



2016-17 World's Best Workforce Report Summary

District or Charter Name: TEAM Academy

Grades Served: K-6

Contact Person Name and Position: Jill Courtney, Director

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

[Note: 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.]

- http://www.team.k12.mn.us/files/_icBHv_/b925adc0be2248913745a49013852ec4/16-17_WBWF_Plan.pdf

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- 11/24/17

1c. District Advisory Committee

We meet every other Tuesday morning before school.

- Complete the list of your District Advisory Committee members for the 2016-17 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 Member	Role in District
Jill Courtney	Director
Jenna Auen	Social Worker
Ruby Teague	Parent
Janel Schmidt	Parent
Sheryl Osweiler	Teacher
Robin Negrete	Teacher
Julie Ladwig	Community rep
Hailey Muntean	Student
Jenni Brittain	Teacher
Missy Pfeifer	Business Manager

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided

by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
The percent of kindergarteners who complete preschool screening before the school year starts will stay at 100%.	<i>100% of our students completed preschool screening before the school year started in 2016-17.</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

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

Goal	Result	Goal Status
<p>The percentage of third grade students who are proficient on the spring benchmark AIMSweb CBM will increase from 40% in spring 2016 to 45% by spring 2017.</p>	<p><i>42.86% of our third graders met the target score on their spring benchmark AIMSweb CBM test.</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 grade 3</i></p>

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

Goal	Result	Goal Status
<p>TEAM Academy will narrow the achievement gap of Free and Reduced vs. Non-Free and Reduced by five percent on the proficiency index score in Reading and Math on the 2017 MCA tests.</p>	<p>The achievement gap for the Free and Reduced students vs. the Non Free and Reduced Students narrowed in Reading from 27% to 25% on the MCA Tests and narrowed from 11% to 0% in Math. The goal was achieved for Math. Even though the gap narrowed for Reading, the goal was not achieved in Reading.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met Math</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met Reading</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status

<p><i>At TEAM Academy we will maintain 100% of students participating in College Week where they will learn about different colleges and write a personal mission statement from 2015-16 to 2016-17 school year.</i></p>	<p><i>100% of students participated in college week and wrote a mission statement.</i></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>
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2e. All Students Graduate

<p>Goal</p>	<p>Result</p>	<p>Goal Status</p>
		<p><i>Check one of the following:</i></p> <p><input 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 checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *When looking at MCA and AIMSweb data we saw the biggest gaps in scores with our girls vs. boys subgroup in math and free/reduced vs. non free/reduced in reading.*
- *Our overall proficiency on the MCA increase 9% in both reading and math.*
- *The AIMSweb showed that students' accuracy increased when reading.*
- *The AIMSweb math showed that students needed more interventions with basic math fact practice.*

4. Systems, Strategies and Support Category

4a. Students

- *Students are assessed using the AIMSweb assessments in reading and math three times each year.*
- *Our PLCs look at data after each benchmark period to determine if students need intervention support from our Title 1 or ADSIS programs. Data is broken down by classroom and student group. This helps teachers see where more interventions are needed.*
- *Students who score below the 20th percentile are placed in Title 1 and students who score below the 10th percentile are placed in our ADSIS program. Students receive up to 30 minutes of extra instruction each day if they are in an intervention program.*

4b. Teachers and Principals

- *Assessment data from AIMSweb, MCA, and Curriculum Assessments are evaluated throughout the year in PLCs to determine if instruction strategies are being implemented successfully.*
- *We have a curriculum review cycle and committee established. The committee has criteria they use to evaluate potential curriculums for our school. We meet throughout the year until we come to a conclusion about a curriculum we want to present to our school board for approval.*
- *Teachers are evaluated three times each year by our Director. Teachers are also evaluated by their PLC leaders throughout the year with informal walkthroughs. We are a Q-comp school and follow our approved evaluation process.*
- *Our Director is evaluated each year by the school board. The evaluation we use is from MSBA. Our director sets goals based on the superintendent competencies and is evaluated based on the goals met.*

4c. District

- *Our reading and math curriculum have technology components included with them. Our students use the following technology programs for reading, math and science support – Think Central, SuccessMaker, Renaissance Place, Pearson Realize, and Reading Street and Math Expressions online components.*

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.

- *We have had a very hard time in past years to fill open teaching positions at our school. Because of this we have had to hire community experts for the past two years.*
- *We do feel all of our students have access to experienced teachers. This is the second year that we have not had to hire any new staff members (teachers or paras). We feel this consistency is key for our students and also helping us close the gap.*
- *We are a very small district with only one classroom of each grade level (K-6). Our staff have been at our school since the day we opened (13 years) to 3 years. With the varying level of expertise and experience we always spend time at our back to school workshop going over our mission, vision, and school values so all staff understand and are on board. We feel this really helps with our school culture and environment.*