

WBWF GOALS & ACHIEVEMENT 2015-2016

World's Best Workforce Goal Area	2015-2016 Goal	2015-2016 Results	2016-2017 Goal	Strategies for 2016-2017
<p>All third graders achieve grade level literacy</p>	<p>The percent of students enrolled October 1 in Grade 3 at Warroad Elementary who earn an achievement level of at least meets the standards in reading on all state accountability tests will increase from 51.8% in 2015 to 65% in 2016 to 76.1% in 2017</p>	<p>Third grade reading increased from 51.8% to 67.8%. Goal was 65%. Met goal Exceeded by 2.8%</p> <p>Overall students in Grade 3-6 increased from 62.9% to 76.5%. Goal was 70.1% Met Goal Exceeded by 6.5%</p>	<p>The percent of students enrolled October 1 in Grade 3 at Warroad Elementary who earn an achievement level of at least meets the standards on the MCA test will increase from 67.8% to 76.1%</p> <p>The percent of students enrolled October 1 in Grade 3-6 at Warroad Elementary who earn an achievement level of at least meets the standards on the MCA test will increase from 76.5% to 77.2%</p>	<p>K-3 (Preschool) Curriculum assessment and alignment</p> <p>Targeted Tier II interventions including Title 1 and after school programming</p> <p>District wide inclusion of achievement goals in Teacher Development & Evaluation and Plan</p> <p>Robust Professional Development Committee and training opportunities</p> <p>Professional Learning Communities Completing Curriculum Review – establishing learning outcomes for each subject area in alignment with core competencies</p> <p>Utilization of technology based skill building and intervention tools. Learning A-Z, Mondo, Education City, etc.</p>

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World's Best Workforce Goal Area	2015-2016 Goal DISTRICT WIDE GOAL	2015-2016 Results	2016-2017 Goal	Strategies for 2016-2017
<p>Close the Achievement Gaps Among All Groups</p>	<p>The proficiency gap between special education and non-special education students in grades 3-8 & 11 on MCA math tests will decrease from 40.6% in 2015 to 29.1% in 2016.</p> <p>The proficiency gap between special education and non-special education students in grades 3-8 & 10 on MCA reading tests will decrease from 43.3% in 2015 to 32.2% in 2016.</p> <p>The percent of Asian students in grades 3-8 & 11 who earn an achievement level of at least meets the standards in math on all state accountability tests will increase from 53.7% in 2015 to 62% in 2016.</p> <p>The proficiency gap between free/reduced lunch and non-free/reduced lunch students in grades 3-8 & 11 at Warroad School District on MCA math tests will decrease from 21.2% in 2015 to 14.5% in 2016.</p> <p>The percent of White</p>	<p>The actual proficiency gap between special education and non-special education students in grades 3-8 & 11 on all state math accountability tests was 35.1% in 2016. Goal not met.</p> <p>The actual proficiency gap between special education and non-special education students in grades 3-8 & 10 on MCA reading tests was 43.4% in 2016. Increase of .01%. Goal not met.</p> <p>The actual percent of Asian students enrolled October 1 in grades 3-8 & who earned an a level of at least meets the standards in math on MCA tests was 46.6% in 2016. Gap increase of 7.1%. Goal not met.</p> <p>The actual proficiency gap between free/reduced lunch and non-free/reduced lunch students on all state math accountability tests was 13.5% in 2016. Goal met.</p>	<p>For the Elementary, the Asian population did not make AYP in Math. The goal was to increase from 50% to 59.8%. Actual result was 44.1%. Missed by 15.7%. Also had a decrease of Asian students that meets/exceeds by - 5.9%. Not sure that the population measured is accurate. May include English Learners and some Special Ed students. 2017</p> <p>Goal: Increase percent of Asian students in grades 3-6 at Warroad Elementary who earn an MCA achievement level of meets or exceeds the standards from 44% to 69.5%.</p> <p>Overall students in grades 3- 6 increased from 62.9% to 76.5% Special Pop Actuals Free/Reduced 63.8% SPED 33.3% EL 42.3% AI 66.7% Asian 52.9% White 82.7%</p>	<p>Tier II Interventions including ADSIS, Title I, after school targeted services programming, Academic Special Education programing – LD/EBD/DBD</p> <p>Assess data to be sure including correct populations</p> <p>Implementation of Student Assistance Team (SAT) supported by special education teachers and behavior analyst.</p> <p>Special population cultural competency training – EL Laotian Culture Training/ Ojibway World View Training</p> <p>Cultural Events in the school for Laotian and American Indian students and families.</p> <p>Hire Indian Education Coordinator to serve as student-family liaison and support classroom</p>

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	<p>students enrolled October 1 in grades 3-8 & 11 at Warroad School District who earn an achievement level of at least meets the standards in math on all state accountability test will increase from 59.7% in 2015 to 68.2% in 2016.</p> <p>The percent of White students enrolled October 1 in grades 3-8 & 10 at Warroad School District who earn an achievement level of at least meets the standards in reading on all state accountability tests will increase from 58% in 2015 to 61.7% in 2016.</p>	<p>The actual percent of White students enrolled October 1 in grades 3-8 & 11 at Warroad School District who earn an achievement level of at least meets the standards in math on all state accountability test was 59.9% in 2016. Goal not met.</p> <p>The actual percent of White students enrolled October 1 in grades 3-8 & 10 at Warroad School District who earn an achievement level of at least meets the standards in reading on all state accountability tests was 61.4% in 2016. Goal not met. by just by .3%.</p>	<p>In the High School, our achievement gap was for the white, non-SPED, non-free and reduced lunch students. Goal: Increase 7th and 8th grade reading and math scores by 5% in reading and math on their 2017 MCA test.</p>	<p>teachers in communications with families.</p> <p>Implementation of PBIS – Positive Behavior Intervention System.</p> <p>*Small group instruction *Differentiated instruction within groups *differentiated assignments (e.g. reading notebook assignments) *reteaching (during class, recess, enrichment block) modeling skills/techniques in detail (metacognition)</p> <p>Establishment of Student Assessment Team supported by special education teachers and behavior analyst.</p> <p>Implementation of PBIS – Positive Behavior Intervention Plan</p> <p>Enhanced skill building in data mining</p>
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3. Identified Need

What are the needs identified based on data: MCA's/Mobility/Attendance/Graduation rates/Remedial Course Taking/Child Poverty/etc.

4. Systems, Strategies, Support

4a students

Process Used to Assess

Process to disaggregate data by student group

4b. Teachers & Principals

System Used to review and evaluate the effectiveness of

Instruction

Curriculum

Teacher Evaluations

Principal Evaluations

4c. District

District Practices around high-quality instruction and rigorous curriculum which integrate technology and collaborative professional culture

5. Equitable Access to Excellent Teachers

Describe the districts process to examine the distribution of experienced and qualified teachers across the district and within school sites using data