2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

Zumbrota-Mazeppa Schools

Grades Served

Please check all that apply:

Prekindergarten - 12th grade
Kindergarten - 12th grade
Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Michael Harvey

WBWF Contact Title

Superintendent of Schools

WBWF Contact Phone Number

507-732-1400

WBWF Contact Email

mikeh@zmsch.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

Yes

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

No

A&I Contact Name

Rebecca Sjolander

A&I Contact Title

Achievement & Integration Coordinator

A&I Contact Phone Number

507-732-1420

A&I Contact Email

rebeccas@zmsch.k12.mn.us

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

http://www.zmschools.us/sites/zmschools.us/files/2019-20_wbwf_report.pub_.pdf

Provide the direct website hyperlink to the A&I materials.

http://www.zmschools.us/sites/zmschools.us/files/2019-20_wbwf_report.pub_.pdf

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

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

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

9/23/2019 and 12/12/2019

World's Best Workforce

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Michael Harvey	Superintendent	X
District Advisory Committee Member	Dave Anderson	MS/HS Principal	X
District Advisory Committee Member	Quinn Rasmussen	PR/ES Principal	X
District Advisory Committee Member	Wendy Ahern	Ass't Principal/SPED Director	X
District Advisory Committee Member	Jen Burfeind	Community Ed Director	
District Advisory Committee Membe	Rebecca Sjolander	Achievement & Integration Coordinator	X
District Advisory Committee Member	Laura Skogen	Staff Development Coordinator	X
District Advisory Committee Member	Beth Arendt	MS/HS Parent	
District Advisory Committee Member	Josh Boraas	MS/HS Teacher	
District Advisory Committee Member	Angela Hunstad	MS Counselor	
District Advisory Committee Member	Tony Brown	PR Parent	
District Advisory Committee Member	Kari Gunhus	MS/HS Parent	
District Advisory Committee Member	Pamla Langley	ES Teacher	
District Advisory Committee Member	Jamie Quam	ES Teacher	X
District Advisory Committee Member	Brittney Thomforde	ES Parent	
District Advisory Committee Member	Kristi Moore	Student	

Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member

Mary Graves Community Member

District Advisory Committee Member

Jeanette Richardson Community Member
Jean Roth School Board
Angie Bredehoft School Board
Chelsie Lockner ITS Counselor
Jason Lohmann School Board
Katrina Schuneman MS Teacher
Todd Cordes Parent
Lisa Nelson PR Teacher
Anne Solberg ES Teacher
Jackie Brown Eyes Native American Parent
Grant Voth Technology Coordinator

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
Who was included in conversations to review equitable access data?
(200 word limit)

ZM's administrative team, along with the District Advisory Committee, reviewed equitable access to excellent teacher data. 2018-19 data: 100% teachers licensed in MN and labeled effective, 9% less than three years experience, with 1 licensed teacher but teaching out of field. Sections per grade range from four to five depending upon total students at the grade level. Principals annually review data in spring. ZM strives for equitable distribution of diverse student groups across sections at grade levels and teacher experience.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

No equitable gaps were found as all ZM students have equitable access to experienced and effective teachers. ZM's one out of field licensed teacher is currently pursuing certification in that field. Having a teacher out of field is due to limited availability of teacher applicants with the required license.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

ZM uses a variety of information to assure classes/sections are balanced. This includes the use of academic data, ethnic diversity, information from previous teachers, and student support personnel as well as information about student needs and learning styles provided by parents. ZM students have equitable access to experienced, infield teachers and effective teachers. ZM has equal employment opportunity policies in place. ZM's recruitment and employment does not unlawfully discriminate based on race, color, creed, religion, national origin, sex, gender, marital status, status regarding public assistance, disability, sexual orientation, age, family care leave status or veteran status. To increase awareness of teacher position openings, ZM uses Ed Post, which makes job listings available worldwide. ZM's goal is to attract, interview, employ, and retain teachers of color/American Indian.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

ZM ethnicity: Hispanic/Latino: 3.1%, American Indian: .5%, Asian: .9%, Black: .7% and two or more races: 2.1% Approximately 7% of the total student population is represented by Hispanic/Latinos, American Indians, Asian, Black, or two race students. Approximately six licensed teachers of color/American Indian would be needed to reflect ZM's student population.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

The root cause contributing to lack of student access to teachers of color or American Indian is obtaining applicants of color and/or American Indian. ZM experiences a limited enrollment of diverse students and applicants for staff positions.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

To increase awareness of teacher position openings, ZM uses Ed Post which makes job listings available worldwide. ZM's goal is to attract, interview, employ, and retain teachers of color/American Indian.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

Kindergarten students scoring at 9 or better on Letter Naming Fluency as measured by FastBridge testing will increase from 95% in the fall of 2017 to 100% in the fall of 2018.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Fall of 2018 equals 98%

