

Westbrook Walnut Grove Schools #2898

WWG District Strategic Plan to Support Teaching and Learning Aligned with the World's Best Workforce. 2022-2023

SUPERINTENDENT: Loy Woelber

The updated 2022-23 World's Best Workforce plan was approved by the District 2898 School Board on November 22, 2022. It is prepared by the District Advisory Committee and School Site Teams to inform residents about developments in curriculum, instructional practices and student learning throughout the district.

This plan is reviewed and approved by the School Board. A copy of this is available on the district website at www.wwgschools.org

This plan contains the following information and more from the 2022-2023 school year.

- Advisory/Staff Development Committee
- District 2898 School Board Members
- Mission/Vision / Belief Statements
- Student Achievement Goals
- Literacy Plan
- Achievement and Integration plan
- District teacher mentoring plan
- Professional Growth Plan for Teachers
- Revenue Allocated

Go Chargers!

Thank you for the following staff for their dedicated service on the District #2898 Staff Development Committee/Curriculum and Instruction Advisory Council during the 2022-2023 School Year:

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Loy Woelber	Superintendent	X
Sam Woitalewicz	HS Principal	X
Derrick Jenniges	Elementary Principal/Parent	X
Maydra Maas	School Board Member	X
Greg Madsen	School Board Member	X
Kelly Quade	Elementary Teacher/Parent	X
Courtney Locke	Tech Integration/Testing Coordinator	X
Renae Krentz	Community Member	
Nikki Jorgensen	Elementary Teacher/Parent	X

Mandy Dibble	HS Teacher/Parent	X
Adrienne Kletscher	HS Teacher/Parent	
Jamie Olson	Elem Teacher	
Kristy Campbell	School Counselor	
May Thao	High School ELL Coordinator/Parent	X

Westbrook Walnut Grove Public Schools Board of Education:

Maydra Maas - Board Chair

Greg Madsen -

Jim Kleven -

Dan Warner -

Maury Kuehl -

Becky Foster -

Dave Hemp -

The Westbrook Walnut Grove Board encourages:

- A partnership between students, parents, educators, and the community based on a commitment for success and achievement.
- Students who graduate with the ability to learn and enthusiasm, respect, and self-discipline to learn.
- Utilization of resources outside of the geographic boundaries of the Westbrook Walnut Grove School District

- Recognition of individual differences.

Beliefs/Philosophy

VISION STATEMENT:

The Westbrook Walnut Grove School District has established a set of district wide goals which provide broad direction for the educational process in the public schools of this district. They are:

The main purpose of the Walnut Grove Public School is to provide students with the living and learning skills they will need to act as responsible citizens in a democratic society.

We agree that each student needs to develop mentally, physically and emotionally to the best of his or her ability.

We agree that students need to develop styles of living that promote harmony with others while maintaining their unique individual qualities.

We agree that the school curriculum must remain flexible to meet the changing needs of students.

We agree that there should be a balance between the emphasis placed on competition and cooperation in the school.

We agree that community involvement in student learning, school programs, and activities should be actively encouraged for the benefit of both student and community

We agree that there should be open effective communication between administrative staff, students, and the community to promote positive improvements in our school. The school is always accountable to the citizens of Walnut Grove and Westbrook area.

We agree that all parties concerned - students, teachers, and community - must continually work to do their best to insure a quality education for the students in the Westbrook Walnut Grove Public School.

2022-2023 Westbrook Walnut Grove Goals

WWG SMART GOAL A

During the 2022-2023 school year, the percentage of preschool students who will be kindergarten ready according to state-recognized early childhood assessments will increase from 83% to 85%.

WWG SMART GOAL B

In 2022-2023, the percentage of 3rd grade students that are proficient on the MCA Reading test will increase from 48% in the spring of 2022 to 51% in 2023.

WWG SMART GOAL C

In 2022-2023, the WWG School District achievement gap between Southeast Asian/Pacific Islander and Caucasian students will narrow from an average of 6.18 points to an average of 5 points on 3rd grade MCA Reading test scores.

WWG SMART GOAL D

In 2022-2023, 100% of WWG 7-12th grade students will participate in Ramp Up to Readiness, a college and career readiness program.

In 2022-2023, 90% of WWG 10-12th grade students will participate in the Job Shadow day.

In 2022-2023, 100% of WWG 10th-grade students will attend the Career Expo.

In 2022-2023, 40% or more of WWG 11th and 12th-grade students will take part in Concurrent College classes

WWG SMART GOAL E

In 2022-2023, the percentage of WWG grade 12 students who will fulfill all graduation requirements for a diploma will be 100%.

ISD 2898, Westbrook Walnut Grove
Public Schools Local Literacy Plan

2022-23

Superintendent: Loy Woelber

District 2898, Westbrook-Walnut Grove Public schools Local Literacy plan

Approved June 27, 2022 by Westbrook-Walnut Grove Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

Literacy Plan Summary:

Our district is currently using Houghton-Mifflin Harcourt Journeys, a balanced literacy, basal, literature-based program to teach reading in kindergarten through grade 3. Included in this program are components for guided reading, read aloud, shared reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. Using the applications on the iPad individual students can use a variety of learning activities to foster their individual learning. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-3 are given the AIMSweb screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with classroom assessments, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored weekly and if the intervention selected is not working, another intervention is selected and implemented. Students are encouraged to attend the After School Academy, which focuses on reading standards. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress.

The goal of the Westbrook-Walnut Grove district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum, which is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Westbrook-Walnut Grove literacy program, please contact: [Kelly Quade \(507\) 859-2141](mailto:kelly.quade@westbrook-walnutgrove.org)

Literacy Plan Goals and Objectives:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The Leadership Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

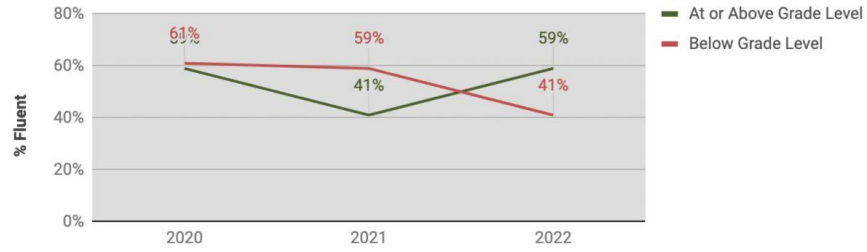
Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

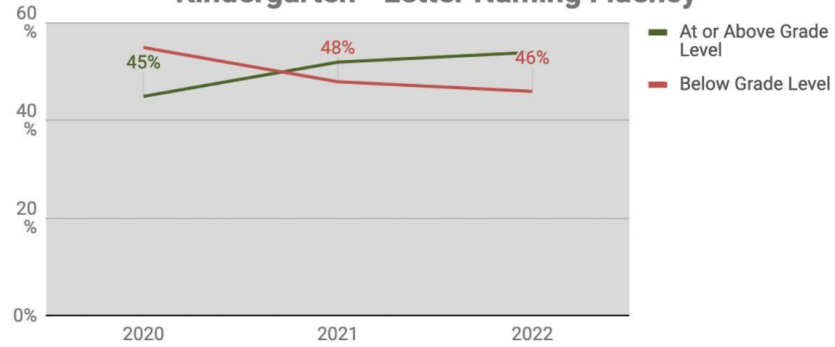
Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

Students who fall below the target score are identified and put into small intervention groups based on needs and grade level. Groups meet on a daily basis and are reassessed weekly to monitor progress.

