



AGENDA

Independent School District No. 77
Mankato, MN 56001

Monday, November 15, 2021 - 5:00 p.m.
Intergovernmental Center - Mankato Room

1. ANNUAL MEETING (5:00 P.M.)
 - A. Combined World's Best Workforce Summary and Achievement and Integration Progress Report

World's Best Workforce Annual Meeting**1. A.****Meeting Date:** 11/15/2021**Prepared By:** Travis Olson, Director of Teaching & Learning**Item Type:** Information

Subject:

Combined World's Best Workforce Summary and Achievement and Integration Progress Report

Background:

Travis Olson, Director of Teaching and Learning, and John Lustig, Director of Administrative Services, will review the Combined World's Best Workforce Summary and Achievement and Integration Progress Report. The Board Chair will open the meeting to public comment following the presentation.

Recommended Action:N/A

AttachmentsWorld's Best Workforce and A&I Presentation



MANKATO AREA PUBLIC SCHOOLS

World's Best Workforce and Achievement &
Integration 2021-22

November 15, 2021



MDE Description of World's Best Workforce

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five goals:

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.



WBWF Goals & MAPS Vision Card Measures

WBWF Goal All children are ready for school.	WBWF Goal All third-graders can read at grade level.	WBWF Goal All racial and economic achievement gaps between students are closed.	WBWF Goal All students are ready for career and college.	WBWF Goal All students graduate from high school.
A1: Kindergarten literacy A3a: Fall Kindergarten DIBELS	A2: Spring DIBELS benchmark for 2nd grade	A3b: 3rd-5th grade MCA A3c: 6th-8th grade MCA test A4: 4-year graduation rate A6: Suspension disparities		A3d: High School academic progress A5: Activity participation
		B6: District-wide PBIS student data		B1: Student satisfaction B2: Family satisfaction B4: Attendance rates
		C4a: 3-5 students in TD C4b: 6-8 students in TD C4c: Dual credit students	C2: Career Pathway students C3a: 22 or higher ACT C3b: 31 or higher ASVAB C5: Graduate satisfaction	C1: 4-year graduation rates
		E1: Staff participation E2: Staff satisfaction E3: Staff ongoing coaching		

Our Strategic Directions	DISTRICT-WIDE INITIATIVES for 2021-22
<i>A: Improving learning and development for each learner</i>	● Standards-based Instruction and Reporting Processes ● Career Pathway Opportunities (9-12) ● Restorative Practices (9-12) ● Education Career Pathway (8) ● Restorative Practices (K-5, 6-8) ● LMS
<i>B: Strengthening our welcoming, connecting, and partnership</i>	● Retain and recruit employees who reflect our student population ● Increase the sense of belonging to the school communities for all families ● Language access, communication, and engagement with multilingual families ● Employee Affinity Groups
<i>C: Improving student readiness for life after graduation</i>	● Early learning- aligned to Pre K – Grade 3 ● K-12 vertical alignment and standards based instructional model ● Career & college readiness pathway programs ● All 9th grade students have Personal Learning Plans ● Expanding Career & College readiness pathway programs through community partnerships
<i>D: Optimizing our management of all types of resources</i>	● Facility upgrades and capacity study ● Align RtI framework-needs driven resource allocation ● Utilizing digital resources for purchasing and records ● Manage resources in different learning models. ● Managing resources for safety during COVID.
<i>E: Developing the capacity, skills, and accountability of a diverse staff</i>	● Embedded P.D. focused on Strategic Roadmap ● Vertical alignment of work/standards



Achievement & Integration

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

There are four ways that a district can be eligible for the program:

1. **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. **Adjoining:** District physically adjoins a racially isolated district.
3. **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).



Achievement & Integration

OUR GOALS

OUR STRATEGIES

The percent of students of color and those who qualify for Free-Reduced Price Lunch (FRPL) enrolled in a Parent Aware program will increase from 50.7% to 55.7% by the end of the 2021-2022 school year with the intent of decreasing racial and economic enrollment disparities.

