



Creating the World's Best Workforce Annual Report

West St. Paul - Mendota Heights - Eagan Area Schools
School District 197

Review of 2016-2017

2016-2017 Creating the World's Best Workforce Annual Report

Under Minnesota Statute, Section 120B.11, school districts are required to develop a World's Best Workforce (WBWF) Annual Report and report summary. Per allowance by state legislation, the district will publish the required information electronically on the district website.

WEST ST. PAUL – MENDOTA HEIGHTS – EAGAN AREA SCHOOLS STRATEGIC FRAMEWORK

Mission

Our Core Purpose

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Core Values

What Drives Our Words and Actions

- **Accountability:** Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication.
- **Collaboration:** Engaging in partnerships founded on interdependence, trust, and transparency.
- **Curiosity:** Inspiring a lifelong desire to learn and grow.
- **Equity:** Providing all students with equitable access to educational resources and opportunities.
- **Excellence:** Setting high expectations and focusing on continuous improvement.
- **Innovation:** Encouraging creative problem solving, critical thinking, and risk taking.
- **Respect:** Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives.
- **Stewardship:** Allocating resources in a wise, sustainable manner to cost-effectively achieve our vision.

Vision

What We Intend to Create

- Comprehensive and exemplary academic and co-curricular programs and services
- Rigorous 21st Century curriculum and instruction based on current research and best practices.
- A safe and respectful learning community.
- A welcoming environment that embraces diversity.
- The leading educational choice in the community.

Goals

A

Achieve measurable growth and continuous progress for each student.

B

Narrow the achievement gap.

C

Personalize learning by offering multiple pathways and opportunities to explore individual interests and talents.

D

Prepare students to be career or college ready.

E

Deliver high impact early learning opportunities.

F

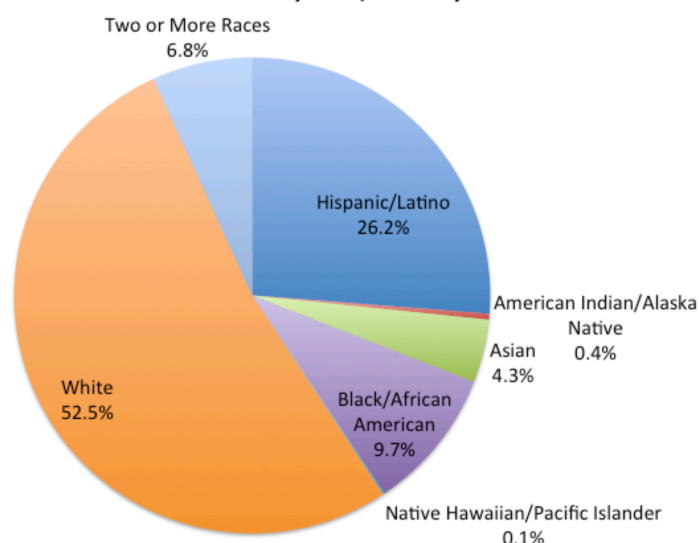
Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.

