

WINONA AREA PUBLIC SCHOOLS

Independent School District 861

WORLD'S BEST WORKFORCE PLAN

2015-16

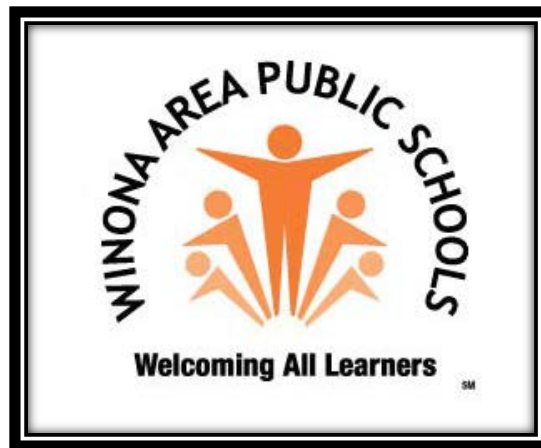


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OVERVIEW

In accordance with Minnesota Statutes 2013, 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 Plan (WBWF). It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five beliefs:

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

Why is Minnesota focused on this idea?

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important for a number of reasons:

- Our population is aging.
- Seventy percent (70%) of jobs will require more than a high school diploma by 2018.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country

The School Board is to develop a plan to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- 1) Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups
- 2) A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading the world's best workforce
- 3) A system to review and evaluate the effectiveness of instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teaching evaluations
- 4) Evidence-based strategies for improving curriculum, instruction and student achievement
- 5) Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness
- 6) An annual budget for continuation of district plan implementation

Source: Minnesota Department of Education Website

VISION

We are a community that inspires all students to be life-long learners who strive to fulfill their unique potential and improve our society.

MISSION

To empower students of all ages to be life-long learners who demonstrate creative thinking, critical thinking, critical analysis and problem solving skills in an ever changing and challenging world.

CORE VALUES

Learner Needs

Focusing on the needs of the learner and acknowledging all learners deserve equitable access to resources for a quality education

Safety

Creating an emotionally and physically safe and welcoming learning environment for all students and staff

Trust

Communicating openly and honestly and acting compassionately

Objective & Validated Decision Making

Relying on data, research and factual information as a basis for making

Positive Relationships

Honoring relationships with all stakeholders by respecting our community's heritage and diversity while embracing change

Financial Stewardship

Being financially responsible and maintaining a solvent school district

Diversity

Providing and emphasizing programming that cultivates an inclusive school climate and

WAPS Student Achievement Goal for Meeting State Academic Standards

The number of District 861 students who are not proficient in math, reading and science (Grades 5-12), as measured by the state accountability test will decrease by half across all

The district student achievement goal is determined by the Minnesota Department of Education (MDE). The targets listed below are established at *each* building based on data from the baseline year of the assessment. Baseline assessment data for mathematics was determined in 2011 (grades 3-8) and 2014 (grade 11). Baseline assessment data for reading was determined in 2013 and baseline science data in 2012. For more information visit the MDE website at: education.state.mn.us

WINONA SENIOR HIGH SCHOOL

The percentage of all students at Winona Senior High School who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA will increase from 46.6% in 2015 to 62.3% in 2016.

The percentage of all students in at Winona Senior High School who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA will increase from 58.1% in 2015 to 72.4% in 2016.

The percentage of all students at Winona Senior High School who earn the achievement level of Meets or Exceeds the Standards on the **Science** MCA will increase from 52.4% in 2015 to 66.3% in 2016.

WINONA MIDDLE SCHOOL

The percentage of all students at Winona Middle School who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA (all accountability tests) will increase from 57.2% in 2015 to 69.1% in 2016.

The percentage of all students at Winona Middle School who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 59.6% in 2015 to 72.8% in 2016.

The percentage of all students at Winona Middle School who earn the achievement level of Meets or Exceeds the Standards on the **Science** MCA (all accountability tests) will increase from 54.7% in 2015 to 65.4% in 2016.

WINONA AREA LEARNING CENTER

The percentage of all students at Winona Area Learning Center who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA (all accountability tests) will increase from 0% in 2015 to 35.5% in 2016.

The percentage of all students at Winona Area Learning Center who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 11.1% in 2015 to 19% in 2016.