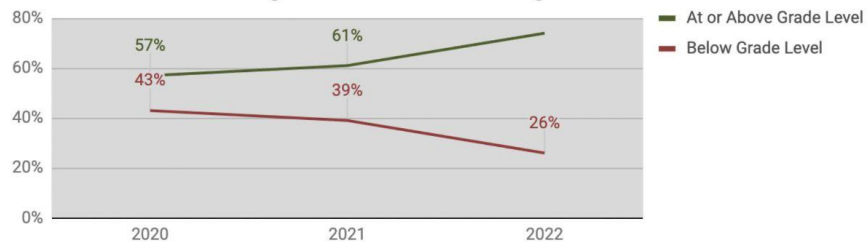
Kindergarten - Letter Sound Fluency



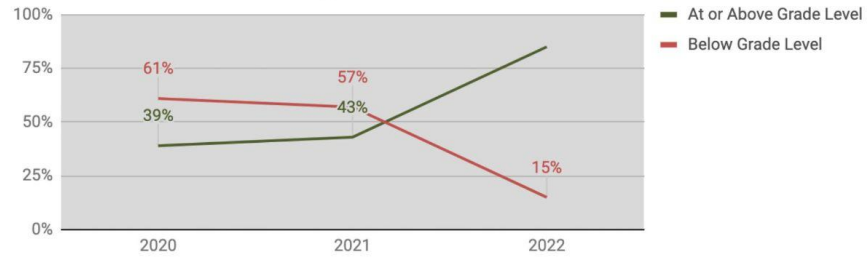
Kindergarten - Letter Naming Fluency



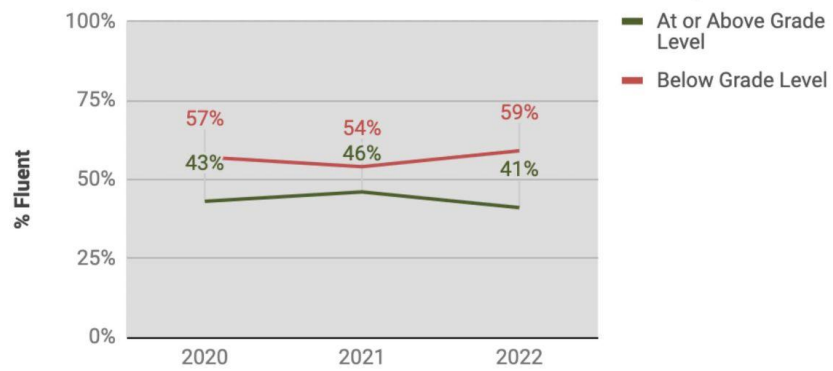
Kindergarten - Phoneme Segmentation



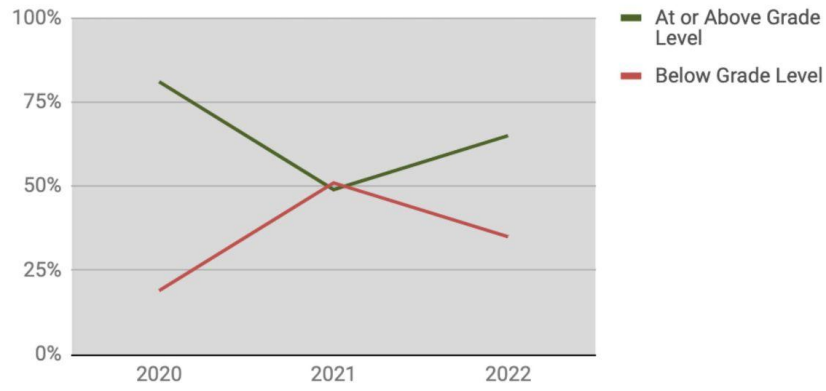
Kindergarten - Nonsense Words



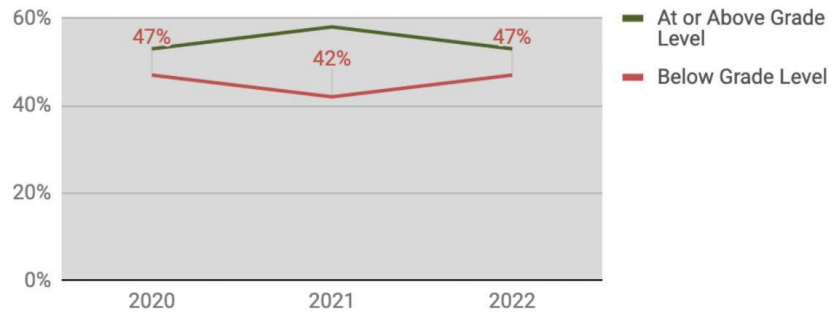
First Grade Nonsense Word Fluency



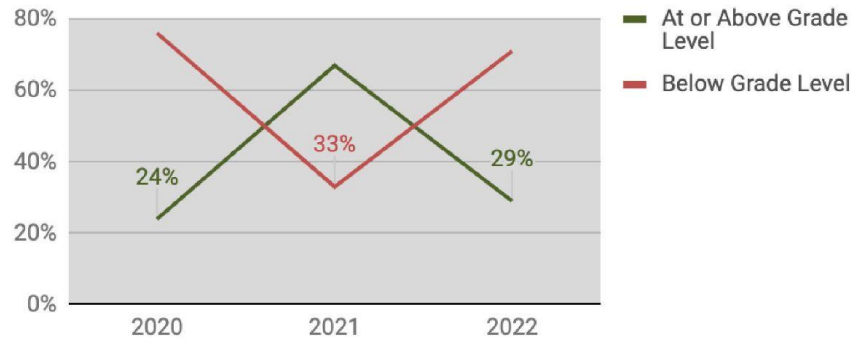
First - R-CBM



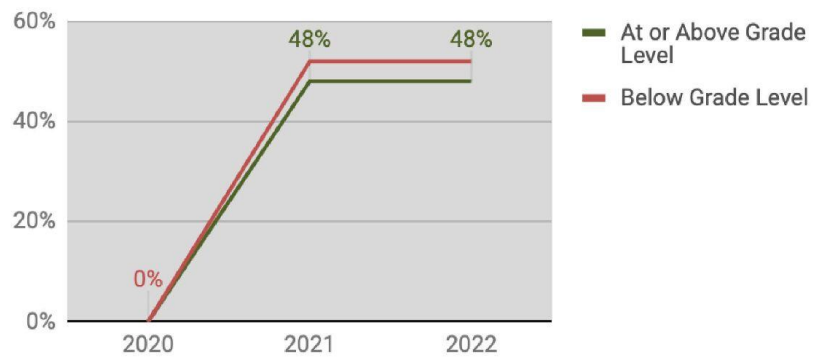
Second Grade - R-CBM



Third Grade - R-CBM



Third Grade MCA



***MCA Tests were not given in 2020 due to COVID-19

WRITE A SMART GOAL BASED ON THE THIRD GRADE GRAPH.

Our goal is to create higher test scores through working on our students reading fluency, comprehension, and vocabulary weaknesses. By the 2023 MCA testing fifth grade (Class of 2030) reading test scores will increase by 5% meets or exceeds.

Process of Assessment

The RTI coordinator and Title I paraprofessionals will administer the screening and diagnostic assessments listed below

AIMSweb is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

Kindergarten AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [13]	Letter Naming Fluency [38]	Letter Naming Fluency [46]
Letter Sound Fluency [2]	Letter Sound Fluency [20]	Letter Sound Fluency [33]
Phoneme Segmenting Fluency [2]	Phoneme Segmenting Fluency [18]	Phoneme Segmenting Fluency [41]
	Nonsense Word Fluency [19]	Nonsense Word Fluency [33]

First Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [40]	Letter Naming Fluency [49]	Letter Naming Fluency [56]
Letter Sound Fluency [25]	Letter Sound Fluency [40]	Letter Sound Fluency [46]
Phoneme Segmentation Fluency [35]	Phoneme Segmenting Fluency [45]	Phoneme Segmenting Fluency [49]
Nonsense Word Fluency [27]	Nonsense Word Fluency [45]	Nonsense Word Fluency [57]
	Reading – CBM [30] (Oral Reading Fluency)	Reading – CBM [53] (Oral Reading Fluency)

Second Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [55] (Oral Reading Fluency)	Reading – CBM [80] (Oral Reading Fluency)	Reading – CBM [92] (Oral Reading Fluency)

Third Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [77] (Oral Reading Fluency)	Reading – CBM [105] (Oral Reading Fluency)	Reading – CBM [119] (Oral Reading Fluency)
Reading –Maze [11] (Comprehension)	Reading –Maze [14] (Comprehension)	Reading –Maze [15] (Comprehension)

Students who do not meet the target score as listed above will be referred to the RTI team to undergo further interventions.

Based on these diagnostic assessments (NWEA, STAR reading, Moby Max and Aimsweb), instruction and interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Following the assessments, parents will receive a letter during scheduled conferences informing them of the results, supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents will be invited in to visit about their child's educational needs and asked if they have any questions.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- D. Refer the student to the child study team if the student has 4 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

Parent Communication and Involvement:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are

used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication plan

1. At kindergarten round up (fall packet) there will be an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district.
2. Assessment results will be provided to parents upon request.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student's teacher.
4. An additional explanation of the literacy program and supports will occur in September or November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive monthly progress reports (upon request).

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

Phonemic awareness: www.starfall.com, www.pbskids.org, www.MobyMax.com

Phonics: classroom phonics readers,

Fluency: AR reading books,

Vocabulary: www.spellingcity.com, www.MobyMax.com

Comprehension: www.mobymax.com, AR, RAZ Kids

Multi-Tiered Systems of Support:

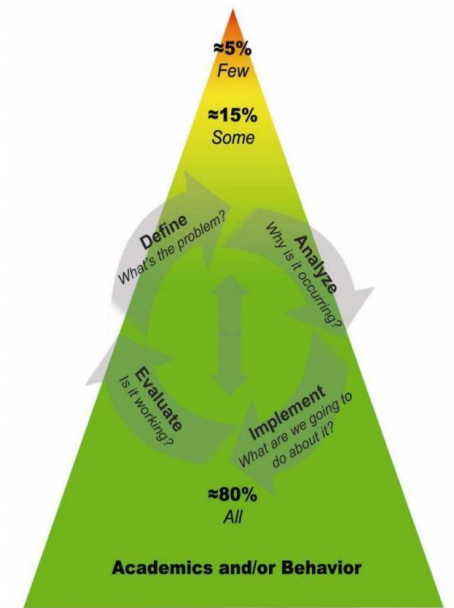
A Model of School Supports and the Problem Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the RTI team daily.

