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## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Schoolcraft Learning Community

Grades Served: K- 8

Contact Person Name and Position: Adrienne Eickman, Executive 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 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to: [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report

Schoolcraft Learning Community's World's Best Workforce Report Summary is on our website at:  
<http://schoolcraft.org/html/about/documents/2015-2016-worlds-best-workforce-summary.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.]

Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.  
September 15, 2015

### 1c. 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.]

Ø Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Stacy Bender-Fayette, parent. Sharleen Zeman-Sperle, parent and teacher.  
Monica Hansmeyer, parent. Sanya Mortenson, parent. Tonya Prim, parent. Chrissy Boe, parent.

## 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 Kindergarten

Goal	Result	Goal Status
All students entering kindergarten in the 2015-16 school year will have completed a pre-school screening assessment with the local district.	<i>All students entering kindergarten were screened.</i>	Goal Met

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

Goal	Result	Goal Status
The percentage of all students enrolled October 1 in grades 3-8 at SLC who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will increase from 57.4% in 2015 to 62.4% in 2016 (increase of 5 percentage points).	The percentage of all students enrolled October 1 in grades 3-8 at SLC who earned an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) was a 63.6%	Goal Met

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

Goal	Result	Goal Status
All eligible sub-groups will show a positive gain based upon the Spring 2016 MCA scores.	According to the MCA Results from 2016, none of the eligible subgroups made positive gains when compared to the year before.	Goal Not Met

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

Goal	Result	Goal Status
Not applicable	Not applicable	Not applicable

**2e. All Students Graduate**

Goal	Result	Goal Status
Not applicable	Not applicable	Not applicable

### 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.]

The schoolcraft school board created four goals for the 15-16 school year this was based upon parent and staff surveys, MCA scores, as well as long-range planning sessions.

- Define SLC's culture and uniqueness
- Strengthen and sustain our expeditionary model
- Create opportunities for ongoing financial support
- Communicate our vision for 2017

### 4. Systems, Strategies and Support Category

#### 4a. Students

- 1) Push in program for additional support with SPED and Title I students
- 2) Online grading system with student access for grades 6-8
- 3) Twice a year conferences to assist families with information regarding progress and needs

#### 4b. Teachers and Principals

We continued to maintain a regular teacher and 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 evaluated annually by the board of directors.

#### 4c. District

A schoolwide leadership team identified/created a work plan that incorporated both academic and social objectives. All professional development was geared towards these goals; staff applied for outside professional development opportunities and then provided in house professional development to teachers. An instructional guide provided weekly staff development opportunities and coaching.

## 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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

All teaching positions require a valid teaching license. Pursuant to statute, families are notified if students are receiving instruction from a non-licensed teacher.
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