



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

District or Charter Name:

Grades Served:

WBWF Contact: William Walters

Title: Superintendent

Phone: 218-857-2823

Email: wwalters@climax.k12.mn.us

A and I Contact:

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

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.

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.

www.climax.k12.mn.us

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.

May 21, 2018

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)
William Walters	Superintendent	
Art Meyer	K-12 Principal	
Kate Nesvig	Bookkeeper	
Adrian Winger	Music Teacher	
Toscha Larson	Parent/Board Member	
Jon Carlson	School Board Member	
Kelsey Wagner	Pre-K Teacher	
Mason Grimes	Physical Education	
Elizabeth Snyder	Parent	
Joe Hyde	Technology Coordinator	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Climax-Shelly School has an enrollment of 240 student’s Pre-K thru 12th Grade. We are a single section school Building. Our students all have access to the same teachers. If a teacher is ineffective, the evaluation process will be used to move them along. If we have an inexperienced teacher, they are provided a mentor and all students will have class with that teacher. The same would be if we had to use a out of field teacher. We are to small for us to separate our students. We provide our students with the best instruction available to us at the time.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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
90% of all Pre-K Students will score at the "ready for school" level according to the creative curriculum assessment at the end of the 2017-2018 School Year.	10 of 12 were assessed as being school ready according to the assessment.	Check one of the following: Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten

- *Students are assessed at the beginning of the school year to establish a baseline of skill level on each student.*
- *Students are assessed throughout the school year by the classroom teacher:*
 - If a student is not making timely academic and social gains, we then try to remediate skills with different learning strategy until the skill is mastered.
- *Teacher formative assessment has been found to be more reliable on student progress than standardized testing.*
- *Our teacher monitors student progress skill by skill with every student. She works closely with ASEC Early Childhood Specialist when looking for a second opinion or another learning strategy.*

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>By May of 2018 all 3rd grade students will be reading at grade level according to the STAR Reading Test.</i></p>	<p><i>56% of third graders were proficient on the STAR Reading Test in May of 2018.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</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>

- *We are a Title I school and will use that program to help with non-proficient readers using scientific based reading strategies to improve reading skills.*
- *We also use a reading specialist trained in PRESS Reading Program Strategies that will assist all struggling readers including special need students K-3.*
- *Both the Title I Teacher and Reading Specialist assess students monthly using the STAR Reading Assessment to monitor student progress.*
- *Both programs are fully up and running. Teachers are seeing additional gains with our students the better we get at both programs.*

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>By May of 2018 Climax-Shelly School will close the Achievement Gap between all groups including Free and Reduced lunch students and all sub groups included in our district profile.</i>	<i>We have made no significant gains towards realizing this goal.</i>	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

This goal will be reassessed by our committee. We have many students that transition in and out of our school district throughout the school year. Other strategies will need to be researched in order to make significant progress with this goal.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Climax-Shelly School will employ a guidance counselor to track and assist students with academic and career planning.	<i>Climax-Shelly School hired a full-time guidance counselor to assist students with academic and career planning.</i>	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

- *The guidance counselor will keep data on how many students she assists throughout the school year. Also, will keep track of how many of our students chose college versus a career track.*
- *Because of our small size, our counselor meets individually with all secondary students.*
- *The guidance counselor also administers an interest survey to all of our students. These results help with student programming.*
- *The guidance counselor meets with Juniors and Seniors before the school year starts to make they are taking the proper classes to be college ready. All student contacts are tracked by the guidance office.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>All students that attended Climax-Shelly High School since 9th grade will graduate on time with their class each May.</i></p>	<p><i>All students that started in 9th grade at Climax-Shelly High School graduated on time for the 2017-2018 school year.</i></p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- *.Students are monitored every three weeks for academic progress or deficiencies. Students are counseled by the guidance counselor and principal if they are not making academic progress.*
- *We have scheduled a TEAM Time for all students to receive academic assistance on a mandatory basis. TEAM Time is 40 minutes daily.*
- *TEAM Time has been fully implemented in Climax-Shelly High School.*
- *The amount of failing grades in our school have been reduced by 40% since starting TEAM time.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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?*
- 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?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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?*
- *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?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.