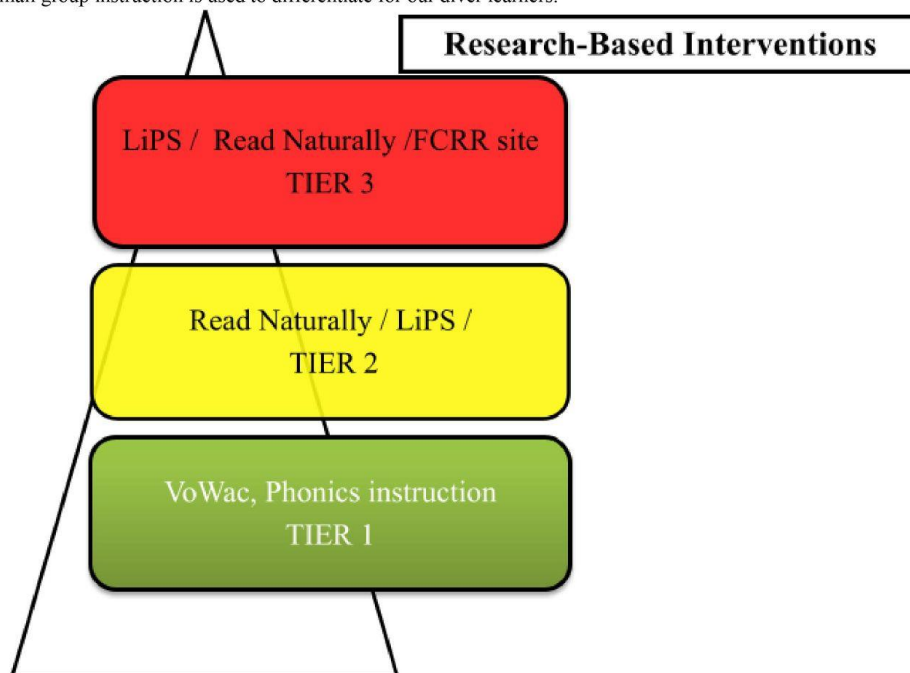
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are not included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students

(Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

Scientifically-Based Reading Instruction:

The scientifically-based reading curriculum Westbrook-Walnut Grove uses is Houghton-Mifflin Harcourt Journeys which has been aligned by the classroom teachers to meet the Minnesota Academic Standards. Small group instruction is used to differentiate for our diver learners.



Professional Development:

The Westbrook-Walnut Grove District has 5 days available for Professional Development. Based on student performance data, the district has determined RTI will be the Reading/Literacy Professional Development focus for the 2018-2019 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)

- Regional Professional Development
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team
-

The section should be specific to literacy and instructional strategies and include:

- Regular opportunities for collaboration amongst teachers (across and within grades, subjects, disciplines)
- Ongoing job-embedded professional development should be reflected in this section
- Specify what best practice PD will be provided to veteran and novice teachers

Annually staff is given the opportunity to analyze data and develop specific goals. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

English Learners and Other Diverse Populations:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to all students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2012-2013 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

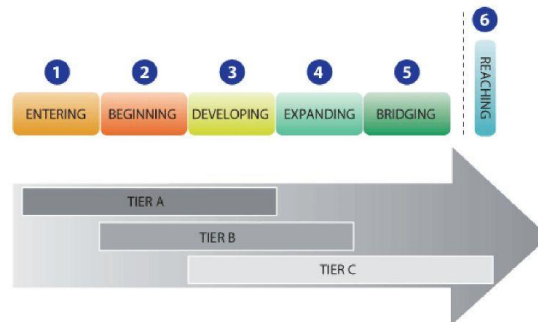
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district's K-3 has 47 English Learners and 52 students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- Title III Activities:
- Integration Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

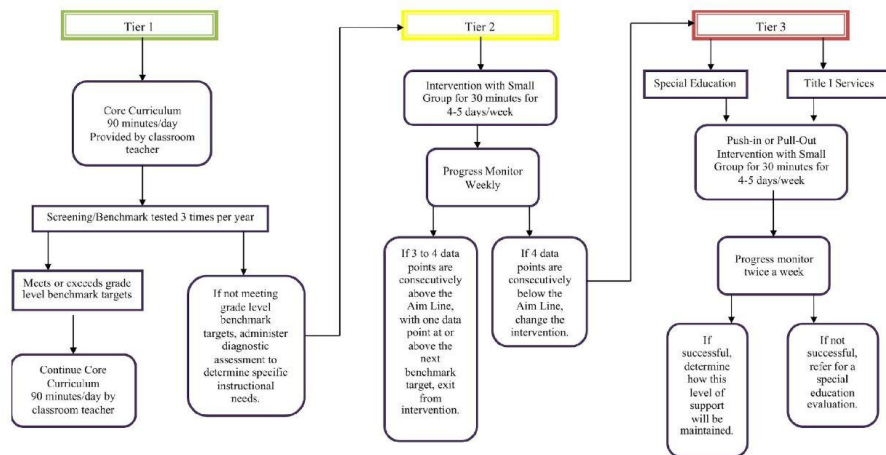
The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: AIMSweb, NWEA, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

Communication system for annual reporting:

School principal will send documents to the state.

Stakeholder feedback:

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?



Westbrook Walnut Grove School ISD

2898

Dyslexia Plan for Westbrook Walnut Grove

Dyslexia is identified as a neurobiological learning disorder. The International Dyslexia Association characterizes dyslexia as “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.” Westbrook Walnut Grove (WWG) takes the issue of all reading concerns very seriously and screens all elementary students for indicators of dyslexia in compliance with [Minnesota Statute 120B.12](#). These screening efforts are designed to identify students who may need [learning interventions](#) or further evaluation to determine eligibility for special education services.

Screening process

WWG K-3 uses Aimsweb Plus assessments* for early identification screening. Students in the WWG have a reading assessment three times a year, in the fall, winter, and spring. Students in grades K-1: LNF, LSF, PSF, and NWF. First grade only WRF and grade 1-3 ORF. RtI is used for all students in their assessment to assess decoding and accuracy of their reading.

Note: Screening does not diagnose dyslexia but is the first step in identifying students who need more explicit instruction.

Parent notification

Parents are advised of findings that result from screenings at conferences or in a meeting with their student's classroom teacher and/or learning specialist, at which time a plan for reading intervention is discussed.

Interventions

Some of the materials used by interventionists include:

- **Leveled Literacy Interventions** – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Progress Monitoring

Students who are receiving intervention support are monitored to document growth and the response to the intervention. If a student is progressing, the goal is adjusted upwards and the student continues until ready to exit from the intervention. If a student is not making progress, the instruction is adjusted with intensity or frequency in order to ensure student progress.

Referral to Special Education

Students who do not show adequate progress with the assigned interventions may be recommended for a formal special education assessment.

Dyslexia Diagnosis

While WWG does not formally diagnose dyslexia, we do actively monitor student performance and screen for reading concerns through our AIMSweb assessment program that would indicate a need for supplemental instruction, alternative learning methods or specialized instructional services. Parents of students diagnosed with dyslexia by an outside source should make the classroom teacher and building principal aware of the diagnosis and share any additional information they think would be helpful, including, but not limited to the outside evaluator's summary and recommendations.

The classroom teacher will bring this information to the attention of the building's Special Education Team for consideration. The team will investigate the extent to which the diagnosed disability of dyslexia is affecting the student's performance in the area of reading and determine the next steps which may include: additional evaluation, implementation of classroom accommodations, inclusion in one or more of the interventions available at the site or determine that no additional services are required. The Special Education Team will notify parent(s) of their findings and secure permission prior to proceeding should additional supports or services be recommended.

Convergence Insufficiency Disorder

NOTE: *In response to the requirement to report efforts to screen for convergence insufficiency disorder stated in Minnesota Statutes, section 120B.12, the Westbrook Walnut Grove School District is reporting that we do not screen children for convergence insufficiency disorder as part of our vision-screening program.*

A basic eye exam or screening with the 20/20 eye chart is not adequate for the detection of convergence insufficiency (and many other visual conditions), nor is a near vision screening task comprehensive enough. A comprehensive vision evaluation, by a licensed eye care specialist who tests binocular-vision (two-eyed), is the most effective means for detecting CI.

The Westbrook Walnut Grove School District follows the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings at the WWG school use are not available for diagnosing convergence insufficiency disorder. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.

Westbrook Walnut Grove School ISD 2898



Loj Woelber

WWG 7-12 High School

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Paul Olson

WWG Elementary School

Principal

601 Washington Street

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Dyslexia Plan for Westbrook Walnut Grove

- Dyslexia is identified as a neurobiological learning disorder. The International Dyslexia Association characterizes dyslexia as “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.” Westbrook Walnut Grove (WWG) takes the issue of all reading concerns very seriously and screens all elementary students for indicators of dyslexia in compliance with [Minnesota Statute 120B.12](#). These screening efforts are designed to identify students who may need [learning interventions](#) or further evaluation to determine eligibility for special education services.

Screening process

WWG uses FastBridge Learning and Profile of Preschool Learning and Development Readiness (ProLADR) assessments* for early identification screening. This is not our school districts assessment for identifying dyslexia. Our WWG preschool teachers have been trained to look for dyslexia. However, we also understand it is easier to diagnose in kindergarten and first grade.

Students in the WWG Preschool have a reading assessment three times a year, in the fall, winter, and spring. These assessments give indicators of phonemic awareness, decoding, memory and recall.

Students in grades K - 3 have oral reading fluency assessments to assess decoding and accuracy of their reading.

Note: Screening does not diagnose dyslexia but is the first step in identifying students who need more explicit instruction in components of reading through our RtI Program.

Parent notification

Parents are advised of findings that result from screenings at conferences or in a meeting with their student's classroom teacher and/or learning specialist, at which time a plan for reading intervention is discussed.

Interventions

Some of the materials used by interventionists include:

- **Leveled Literacy Interventions** – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Progress Monitoring

Students who are receiving intervention support are monitored to document growth and the response to the intervention. If a student is progressing, the goal is adjusted upwards and the student continues until ready to exit from the intervention. If a student is not making progress, the instruction could be adjusted with intensity or frequency in order to ensure student progress. FastBridge and ProLADR, the computer-based data program used for the initial assessment, is also used to document student progress throughout intervention.

Referral to Special Education

Students who do not show adequate progress with the assigned interventions may be recommended for a formal special education assessment.