District Demographics

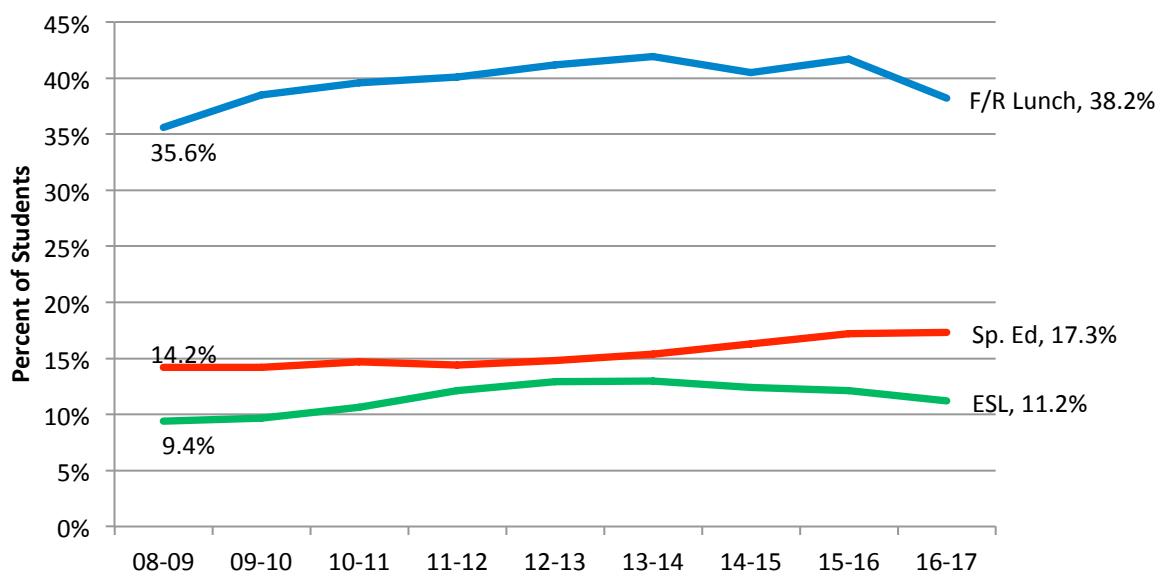
West St. Paul - Mendota Heights - Eagan Area Schools is comprised of an early learning center, five elementary schools, two middle schools, one high school, and a Special Education transition program (ages 18 – 21). The district serves more than 4,900 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake and West St. Paul, Minnesota.

Over the last nine years School District 197 has seen some changes in our student demographic. While the percentage of American Indian, Asian, and Black students has remained fairly constant, there has been an increase in the Hispanic population, while the percentage of White students has decreased. The percentages shown in the chart below are district averages; the demographics at each of our individual sites vary.

2016-2017 Enrollment by Race/Ethnicity



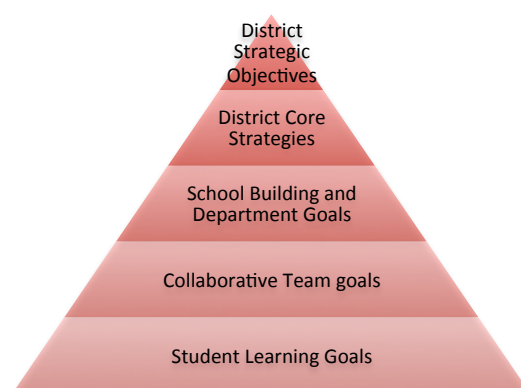
School District 197 has also seen some changes in our special populations. Special populations include three categories: students that qualify for free or reduced lunch, students that qualify for Special Education services, and students that are English Learners. Over the last nine years, the percentage of students that qualify for free or reduced lunch has increased by 3%, English Learners increased by 2%, and students that qualify for Special Education has increased by 3%.



District Goals & Improvement Plans

In 2013-2014, the district developed its Strategic Implementation Plan: Creating the World's Best Workforce. Like the State of Minnesota, School District 197 is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a district, how we work to accomplish our goals, and what the end result will be. These are described in the district's mission, vision, core values, and strategic goals.

The Strategic Implementation Plan is put into action through Continuous Improvement Planning (CIP). Through this process, district departments and school buildings set goals that are results-oriented and directly aligned to the district's strategic objectives. Teachers set goals in collaborative teams that directly connect to their building or a district CIP goal. As shown in the graphic at the right, all levels of goal-setting will be connected to create aligned student learning goals throughout the district, linking the daily work of teachers in the classroom to the strategic objectives of the School Board.



The district has a number of student achievement plans that include Title 1, Local Literacy Plan, Alternative Delivery of Specialized Instructional Services, Alternative Teacher Pay for Performance System (ATPPS), Teacher Development and Evaluation (TDE), Staff Development Plan and an Achievement and Integration plan. All of these plans play an integral part in implementing the district's Core Strategies.

The district Strategic Framework provides a roadmap for the district. A roadmap, however, is insufficient. Detailed plans for how to accomplish the goals are necessary. To that end, twenty-one Core Strategies have been identified as the actions necessary to achieve the six goals outlined in the Framework.

The district has completed the fourth year in implementation of the Core Strategies.