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data: FastBridge, general screening, disaggregated by free/reduced price lunch, and special education, other subgroups too small. Strategies: interventions, data meetings, flexible groups, outreach to district families to communicate readiness expectations for kindergarten through open houses, early childhood kickoff night and Family Night, community education and ECFE classes. All strategies were well implemented. Participation in ECFE, Community Ed, and early childhood events were up from previous year. Indication of goal progress was observed with Preschool teachers sharing data with kindergarten teachers while communication and collaboration between preschool and kindergarten increased. Data was shared at team meetings.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of all students enrolled in Grade 2 at Primary who are in 'low risk' category on spring FastBridge aReading will increase from 71.9% in 2018 to 72.9% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spring of 2019 72.9%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data: FastBridge aReading, data from free/reduced price lunch, special ed, information from ADSIS, Title 1, and special ed reports. Strategies: Monthly PLC and quarterly data meetings where teachers review data, classroom formative and summative assessments, Tier I, II, and III instruction for identified students. Implementation of strategies: Strategies were well implemented with P-2 teachers participating in data review meetings and PLCs, ADSIS, Title 1 teachers and paras and special ed teachers and paras work closely with classroom teachers to implement and monitor reading strategies. Monitor progress toward goal? FastBridge data is monitored quarterly along with progress monitoring. Through quarterly data meetings, teachers review student data and identify and change student needs for support services.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

Yes

All Students in Third Grade Achieving Grade-Level Literacy

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of all students enrolled in Grades 3-6 at elementary who are in 'low risk' category on the spring FastBridge aReading will increase from 67.6% in 2018 to 68.6% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spring of 2019 equals 68.7%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data: FastBridge aReading, data from free/reduced price lunch, special ed, information from ADSIS, Title 1, and special ed reports. Strategies: Monthly PLC and quarterly data meetings where teachers review data, classroom formative and summative assessments, Tier I, II, and III instruction for identified students. Implementation of strategies: Strategies were well implemented with 3-6 teachers participating in data review meetings and PLCs; ADSIS, Title 1 teachers and paras and special ed teachers and paras work closely with classroom teachers to implement and monitor reading strategies. Monitor progress toward goal? FastBridge data is monitored quarterly along with progress monitoring. Through quarterly data meetings, teachers review student data and identify and change student needs for support services

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of identified free/reduced price lunch students who earn an achievement level of 'doesn't meet' or 'partially meets' standards on reading MCAs will decrease from 47.7% in 2018 to 45% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spring of 2019 equals 46.4%.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data used to identify needs, disaggregated by student groups? Due to the limited enrollment in many subgroups, ZM decided to focus on improving skills for those students identified as free/reduced price lunch. Strategies: Title I, SPED, ADSIS, ELL services are offered to students who qualify, intervention plans are developed, teachers implement alternative delivery and flexible learning options for students, A & I teacher supported students through co-teaching and pullout program, PLC team monthly meetings and quarterly data meetings review student data with students identified for further interventions as needed, TIER II and III interventions were implemented for identified students. WIN (What I Need) Time allows for flexible groups and small group instruction and practice. How well are we implementing strategies? All strategies were fully implemented. Making Progress toward goal? Monthly PLC team meetings and quarterly data meetings review student data for increased student learning and formative and summative assessment data is used to monitor learning.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of identified free/reduced price lunch students who earn an achievement level of 'doesn't meet' or 'partially meets' standards on the Math MCAs will decrease from 51% in 2018 to 49% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spring of 2019 equals 48.6%

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data used to identify needs, disaggregated by student groups? Due to the limited enrollment in many subgroups, ZM decided to focus on improving skills for those students identified as free/reduced price lunch. Strategies: Title I, SPED, ADSIS, ELL services are offered to students who qualify, intervention plans are developed, teachers implement alternative delivery and flexible learning options for students, A & I teacher supports for students through co-teaching and pullout program, PLC team monthly meetings and quarterly data meetings review student data with students identified for further interventions as needed, TIER II and III interventions were implemented for identified students. WIN (What I Need) Time allows for flexible groups and small group instruction and practice. How well are we implementing strategies? All strategies were fully implemented. Making Progress toward goal? Monthly PLC team meetings and quarterly data meetings review student data for increased student learning and formative and summative assessment data is used to monitor learning.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

During the 2018-19 school year, ZM will establish a committee to revise, update, and add more STEAM units/course offerings for all students P-12 and report findings with recommendations to the District Advisory Committee in spring 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Committee met monthly, toured 2 STEM themed schools, sent delegates to Ignite, Inspire & Innovate conference, established mission, vision and beliefs, set plan for strategy implementation of 4Cs for 2019-20 SY. Teachers self-reported implementation of more STEAM focused lessons within units. Report was presented to District Advisory Committee in April.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Needs identified and data disaggregated: District wanted to review STEAM courses/units being offered to all students and number of high school student choosing to participate in STEAM related courses. Review of past graduates credits/course pathways indicated some areas of concern: limited availability of some courses, full schedules, prerequisite requirements limited student access to desired courses, courses being filled, PSEO, and credit recovery needs. Student information was studied by diverse groups, free/reduced price lunch/ college vs technical vs grads into work force. Strategies: establish STEAM committee to explore options, needs of teachers and students, and ways to integrate STEAM activities into existing units/courses. Delegates were sent to Career Pathway Summit plus Innovation conference. CTE team developed 'pathways' using existing high school courses. Counselor meet with stduents to develop graduation plans. Implementing strategies: all strategies were well implemented. Progress: STEAM committee met, visited STEAM schools, sent delegates to two STEAM Innovation conferences and implemented ideas gained. Graduation credits were modified and approved by District Advisory Committee and School Board. Pathways were identified and listed in high school course catalog.