The percentage of all students at Winona Area Learning Center who earn the achievement level of Meets or Exceeds the Standards on the **Science** MCA (all accountability tests) will increase from 15.4% in 2015 to 40% in 2016.

GOODVIEW ELEMENTARY

The percentage of all students in grades 3rd - 4th at Goodview Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA (all accountability tests) will increase from 81.5% in 2015 to 83.5% in 2016.

The percentage of all students in 3rd-4th grade at Goodview Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 60.3% in 2015 to 75% in 2016.

JEFFERSON STEM ELEMENTARY

The percentage of all students in grades 3rd - 4th at Jefferson STEM Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA (all accountability tests) will increase from 81.5% in 2015 to 83.5% in 2016.

The percentage of all students in 3rd-4th grade at Jefferson STEM Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 66.1% in 2015 to 70.9% in 2016.

MADISON ELEMENTARY

The percentage of all students in grades 3rd - 4th at Madison Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA (all accountability tests) will increase from 71.4% in 2015 to 80.7% in 2016.

The percentage of all students in 3rd-4th grade at Madison Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 66.7% in 2015 to 76.8% in 2016.

ROLLINGSTONE COMMUNITY SCHOOL

The percentage of all students in grades 3 and 4 at Rollingstone Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA will increase from 81.5% in 2015 to 84% in 2016.

The percentage of all students in 3rd-4th grade at Rollingstone Community School who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 63.0% in 2015 to 79.3% in 2016.

WASHINGTON-KOSCIUSKO ELEMENTARY

The percentage of all students in grades 3rd - 4th at Washington-Kosciusko Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Mathematics** MCA (all accountability tests) will increase from 76.4% in 2015 to 80.8% in 2016.

The percentage of all students in 3rd-4th grade at Washington-Kosciusko Elementary who earn the achievement level of Meets or Exceeds the Standards on the **Reading** MCA (all accountability tests) will increase from 66.1% in 2015 to 70.9% in 2016.

Student Progress Monitoring

Our schools use a variety of tools to measure and determine students' academic growth and proficiency of grade level standards.

Winona Area Public Schools is committed to the guidelines set forth by the Minnesota Department of Education in regard to testing limitations; grades 1-6 maximum 10 hours of testing annually and grades 7-12 maximum 11 hours of testing annually. For more information on which tests are included in the testing limitations see the chart below.



Winona Area Public Schools 2015-16 Testing Plan

TEST NAME	DESCRIPTION	USED FOR	WHO	WHEN	INCLUDED IN LIMITATIONS (Approximate Time)
Minnesota Comprehensive Assessment (MCA)	State mandated grade level tests of achievement against state standards in reading, math, and science	Differentiation Placement School Improvement Accountability	Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8, 10	Mar 9-May 8 Mar 9-May 8 Mar 9-May 15	NO (3 hours)
ACCESS for EL	State mandated test for students enrolled in ELL: Tests speaking, reading, writing and listening proficiency	Instructional Planning Differentiation Placement School Improvement Accountability	Grades K-12 English Language Learners	Feb 2 – Mar 20	NO (2 hours)
ACT Aspire	State mandated career readiness exam. Pre ACT test predictor for ACT readiness.	Instructional Planning Differentiation Placement School Improvement	Grade 8 and Grade 10	Oct 12 – Dec 4	NO (3 hours)
ACT + Writing	Not mandated to for students to take, however districts must <i>offer</i> students the opportunity to take a college entrance exam.	Interest Inventory Student Profile College Preparatory	Grade 11	March 15	NO (4 hours)