Dyslexia Diagnosis

While WWG does not formally diagnose dyslexia, we do actively monitor student performance and screen for reading concerns through our AIMSweb assessment program that would indicate a need for supplemental instruction, alternative learning methods or specialized instructional services. Parents of students diagnosed with dyslexia by an outside source should make the classroom teacher and building principal aware of the diagnosis and share any additional information they think would be helpful, including, but not limited to the outside evaluator's summary and recommendations.

The classroom teacher will bring this information to the attention of the building's Special Education Team for consideration. The team will investigate the extent to which the diagnosed disability of dyslexia is affecting the student's performance in the area of reading and determine the next steps which may include: additional evaluation, implementation of classroom accommodations, inclusion in one or more of the interventions available at the site or determine that no additional services are required. The Special Education Team will notify parent(s) of their findings and secure permission prior to proceeding should additional supports or services be recommended.

Convergence Insufficiency Disorder

NOTE: *In response to the requirement to report efforts to screen for convergence insufficiency disorder stated in Minnesota Statutes, section 120B.12, the Westbrook Walnut Grove School District is reporting that we do not screen children for convergence insufficiency disorder as part of our vision-screening program.*

A basic eye exam or screening with the 20/20 eye chart is not adequate for the detection of convergence insufficiency (and many other visual conditions), nor is a near vision screening task comprehensive enough. A comprehensive vision evaluation, by a licensed eye care specialist who tests binocular-vision (two-eyed), is the most effective means for detecting CI.

The Westbrook Walnut Grove School District follows the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings at the WWG school use are not available for diagnosing convergence insufficiency disorder. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name:

ISD 2898 Westbrook-Walnut

Grove Schools

District Integration Status: Adjoining District (A)

Superintendent: Loy Woelber

Phone: 507-274-6111

Email: lwoelber@wwgschools.org

Plan submitted by: Sam Woitalewicz

Title: HS Principal

Phone: 507-620-3001

Email: woitalewiczfac@wwgschools.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **Southwest Integration Collaborative**.

1. Marshall Public School V - Voluntary
2. Milroy Public School V - Voluntary
3. RTR Public School V - Voluntary
4. Tracy Area Public School A - Adjoining
5. Wabasso Public School A - Adjoining
6. Murray County Central Public School A - Adjoining
7. Red Rock Central Public School A - Adjoining

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Loy Woelber

Signature:

Date Signed: 2/17/2020

School Board Chair: Maydra Maas

Signature:

Date Signed: 2/17/2020

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to

provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Marshall Public School, Milroy Public School, Murray County Central Public School, Red Rock Central Public School, RTR Public School, Tracy Area Public School, Wabasso Public School, Westbrook-Walnut Grove Public School: Members of the Southwest Integration Collaborative meet three times per year to plan, monitor, and assess progress of collaborative goals. In preparation for the creation of the 2020-2023 plan each district held district advisory meetings prior to our November 14, 2019 meeting. On November 14, 2019 the council met with Pam Booker from MDE to review plan requirements, garner assistance on broad scope goals and receive guidance on the overall planning process. Through discussions the inter-district goal of increasing college the average number of college credits earned in high school by students of underserved populations was agreed upon. The collaborative strategy of "Summer College" was agreed upon after lengthy discussion and an action plan for implementation was created. Districts then took the goal and determined the specific underserved population they wished to target and created an individual district strategy plan to support the summer college goal.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Increase the average number of college credits earned by WWG HS FRLP students while in high school from 7 in 2019 to 11 in 2023

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Goal #2: Increase 3rd grade FRLP students' reading proficiency on the MCA from 28% in 2019 to 48% in 2023

Aligns with WBWF area: All 3rd graders can read at grade level.

Goal type: Achievement Disparity

Goal #3: 100% of students attending the annual environmental science camp will display an improved ability to work with people of different backgrounds as measured by environmental science camp exit surveys.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Goal #4: Increase WWG 11th grade students' ACT composite score from an average of 18.3 in 2019 to 21.3 in 2023.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Goal #5: Access for all students to classes taught by educators trained in Cultural Competency best practices will increase from 0% in 2019 to 100% by 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1.1 Summer College

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Qualifying Southwest Collaborative 10th and 11th grade students will have the opportunity to enroll in college courses during the summer months. Students from the Southwest Collaborative schools will come together on a singular campus in order to 1) participate in rigorous coursework, 2) earn 3-4 college credits, and 3) build cross-cultural relationships. The uniqueness of this program allows for students to take a college course while having no other courses to worry about as they do during the regular school year. Districts also provide support for students outside of class to ensure “new to college course” students receive the assistance they need to be successful in their first attempt at college level courses. Through this four-week program, our district will decrease economic and racial enrollment disparities that we have identified in our district’s annual CIS summary data. This strategy will include all member districts of the SW Collaborative, including our two racially isolated districts.

Location of services: Marshall High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Total number of college credits earned by WWG HS FRLP students while in high school will increase by an average of 1 credit per year.	9	10	11

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 1.2 Integrated Coursework

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.

- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Southwest Collaborative students will be brought together through an innovative course structure that combines online learning with face to face instruction for college credit. In these course structures students will be on their own campus completing coursework taught by effective college professors. Students will also be interacting with classmates online. One full day per month all students in the course will be brought together at one individual site for unique learning experiences.

Location of services: WWG High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
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<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Total number of college credits earned by WWG HS FRLP students while in high school will increase by an average of 1 credit per year.	9	10	11

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Within the regular school day/year there is no other program like this. By utilizing the summer months we are efficiently using student time to maximize opportunities for rigorous coursework. Additionally, the unique class format of the integrated coursework will provide students with quality, college-level instruction and field experiences in an entry-level college course.

Strategy Name and # 2.1 - 1st through 3rd Grade Reading Interventionist Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this

activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Reading interventions will be provided to 1st through 3rd grade students who are assessed to need additional time for reading skill development. A variety of research-based interventions will be utilized by a trained interventionist to target individual reading deficiencies for students at risk of not reading at grade level without direct interventions. We hope this will in turn improve the gap between FRLP students and non-FRLP students on MCA reading testing by 3rd grade. As part of reading interventions, student data will be tracked regarding reading comprehension, fluency, vocabulary development, phonics, and phonemic awareness. Testing completed for these at-risk students will include MobyMax testing, STAR reading testing, and NWEA testing in the fall and spring of each year.

Location of services: Walnut Grove Elementary School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

The percentage of FRLP students reading at grade level will grow by a minimum of 5% annually.	38%	43%	48%
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Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Our district does not/would not have this program without integration and achievement funds. By utilizing this program our district can service students in short periods of time each day based upon skill need, providing student-specific reading instruction to those in need.

Strategy Name and # 3.1 Environmental Science Camp

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Students from 4 collaborative districts, including WWG as a racially isolated district, participate in a three-day experiential learning experience at Lake Carlos Environmental Camp. Trained facilitators from all walks of life at Lake Carlos Environmental Camp conduct a three-day experience that 1) increases student

knowledge of various eco systems, 2) provides outdoor survival skills, and 3) teaches high levels of teamwork amongst groups of people with different backgrounds. To provide experiences in which students collaboratively work with students from different social, cultural, and economic backgrounds resulting in student's better understanding of the diversity in our world.

Location of services: Lake Carlos Environmental Center

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Number of students that display an improved ability to work with people of different backgrounds will be 100% each year through 2023.	100%	100%	100%

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the

number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). The multi-district approach to this camp increases cost efficiencies and allows our district to participate in this unique program while allowing students to receive quality opportunities to interact with students from other schools and diverse backgrounds.

Strategy Name and # 4.1 On To College

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

John Baylor On To College ACT Prep courses will give WWG students preparing for the ACT access to quality curriculum and effective instructors trained specifically to improve student ACT scores. Courses will be delivered to students on Wednesday and Friday mornings leading up to school-based ACT testing in March/April of each year. The goal of this program is to improve student ACT scores by at least 1-3

points. This is an easy-to-implement and engaging online test prep course that will improve achievement at WWG Schools. This program will be delivered to WWG students two mornings per week leading up to school ACT testing in April of each year.

Location of services: WWG High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase composite scores of WWG 11th grade students taking the ACT by 1 point each year.	19.3	20.3	21.3

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). This strategy allows for specific instruction designed to improve ACT scores for our students. We do not have a program or teacher at school to give this specific instruction. The On To College program delivered in online format allow students to access this material wherever and whenever they want.

Strategy Name and # 5.1 Cultural Competency Training through the SWWC Service Cooperative

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Teachers in the WWG School District will receive Cultural Competency training through Southwest West Central Service Cooperative online coursework. This will allow teachers at WWG to follow best practice in understanding, communicating, interacting with, and developing positive attitudes towards students across all cultures. Instruction for teachers will be delivered in an online format through the SWWC Service Cooperative. This training program promotes self-reflection and discussion on many different ideas including racial, cultural, and socioeconomic groups, religion, systematic racism, gender identity, students with disabilities, and mental health concerns. Training comes in 3 modules and is designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school community.

Location of services: WWG School District

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Access for all students to classes taught by educators trained in Cultural Competency best practices will increase by 25% each year until 2023.	50%	75%	100%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). This strategy allows for teachers to receive additional training regarding cultural competency that they wouldn't receive without A&I funding. It will also allow teachers to learn about best practice in regards to incorporating student cultural values and identities in the daily education of students.