- Scholarships for students
- Transportation provided to targeted families
- School/Community Liaisons
- Partner with Southern MN Children's Museum
- Early Learning Mentor Coach

The percent of All students that meet or exceed on the 3rd-grade Reading MCA will increase from 65.1% to 70.1% by the end of the 2021-2022 school year. 2020-21 3rd grade MCA 57.43%

- Have mentor-coach available at each K-5 building
- Leadership's use of Coaching for Equity
- Family Ambassadors
- Professional development

The percent of All students in each student group that participate in a teacher career pathway in grade 8 will increase from 0% to 5% by the end of the 2021-2022 school year.

- Launch Education Pathway at Middle Schools
- Campus visits for our students in our education pathway
- MSU-Mankato pathway to teacher licensure for our employees of color

The percent of students of color and Free-Reduced Price Lunch (FRPL) enrolled in integration career pathway activities will increase from 0% to 12% by the end of the 2021-2022 school year with the intent of decreasing racial and economic enrollment disparities.

- Youth Global Leaders
- Club Invention
- StoryArk
- Equity Summit



Thank You!

Questions?



Additional Information



DISTRICT IMPROVEMENT PLAN 2019-20, UPDATED 10/24/19

Our Strategies	LEARNING WORK	IMPLEMENTATION WORK
Strategic Direction A: Improving learning and development for ALL students	Learning Work Initiatives - Standards-based Instruction and Reporting Processes (9-12) - Individualized Instruction/Learning	Implementation Work Initiatives - Standards-based Instruction and Reporting Processes (K-8) - Career Pathway Opportunities (9-12) - Restorative Practices (9-12) - Education Career Pathway (8) - Distance Learning for All - Restorative Practices (K-5, 6-8) - LMS
Strategic Direction B: Strengthening our welcoming, connecting and partnership	Learning Work Initiatives Community engagement process approach and testing(audit)	Implementation Work Initiatives - Retain and recruit employees who reflect our student population - Increase the sense of belonging to the school communities for all families - Language access, communication, and engagement with multilingual families - Alternative delivery methods for community engagement (Rec on the Go and Swim and Gym) - Employee Affinity Groups
Strategic Direction C: Increasing student readiness for life options after graduation	Learning Work Initiatives Expanding work-based learning opportunities for younger students-	Implementation Work Initiatives - Early learning- aligned to Pre K – Grade 3 - K-12 vertical alignment and standards based instructional model - Career & college readiness pathway programs - All 9th grade students have Personal Learning Plans - Expanding Career & college readiness pathway programs through community partnerships
Strategic Direction D: Optimizing our management of all types of resources	Learning Work Initiatives	Implementation Work Initiatives - Facility upgrades and capacity study - Align Rtl framework-needs driven resource allocation - Utilizing digital resources for purchasing and records - Manage resources in different learning models. - Managing resources for safety during COVID.
Strategic Direction E: Developing our staff's capacity, skills and accountability	Learning Work Initiatives PD aligned to content specific areas	Implementation Work Initiatives - Embedded P.D. focused on Strategic Roadmap - Vertical alignment of work/standards



WBWF Goal	VisionCard A <i>Improving learning and development for each learner</i>	VisionCard B <i>Strengthening our welcoming, connecting, and partnership</i>	VisionCard C <i>Improving student readiness for life after graduation</i>	VisionCard E <i>Developing the capacity, skills, and accountability of a diverse staff</i>
All children are ready for school.	A1: Kindergarten literacy SUCCESS MEASURED BY: percentage of students who meet winter literacy benchmark for Kindergarten DIBELS A3a: EARLY LEARNING SUCCESS MEASURED BY: difference between student groups on fall Kindergarten DIBELS for MAPS preschool attendees			
All third-graders can read at grade level.	A2: Reading skills by 3rd grade SUCCESS MEASURED BY: percentage of students who meet spring literacy benchmark for 2nd grade DIBELS			