Measurement of Goals

The district measures its progress toward the attainment of goals through a District Scorecard. The District Scorecard identifies performance measures that indicate both a desired outcome and degree to which individual schools and the district are making progress towards those goals. The Scorecard will be updated and reviewed annually. In addition to the Scorecard, Annual Achievement Targets are set based on the previous year's performance. The Annual Targets differ from the Scorecard in that they breakdown the aspirations specified in the District Scorecard into incremental strategies, measureable, attainable, results-based, and time bound (SMART) goals on a yearly basis. An updated version of the District Scorecard can be found on the district's website.

Progress toward Strategic Goals

School District 197 measures its progress toward all strategic goals through a variety of assessments. The primary purpose of testing in School District 197 is to provide information to help improve instruction. The testing program employs a variety of assessments and standardized tests. The data received from testing helps the district analyze student progress, district curriculum, learn which programs will be most helpful for each student, and remain accountable for offering the best possible education for all students.

The Strategic Implementation Plan: Creating the World's Best Workforce is adjusted annually through the review of action plans. Action plans are considered dynamic aspects of the plan. In particular, the ability to implement the action plans is subject to availability of resources, which is evaluated annually as part of the overall budgeting process. Additionally, annual achievement is analyzed and adjustments to action plans are made based on an annual needs assessment.

Summary of District Performance

In 2013-2014, the district developed its Strategic Implementation Plan: Creating the World's Best Workforce. The table below summarizes the results of the 2016-2017 academic goals. Results are color coded to indicate progress. Pink shading indicates a decrease in performance, green indicates an increase and gray represents no change. More in depth results can be viewed in the District's Scorecard, which is available on the district website.

Goal A: Achieve measureable growth and continuous improvement for all students.	
All Students Ready for Kindergarten	Kindergarten readiness scores decreased from 79% to 77%. * Goal is to increase by 3% each year
All Students in Third Grade Achieving Grade-Level Literacy	Scores in third grade proficiency have remained flat for 4 consecutive years, 61% proficient. * Goal is to increase by 3% each year
All Students Achieving Grade Level Proficiency	Scores in grade level proficiency in reading on the Minnesota Comprehensive Assessment (MCA) remained flat in Spring 2017, 61% proficient. * Goal is to increase by 3% each year. State Proficiency was 60% in 2017.
	Scores in grade level proficiency in math on the Minnesota Comprehensive Assessment (MCA) decreased by 2% in Spring 2017, 59% proficient. * Goal is to increase by 3% each year. State Proficiency was 59% in 2017.
	Scores in grade level proficiency in science on the Minnesota Comprehensive Assessment (MCA) decreased by 4% in Spring 2017, 60% proficient. * Goal is to increase by 3% each year. State Proficiency was 54% in 2017.
Goal B: Narrow the Achievement Gap.	
Close the Achievement Gap(s) among Ethnic Groups	The Minnesota Comprehensive Assessment (MCA) proficiency gap between Hispanic and White students in math decreased by 5% in spring 2017.
	The Minnesota Comprehensive Assessment (MCA) proficiency gap between Hispanic and White students in reading decreased by 6% in spring 2017.
Close the Achievement Gap(s) for students in poverty	The Minnesota Comprehensive Assessment (MCA) proficiency gap between students who qualify for free or reduced priced lunch and those that do not in math decreased by 3% in spring 2017.
	The Minnesota Comprehensive Assessment (MCA) proficiency gap between students who qualify for free or reduced priced lunch and those that do not in reading decreased by 1% in spring 2017.
Goal D: Prepare students to be College or Career Ready.	
All Students Career-and-College-Ready by Graduation	Grade 3 and Grade 4 students who score at the ACT College Ready Benchmark on the Spring MAP Reading assessment decreased by 3% in 2017.
	Students in Grades 5 - 8 who score at the ACT College Ready Benchmark on the Spring MAP Math assessment increased by 2% in 2017.
	Grade 11 students who met college readiness benchmarks on all sub-tests of the ACT decreased by 9% in spring 2017.
	Grade 12 students who met college readiness benchmarks on all sub-tests of the ACT increased by 8% in spring 2017.
All Students Graduate	Graduation rate for class of 2016 was 88%, 6% above the state average, but down 1% from previous year.
	Graduation rate for Hispanic students rose 2% in 2016 to 85%, 20% above the state average.

