

# 2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

## Report Instructions and Information

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### Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at [Venessa.Moe@state.mn.us](mailto:Venessa.Moe@state.mn.us) if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

## Cover Page

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### District or Charter Name

4127-07 TEAM Academy

### Grades Served

### Please check all that apply:

Kindergarten  
First grade  
Second grade  
Third grade  
Fourth grade  
Fifth grade  
Sixth grade

### WBWF Contact Information

#### WBWF Contact Name

Jill Courtney

#### WBWF Contact Title

Director

**WBWF Contact Phone Number**

507-833-8326

**WBWF Contact Email**

jcourtney@team.k12.mn.us

**Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?**

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

**Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?**

No

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

**Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?****A&I Contact Name****A&I Contact Title****A&I Contact Phone Number****A&I Contact Email**

## **Annual Report**

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**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 link to the district's WBWF annual report and A&I materials.**

**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.team.k12.mn.us/site/handlers/filedownload.ashx?moduleinstanceid=1163&dataid=1179&FileName=WBWF%20Plan.pdf>

**Provide the direct website link to the A&I materials.**

## Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

**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 2019-20 school year.**

9/9/20

## World's Best Workforce

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## District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

## District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

**First and Last Name**

Jill Courtney

**Role in District**

Director

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Robin Negrete

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Janel Schmidt

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Jenna Auen

**Role in District**

Social Worker

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Ashley Kath

**Role in District**

Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sheryl Osweiler

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Julie Ladwig

**Role in District**

Community Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Jenae Ross

**Role in District**

Paraprofessional

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Missy Pfeifer

**Role in District**

Business Manager/Technology Director

**Part of Achievement and Integration Leadership Team?**

No

# Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

**WBWF Requirement: WBWF requires districts and charters 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.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

We looked at the free and reduced numbers and ethnicity for our school and for each grade level. Then we looked at each teacher's years of experience and their performance on our teaching rubric. The data is looked at annually by our leadership team.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

**What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

(200 word limit)

We have a strong mentor program for any new teachers or paras at our school. All of our students are taught by a variety of effective teachers during their school day. We will continue to work with all teachers in their first 3 years of teaching at our school to ensure they are effective.

**WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.**

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

Hispanic and African American student groups are not represented. At least one more in each ethnic group.

**What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?**

(200 word limit)

We have a very hard time filling teaching and student support positions at our school. We use mentor programs and coaching to retain our teaching and support staff.

## Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

**SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.**

### All Students Ready for School

**Does your district/charter enroll students in kindergarten?**

Yes

#### Goal

**Provide the established SMART goal for the 2019-20 school year.**

At least 50 percent of students will have a Student Growth Percentile of 51% or greater from Fall to Spring on the AIMSweb Early Numeracy assessment during the contract term of 2018-2021.

#### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

The 2017-2021 combined average AIMSWEB Early Numeracy percent of students who earned a SGP of 51% or greater is 84%.

## Goal Status

### Check one of the following:

On Track (multi-year goal)

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Our teachers benchmark students three times each year using AIMSweb Plus. After this assessment students score below the 10% percentile are pulled and progress monitored bi-weekly.

We have a Title 1 program and ADSIS program. We meet at a team three times a year (or more as needed) to go over the students in each program and the progress they are making.

Teachers are trained in using the site based intervention team process. Teachers track data on each intervention they are using with students on a daily basis. This data is presented to the site based intervention team at the initial meeting. This process has helped us eliminate unnecessary special education referrals because we have found interventions (behavior and academic) that have been successful for our students.

We have implemented Math Expressions over the past four years. Our math intervention teacher attends regular training with other schools using math expressions. She coaches our teachers based on what she is learning at these trainings.

## Do you have another goal for All Students Ready for School?

No

## All Students in Third Grade Achieving Grade-Level Literacy

### Does your district/charter enroll students in grade 3?

Yes

## Goal

**Provide the established SMART goal for the 2019-20 school year.**

The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

## Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

From the baseline year 2014-2017 rate of 39.43% the school's proficiency increased to 45.04%, an increase of 5.61 percentage points.

## Goal Status

### Check one of the following:

On Track (multi-year goal)

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Our teachers benchmark students three times each year using AIMSweb Plus. After this assessment students score below the 10% percentile are pulled and progress monitored bi-weekly.

We have a Title 1 program and ADSIS program. We meet at a team three times a year (or more as needed) to go over the students in each program and the progress they are making.

o Teachers are trained in using the site based intervention team process. Teachers track data on each intervention they are using with students on a daily basis. This data is presented to the site based intervention team at the initial meeting. This process has helped us eliminate unnecessary special education referrals because we have found interventions (behavior and academic) that have been successful for our students.

We implemented Reading Street five years ago and our reading intervention teacher is our reading coach. She has also helped us implement Daily Five Reading strategies and procedures with our students.

Context clues, inferences, and fluency are areas that our students are struggling with. We have implemented repeated readings and Sleuth activities in our upper grades to help with these skills.

## Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

## Close the Achievement Gap(s) Between Student Groups

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

The school's proficiency rate for FRP exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year,

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

From the baseline year 2014-2017 rate of 33.33% the school's proficiency increased to 48.65%, an increase of 15.32 percentage points.

### Goal Status

**Check one of the following:**

On Track (multi-year goal)

## **Narrative**

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Our teachers benchmark students three times each year using AIMSweb Plus. After this assessment students score below the 10% percentile are pulled and progress monitored bi-weekly.

We have a Title 1 program and ADSIS program. We meet at a team three times a year (or more as needed) to go over the students in each program and the progress they are making.

Teachers are trained in using the site based intervention team process. Teachers track data on each intervention they are using with students on a daily basis. This data is presented to the site based intervention team at the initial meeting. This process has helped us eliminate unnecessary special education referrals because we have found interventions (behavior and academic) that have been successful for our students.

## **Do you have another goal for Close the Achievement Gap(s) Between Student Groups?**

No

## **All Students Career- and College-Ready by Graduation**

### **Goal**

**Provide the established SMART goal for the 2019-20 school year.**

The percentage of students in Tier 3 will be reduced by 15 -20 percentage points from the fall to spring.

### **Result**

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

The percentage of students in Tier 3 was reduced by an average of 21.70 percentage points.

### **Goal Status**

**Check one of the following:**

On Track (multi-year goal)

## **Narrative**

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Teachers are trained in using the site based intervention team process. Teachers track data on each intervention they are using with students on a daily basis. This data is presented to the site based intervention team at the initial meeting. This process has helped us eliminate unnecessary special education referrals because we have found interventions (behavior and academic) that have been successful for our students.

**Do you have another goal for All Students Career- and College-Ready by Graduation?**

No

## **All Students Graduate**

**Does your district/charter enroll students in grade 12?**

No

### **Goal**

**Provide the established SMART goal for the 2019-20 school year.**

### **Result**

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

### **Goal Status**

**Check one of the following:**

### **Narrative**

**What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?**

**What strategies are in place to support this goal area?**

**(Narrative is required. 200 word limit)**

## **Thank You!**

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**Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.**

**[http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607519896\\_5fd0ce986eb335.86972075&sg\\_navigate=start](http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607519896_5fd0ce986eb335.86972075&sg_navigate=start)**