Professional Growth, Reflection, and Evaluation Plan

Revised 18Aug2016

Westbrook Walnut Grove Public Schools Professional Growth, Reflection, and Evaluation Plan

Overview

Westbrook Walnut Grove Schools supports an ongoing program of professional growth, reflection, and evaluation. To this end, the administration and staff of Westbrook Walnut Grove Public Schools have developed a systematic program of teacher growth, reflection, and evaluation. To be in compliance, a series of Professional Growth, Reflection, and Evaluation (PGRE) forms must be completed annually.

Purpose of the Westbrook Walnut Grove PGRE Plan

1. To improve the quality of learning experiences for students.
2. To facilitate communication and cooperation between staff and administrators.
3. To provide specific assistance and feedback for staff to promote professional growth.
4. To provide a continuous written record of professional staff performance and service as an acknowledgment of effective job performance.
5. To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.

Overall layout of the Westbrook Walnut Grove PGRE Plan

As per Minnesota Statute §122A.40, 122A.41 and MN Rule 8710.2000, the WWG Evaluation Plan will be composed of three components: Teacher Practice, Student Learning and Achievement, and Student Engagement. There is also an Individual Growth Strategy (IGS) based on these same three components. The

IGS is a teacher designed and determined growth plan.

All teachers should strive for continual improvement; however, a teacher with a final summative performance rating of “Unsatisfactory” or with two or more “Unsatisfactory” ratings in a single domain **must** be supported through a teacher improvement process. This support will happen through a rigorous Teacher Improvement Plan (TIP). A TIP is a principal led and collaboratively designed mandatory growth plan. Further, a teacher with a final summative performance rating of “Development Needed” **should** also be supported through the teacher improvement process. Teachers with a final summative performance rating of “Effective” or “Exemplary” are also encouraged to use the plan, especially if one or more specific area shows a low rating.

A teacher’s final performance rating will be based on evidence from all three model components. Numerically weighted, the three components will then be used to determine a final summative performance rating. Evidence will be collected during all years of the threeyear professional review cycle.

COMPONENT ONE: TEACHER PRACTICE

Defined: The teacher practice component includes teacher activities that impact student outcomes. These activities are defined by four domains: Planning, Instruction, Environment, and Professionalism.

Component Weight: 55% of a teacher’s evaluation will be based on Teacher Practice measures.

Component Requirements:

- Part A: Summative Evaluation/ SelfAssessment
- Part B: Peer Support
- Part C: Teacher Portfolio Optional

COMPONENT ONE: TEACHER PRACTICE

Part A: Summative Evaluation / Self Evaluation

The Summative Evaluation includes feedback for further growth and development through a final performance rating. The following performance ratings are used for the Summative Evaluation:

- **Performance Rating: Exemplary** Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor

colleagues.

- **Performance Rating: Effective** Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently meets performance standards.

- **Performance Rating: Development Needed** Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.

- **Performance Rating: Unsatisfactory** Evidence exists that performance is consistently below standards. Assistance and significant improvement is required. The following domains (see Appendix 1 for detailed rubric of ratings) will be summatively evaluated *at least one time a year*.

- **Domain 1: Planning**

- **Domain 2: Environment**

- **Domain 3: Instruction**

- **Domain 4: Professionalism Summative Evaluation**

Criteria: The evaluator must have a valid teaching license or be a qualified administrator. The evaluator must take at least one refresher course every license period. The Summative Evaluation will be scheduled in advance. The Summative Evaluation will be uniform in the district and will use the evaluation form (Appendix 1). **SelfAssessment:** In the spring of every year of the threeyear professional review cycle, a teacher will complete a selfassessment based on focused, small group discussion and selfreflection. This selfassessment will be shared within a PLC small group as a prompt for a reflective, coaching conversation about the teacher's current practice, student outcomes, and growth over time. Following this conversation, the PLC small group will comment on the selfassessment and share these comments with the teacher.

To increase transparency and consistency in the Professional Growth, Reflection, and Evaluation Process, the selfassessment form is the same the summative review. Using this selfassessment, the teacher may invite peer support to observe the classroom and focus on an area of interest decided by the teacher. Areas of interest COULD include teacher use of space, questionresponse time, effective questioning, handling of noninstructional procedures, student engagement, learning goals, etc.

COMPONENT ONE: TEACHER PRACTICE

Part B: Peer Support The Tuning Protocol (Appendix 4) **needs** be completed

within a PLC small group every year.

The Tuning Protocol is a process that allows for reflection and feedback about a project, assignment, lesson, test, or other academic work. A teacher will present a work that he/she is looking to improve upon, and the participants will produce thoughtful, meaningful feedback. This process provides a learning opportunity for all involved.

COMPONENT ONE: TEACHER PRACTICE

Part C: Teacher Portfolio Optional

A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, **if submitted**, when determining component ratings and for a summative evaluation.

The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher relicensure requirements listed in Minnesota Statutes §122A.18, subdivision 4, paragraph (b). It also must include a teacher's own performance assessment (see below) based on student work and examples of the teacher's work, which may include video among other activities.

The portfolio **must include** a reflective statement of professional accomplishment and the teacher's own assessment of professional growth showing evidence of the following.

- Support for student learning
- Use of best practices techniques and their applications to student learning
- Collaborative work with colleagues
- Continual professional development

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice cannot be collected through points of contact or other activities, so a portfolio is also a teacher's opportunity to share that evidence with the assigned summative evaluator.

A teacher choosing to submit a portfolio must align the evidence collected with the Performance Standards for Teacher Practice and/or the IGS. There are countless types of evidence and artifacts that are appropriate for a teacher's portfolio. Examples can be found in the Minnesota Department of Education's "The Teacher Development, Evaluation, and Peer Support Model" page 23 in

manual found on the Education Department Website.

COMPONENT TWO: STUDENT LEARNING AND ACHIEVEMENT

Defined: Effective teaching practices affect student learning and achievement. A great teacher continually assesses student achievement against standards and uses results to modify his/her practice, to intervene when students struggle, and to differentiate instruction.

Component Weight: Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth measures.

- 25% of the Student Learning and Achievement component will be left to the teacher, (see below) in collaboration with their PLC small group.
- The remaining 10% of the Student Learning and Achievement component will be an agreed upon Site Based Goal (Elementary, Junior High, Senior High). Component Requirements:
- Every teacher will establish an annual student achievement goal for their students based on the established power standards of the course. This goal will be created and evaluated using (Appendix 2).
- Each teacher will establish a 10 point rubric for their student achievement goal evaluation (1098 Exemplary, 765 Effective, 432 Development Needed, 10 Unsatisfactory)
- Each teacher, in collaboration with their PLC small group, will review and adjust if necessary the student achievement goal, again based on the established power standards of the course
- Goals can **only** be changed annually.
- These goals need to be filed, and every three years the scores will be averaged for each teacher's overall summative assessment.

COMPONENT THREE: STUDENT ENGAGEMENT/ SURVEY

Defined: Student Engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction.

Measured: Using Minnesota Performance Standards and Minnesota Statute §122A.40 Subd.8.9 Component Weight: 10% of a teacher's evaluation will be based on completing Student Engagement measures.

Component Requirements:

- Each teacher will develop and administer a survey for at least one class.
- A minimum of two points of data must be collected annually.
- Results will be used by the teacher to selfassess, reflect, and set new individual goals in the Teacher Analysis of Student Survey Data form (Appendix 3).
- PLC groups will be responsible for data sharing, evaluation, check offs, monitoring, and long term processing.

INDIVIDUAL GROWTH STRATEGY

Professional educators continue to learn throughout their teaching careers. Annually, the teacher will create at least one Individual Growth Strategy (IGS) goal for the following year. IGS goals are based on the teacher's individual areas for growth and should support district, school, and/or professional learning community priorities, goals, and activities. This goal is different from, but can be in conjunction with, his/her previous student achievement goal.

At completion of the SelfAssessment rubric (Appendix 1), the teacher will create an IGS goal using the IGS Goal Form (Appendix 2). The teacher will then submit the IGS goal for review to his/her small group PLC, and adjust if necessary. The IGS goal progress will be reviewed at the end of the academic year within the small group PLC. The goal will also be shared with the summative evaluator and will be filed.

TEACHER IMPROVEMENT PROCESS

The purpose of this process is to provide organizational support and assistance to teachers with a final summative performance rating of "Unsatisfactory". There are constitutional, statutory, and contractual protections including the grievance procedure to prevent any misuse of this process. The district is responsible for determining whether a teacher's conduct is such that he/she should be subject to discipline or placed in this process. WWG EDMN shall not have any role in that decision, but retains its right to grieve any discipline of a teacher. Situations might arise which involve some conduct by a teacher which would warrant discipline and some which would be best addressed by this process. Again, the district is responsible for determining which conduct should result in discipline (subject to

the grievance procedure) and which conduct should be placed in this process. WWG EDMN will not have a role in that determination. The teacher will remain in this process until their performance is judged by the district to be satisfactory in all domains of the District 2898 Standards of Performance, or until the District concludes that the teacher has had sufficient time and resources to improve to a satisfactory level, has not done so, and is now subject to employee discipline.

Initial Contact

The principal makes formal contact with the teacher related to unsatisfactory teaching performance specifying in writing the following:

1. Explanation of concerns identifying the standards and domains.
2. Explanation of evidence supporting such concerns.
3. Right to have WWG EDMN teacher rights person present at the meeting.
4. A time and date of a collaboration meeting will be established as determined by the principal.