Goal A: Achieve measureable growth and continuous progress for each student.

Goal A is comprised of five implementation strategies that are listed in the table below.

Goal A: Achieve measurable growth and continuous progress for each student.
A1: Create a multi-tiered educational model in math and reading that serves all students.
A2: Explore ways to expand gifted programming in the district.
A3: Develop a comprehensive and viable curriculum.
A4: Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhance administration's capacity to lead and manage change.
A5: Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).

The major actions of 2016-2017 included the following:

- Continued refinement of math and literacy intervention model. (A1)
- Training in Total School Cluster Model through Purdue University. (A2)
- Curriculum Review: (A3)
 - Technology Education, Family Consumer Sciences and Physical Education implemented new scope and sequence.
 - Physical Education implemented heart rate monitors.
 - Math selected new resources and developed K-12 scope and sequence.
 - Music completed year 1 of review.
 - Art developed new scope and sequence.
- Balanced Leadership Training for all administrators on the "What Matters Most Framework". (A4)
- Shifted funding to support instructional coaches. (A5)
- Continued training in Classroom Instruction that Works for all E-12 staff. (A5)

Focus areas for 2017-2018 include:

- Continue to refine elementary literacy intervention model. (A1)
- Implement Total School Cluster Grouping. (A2)
- Implement training modules provided by Purdue University. (A2)
- Implement new math curriculum, including common assessments. (A3)
- Complete year 2 of review in Music. (A3)
- Implement "What Matters Most Framework" in Balanced Leadership. (A4)
- Implement Instructional Coaches – supporting math or literacy. (A5)
- Continue Classroom Instruction that Works training. (A5)

Goal B: Narrow the achievement gap.

Goal B is comprised of three implementation strategies that are listed in the table below.

Goal B: Narrow the achievement gap.
B1: Increase staff cultural competency throughout the entire district.
B2: Provide educational opportunities for families to support learning at home and at school.
B3: Increase the ways in which school information is communicated in multiple languages.

The major actions of 2016-2017 included the following:

- Administrative team training in Pedagogy of Confidence and High Operational Practices through National Urban Alliance. (B1)
- Targeted equity training for instructional peer coaches and leadership teams at Garlough and Heritage. (B1)
- Continued offering Parent Academy. (B2)
- Offered high school parents one-night topic specific sessions. (B2)
- Developed standards for interpreting and translation. (B2)

Focus areas for 2017-2018 include:

- Equity training for Instructional Coaches. (B1)
- Implement standards of practice for translation and interpreting. (B2)
- Continued Parent Academy courses. (B2)

Goal C: Personalize Learning by offering multiple pathways and opportunities for students to explore individual interests and talents.

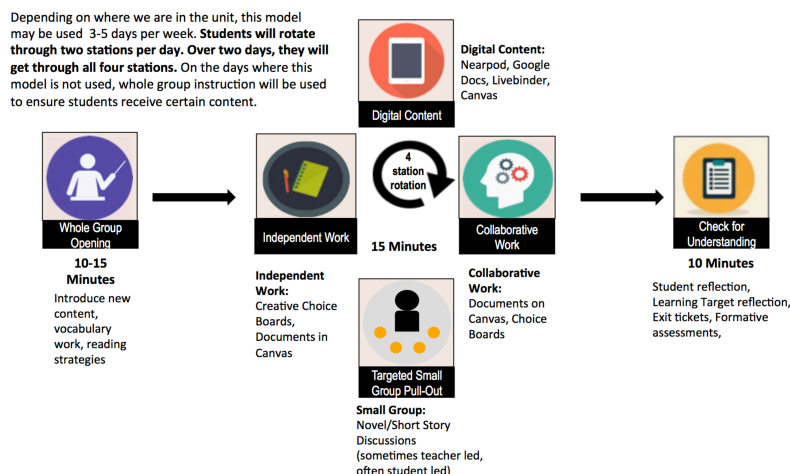
Goal C is comprised of two implementation strategies that are listed in the table below.