**Winona Area Public Schools
2015-16 Testing Plan**

TEST NAME	DESCRIPTION	USED FOR	WHO	WHEN	INCLUDED IN LIMITATIONS
Formative Assessment for Teachers (FASTBridge) Benchmark Assessment	Teacher administered screener of early literacy skills and curriculum based measurements.	Student programming Instructional needs	Reading Grades K-4 Math Grades K-1	Fall Winter Spring	YES (1 hour per testing session)
Adaptive Formative Assessment for Teachers (FASTBridge)	Computer-adaptive, norm criterion-referenced assessment that uses predictive validity evidence to set those criteria.	Student programming Instructional needs	Reading Grades 1-4 Math Grades 1-4	Fall Winter Spring	YES (1 hour per testing session)
Instructional Text Level (ITL): Guided Reading Levels	Measurement used to determine reading level.	Student programming Instructional needs	Grades 1-4	Fall Winter Spring	NO (30 minutes)
Words Their Way Spelling Inventory	Measurement used to determine instructional level.	Student programming Instructional needs	Grades 1-4	Fall	NO (15 minutes)
NWEA - MAP Measures of Academic Progress	Computer-adaptive, norm referenced achievement tests in reading and math. Nationally normed growth measure.	Instructional planning Differentiation Placement School Improvement	Reading Grades 5-10 Math Grades 5-10 Science Grade 9-10	Fall Spring	YES (1 hour per testing session)
Standards Based Assessments	Grade-level tests of achievement against standards.	Instructional planning Differentiation Monitoring Reports School Improvement	Grades K-12	All Year	NO (varies per assessment)
AP Exams	The AP Exam is the final after completing an AP course. These standardized exams are designed to measure mastery of course content.	A successful score can earn credit and advanced placement in college.	Grades 10-12	May	NO (4 hours)
Comprehensive Final Exam	Course level test of achievement against state standards and course content.	Instructional planning Monitoring Reports School Improvement	Grades 9-12	Upon completion of a credit	NO (varies per assessment)



School Board Monitoring Reports

Winona Area Public Schools Administration incorporates annual Board Monitoring Reports (BMR) for Reading, Math, Science, Reading by Third Grade and Early Childhood. The board monitoring reports allow administration to present to the Board and the community district assessment data and efforts throughout the district to improve student achievement. They will also address the academic achievement gap and rigorous course taking including college-level advanced placement, PSEO and concurrent enrollment by student sub-groups.

Board Monitoring Report Schedule

October 2015	Reading Report
November 2015	Math Report
January 2015	Science Report
February 2016	Reading by Third Grade Report (<i>WAPS Literacy Plan</i>)
March 2016	Early Childhood Program



Data Results

Multiple Measurement Rating (MMR)

Under ESEA Flexibility, Minnesota developed an accountability system that is focused on closing the achievement gap and promoting high growth for all students. A Multiple Measurements Rating (MMR) is given to all schools in the state on an annual basis and measures school performance in the areas of; (1) proficiency, (2) growth, (3) achievement gap reduction and (4) graduation rates. Each domain is scored based on 25 points. Points received divided by total points generate a MMR percentage score. Elementary and Middle schools are scored out of 75 points (3 areas x 25 points each). High Schools are scored out of 100 points (4 areas x 25 points each).

The following schools received a Multiple Measurement Rating (MMR) from the Minnesota Department of Education; Winona Senior High School, Winona Middle School, Washington-Kosciusko Elementary, Jefferson Elementary, Goodview Elementary and Madison Elementary. Rollingstone Elementary and the Winona Area Learning Center do not have a large enough population to generate a MMR.

A second rating, the Focus Rating (FR), is also used to measure a school's success in reducing achievement gaps between student groups. The Focus Rating is generated by combining the proficiency and growth of the seven subgroups for which there is an achievement gap (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education, and English Learners).

Of the schools receiving a MMR, the following schools received a Focus Rating (FR); Winona Senior High School, Winona Middle School, Washington-Kosciusko Elementary, and Jefferson Elementary. Goodview Elementary and Madison Elementary do not have an achievement gap score and therefore do not receive a FR.

Schools who qualify to receive Title I funding are further eligible to be identified as Priority, Focus or Reward Schools. Jefferson Elementary, Goodview Elementary and Washington-Kosciusko Elementary receive Title I funding in Winona Area Public Schools.

Priority Schools - The five percent most-persistently low-performing Title I schools in the state. These schools will be required to collaborate with MDE and the statewide support system to develop a school turnaround plan based on the federal turnaround principles. These schools will be identified once every three years.

Focus Schools - The 10% of Title I schools making the biggest contribution to the state's achievement gap. These schools will work with their district to develop a school improvement plan that directly addresses poor performance either within a subgroup, or in graduation rates. These schools will be identified once every three years.

