



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:** Mesabi East School District

**Grades Served:** PK-12

WBWF Contact: Gregg Allen

Title: Superintendent

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## Part A: Required for All Districts

### 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.

- The World's Best Workforce Plan is available on the Mesabi East School District Website at [www.isd2711.org](http://www.isd2711.org). The school district also published the WBWF in the Spring Newsletter

### 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.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- *The annual World's Best Workforce meeting will be held on February 20, 2019 at 3:30 p.m.*

### 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 2017-18 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)
Gregg Allen	Superintendent	
Cindy Landwer	Teacher	
Gail Esala	Teacher	
Ashley Thiel	Teacher	
Craig Sickle	Teacher/Community Member/Parent	
Kari Hunt	Staff member/Community Member	
Amy Maki	Elementary Principal	
William Wietman	High School Principal/Community Member	
Walt Hautala	School Board Member/Community Member	
Tessa Peterson	Guidance Counselor	
Katie Olson	Student	
Alexis Parks	Student	

## **Equitable Access to Excellent Teachers**

The district reviews the seniority list, out-of-field teacher list and ineffective teacher list and determines a percentage of teachers as listed below.

Probationary Teachers - 13%

Out-of-Field Teachers - 6%

Ineffective Teachers - 0%

**The District has only one building for all students in PK-12 grade. Minority students and students of low income do not have segregated classroom 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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The percentage of all students entering kindergarten at Mesabi East Elementary who are proficient on the Oral Reading Fluency-Children’s Educational Services Reading Assessment will increase from 12% in the fall of 2017 to 20 % in the winter of 2018 and 40 % in the spring of 2018.</p>	<p>The reading proficiency for 2017-2018 increased from 12% to 49 %, and did increase enough to meet the spring goal as measured by the Oral Reading Fluency-Children’s Educational Services Reading Assessment.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We use an Oral Reading Fluency-Children’s Educational Services Reading Assessment with all our students kindergarten through 8<sup>th</sup> grade. Teachers meet weekly in PLCs to review short cycle data, such as common assessments and progress monitoring information. The teachers also meet three times a year (September, January, and May) to review the mid-cycle data (benchmark assessments 3x’s/per year). The teachers disaggregate the student data using a tiered system. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.*
- *What strategies are in place to support this goal area? We use an MTSS model. Instruction is based on that MN State Reading Standards for all Tiers. All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success (pull out with a ratio of 2:1).*
- *How well are you implementing your strategies? The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. We are working toward increasing the complexity of the instruction within all 3 tiers.*
- *How do you know whether it is or is not helping you make progress toward your goal? Progress is monitored via short cycle data (common assessments, teacher observations, weekly progress monitoring); mid cycle data (benchmark assessment 3x’s/year), and long cycle data (MCA’s, MTAS).*

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>
<p>The percentage of all students enrolled October 1 in grade 3 at Mesabi East Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 69.4% in 2017 to 75.4% in 2018 and increase to 81.4% in 2019.</p>	<p>Reading proficiency in 2016-2017 decreased from 69.4% to 47.5% in 2017-2018 as measured by all state accountability tests (MCA,MTAS).</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We use an Oral Reading Fluency-Children's Educational Services Reading Assessment with all our students kindergarten through 8<sup>th</sup> grade. Teachers meet weekly in PLCs to review short cycle data, such as common assessments and progress monitoring information. The teachers also meet three times a year (September, January, and May) to review the mid-cycle data (benchmark assessments 3x's/per year). The teachers disaggregate the student data using a tiered system. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.*
- *What strategies are in place to support this goal area? We use an MTSS model. Instruction is based on that MN State Reading Standards for all Tiers. All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success (pull out with a ratio of 2:1).*
- *How well are you implementing your strategies The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. We are working toward increasing the complexity of the instruction within all 3 tiers.*
- *How do you know whether it is or is not helping you make progress toward your goal? Progress is monitored via short cycle data (common assessments, teacher observations, weekly progress monitoring); mid cycle data (benchmark assessment 3x's/year), and long cycle data (MCA's, MTAS).*

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>All student groups will meet reading and math proficiency targets that were set incrementally to meet the eventual goal to reduce the achievement gap by 50% in 2018.</p>	<p>The percentage of all students enrolled October 1 in grades 3-8, 10 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) were as follows:</p> <p>36.7% of students decreased or stayed at “does not meet.”            48.3% of students maintained            15% of students improved</p> <p>The percentage of all students enrolled October 1 in grades 3-8, 11 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) were as follows:</p> <p>46.2% of students decreased or stayed at “does not meet.”            39.8% of students maintained            14% of students improved</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>

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- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We use an Oral Reading Fluency-Children’s Educational Services Reading Assessment with all our students kindergarten through 8<sup>th</sup> grade. Teachers meet weekly in PLCs to review short cycle data, such as common assessments and progress monitoring information. The teachers also meet three times a year (September, January, and May) to review the mid-cycle data (benchmark assessments 3x’s/per year). The teachers disaggregate the student data using a tiered system. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.*
- *What strategies are in place to support this goal area? We use an MTSS model. Instruction is based on that MN State Reading Standards for all Tiers. All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success (pull out with a ratio of 2:1).*
- *How well are you implementing your strategies The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. We are working toward increasing the complexity of the instruction within all 3 tiers. How do you know whether it is or is not helping you make progress toward your goal? Progress is monitored via short cycle data (common assessments, teacher observations, weekly progress monitoring); mid cycle data (benchmark assessment 3x’s/year), and long cycle data (MCA’s, MTAS).*

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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
ACT Composite score will increase from 20.2 in 2016-17 to being above state average in 2017-18.	Mesabi East’s composite score in 2017-18 was 18.1. State score was 21.3.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*  
 ACT Composite score as well as benchmark scores of English Composition, College Algebra, Social Science, and Biology were used to determine College Readiness.
- *What strategies are in place to support this goal area?*  
 We use an MTSS model. Instruction is based on MN State Standards for all Tiers. All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Study Island or receive tier 3 instruction via ADSIS-Giant Success (pull out with a ratio of 2:1).
- *How well are you implementing your strategies?*  
 The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. We are working toward increasing the complexity of the instruction within all 3 tiers.
- *How do you know whether it is or is not helping you make progress toward your goal?*  
 Monitored through PLCs and long cycle ACT data.

## All Students Graduate

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The percentage of all students who graduate in their cohort group (enrolled in grade 9 and graduate four years later) will increase from 90.3% in 2017 to 95.3% in 2018 as measured by the Minnesota School Report Card.</p>	<p>Graduation rate data was not available on the Minnesota School Report Card at the time of this report. However, 5 Year Trend Data indicates an increasing trend in graduation rate.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*  
*Minnesota School Report Card Graduation data is used to identify needs. This data is disaggregated to identify needs for student groups.*
- *What strategies are in place to support this goal area?*  
*Teachers participate in nationally recognized professional development for Tier 1 instruction. Through this PD, teachers develop new ways to engage and empower students in the classroom. Additionally, as a district we realize that Attendance matters as progress toward this goal. An attendance PLC was created to develop a system for increasing attendance at school which will lead to increased learning and improved graduation rates. Finally, our district provides targeted services and credit recovery options for students.*
- *How well are you implementing your strategies?*  
*Overall, the work that teachers are doing through their professional development is improving instruction at the Tier 1 level. Additionally, the attendance PLC as well as student supports are in place and implemented with fidelity.*
- *How do you know whether it is or is not helping you make progress toward your goal?*  
*Staff participate in multiple coaching for implementation sessions and data collection to guide their learning from PD sessions. Attendance and graduation data is reviewed.*