Collaboration Meeting

The purpose of the collaboration meeting is for the teacher and principal to collaborate and attempt to resolve the concerns and/or problems. The following specific outcomes of the collaboration will be documented in writing:

1. A plan will be developed generating suggestions for improvement (workshops, collegial observation, peer coaching, principal observations, time management, etc.)
2. A method will be identified for how and what data will be collected to document resolution of the problems.
3. A time frame will be established for resolving the problems.

Follow up Meeting

At the end of the time frame, there will be a meeting. The principal will review progress the teacher has made, make one of the following decisions, and document it in writing for the teacher. A copy will be placed in the personnel file.

1. The teacher is performing at a satisfactory level.
2. The teacher remains on the TIP, and the principal adds a goal within the relevant domain to the teacher's IGS.
3. The teacher is performing below standard and requires assistance to be performing at standard. The principal will

make a written recommendation for teacher assistance to the Superintendent.

4. The teacher's performance is judged to be severely below standard, and the progressive discipline article of the contract will apply. The teacher will then be subject to disciplinary action.

Responsibilities of the Teacher Receiving Assistance

The Teacher must:

1. Be open and flexible in implementing different and/or refined strategies to improve his/her performance.
2. Engage in professional selfassessment in a thoughtful manner by reflecting on his/her teaching experiences.
3. Ascertain what is effective practice and what practices need improvement.
4. Through selfreflection and focus on professional learning and growth.
5. Ask for clarifications from the PLC, the Superintendent, WWG EDMN representative, and direct supervisor.
6. Be responsible for maintaining his/her own anecdotal notes during the phase (if desired).
7. Be responsible in meeting deadlines, appointments, scheduled observations and other timelines.
8. The teacher has rights to have a member rights representative at each conference and is responsible for arranging such representation if desired.

The Teacher Rights Representative role is:

- a. Observe the process,
 - b. Protect the teacher's rights within the process,
 - c. Remind the teacher of their responsibility within the process and to remain neutral and objective.
9. Participate fully in the TIP process without compensation.

Role of the Principal during the Professional Assistance

The role of the principal is to monitor the teacher's behaviors for improvement.

This will be done through structured observations using the process defined for teachers in the probationary process. At least one observation will occur at the end of the assistance phase. The Superintendent may monitor the teacher's behaviors for improvement as well. The principal will complete a cumulative evaluation in writing and submit it to the Superintendent at the end of the assistance phase with a copy to the teacher.

Cumulative Evaluation Report to the Superintendent

The Cumulative Evaluation will recommend one of three actions:

1. The concern is resolved; the teacher is proficient and is returned to the Professional Growth, Reflection, and Evaluation Plan.
2. The teacher is making progress toward proficiency and remains in the assistance phase with the team's determined revised goals and time lines. A Notice of Deficiency may be provided to the teacher by the district at this time as determined by the Superintendent.
3. The concern is not resolved, the teacher has made little or no progress toward proficiency, and the teacher is subject to disciplinary action as administration deems appropriate.

APPENDIX 1

SelfAssessment / Summative Evaluation Form

Elementary/SecondaryIndependent School District No. 2898

Evaluation Score Range:

8-10 Exemplary

5-7 Effective

2-4 Development Needed

1 Unsatisfactory

N/A Non Applicable – Unable to Evaluate

Teacher _____

Date _____

Subject & Grade _____

Concepts _____

Number of years in district _____

Years of prior experience _____

Evaluator _____

Domain 1: Planning

Indicator A: Aligns learning targets with standards and student data to inform planning

_____ Units and lessons are planned effectively

_____ Selects learning targets

_____ Applies content knowledge and understanding of how students learn

_____ Uses student data to inform and modify planning

Indicator B: Uses content and student knowledge to design coherent instruction

_____ Designs coherent instruction

_____ Creates interdisciplinary and extended learning experiences

_____ Uses available resources and technology

___ Designs culturally relevant instructional strategies

Indicator C: Plans for assessment and differentiation

___ Plans formative and summative assessments with all students in mind

___ Plans for socioeconomic differentiation

Domain 2: Environment

Indicator A: Creates a classroom culture of respect, trust, safety, and high expectations

___ Creates a safe learning environment

___ Establishes a culture of learning

___ Creates a culture of persistence

Indicator B: Establishes and maintains clear expectations for classroom behavior

___ Establishes and maintains classroom routines and procedures. i.e. checking school correspondence, taking attendance, and reading announcements

___ Monitors and provides feedback on student behavior

Domain 3: Instruction

Indicator A: Communicates learning targets and content effectively

___ Demonstrates content knowledge and vocabulary effectively to promote learning

___ Communicates learning targets and content

Indicator B: Leads activities and discussions that promote high cognitive engagement

___ Uses instructional strategies to engage students

___ Uses a variety of questioning and discussion techniques utilized to promote learning

___ Uses appropriate pacing

Indicator C: Uses varied assessment techniques to advance student learning

- ☐ Uses formative assessments to inform instruction
- ☐ Provides feedback to advance learning
- ☐ Promotes student selfassessment
- ☐ Uses aligned, adequate, and timely summative assignment

Domain 4: Professionalism

Indicator A: Reflects on teaching practice

- ☐ Uses selfreflection to analyze ways to improve instruction
- ☐ Uses feedback to improve instruction

Indicator B: Engages in professional development

- ☐ Participates in professional development and goal setting
- ☐ Collaborates with colleagues at site and district level
- ☐ Contributes to school and district culture for learning

Indicator C: Maintains professional responsibilities and communicates with families

- ☐ Adheres to standards of ethical conduct
- ☐ Maintains accurate and timely records and grades
- ☐ Completes required tasks in an efficient manner
- ☐ Communicates with families
- ☐ Understands the cultural backgrounds of students

Appendix 2

Summative Evaluation/Self-Assessment Rubric

Self Evaluation RubricDomain 1: Planning and Preparation

Indicator A: Aligns learning targets with standards and student data inform planning

	Exemplary	Effective	Development Needed	Unsatisfactory
Plans units and lessons effectively	Shows evidence of daily, weekly, and unit planning which is consistent, thorough, and builds on students' prior knowledge and experience	Shows evidence of daily, weekly, and/or unit planning is consistent and builds on students' prior knowledge and experience	Evidence of daily, weekly, and/or unit planning is inconsistent	There is no evidence of planning daily, weekly, and/or unit instruction
Applies content knowledge	Teacher's extensive and current knowledge of content allows for student growth	Teachers knowledge of content and how students learn the content is accurate and current.	Teacher's knowledge of content is generally accurate but limits the teacher's ability to anticipate students' misconceptions	Teacher's knowledge of content is limited, which is demonstrated by content errors
Uses student data to inform planning	The learning goals and lesson design have been informed by extensive analysis of classroom and individual student data.	The learning goals and lesson design have been informed by an analysis of student data	There is limited evidence of use of student data	There is no evidence of use of student data

Indicator B: Aligns learning goals with standards and student data informs planning

	Exemplary	Effective	Development Needed	Unsatisfactory
Creates interdisciplinary and extended learning experiences	When homework is assigned, it is relevant and expands understanding of content and helps them reach mastery of learning goals	When homework is assigned, it expands students' understanding of the content	When homework is assigned, it emphasizes task completion or compliance	When homework is assigned, it is unsupportive of or not related to the intended learning goals
Uses available resources and technology	Uses technology and other resources to promote increased engagement and deeper conceptual understanding.	Use of technology and other resources supplements cognitive engagement and conceptual understanding	Teacher uses technology to present information to student but does not use technology to promote engagement	There is little or no use of available technology and or other resources.

Indicator C: Plans for assessment and differentiation

	Exemplary	Effective	Development Needed	Unsatisfactory
Plans formative and summative assessments	Plans indicate frequent opportunities for students to assess themselves against clearly established examples or performance	Plans indicate some opportunities for students to assess themselves against clearly established examples or performance	Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work	Assessments are primarily summative and used for grading purposes

	criteria	criteria		
Plans for socio economic differentiation	Plans are differentiated based on student data	Some plans are differentiated based on student data	There are minimal plans showing differentiation based on student data	There is no evidence of plan differentiation

Domain 2: Environment

Indicator A: Aligns learning targets with standards and student data informs planning

	Exemplary	Effective	Development Needed	Unsatisfactory
Creates a safe learning environment	Teacher creates a physical and emotional culture that supports positive social and personal skills	Teacher and students build positive relationships	Teacher creates a physical environment that partially supports the development of positive relationships	Teacher creates a physical environment that does not support positive relationships
Establishes a culture of learning	Student engage in complex cognitive tasks and there is evidence of students constructing their own knowledge and perseverance in complex learning activities	Students engage in high quality work and demonstrate enthusiasm and effort in completing work.	Instructions and interactions convey only modest expectations for student achievement	Classroom is characterized by low expectations and task completion
Creates a culture of persistence	Teachers provide opportunities and support for	Students and teacher take responsibility for achieving learning goals	Teacher takes responsibility for leading students to mastery of learning goals	No evidence that the teacher perseveres through challenges and instead gives up and blames students for their lack of success

Indicator B: Establishes and maintains clear expectations for classroom behavior.

	Exemplary	Effective	Development Needed	Unsatisfactory
Establishes and maintains classroom routines and procedures	Teachers consistently maintain clear expectations for classroom procedures. Students consistently comply. Transitions are organized and orderly	Most students adhere to procedures. Minimal instructional time is lost in handling noninstructional duties	Teacher establishes clear expectations, however, there is evidence of inconsistent management of routines that result in loss of instructional time	Students do not comply or are unaware of classroom procedures
Monitors and provides feedback on student behavior	Students consistently receive behavior feedback that is constructive, timely, and positive.	Students frequently receive behavior feedback that is constructive, timely and positive.	Students sometimes receive behavior feedback that is constructive, timely and positive.	Students rarely receive behavior feedback that is constructive, timely or positive..

