

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

0118-01 Northland Community Schools

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Mary Yakibchuk

WBWF Contact Title

Principal

WBWF Contact Phone Number

2185662351

WBWF Contact Email

myakibchuk@isd118.org

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?

Yes

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

Year 1 (3-year plan spans SY 2020-22)

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

No

A&I Contact Name

Mary Yakibchuk

A&I Contact Title

Principal

A&I Contact Phone Number

2185662351

A&I Contact Email

myakibchuk@isd118.org

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.isd118.k12.mn.us/sites/isd118.k12.mn.us/files/files/Private_User/kbalvin/2019-20/2018-19%20WBWF%20Report.pdf

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

www.will.put.link.in.later.com

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.

2-20-2020

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

Mary Yakibchuk

Role in District

Principal

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Pat Rendle

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Leah Monroe

Role in District

Indian Education Director

Part of Achievement and Integration Leadership Team?

Yes

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)

Principal and Executive Secretary share information with one another when considering teacher evaluation schedules, and when submitting the STAR report, or as needed, to review data. Equitable access data comes up during these times, as we consider the experience levels of various staff, as well as how many of our teachers have out-of-field permissions. Superintendent and Principal discuss underperforming teachers, as well as the district's progress on creating and finalizing the local teacher development and evaluation plan. However, because our school district is so small, comprising of a Pre-School, a K-12 building, and a single offsite self-contained classroom, at Little Sands Learning Center, the teachers who may be ineffective, inexperienced and/or out of field deliver the same instruction to all populations of students equally. Teachers are not able to change their classroom student population, by moving from one school to another, within the district. The rate at which our low-income, and minority students are taught by these teachers, is the same rate at which the other students are taught by them, within our district. We have no control how our applicant pool compares to the state average however. This may be where a discrepancy lies.

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)

We continue to try to recruit quality applicants, and we are advertising a program to assist with tuition costs for non-licensed support staff to work towards getting their teacher license in a "grow your own" teacher program. We also offer a Mentor-Mentee program for all new-to-district and non-tenured 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)

Approximately 40 % of our students are Native American, and ~ 60% of our students are white. During 2019-20 school year, 2 of 40 teachers was Native. We would need additional 18 Native Teachers in order for our teacher population demographics to reflect our student demographics.

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 invite Indian Education Liaison to help reach out to native community when searching for applicants, in addition to posting openings on state-wide job posting/search engines.

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.

Aligning with Teachings Strategies GOLD and the Minnesota Early Childhood Indicators of Progress, all four-year-old preschool students will be able to count at least 10 objects one-to-one, forward and backward, out loud on by the end of their preschool year.

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

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)

TS Gold is used on all PreK students. Kindergarten students are assessed using AimsWeb, and are found to score low across multiple academic areas. Strategies are to better identify what skills the students come in with, so we can raise the bar in terms of what we can expect them to do and learn by end of Kindergarten, then match our lessons and instruction to that higher standard. We have also scheduled monthly meetings between our K and PreK staff, to discuss consistencies in progressive expectations and transitions between programs.

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

Yes

All Students Ready for School

Goal

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

Aligning with Teachings Strategies GOLD and the Minnesota Early Childhood Indicators of Progress, all four-year-old preschool students will be able to write their first name partially accurate by the end of their preschool year.

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

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)

TS Gold is used on all PreK students. Kindergarten students are assessed using AimsWeb, and are found to score low across multiple academic areas. Strategies are to better identify what skills the students come in with, so we can raise the bar in terms of what we can expect them to do and learn by end of Kindergarten, then match our lessons and instruction to that higher standard. We have also scheduled monthly meetings between our K and PreK staff, to discuss consistencies in progressive expectations and transitions between programs.

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

Yes

All Students Ready for School

Goal

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

Aligning with Teachings Strategies GOLD and the Minnesota Early Childhood Indicators of Progress, all four-year-old preschool students will be able to manage classroom rules, routines and transitions with occasional reminders 90% of the time by the end of their preschool year.

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

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)

TS Gold is used on all PreK students. Kindergarten students are assessed using AimsWeb, and are found to score low across multiple academic areas. Strategies are to better identify what skills the students come in with, so we can raise the bar in terms of what we can expect them to do and learn by end of Kindergarten, then match our lessons and instruction to that higher standard. We have also scheduled monthly meetings between our K and PreK staff, to discuss consistencies in progressive expectations and transitions between programs.