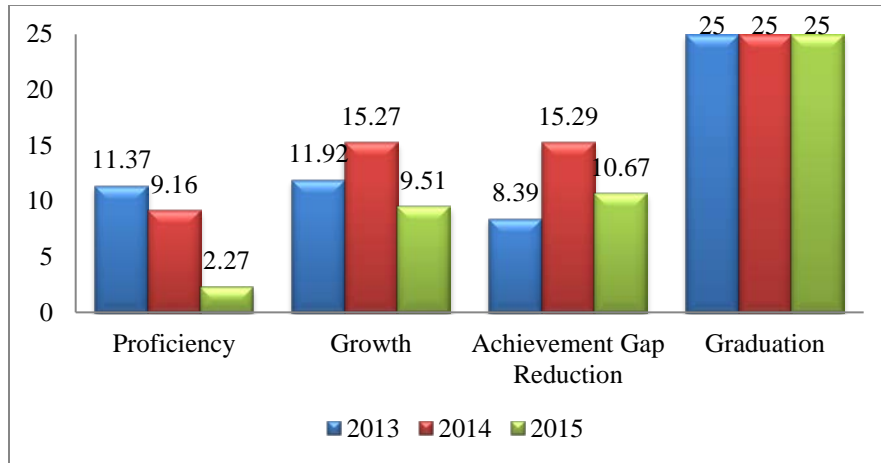
Reward Schools - The highest-performing 15% of Title I schools in the state. These schools will be identified based on being in the top 15% of their grade classification group (elementary, middle school, high school, other).

The data charts on the following pages identify a 3 year trend (when available) of Domain Scores, MMR and FR.

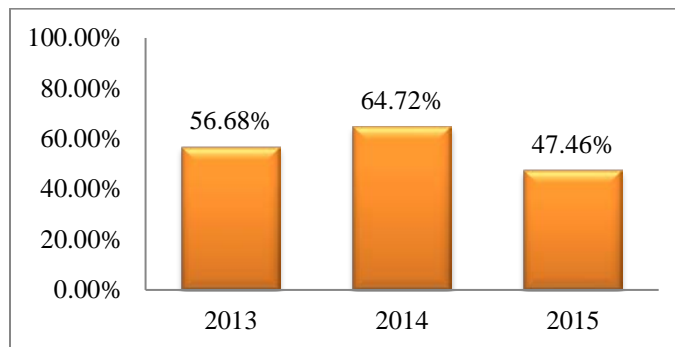
Source: Minnesota Department of Education Website

Winona Senior High School

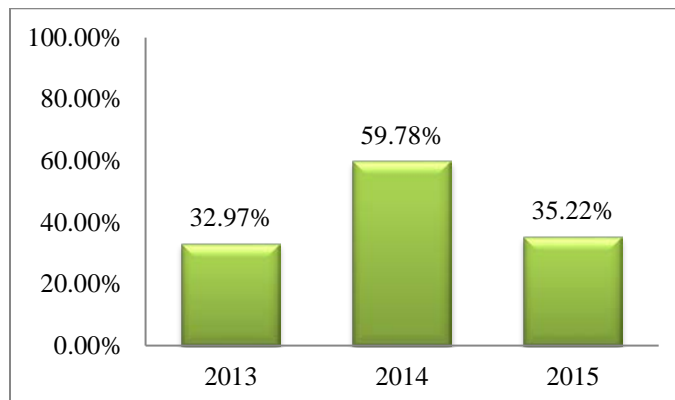
Domain Scores



Multiple Measurement Rating (MMR)

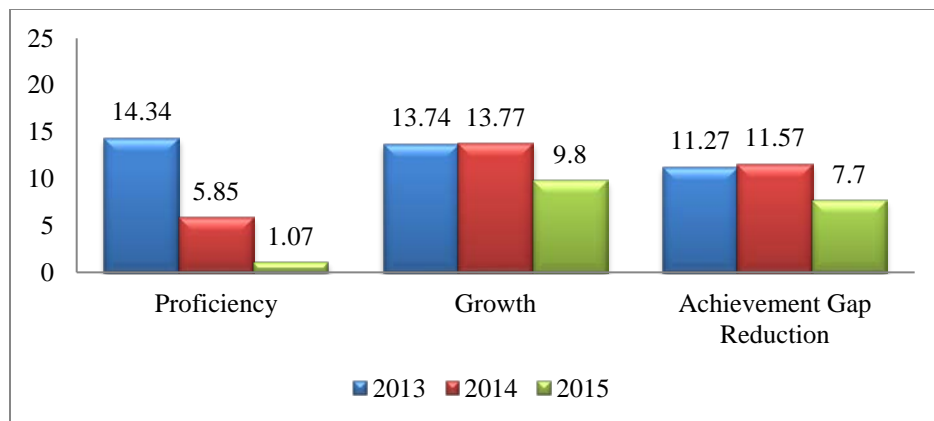


Focus Rating (FR)