WBWF Goal	VisionCard A <i>Improving learning and development for each learner</i>	VisionCard B <i>Strengthening our welcoming, connecting, and partnership</i>	VisionCard C <i>Improving student readiness for life after graduation</i>	VisionCard E <i>Developing the capacity, skills, and accountability of a diverse staff</i>
All racial and economic achievement gaps between students are closed.	A3b: ELEMENTARY SUCCESS MEASURED BY: difference between students identified by racial groups in 3rd-5th grade MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing A3c: MIDDLE SCHOOL SUCCESS MEASURED BY: difference between students identified by racial groups in 6th-8th grade MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing A4: 4-year graduation rate disparities SUCCESS MEASURED BY: difference between students identified by racial groups in high school graduation rate, considering group size, trend 4 analysis, and the highest performing and lowest performing A6: Suspension disparities between student groups SUCCESS MEASURED BY: difference in number of suspensions between student groups	B6: School culture SUCCESS MEASURED BY: difference between students identified by racial groups in district-wide PBIS student data, considering group size, trend analysis, and the highest performing and lowest performing	C4a: Student participation in personalized rigorous coursework ELEMENTARY SUCCESS MEASURED BY: difference between students identified grades 3-5 students in Talent Development by racial groups considering group size, trend analysis, and the highest performing and lowest performing C4b: MIDDLE SCHOOL SUCCESS MEASURED BY: difference between grades 6-8 student groups identified for Talent Development Services, Enriched, and Accelerated classes by racial groups considering group size, trend analysis, and the highest performing and lowest performing C4c: HIGH SCHOOL SUCCESS MEASURED BY: difference between enrollment in dual credit courses by racial groups considering group size, trend analysis, and the highest performing and lowest performing	E1: Staff participation in job-embedded professional development SUCCESS MEASURED BY: percentage of staff members district-wide who participated in equity training and PBIS training E2: Staff satisfaction with professional development opportunities SUCCESS MEASURED BY: percentage of staff members district-wide who are satisfied with their equity training and PBIS training E3: Staff satisfaction with ongoing coaching and support SUCCESS MEASURED BY: percentage of staff members district-wide who are satisfied with the support available for implementation of equitable practices and PBIS



WBWF Goal	<u>VisionCard A</u> <i>Improving learning and development for each learner</i>	<u>VisionCard B</u> <i>Strengthening our welcoming, connecting, and partnership</i>	<u>VisionCard C</u> <i>Improving student readiness for life after graduation</i>	<u>VisionCard E</u> <i>Developing the capacity, skills, and accountability of a diverse staff</i>
All students are ready for career and college.			C2: Career Pathway engagement SUCCESS MEASURED BY: percentage of high school students who are participating in Career Pathway partnership opportunities C3a: High school student performance on national assessments ACT SUCCESS MEASURED BY: percentage of students who received an ACT composite score of 22 or higher C3b: ASVAB & ACCUPLACER SUCCESS MEASURED BY: percentage of students who received an ASVAB score of 31 or higher , Accuplacer score of 250 or higher on all domains C5: Graduate satisfaction survey SUCCESS MEASURED BY: percentage of students who feel ready for career and/or college at graduation and at 5 years post-graduation	
All students graduate from high school.	A3d: HIGH SCHOOL SUCCESS MEASURED BY: difference between students identified by racial groups in academic progress, considering group size, trend analysis, and the highest performing and lowest performing A5: Participation in district-sponsored activities SUCCESS MEASURED BY: percentage of students at the middle and high school levels that are engaged in a district-sponsored activity	B1: Student satisfaction SUCCESS MEASURED BY: percentage of student survey respondents who report satisfaction with their school B2: Family satisfaction SUCCESS MEASURED BY: percentage of family member survey respondents who report satisfaction with their student's school B4: Attendance rates SUCCESS MEASURED BY: percentage of students who have a 90% or higher school attendance rate	C1: 4-year graduation rates SUCCESS MEASURED BY: percentage of students who graduate from high school in 4 years	