Goal C: Personalize Learning by offering multiple pathways and opportunities for students to explore individual interests and talents.
C1: Develop a long-term district strategy for personalizing learning.
C2: Expand pathways for learning based on individual interests.
Personalized learning is also addressed in the following goals: <ul style="list-style-type: none">• Goal A1, A2• Goal D1

The major actions of 2016-2017 included the following:

- Communication of vision of personalized learning. (C1)
- Identification of Vanguard Teacher Cohort – 25 teachers representing K-12. (C1)
- Development of portfolio of sample personalized learning models. (C1)
- Launch of collaboration with South St. Paul School District and Inver Grove Heights School District on college and career readiness.
- Visits to high school programs across the country to investigate career pathways. (C2)
- Defined definition of “pathway”: (C2)
 - *“A career-focused sequence of courses, each built upon the other, that contains a value-added aspect (e.g., accreditation, certification, concurrent enrollment, and/or an internship or other immersive experience), and incorporates collaboration with a business or community partner to enhance and deepen the authenticity of the learning.”*
- Explored partnerships with local businesses to offer students mentorships and real-life experiences. (C2)

Below is a sample Personalized Learning instructional model created by a middle school language arts teacher.



Focus areas for 2017 - 2018 include:

- Expansion of Personalized Learning to site based leadership teams. (C1)
- Development of a lesson planning template to be used to compliment personalized learning models and implementation. (C1)
- Regular Learning Walks to observe implementation of Personalized Learning models. (C1)
- Implementation of Warrior Seminar, a freshmen requirement. (C2)
- Explore partnerships with local businesses. (C2)
- Identify pathways in Henry Sibley registration guide. (C2)

Goal D: Prepare students to be career and college ready.

Goal D is comprised of three implementation strategies that are listed in the table below.

Goal D: Prepare students to be career and college ready.
D1: Develop an electronic college and career portfolio beginning in 7th grade.
D2: Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students “job ready” upon graduation.
D3: Increase the quality, fidelity, intensity, and consistency in AVID implementation at the secondary level.

The major actions of 2016-2017 included the following:

- Implemented Naviance in grade eight. (D1)
- Implemented Career Skills Assessments in Technology Education, Family Consumer Sciences, and Business. (D2)
- Launched tri-district college and career readiness initiative. (D2)
- Identified career pathways. (D2)
- Implemented school wide Advancement Via Individual Determination (AVID) strategies. (D3)

A key component of career and college readiness is to assure the district is providing rigorous courses that are accessible to all students. Rigorous courses are defined as those that offer college credit or rigor similar to that of a college course. Over the past three years, five courses have been added. The goal is to increase the number of rigorous course offerings and assure that enrollment in the courses match the demographic make-up of the high school.

The table below lists rigorous courses in the course catalogue in 2016-2017.

Type of Course	Courses Offered in 2016-2017
Advanced Placement	Biology, Chemistry, Physics I, Physics – Mechanics Calculus AB, Calculus BC, Statistics, Computer Programming US History, World History, Economics, Psychology Language Composition Music Theory, Studio Art 2D
College in the Schools (CIS)	French IV, French V German 3, German 4 Physics Inquiry
Project Lead the Way (PLTW)	Introduction to Engineering, Principles of Engineering, Civil Engineering, Computer Integrated Manufacturing
Concurrent Enrollment	Spanish IV, Spanish V
College Articulation	Child Psychology
Certificate of Achievement	Culinary
Post Secondary Options (PESO)	Various Course Taken

Focus areas for 2017-2018 include:

- Implement Naviance in grade seven. (D1)
- Implement Warrior Seminar. (D1)
- Implement College in the School (CIS) College Algebra course. (D2)
- Expand and explore opportunities for partnerships for internships, mentorships and accreditations. (D3)

Goal E: Deliver high impact early learning opportunities.

Goal E is comprised of three implementation strategies that are listed in the table below.

Goal E: Deliver high impact early learning opportunities.
E1: Increase early learning opportunities for families.
E2: Develop an effective kindergarten transition model, including the creation of vertical curriculum and instructional alignment from Pre-K to grade three.
E3: Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice.

