



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: TEAM Academy

Grades Served: K-6

WBWF Contact: Jill Courtney

A and I Contact:

Title: Director

Title:

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Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes

X

No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration 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.team.k12.mn.us/domain/75>

Annual Public Meeting

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.

9/25/19

District Advisory Committee

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.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jill Courtney	Director	
Jenna Auen	Social Worker	
Janel Schmidt	Parent	
Sheryl Osweiler	First Grade Teacher	
Robin Negrete	Math Intervention Teacher	
Julie Ladwig	Community Member	
Hailey Muntean	Student	
Jenni Brittain	Fourth Grade Teacher	
Missy Pfeifer	Technology Director and Business Manager	

Equitable Access to Excellent and Diverse Educators

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.

Respond to the questions below. Limit response to 400 words.

- 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?
 - 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.
 - Who was included in conversations to review equitable access data?
 - Our leadership team looked at the data provided by our director.
 - What equitable access gaps has the district found?
 - We had two beginning teachers last year that were in their first 3 years. Both of these teachers had mentor teachers that worked with them as their coaches for the year. Even though they were in their first 3 years of teaching, we felt they were both very effective.
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - All of our students are taught by a variety of effective teachers during their school day.
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
 - We will continue to work with all teachers in their first 3 years of teaching at our school to ensure they are effective.

WBWF also 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. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
 - Hispanic and African American

- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
 - At least one more in each ethnic group.
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
 - We have a very hard time filling teaching and student support positions at our school.
- 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?
 - We use mentor programs and coaching to retain our teaching and support staff.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2018-19 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 goals are taken from our NEO Performance Framework.

All Students Ready for School

Goal	Result	Goal Status
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Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>By 2020-2021, at least 70 percent of students will have a Student Growth Percentile of 51% or greater from Fall to Spring on the AIMSweb Early Numeracy assessment (Number Naming Fluency, Quantity Total Fluency, and Concepts & Applications).</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The 2017-2020 combined average AIMSWEB percent of students who earned a SGP of 51% or greater is 84%.</p>	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Narrative is required; 200-word limit.

- 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?
 - 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 three 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.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p><i>By 2020-21, the school's proficiency rate as measured by the state assessments in reading exceeds the state average by at least 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.</i></p>	<p><i>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.</i></p>	<p> <input type="checkbox"/> Not On Track (multi-year goal) <input 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) <input type="checkbox"/> District/charter does not enroll students in grade 3 </p>

Narrative is required; 200-word limit.

- 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?
 - 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 implemented Reading Street four 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.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>By 2020-2021, the school's FRP proficiency rate on the state assessment in reading will be greater than 10 percentage points above the state average.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>From the baseline year 2014-2017 rate of 33.33% the school's proficiency decreased to 28.65%, an decrease of 4.68 percentage points.</i></p>	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200-word limit.

- 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?
 - 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.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>By 2020-21, the percentage of students below grade level who make high growth on the state assessment in reading will increase by more than 20 percentage points from the baseline year.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>From the baseline year 2014-2017 rate of 27.40% the percent of students below grade level who made high growth improved by 21.54 percentage points from 27.40% to 48.94%.</i></p>	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200 word limit.

- 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?
 - 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.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></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 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> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required; 200-word limit.

- 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?