

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

0111-01 Watertown-Mayer Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Allison Arndt

WBWF Contact Title

Director of Teaching & Learning

WBWF Contact Phone Number

9529550490

WBWF Contact Email

aarndt@wm.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

<https://www.wm.k12.mn.us/Page/140>

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-20 school year.

Monday, November 16 & Monday, December 21, 2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Allison Arndt

Role in District

Director of Teaching & Learning

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Darren Schuler

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Nick Guertin

Role in District

Middle School Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Deanna Gronseth

Role in District

Director of Special Education

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Susie Retterath

Role in District

Early Childhood Coordinator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Holly Pfeiffer

Role in District

Title I, ADSIS & EL Coordinator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Chris Behrens

Role in District

Middle School Teacher & Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Chris Fiscus

Role in District

High School Teacher & Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kristen Phillips

Role in District

High School Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Misty Roberts

Role in District

Elementary School Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Heidi Guetzkow

Role in District

School Board Member & Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Erika Schulz

Role in District

School Board Member & Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Aaron Lobbestael

Role in District

Parent & Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jeff Engholm

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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)

Data from the MDE Report Card was reviewed and discussed with the Admin team and shared at a public board meeting. This data is reviewed yearly with our academic data review. District administrators, members of the District Teaching & Learning Advisory Council and the school board were involved in conversations regarding this data and future planning.

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)

Moving forward we need to continue to market our district and our teaching opportunities using a variety of outlets. We can also look at ways in which we can further support the professional learning and development of our staff. Our goal moving into the 2020-2021 school year, is to maintain our current data points in regards to equitable access to experienced, in-field and effective teachers.

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?

(200 word limit)

As of last year, we did not have any staff members representing the American Indian/Alaska Native or Asian students groups. Our American Indian/Alaska Native student population is .13% of our district student body. Our Asian student population is .52% of our district student body. We would need to hire an American Indian/Alaska Native and an Asian teacher to better reflect our student population.

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)

We continue to expand the marketing pool for our district and posted teaching positions. Our goal this year is to reach out to various affinity groups at universities with our job postings.

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.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this 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 2019-20 school year.

The percentage of all students, ages 3, 4, and 5, enrolled in the Young Royals program at Watertown-Mayer School District #111, who are meeting or exceeding reading readiness skills and standards as measured by the Young Royals Skills Checklist, which is aligned to the Minnesota Early Learning Standards, will remain steady from 80% in 2019 to 80% in 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report due to COVID-19

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

We have decided to change our goal in this area for the 2020-2021 school year. In the past we have focused on the reading readiness of students that have attended our preschool program. We know about 30% of our incoming kindergarten students did not attend our preschool program. To address this, our goal will focus on the kindergarten readiness of all children entering kindergarten in the district. o This year our early childhood team will revisit the ECIPS and align them to Kindergarten entry goals. The team will develop informational documents for families and local daycare agencies, clearly outlining kindergarten readiness expectations. Additionally, preschool and kindergarten assessments will be reviewed and realigned, if necessary. o 2020-2021 Goal: 80% of students entering kindergarten in the fall of 2021 will meet or exceed kindergarten readiness skills as outlined by the Early Childhood Indicators of Progress.

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 2019-20 school year.

The percentage of all students in 3rd grade at Watertown-Mayer School District #111, who are meeting or exceeding reading readiness skills and standards as measured by the Minnesota Comprehensive Assessment (MCA), will increase from 54.5% in 2019 to 60% in 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report due to COVID-19

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Reviewing academic data, it is evident that we need to increase the percentage of students at mastery. Our winter universal screening data shows that at least 35% of students in K-3 were not at grade level. The following strategies and actions will be in place to support this goal; continued implementation of a research-based common curriculum in Tier I, quarterly meetings to review new curriculum, assessments, and instructional practices, Tier I intervention implemented in addition to core curriculum if 80% of population is below proficiency, and continued alignment of Tier II interventions. We will also continue to work on all intervention supports during distance learning.

Goal 20-21: The percentage of all students in 3rd grade at Watertown-Mayer School District #111, who are meeting or exceeding reading readiness skills and standards as measured by the FastBridge aReading assessment, will increase from 70% in 2020 to 75% in 2021. The percentage of all students in 3rd grade at WM School District #111, who are meeting or exceeding reading readiness skills and standards as measured by the MCAs, will increase from 54.5% in 2019 to 70% in 2021.

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 2019-20 school year.

