre-K through grade three performing below grade level expectations as identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative assessments, will be provided intervention in the identified need for accelerating student growth to reach the goal of reading at or above grade level by the end of the current grade and school year. When needed, additional diagnostic assessments will be completed to identify an appropriate instructional match for student interventions. Wrenshall School also encourages parental involvement at all levels of education. We can assist families by providing strategies parents can use at home to promote growth in reading.

Staff Development-

We provide opportunities for teachers to further teachers' knowledge in the required licensing areas, and collegial sharing with PLC groups of teachers in the same or similar content area or grade level. We encourage cross-grade level as well as cross-curricular collaboration within the school setting. During the 2021-2022 school year, our first and 2nd grade teachers took the LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. During the 23-24, the

teachers in Kgn, 3, 4 and 5 took the training, as did the Title One teacher and all of our elementary and high school SpEd teachers.

Meeting Students' Diverse Needs-

With an increased number of American Indian Students in our district we have formed an AIPAC American Indian Parent committee. [Minnesota Statutes, section 124D.78, subdivision 1](#), states that a school district in which there are 10 or more American Indian students enrolled and each American Indian school must establish an American Indian education parent advisory committee. Commonly referred to as American Indian Parent Advisory Committees (AIPACs), these committees serve in an advisory role and help ensure that American Indian students are receiving culturally relevant and equitable educational opportunities. These committees are critical to the achievement and success of American Indian students statewide and offer a valuable opportunity to strengthen district and parent partnerships.