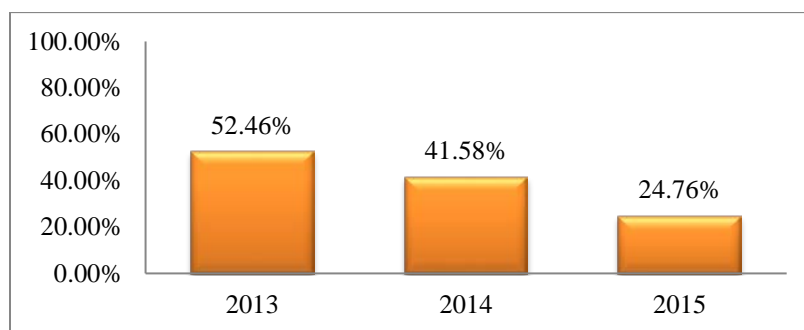


Winona Middle School

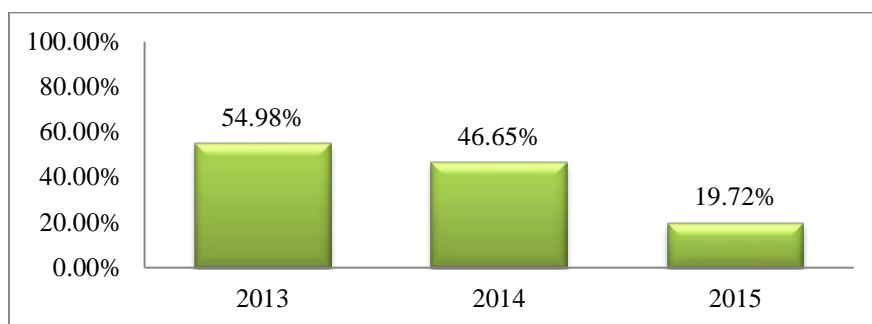
Domain Scores



Multiple Measurement Rating (MMR)

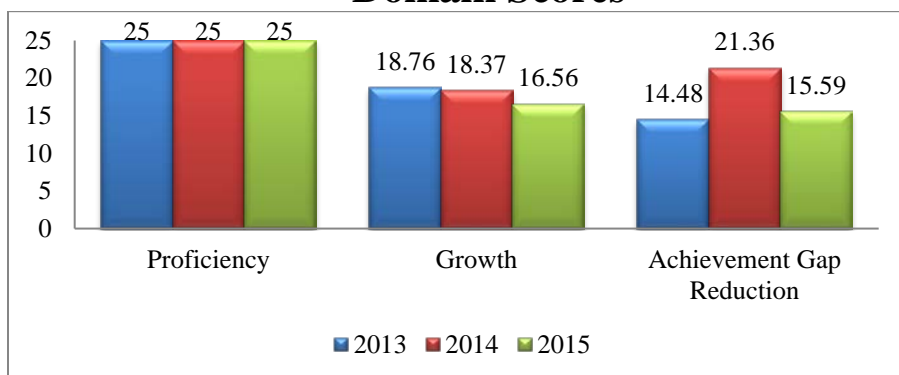


Focus Rating (FR)