Do you have another goal for All Students Career- and College-Ready by Graduation?

Yes

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

During the 2018-19 school, ZM will explore various 'pathways' for students to be career and college ready by graduation and report pathway options with recommendations to the District Advisory Committee in spring of 2018.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

CTE professional learning team worked on identifying career pathways and updated student course registration guide. District Advisory Committee and School Board approved changes in high school graduation requirements.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data used: 2019-20 high school course catalog included 'pathways' for college and career course choices, all students groups had access. Strategies: five high school teachers attended Pathways Symposium to see examples of 'pathways' used by area schools. Changes were proposed and approved by District Advisory Committee on required number of credits and alternate ways to obtain credit. Strategies were well implemented. Progress towards goal: changes were made to 2019-20 high school course catalog. Students have choices in various career pathways.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

ZM's graduation rate will exceed 93% in 2017, 97% in 2018, and will be 100% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Data from MDE Report Card on graduation rates: 2017 = 93.3% 2018=94% 2019= data not available yet

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data is obtained from MDE website plus in-house analysis of students graduating from ZM records. Disaggregation of data includes subgroups of free, reduced price lunch and identified subgroups where of student enrollment warrants. Strategies: all students complete a graduation plan by end of grade 10, all students participate in an advisory program, all students complete career class by end of junior year, and high school counselor meets with student to monitor progress towards graduation. ZM also maintains a targeted services program and ALP to support students in credit recovery. All strategies were implemented. Progress towards goal: through advisory and counselor meetings, students not on track are identified and interventions developed, advisors and counselor meet with students and parents as needed to identify needed course of action to meet graduation requirements.

Do you have another goal for **All Students Graduate?**

No

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

During the 2018-10 school year, the 3 year average of third grade MCA reading will increase by 2% points.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

3rd Grade Reading MCA Results: 2018 - 59.6; 2017 - 71.6; 2016 -66.7. Average 65.9
2017 - 71.6; 2016 - 66.7; 2015 - 76.6. Average - 71.6

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

3rd Grade Reading MCA Results: 2019 - 66.0; 2018 - 59.6; 2017 - 71.6. Average 65.7

On Track?

Check one of the following:

Not on Track

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit.)

MCA data taken from MDE's website. FastBridge data to identify needs. We disaggregated MCA data in FRP because that is ZM's biggest subgroup. Although goal not on track, progress made in FRP subgroup. 2019 - 50.0, 2018 - 48.3, 2017 - 58.8. Average 52.3. 2018 - 48.3, 2017 - 58.8, 2016 - 40.7. Average 49.1. Strategies: WIN (What I Need) Time in grades K-6, Title I services in K-4, ADSIS in K-2 and gr. 5-6. Data days - teachers collaborate to define and redefine students' needs for intervention and personalization. MTSS and SST committees functioning, PLC Collaborative groups are focusing on researched based teaching strategies, test item analysis, and/or tracking standard proficiency, Teachers utilize best practice techniques during core instruction. ZM has appropriate structures in place to provide students with the supports they need to be successful. ZM uses goal setting, progress monitoring, and benchmark testing to ensure students are making progress toward goals. They have also integrated standards-based report cards in K-6.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

The Rochester Area AI collaborative districts will partner annually on at least one culturally relevant instructional staff development experience. Each partner district will establish a leadership team and monitor equity work in the district. Each partnering district will send a team of student leaders to one student school board meeting each year.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

During the 2017-18 school year, this goal was met. ZM established an Achievement and Integration Coordinator and now has representation on the Leadership Team. The coordinator took 8 students to March Rochester Student School Board meeting.

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, the A & I coordinator took ten students to March Rochester Student School Board meeting.

On Track?

Check one of the following:

On Track

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit.)

ZM used in-house district data to identify equity needs. An Equity Walk was done prior to initiating this plan. As a result, an Achievement and Integration coordinator position was created. The A & I coordinator attended equity and cultural competency training and provided staff trainings and information. An Equity Leadership Team was established and meets a minimum of 4 times per year. The A & I coordinator works with the HS National Honor Society coordinator to select a group of leaders to attend a Rochester Student School Board meeting. All strategies were implemented with fidelity. Our goal was met and plans are being made to meet this year's goal as well.

Do you have another Integration goal?

No

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report//?snc=1575385533_5de679bd34eb90.49863286&sg_navigate=start