The major actions of 2016-2017 included the following:

- Added four classrooms to Early Learning Center. (E1)
- Added five-day programming option, including extended care. (E1)
- Development of Kindergarten Readiness materials for families. (E2)
- Conscious Discipline training for pre-K and elementary sites. (E3)

Focus areas for 2017-2018 include:

- Expand ECFE class options. (E1)
- Continue to investigate early learning space needs on the south side of district. (E1)
- Add four-year old preschool at Moreland. (E1)
- Align early learning indicators of progress to new K-12 math curriculum. (E2)
- Fully implement early learning enrollment in Infinite Campus. (E3)
- Implement Teaching Strategies Gold Literacy assessment. (E3)

Goal F: Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.

Goal F is comprised of three implementation strategies that are listed in the table below.

Goal F: Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.
F1: Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices.
F2: Create blended learning environments.
F3: Redesign learning spaces to accommodate 21st century learning.

The major actions of 2016-2017 included the following:

- Implementation of student devices at elementary Schools. (F1)
- Training for Vanguard teachers in blended learning strategies. (F2)
- Training the first wave of teachers in Canvas, the district learning management system for Grades three through twelve. (F2)
- Developed furniture standards for purchasing. (F3)

A summary of the implementation of student devices and use is shown below.

K-Grade 2	Grades 3 - 4	Middle School	High School			
½ classroom set of iPads	Classroom sets of iPads	All students were issued an iPad, case and charger	341 students used their personal device (24%)	306 students were issued a MacBook	435 students were issued a HP Stream	331 students were issued a Chromebook
Less than 1% devices were lost/stolen or unrepairable		1% devices were lost/stolen or unrepairable	9.6% of devices were lost/stolen/unrepairable/not-returned			

Focus areas for 2017-2018 include:

- Continued support of student devices. (F1)
- Continue implementation of Canvas, year two. (F2)
- Implement SeeSaw in Kindergarten through grade two. (F2)
- Continued expansion of designing spaces to support flexible grouping and personalized learning. (F3)

Academic Standards & Curriculum Alignment

The No Child Left Behind Act (NCLB), signed into law in 2001, requires that each state, including Minnesota, create its own set of academic standards indicating what a child should know and learn at each grade level in Math, Science, and Reading/Language Arts. In addition to the requirements set forth in NCLB, Minnesota has chosen to also develop standards in Social Studies and the Arts.

The district continually reviews what students are taught and how they are taught. Student performance, as shown by a variety of assessment results, guides the district in deciding what needs to be done to ensure all students can be successful. The school board, administration, and staff of School District 197 are committed to high student achievement and continuous improvement for all students. We believe that student achievement will be enhanced through:

- Improved communication with parents, students and the community.
- Challenging curriculum that reflects best practices.
- Staff development opportunities appropriately designed to enhance the quality of instruction.
- Adequate fiscal resources to maintain program stability, appropriate facilities and equipment.
- An ongoing review of curriculum, instruction and assessment practices.

School District 197 believes that academic standards, when embedded into the curriculum, help ensure that students will be critical thinkers, communicators, learners, and responsible citizens. Students must know how to access, interpret, and apply this information to solve the new problems an increasingly complex world will present.

Aligning School District 197 Curriculum with Minnesota Academic Standards

Minnesota Academic Standards in the areas of Reading and Language Arts, Mathematics, Science, Social Studies and the Arts are on a schedule of review and revision, which has been determined by the Legislature. School District 197 has developed a six-year curriculum review cycle that incorporates these new academic standards into the curriculum.

Curriculum Advisory Committee

The Curriculum Advisory Committee (CAC) works with the Curriculum, Instruction, and Assessment Department to respond to curriculum updates, student achievement reports, and instructional material recommendations. Members learn about and discuss curricular areas under review. The CAC ensures community participation in the Minnesota Academic Standards implementation process and in all phases of planning/improving curriculum and instruction.

CAC members are community representatives from a variety of backgrounds who meet five times annually. If you are interested in serving on the CAC, contact the principal at your neighborhood school or call the Curriculum office at 651-403-7015.