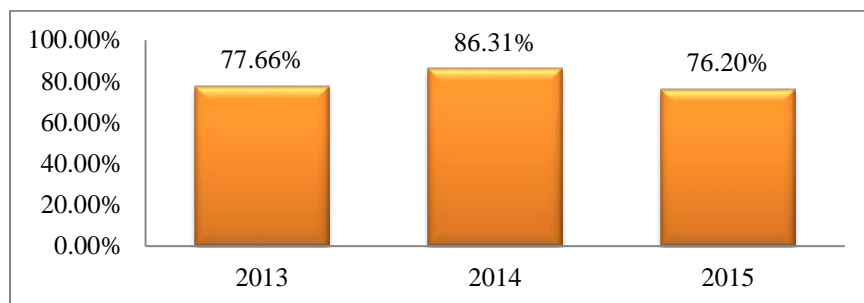


Washington-Kosciusko Elementary

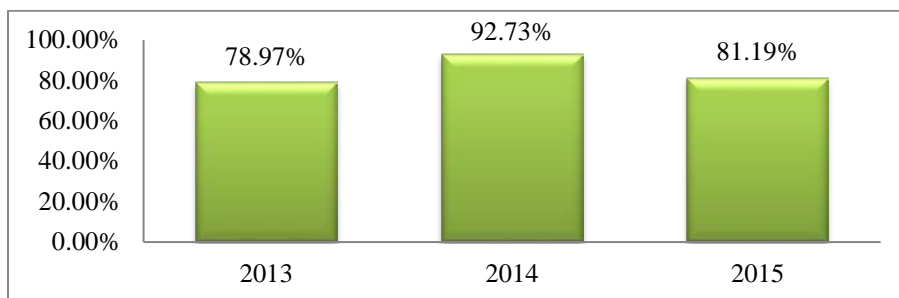
Domain Scores



Multiple Measurement Rating (MMR)



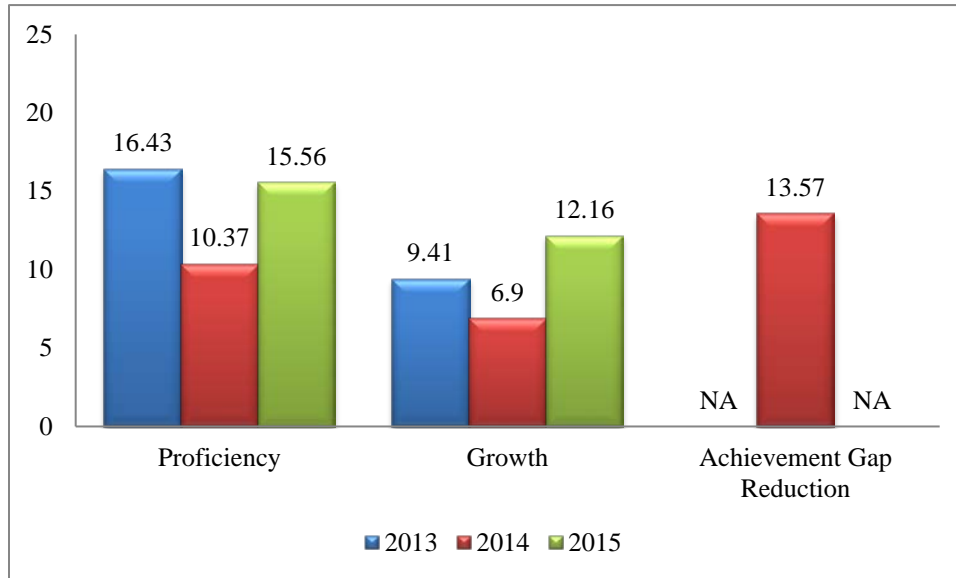
Focus Rating (FR)



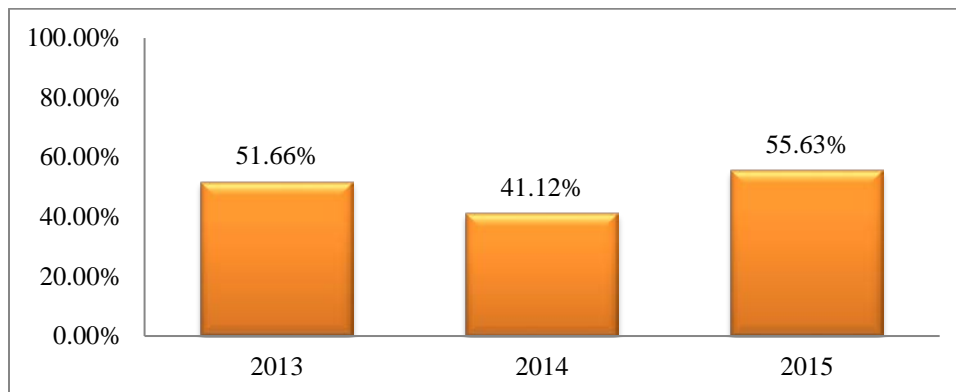
Washington-Kosciusko Elementary has been designated as a Title I Reward School for the fourth year in a row resulting in a Blue Ribbon Designation from the Department of Education.

