



2016-17 World's Best Workforce Report Summary

District or Charter Name: Wheaton Area Schools

Grades Served: PreKindergarten – 12th Grade

Contact Person Name and Position: Daniel Posthumus, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

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

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

1. Stakeholder Engagement

1a. Annual Report

- Our World's Best Workforce report can be found on our District website at www.wheaton.k12.mn.us

1b. Annual Public Meeting

- The date of the school board annual public meeting to review progress of the 2015-2016 school year is Monday, December 11, 2017.

1c. District Advisory Committee

District Advisory Committee Member	Role in District
Heidi Rinke	Staff Development
Dennis Fischer	Math Teacher
Jayne Oachs	Career & Tech Ed
Janet Koch	Community Education
Ray Gibson	Technology
Kelley Berger	English
Vicky Johnson	Community
Melissa Deal	Special Education/Parent
Amanda Olsen	Parent/Elementary
Faith Rudnitski	Counselor
Lynae Berger	Support Staff
Brittany Erickson	Science
Nancy Laines	Health & PE
Marty Lanter	Administration & Parent
Daniel Posthumus	Administration

2. Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>80% of students entering Kindergarten will meet the standards for Kindergarten Readiness established by the Star Early Literacy Assessments given in in September, 2017</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>53% of students entering Kindergarten met the standards for Kindergarten Readiness established by the Star Early Literacy Assessments given in September 2016.</i></p> <p><i>80% of students in Kindergarten met the standards for the Star Early Literacy Assessments in May of 2017</i></p> <p><i>Although the goal was not met in the fall of the school year, it was met by the end of the school year, with the spring assessment standards.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p>The percentage of all students in grade 3 at Pearson Elementary enrolled by October 1 who are proficient on the Reading MCA will increase from 82% in 2016 to 85% in 2017.</p>	<p>69.2% of all grade 3 students at Pearson Elementary enrolled by October 1, 2016 were proficient on the Reading MCA.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p>From 2011-2017, we will reduce the Achievement Gap by 50%, using the FRP lunch data to measure the results. We used the 2015 State established Reading goal of 56.28% proficient for our District.</p>	<p>Our FRP lunch date assessment results showed that 50% of our students were proficient, as assessed on the Spring 2016 MCA on a District-wide scale.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Wheaton Area Schools will increase by 2% for the 8th grade math for the 2016-20107 MCA test results. 43.5% of students were proficient for the 2016 MCA assessment.</p>	<p>53% of the students in grade 8 were proficient on the 2017 MCA Math.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Wheaton Area Schools will achieve a graduation rate of 90% for all students in the cohort group (enrolled in grade 9 and graduate four years later) with no student subgroup achieving less than 85% by 2020.</p> <p>Wheaton 2017 Annual Goal: The graduation rate for students receiving free and reduced priced lunch and graduating in four years (enrolled in grade 9 in 2014 and graduate in 2017) will be 90% by July, 2017.</p>	<p>93.5% of all students in the class of 2017 cohort earned a high school diploma from Wheaton Area Schools by July 1, 2017.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

- Our greatest need for improvement was found to be 8th grade Math. In reviewing the 8th grade math scores on MCA from 2013, only 33.3% of our students were proficient. In the spring of 2015, only 36.4% were proficient. In the spring of 2016, only 43.5% were proficient.
- The Star Early Literacy Assessment, A-Reading and A-Math results, MCA Scores, STAR Reading assessments and ACT scores were all reviewed for students, as they correlated to their grade levels tested. Scores from 2014-2015 school year, as well as past assessment data was reviewed for all students to incorporate strategies that would best address student needs. Through the use of Curriculum Committees, RTI Committees (we call them Child Study Teams), Leadership Committee, Staff Development Administrative Team and Faculty meetings, students procedures, curriculum and instructional strategies are reviewed and chosen to best meet the needs of our students.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*
- Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of regular classroom teachers, Title teachers (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress periodically to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.
- Assessment data used in the decision making process consisted of Star Early Literacy Assessments, A-Reading and A-Math, the Minnesota Comprehensive Assessments (MCA), the STAR Accelerated Reader and Math assessments, as well as curriculum assessments and classroom observation. Based on the state and district assessment data, a discussion takes place to determine a course of action to fit each individual student's specific needs. Students are then assessed periodically to determine whether they are making appropriate growth toward their individual and grade level goals.

4b. Teachers and Principals

Teachers and Principals are evaluated through the District adopted Teacher and Principal evaluation plans, which meet the MDE standards. They also have the opportunity to attend high quality staff development every year in August. These days provides opportunities to learn researched based strategies in reading and opportunities for collaboration amongst peers. We also provide opportunities to attend high quality professional development through our staff development committee and Professional Development Days scheduled throughout our school year.

4c. District

- Our Star Early Literacy Assessments, A-Reading, and A-Math, as well as the MCA scores show that our students do have achievement gaps from lower socioeconomic and special education students, when compared to our white, non-lower socioeconomic level students. This is one reason we have continued to offer a Preschool calendar this year to include more days and longer periods of time for our youngest students.
- Parents and staff are surveyed on a yearly basis. Our needs assessment consists of examination of all assessment data, using staff development days to study and addressing areas of concern meeting with the principals to discuss and continuously revisit student progress during Child Study Team meetings.
- Our increased use of technology using iPads in grades PK-5 and a 1:1 iPad program with students in grades 6-12 increase the availability of researched based programs for all students to use specific to their individual needs.

5. Equitable Access to Excellent Teachers

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

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

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

In this 2016-2017 summary report submission, please provide the information below. All the students in our District attend the same schools, as we have one Preschool-5th grade school and one 6-12th grade school.

Wheaton Area Schools District is made up of two buildings. Our Elementary School serves students in grades Pre-Kindergarten-5th grade. We have one and two classrooms per grade level. Teachers are all highly qualified in our Elementary School, meaning they are all licensed in their field of teaching and very effective. None of our teachers were new to the profession last year.

Our second building is our Middle/High School, which serves grades 6-12. All our teachers are highly qualified and we have one to two sections of each class.