Domain 3: Classroom Instruction

Indicator A: Communicates learning targets and content effectively

	Exemplary	Effective	Development Needed	Unsatisfactory
Demonstrates content knowledge through content specific vocabulary	Teacher's accurate use of vocabulary contributes to student use and acquisition of content specific vocabulary while enriching the lesson.	Teachers use accurate content specific vocabulary. Students show understanding and engagement through use of vocabulary.	Teachers use content specific vocabulary that is accurate; however, students are rarely encouraged to use content specific vocabulary.	Students do not use content specific vocabulary or are not encouraged to use and learn contentspecific vocabulary by the teacher.

Communicates learning targets	Students can articulate the learning targets and understand the directions. Students capable of developing directions and procedures when appropriate to the activity.	For most students, learning targets and explanations are clear. Students can articulate the learning targets and understand directions.	For many students, learning targets and explanations are less clear. Directions lack appropriate levels of detail. Some students are confused.	Learning targets and/or explanations of the content are unclear, inappropriate, or missing. Expectations or directions are unclear.
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Indicator B: Leads activities and discussions that promote high cognitive engagement

	Exemplary	Effective	Development Needed	Unsatisfactory
Uses instructional strategies to engage students in learning	Students initiate experiences to increase relevance and cognition. In addition to differentiated and group work, the lesson provides appropriate options for student initiative and choice.	Students are cognitively engaged and demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline.	Students may be behaviorally engaged, but are inconsistently engaged in learning experiences. Higher order thinking demand is infrequent in instruction and discussion.	Students are minimally engaged or uninterested in the lesson. They do not have opportunities to practice, apply or demonstrate that they are learning.
Using appropriate pacing	Students have multiple opportunities for cognitive engagement and reflection during the lesson.	Lesson has a coherent structure that includes all lesson components and is taught based on the gradual release	Students are limited in their opportunities to engage and reflect during the lesson. Lesson has a coherent structure that includes all	Pacing of the lesson is too slow, too rushed or both. As a result, pacing hinders active engagement. The lesson has no evidence of a structure.

		of responsibility.	lesson component.	
--	--	--------------------	-------------------	--

Indicator C: Uses varied assessment techniques to advance student learning

	Exemplary	Effective	Development Needed	Unsatisfactory
Provides feedback to advance learning	Students provide feedback to each other that promotes learning. Feedback is provided in a timely manner to all students.	Students receive specific feedback that promotes cognition. Feedback is provided in a timely manner to all students.	Students receive specific feedback, but emphasis is on procedures, compliance or grades. Timeliness of feedback is inconsistent.	Students receive nonspecific feedback that does not guide learning. Students receive feedback that is not timely.
Promotes student self assessment	Students continually revise their work and set goals to meet the expectations for learning, and the work of their peers.	Students frequently assess and monitor the quality of their own work.	Students are generally aware of their own level of achievement.	Students do not engage in self assessment. Expectations for student learning and assessment criteria are not provided.
Uses aligned, adequate and timely summative assessments	Teacher uses multiple summative assessments with student lead and designed variations. There are multiple opportunities for self assessment	Teacher uses multiple summative assessments with adequate cognitive variations. There are reliable timely feedback	Teacher uses minimal summative assessments with little variation.	Teacher does not effectively use summative assessments and does not use aligned assessments.

Domain 4: Professionalism

Indicator A: Establishes and maintains clear expectations for classroom behavior.

	Exemplary	Effective	Development Needed	Unsatisfactory
Uses self reflection to improve instruction.	Teacher models reflective practices for other educators, through peer coaching, sharing, facilitating or modeling in professional learning communities.	Teachers accurately assesses his or her own effectiveness using lesson products and student data to identify areas of strength and areas for growth.	With guidance, teacher is able to use reflection and selfassessment to assess student learning, meet lesson goals and make adjustments.	Teacher does not effectively use reflection and self assessment.
Uses feedback to improve instruction	Teacher seeks and uses feedback from colleagues. Also uses reflection and self assessment to thoughtfully assess instructional practices and student learning. Identifies alternative instructional approaches that will increase cognition and impact student learning.	Teachers uses feedback from colleagues, administrators and professional literature to enhance professional practice.	Teachers occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.	Feedback from colleagues, administrators, families, student and professional literature is resisted and/or does not result in changes in professional practice.

Indicator B: Professional development

	Exemplary	Effective	Development Needed	Unsatisfactory
Participation in professional development and goal	Teacher creates and engages in meaningful professional growth activities	Teacher provides evidence of implementation of practices from activities resulting	Teacher provides evidence of continual participation. Participation	Teacher does not contribute to or actively and consistently participate in

setting	for self; contributes and advocates to and for the learning of students, colleagues and the community.	in increased student learnings. Teacher set goals that are aligned with information aligned with selfassessment.	results in implementation of practices from activities. Teacher does not set rigorous goals.	professional learning activities or other activities designed to make the school a productive learning environment. Teacher does not set personal goals
Collaboration with colleagues	Teacher leads collaboration with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning.	Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.	Teacher collaborates with colleagues to address student needs identified by data.	Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.

Indicator C: Professionalism

	Exemplary	Effective	Development Needed	Unsatisfactory
Ethical conduct	Teacher models school and District policies and procedures and advocates for high standards of professional and ethical conduct in the school and	Teacher complies to school and District policies and procedures and models high standards of professional and ethical conduct.	Teacher acts in a professional and ethical manner, but frequently pushes the envelope.	There is documentation of violation of school and/or District policies and procedures.

	community.			
Record keeping	Record keeping is timely, complete and accurate and involves student participation and interpretation as appropriate.	Record keeping is timely, complete and accurate. Has developed systems for recording and communicating individual student knowledge and skills.	Record keeping is rudimentary and only partially effective in serving student and system needs. Routine school/district paperwork is completed in an inconsistent manner.	Records and reports are inaccurate and/or consistently late. Record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress or meet the system needs.
Communication with families.	Teacher develops systems for ongoing appropriate twoway interactions. Frequently confers with families to provide specific feedback on student progress.	Teacher initiates interactions with families. Displays sensitivity for families and involves families in problem solving. At times, confers with families in provide specific feedback to inform them of their student's progress.	Teacher responds appropriately to family requests for communications regarding student progress. Interacts appropriately with families.	Teacher has not established a pattern of communication with families of appropriate frequency and content. There is insufficient evidence of efforts to establish positive relationships with families.

APPENDIX 3

Teacher _____ School
year _____

1. Site Based (building) Goal

Results of Site Based goal

Individual Growth Strategy (IGS) GOAL

Describe your goal:

Self Evaluation Domain _____ Indicator _____ PLC Member Signatures

Outline your plan to achieve this goal. Describe resources needed.

How will you know the goal was successfully completed?

3. Student Achievement Goal

21

Describe your goal and reason for choosing this goal:

PLC Member Signatures _____

of students impacted _____

Baseline data _____

Outline your plan to achieve this goal. Describe resources needed.

Results

Unsatisfactory	Development Needed	Effective	Exemplary
Did not meet goal. Little or no students met goal or made progress.	Did not fully meet goal, but some students have demonstrated progress towards goal.	Met goal or otherwise showed substantial progress towards goal.	Surpassed goal and demonstrated outstanding student progress.

APPENDIX 4

Teacher Analysis of Student Survey Data

Upload Survey

Synopsis of Survey Results:

What I learned from the survey:

What I could change because of my findings:

The Tuning Protocol

1) Introduction (2 minutes) – Facilitator introduces goals of the protocol, guidelines, and schedule. Participants introduce themselves if necessary.

2) Presentation (5 minutes) – Presenter speaks to give a context for the student work. Participants are absolutely silent, but may take notes.

- a. Information about the students/class – what they're like, age, how far into the term they are when they get this assignment
- b. The prompt or assignment that generated this work
- c. Show samples of student work or video of the activity, etc. (student names removed)
- d. Share the evaluation format (scoring rubric, assessment criteria...)
- e. Provide a FOCUSING QUESTION FOR FEEDBACK. What does presenter want from the group?

3) Clarifying Questions (5 minutes) – Participants ask “clarifying” questions to seek more information. (Example: what percentage of your class are special needs? What time of day do you have this class?) The questions should be a matter of fact, not questions like, “When I teach this, I do _____.”

- a. Facilitator limits questions to those that are clarifying.
- b. Things they might consider include:
 - i. Were the instructions/prompts for the assignment clear?
 - ii. Does the assignment meet the desired goal of the presenter?

4) Examination of Student Work Samples (5 minutes) – Participants review the work silently

- a. Participants make notes about what seems to be working with the assignment and where there might be a problem.
- b. Presenter is silent during this time as well.

5) Warm and Cool Feedback (6 minutes) – Participants share feedback with each other while the presenter is silent, but may take notes.

- a. Feedback usually starts w/warm (positive) comments and then moves

to cool (instructive) comments.

b. This is the time for suggestions for strengthening the work

c. While many elements of the work may be addressed, facilitator should make sure that the focusing question is being adequately addressed.

6) In the original version of this protocol there are two more steps, but in the interest of our limited time together, I would suggest them as optional as time and interest allows. As supported by DuFour, the following two steps are:

a. **Reflection (5 minutes)** – a chance for the presenter to speak to the comments/questions while participants are silent. This is not a time to defend oneself, but instead a time for the presenter to reflect aloud on the ideas/questions presented.

