

2014-2015 World's Best Workforce Report Summary

District or Charter Name Schoolcraft Learning Community
Contact Person Name and Position Scott Anderson, 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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

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.schoolcraft.org/html/about/documents/2014-2015-worlds-best-workforce-summary.pdf>

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.]

- *September 15, 2015*

District Advisory Committee

[Note: 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.]

- *Mark Morrissey/ Parent, Dacia Dauner/Parent, Kristi Garbow/ parent and teacher, Erica Harmsen/ Parent, Robert Maher/Community member, Shanna Reiners/ parent and teacher, Kristin Sorgenfrei/ teacher, Sara Dreyer/ teacher*

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<i>All students entering Kindergarten will have completed a pre-school screening assessment with the local district.</i>	<i>All students did complete a pre-school screening assessment.</i>
All Students in Third Grade Achieving Grade-Level Literacy	<i>DRA testing will be done with each K-3 student up to 3 times during the school year. 80% of all students will be determined to be working at or above grade level by Spring 2015</i>	<i>Spring DRA testing results determined that 75% of all students tested were working at or above grade level.</i>
Close the Achievement Gap(s) Among All Groups	<i>All eligible sub-groups will show a positive gain based upon Spring MCA scores.</i>	<i>All eligible sub-groups had a positive number indicating positive growth. These sub-groups also score higher than the state and local averages</i>
All Students Career- and College-Ready by Graduation	<i>Not Applicable</i>	<i>Not Applicable</i>
All Students Graduate	<i>Not Applicable</i>	<i>Not Applicable</i>

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.]

- *The Schoolcraft school board created four goals for the 2014-15 school year. This was based upon Parent and staff surveys, MCA scores as well as long range planning sessions. The goals were: Define SLC's culture and uniqueness, Strengthen and sustain our Expeditionary model, Create opportunities for on-going financial support and Communicate our vision for 2017.*

Systems, Strategies and Support Category

Students

- *1. Push in program for additional support with Sped and Title 1 students.*

- *Online grading system with student access for students in grades 6-8.*
- *Twice a year conferences to assist families with information regarding progress/needs*
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Teachers and Principals

- *We continued to maintain a regular teacher/staff evaluation schedule utilizing both formal and walk through classroom observations. Peer critique times were also established to help others gain information/build relationships. The Director is also evaluated annually by the Board of Directors.*

District

- *A school-wide leadership was created that identified/created a work plan that incorporated both academic and social objectives. All professional development was geared towards these goals with those participating providing on-going staff development opportunities during training days. We also created a new Instructional Coaching position that provided staff members with individual coaching/growth cycles/mentoring.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.