



2016-17 World's Best Workforce Report Summary

District or Charter Name: Virginia School District ISD 706

Grades Served: Pre K-12

Contact Person Name and Position: Brian Hake, Assistant Principal, Virginia High school

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorlidsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorlidsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

- The World's Best Workforce Summary Report is published on the district web site- www.vmps.org

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- The WBWF report will be reviewed at the January 8th, 2018 School Board Meeting.

1c. District Advisory Committee

[Note: 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 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Noel Schmidt	Supt.
Lisa Perkocvich	High School Principal
Willie Spelts	Roosevelt Principal
Mike Krebsbach	Parkview Principal
Brian Hake	High School Assistant Principal
Julie Johnson	Parent
Tammie Pietrini	Parent
Eric Peterson	Parent
Allie Williams	Parkview VEA/Parent
Carolyn Peterson	Parkview VEA/Parent
Steph Aho	Roosevelt VEA/ Parent
Kelly Maickelson	Roosevelt AFSCME
Dawn Savela	High School VEA

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p>Increase percentage of 4- year- old resident students attending a kindergarten prep program to 95%</p> <p>Increase the number of Pre-K sections from 1 in 15-16 to 5 in 16-17.</p>	<p>The number of Virginia resident Kindergarten students that had a pre-K experience in 2016-2017 was 78 out of 82. That is 95%. Goal met</p> <p>Pre-K sections started and finished year at 5. Goal met.</p>	<p><i>Check one of the following:</i></p> <p>X <input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The teachers at the Roosevelt Elementary will teach scientifically research based reading strategies to all third graders so that 76% of all third graders will achieve a scale score of 429-614 in the spring of 2017 as measured by the Star Reading Test. This Correlates to meeting or exceeding proficiency on the MCAIII Reading Assessment.</p>	<p>The results for third grade Roosevelt students: 77.6% of students received a score of 429-614. GOAL MET</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<ol style="list-style-type: none"> 1. Roosevelt Elementary School will close the achievement gap and earn 13 points in the Spring of 2017 2. Virginia High School will decrease its achievement gap and earn 13 points in the spring of 2017. 	<p>MDE changed the data from the MMR system. The goal with points for the MMR is no longer viable. We will change goal for next year for closing achievement gap.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Virginia High School will ensure that 95% of 9th and 10th grade students maintain a personal learning plan and increase the amount of 11th grade students maintaining a personal learning plan from 0% to 85% by end of the school year.</p>	<p>Spring 2017- Freshman-99% Sophmores-100% Juniors- 99%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>4- year graduation rate for the free/reduced subgroup will increase from 83.9% in the spring of 2016 to 85% in 2017 while maintaining a percentage of 93% for all other sub groups.</p>	<p>Graduation rates for the 2016-2017 school year are not available as of this report. The information that we do have is that we were at 83.9% for the FRP population for 2016 and the rest of the sub groups were at 92.7%. At this point, goal is in progress.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Needs: To continue to work on improving achievement gap on MCA testing, increase the percentage of third graders exceeding proficiency on the Reading MCA, Increase the number of students at the Pre- K level to ensure success in Kindergarten and increase the graduation rate of the FRL subgroup. These are continued areas of need.

Independent School District #706 Virginia uses data from the MCA's, ACT, and Star assessments as well as local data such as graduation rates, attendance rates free/reduced lunch population, Mental health/chemical assessments, truancy and enrollment in credit recovery programs to determine district needs.

4. Systems, Strategies and Support Category

4a. Students

Student progress is assessed using STAR assessments in reading and mathematics at a minimum of three times a year. Student progress is also assessed during grade level and subject level PLC's using data from STAR, MCA's and local assessments. Student groups, such as the free and reduced lunch population is compared to other student groups to see where there is need for intervention. After careful analysis, students receive individualized and targeted instruction to address their needs. PLC groups also focus on individual groups of students using data from STAR, MCA's and other assessments to meet the needs of those groups.

4b. Teachers and Principals

Curriculum is reviewed annually and compared to state standards and sub strands. Academic subjects are updated through the curriculum review cycle and supplemented as needed. Subject PLC's focus on curriculum, instruction and student engagement. The big emphasis this year is relationships and their impact on instruction. Effective instruction is ensured through the district's teacher evaluation model which ties student learning goals (35%), Student engagement (10%)and effective instruction/teacher practice (55%). Peer evaluations of all teachers is also an integral part of our overall teacher evaluation process. Principal effectiveness is also evaluated through a set evaluation process that is on-going throughout the tenure of each principal.

4c. District

The Virginia School district ensures high-quality instruction by integrating standards-based curriculum tied to student achievement through multiple data measures including local assessments, MCA assessments, ACT, and STAR assessments. High quality instruction is ensured through our teacher evaluation system and the use of subject area and grade level PLC's. Virginia School district utilizes 1 District Technology Coordinator, 2 Curriculum Instruction and Technology Integration Coordinators, and 1 Network Administrator. Our district has a one to one I-Pad initiative with a high level of staff support for the integration of technology into the curriculum. Recent district initiatives also include a school readiness program that has expanded to 5 classrooms with a new facility, in house staff development opportunities and region wide trainings, as well as looking into IB, AVID and REACH programs with an eye on implementation of REACH in the fall of 2017. Virginia has programs to assist students with mental health and academics using the whole child approach to learning.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

Virginia strives to recruit and retain the finest teachers in Minnesota. Administration examines data from MCA and STAR assessments to determine the effectiveness of curriculum and teaching styles. All children have equitable access to quality teachers as ensured by the teacher evaluation plan of Virginia School District. Probationary teachers are evaluated 3 times per year by administration plus peer observations and mentoring. Tenured teachers are on a 3-year evaluation cycle and have yearly peer observation. PLC's are also employed to enhance teaching techniques and to examine data to determine individualized learning plans to reach a diverse set of learners.