The proficiency gap in reading that exists between the special education student group and the non-special education student group at Watertown-Mayer School District, as measured by the Minnesota Comprehensive Assessment (MCA), will decrease from 43.8% in 2019 to 40 % in 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report due to COVID-19

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

The proficiency gap between special education students and non-special education students has averaged to be 46.33% difference over the last six years. o We will continue to focus on alignment of curriculum and interventions, accommodations specific to students' individual needs, and will explore assistive technology for text to speech and speech to text tools for students. During distance learning we will have our students with the highest needs in the building to receive 1-1 or small group, in-person instruction.

The proficiency gap in reading that exists between the special education student group and the non-special education student group in grades 1-8 at Watertown-Mayer School District, as measured by the FastBridge aReading nationally normed assessment, will decrease from 40 points in 2020 to 38 points in 2021.

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 2019-20 school year.

100% of 10th-grade students will complete a resume or summary highlighting their skills, qualities, and their career ready accomplishments by the end of their 11th grade school year. AND 12th-grade student enrollment in work-based learning or mentorship experiences will increase from 50% completion in the 2018–19 school year to 60% completion by the end of the 2019–20 school year. AND For the 2019-2020 school year, the percentage of high school students earning college credit through concurrent enrollment courses will increase from 57% in 2018-2019 to 60%

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

98% of students completed the resume in their English class in 2019-2020. AND 61% of 12th-grade students were enrolled in work-based, internships, or mentorship experiences in 2019-2020. AND Goal 2: 61% of high school students earned college credit through concurrent enrollment courses in 2019-2020.

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?

(Narrative is required. 200 word limit)

By reviewing our middle school and high school course options, we know that we want to continue to offer career development opportunities for our students. Our internship/mentorship and college in the schools programs have been very successful and we plan to continue to promote and grow these programs.

Goal 1: 100% of 8th and 10th-grade students will complete a resume or summary highlighting their skills, qualities, and their career ready accomplishments by the end of their 11th grade school year. Goal 2: 12th-grade student enrollment in work-based learning, internships, or mentorship experiences (by the time they graduate) will increase from 60% in the 2019—20 school year to 63% by the end of the 2020–21 school year. AND for the 2020-2021 school year, the percentage of high school students earning college credit through concurrent enrollment courses will increase from 61% in 2019-2020 to 63%

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 2019-20 school year.

Mindset & Social Awareness Goal: 100% of 10th-grade students will review and updated their personal learning plan (PLP) Element 3 information (interests, aptitudes, and aspirations) prior to the end of their 10th grade year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

97% of students completed the MCIS tasks assigned to address this goal in 2019-2020.

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?

(Narrative is required. 200 word limit)

Each year our goal is to get 100% of our students involved with goal setting and planning as they enter high school. As we move throughout this year, students will meet with the Counselor and Dean of Students to develop their Personalized Learning Plans and the district will continue to build out College in the School, work experience, and mentorship experiences for students.

Goal: 100% of 10th-grade students will review and update their personal learning plan (PLP) Element 3 information (interests, aptitudes, and aspirations) prior to the end of their 10th grade year in 2020-2021.

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 2019-20 school year.

Domain: Transitional Knowledge Goal: Students in 11th and 12th grade enrolled in the Career Exploration Elective course will increase from 16% in 2018-2109 to 20% in 2019-2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Students in 11th and 12th grade enrolled in the Career Exploration Elective course increased to 27% in 2019-2020.

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?

(Narrative is required. 200 word limit)

The Career Exploration course is a newer course for our students and we are working to increase enrollment in this course each year. We will continue to survey students regarding their career goals and will encourage course enrollment during meetings with the counselor and Dean of Students.

Goal: Students in 11th and 12th grade enrolled in the Career Exploration Elective course will increase from 27% in 2019-2020 to 30% in 2020-2021.

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The district will continue to maintain a graduation rate goal of 97%. To sustain this challenging goal a constant emphasis will continue to be placed on improving strategies and supports that benefit a wide range of students.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

The high school graduation rate was 98% in 2019-2020.

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?

(Narrative is required. 200 word limit)

The district will continue to maintain rigorous goals. It will remain committed to maintaining sustainable support.

The high school will continue to closely monitor student graduation readiness and will make adjustments as needed to make sure that all students are ready to graduate and enter their next phase of life as young adults.

Goal: The district will continue to maintain a four-year graduation rate goal of 97% during the 2020-2021 school year.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607957565_5fd77c3db7a176.46539278&sg_navigate=start