Roles within the Tuning Protocol

Presenter – the person bringing the work to be reviewed

Facilitator – the person who makes sure the protocol is followed, keeps time, and keeps the discussion targeted to the Focusing Question

Participants – the group members who will review the Presenter's work

Tuning Protocol Evaluation NOTES

1. Assignment Presented.

2. Samples of Warm Comments

3. Samples of Cool Comments

4. Reflections

5. PLC Member Signatures _____

Mentoring Program Guide - WWG

Mission Statement:

The purpose of the Mentor Program is to facilitate the growth of teachers new to WWG High School through partnerships that encourage reflective practice, build instructional repertoire, and maximize student performance. The focus is to provide a support mechanism in which the advancement of skills and knowledge is a continuous flow throughout the non-tenured portion of teaching and is provided using mentors, professional development, and formative assessments.

Mentor Compensation: Mentor teachers will be paid \$250 for their role in mentoring incoming staff members.

Goals:

- To improve teaching performance as evidenced by student learning.
- To promote the personal and professional well-being of our teachers.
- To integrate new teachers into the social system of the school, the district, and the community.
- To promote collegiality, collaboration, and life-long learning.
- To increase the retention of teachers new to the district.

Guidelines

- 8 hours minimum contact throughout the school year between new teacher and mentor.
- Monthly meetings (use log below)
- Encourage new teacher to observe mentor and vice versa
- Turn in meeting log to building principal at the end of the school year
- The mentor shall be responsible for providing guidance and support to the teacher assigned to him or her as a mentee. Mentors may advise their mentees on matters relating to classroom management, classroom setup, pedagogical matters, lesson plans, issues relating to the mission and organization of any other matter relating to the mentee's role at WWG. Mentors are expected to respond to questions posed by mentees with the utmost professionalism and, where necessary, provide the mentee with an appropriate referral.

New Employee Orientation Check-List

All new hires, their assigned mentors, and district administration will go through the linked-in check-list together as soon as possible after an employee's teaching contract is officially approved by the WWG School Board.

Mentor Roles:

Maintain Consistent Contact: Be accessible - in person, by phone, and e-mail. Arrange for frequent mentee meeting times.

Build Relationships: Develop a trusting, confidential relationship with the mentee. Encourage and foster meaningful interpersonal connections with others in the community. Serve as an advocate when necessary.

Coach and Model: Guide the mentee in reflection and self-assessment. Serve as a coach and resource person. Encourage the new teacher, reflecting on strengths and successes. Model best practice teaching methods and share curricular materials and strategies. Allow the new teacher to develop his/her own teaching style.

Document: Use the New Teacher Orientation Checklist (See attached) before school starts. Maintain mentor/mentee log and provide it to the principal for documentation. Participate in program evaluation.

Learn: Learn from/with your mentee. This is a shared journey of learning, of becoming the best you both can be.

Mentee Roles:

Maintain Consistent Contact: Meet with your mentor regularly. Attend orientations, meetings, and seminars. Play an active role.

Build Relationships: Develop a trusting relationship with your mentor. Get involved in the total school experience.

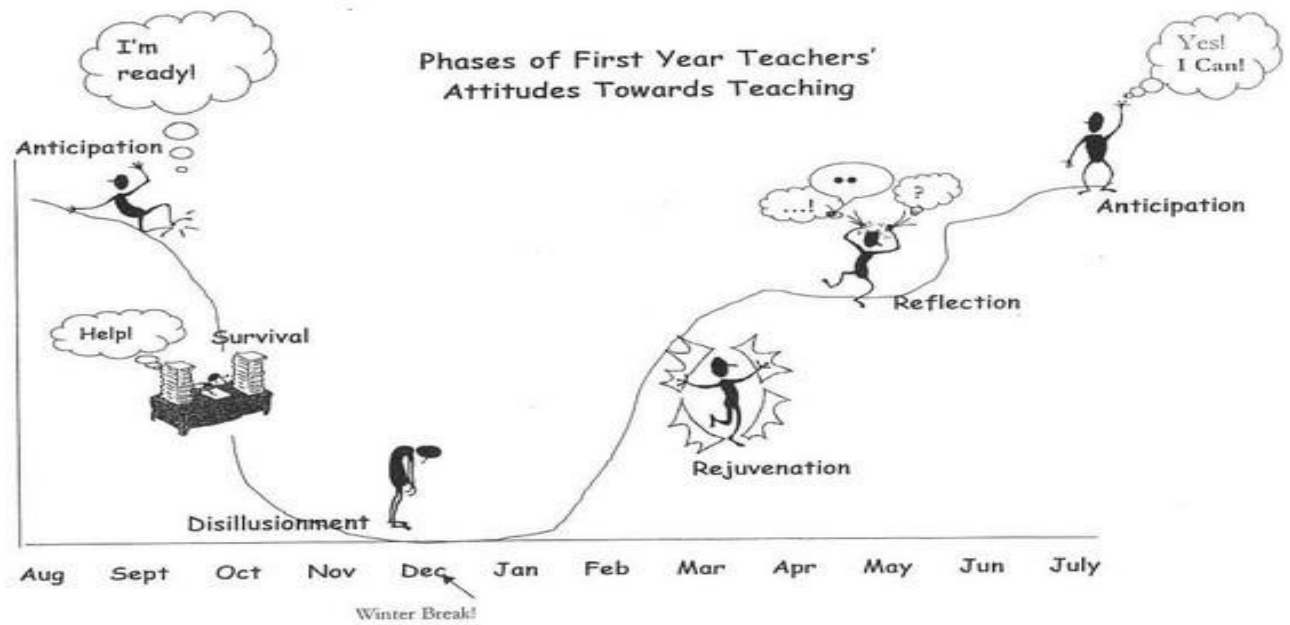
Plan: Use data to drive instruction, planning, and assessment. Understand the curriculum and obtain necessary instructional materials.

Reflect: Use teaching standards to self-assess and reflect on teaching to improve professional practice.

Solicit Assistance: Let your needs be known. Be specific about what you need. Discuss failures as well as successes.

Grow: Be open to new ideas and suggestions and try a variety of instructional methods.

Document: Work cooperatively with your mentor on the Orientation Checklist and the Mentor/Mentee Log. Participate in program evaluation.



WESTBROOK WALNUT GROVE SCHOOL DISTRICT MENTORING LOG FOR TEACHERS NEW TO DISTRICT

NAME _____

Date	Mentor Initials	Mentee Initials	Task Completed	Topic	Total Time	Running Total
Aug 31			<input type="checkbox"/>	Classroom Policy & Procedures Checklist		
			<input type="checkbox"/>	Syllabus Check		

			<input type="checkbox"/>	Classroom Management		
			<input type="checkbox"/>	JMC Walkthrough		
			<input type="checkbox"/>	Emergency Procedures Manual		
			<input type="checkbox"/>	ALICE Procedures		
			<input type="checkbox"/>	Fire Drills		
			<input type="checkbox"/>	Google Classroom Set-Up		
Sept 7			<input type="checkbox"/>	Teacher Meetings		
			<input type="checkbox"/>	Teacher Evaluations		
			<input type="checkbox"/>	PLC		
			<input type="checkbox"/>	Para expectations in class		
			<input type="checkbox"/>	IEPs & Attending IEP Meetings		
Sept 14			<input type="checkbox"/>	Data Privacy for Self and Student		
			<input type="checkbox"/>	Keeping Yourself Out of Trouble		
			<input type="checkbox"/>	Lesson Plans		
			<input type="checkbox"/>	Bus Requests		
			<input type="checkbox"/>	Supply Orders		
Sept 21			<input type="checkbox"/>	Parent/Teacher Conferences		
			<input type="checkbox"/>	Communicating with Parents		
			<input type="checkbox"/>	Submitting midterm grades		
Oct 26			<input type="checkbox"/>	Apathy amongst students		
			<input type="checkbox"/>	Submitting full term grades		
			<input type="checkbox"/>	Classroom Mgmt Check-In		

Nov 16			<input type="checkbox"/>	Extracurricular activities planning		
			<input type="checkbox"/>	Reimbursement from school		
			<input type="checkbox"/>	Late work policy and procedure		
			<input type="checkbox"/>	E-learning Days at WWG		
			<input type="checkbox"/>	Expectations for Online Learning		
Dec 14			<input type="checkbox"/>	Taking care of yourself		
			<input type="checkbox"/>	Community Involvement		
Jan 20			<input type="checkbox"/>	Second Semester Procedures		
			<input type="checkbox"/>	Classroom Mgmt Check-In		
Feb 15			<input type="checkbox"/>	Handling Teacher Burnout		
			<input type="checkbox"/>	Thoughts on next year class offerings		
Mar 15			<input type="checkbox"/>	Check-In and Check-Up		
			<input type="checkbox"/>	Capital Outlay Requests		
			<input type="checkbox"/>	Teachers Supporting Teachers		
Apr 12			<input type="checkbox"/>	Continue Ed		
			<input type="checkbox"/>	Logging Licensure Hours		
			<input type="checkbox"/>	Summer Plans		
May 17			<input type="checkbox"/>	Classroom Inventories		

			<input type="checkbox"/>	Submitting Year-End Grades		
			<input type="checkbox"/>	Teacher Check-Out		
			<input type="checkbox"/>	Summer Cleaning		
			<input type="checkbox"/>	Summer Requests		