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 enrolled October 1 in grades 3 at Northland Elementary who are proficient on the Aims Web reading test will increase to 53.3% 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

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)

While data was not collected in the spring of 2020, as it normally would have been, we still use previous data to identify and better understand our students needs. Data collection has included: MCA data, Star 360 and Aims Web, and is disaggregated by student ethnicity/race. We had full-time SRCL coach last year to support teachers growth in instructional practices, and full-time student support staff, to support students SEL growth.

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 percentage of Native American students enrolled October 1 in grades 3- 6 at Remer Elementary who are proficient on the reading state accountability tests will increase from by 2% each year until their overall proficiency is equal to or greater than that of the state's average.

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

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)

While data was not collected in the spring of 2020, as it normally would have been, we still use previous data to identify and better understand our students needs. Data collection has included: MCA data, Star 360 and Aims Web, and is disaggregated by student ethnicity/race. We had full-time SRCL coach last year to support teachers growth in instructional practices, and full-time student support staff, to support students SEL growth.

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.

80% of students enrolled in grades 11 at Northland Community Schools had cumulative grade point average of 2.0 or higher.

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."

63% of students enrolled in grades 11 at Northland Community Schools had cumulative grade point average of 2.0 or higher.

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)

We use the GPA, attendance, student surveys. Our goals last year focused around maintaining positive relationships with our students, and meeting the SEL needs of our students as they transitioned to distance learning.

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 2019-20 school year.

The percentage of all students graduating from Northland Community Schools in 2020 will be 95% or greater.

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."

91% of our students graduated

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)

What data have you used to identify needs in this goal area? How is this data dis-aggregated by student groups?

o Minnesota Report Card, Graduation Rate Data.

• What strategies are in place to support this goal area?

o Offering after school credit recovery program through Plato, for students needing it,

o Offering temporary study hall on a case-by-case basis for those students needing extra time and support to pass all classes

o Offering HS students 2 full-time student support staff, including a licensed social worker, and a student support room, to support students' SEL needs.

• How well are you implementing your strategies?

o After school credit recovery program and temporary study hall option are both at full implementation

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

o School Counselor communicates regularly with students and tracks student progress towards meeting graduation requirements

Do you have another goal for All Students Graduate?

No

Achievement & Integration

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2018-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](#). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

The number of course credits earned in upper-level math and science courses by Northland American Indian students will increase from 3% during the 2018-19 school year to 33% by the 2021-22 school year as measured by an annual school-wide course credit audit.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

The number of course credits earned in upper-level math and science courses by Northland American Indian students was 3% in 2018.

Year 1 (2019-20) Actual

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 number of course credits earned in upper-level math and science courses by Northland American Indian students was 35% in 2019.

On Track?

Check one of the following:

Goal Met

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?

(Narrative is required. 200 word limit.)

We look at the number of upper level math courses as defined by offering college credit (College in the schools courses) that are offered, as well as the number of credits earned in our shared Certified Nursing Assistance course, and then determine, of all those credits earned, what percentage of those credits were earned by Native American Students.

Do you have another Achievement Goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

Northland students will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 1 out of 5 to an average comfort level of 4 out of 5, by the end of the 2021-2022 school year, as measured by a district-created survey utilizing a 5-point Likert scale.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

Northland students self-reported their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) at a comfort level of 1 (out of 5)

Year 1 (2019-20) Actual

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

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

unable to collect data

Do you have another Integration goal?

No

Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

The percentage of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase from 10% in 2019 to 50% in 2022 as measured by equity walkthroughs and student course participation data.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

The percentage of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices was 10% in 2019

Year 1 (2019-20) Actual

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

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

unable to gather data

Do you have another Teacher Equity goal?

No

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

(Narrative is required. 200 word limit.)

9-12 Robotics Program was able to be completed before state was shut down.

CNA program was able to be completed, however several students dropped the course due to challenges with distance learning. A few students were still able to complete the course.

Upper Elementary, Lego League Robotics: we were able to implement fall activities as planned, but spring activities were all postponed to (hopefully) this year

Native American Cultural Performing Arts Class was offered both semesters, very little enrollment 2nd semester, difficulty in teaching due to covid.

Worldview Anishinaabe Training for Staff: canceled due to difficulties in finding subs during the school year, and unable to offer it in the summer due to covid

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=1607971828_5fd7b3f4c2c4f6.08535593&sg_navigate=start