Madison Elementary

Domain Scores



Multiple Measurement Rating (MMR)

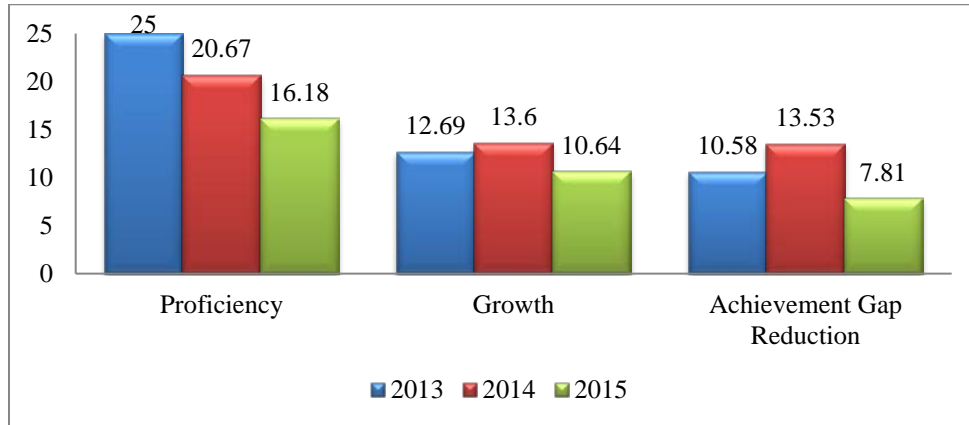


Focus Rating (FR)

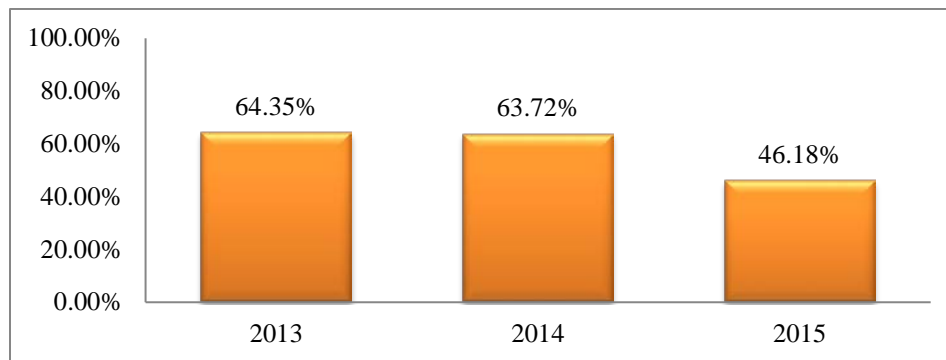
Madison Elementary is not eligible to receive a Focus Rating.

Jefferson STEM Elementary

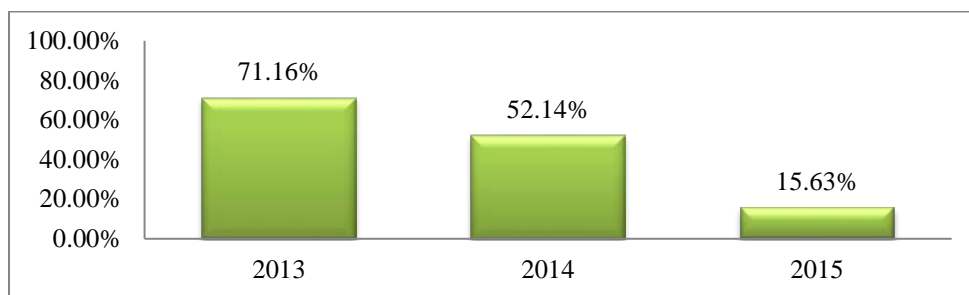
Domain Scores



Multiple Measurement Rating (MMR)

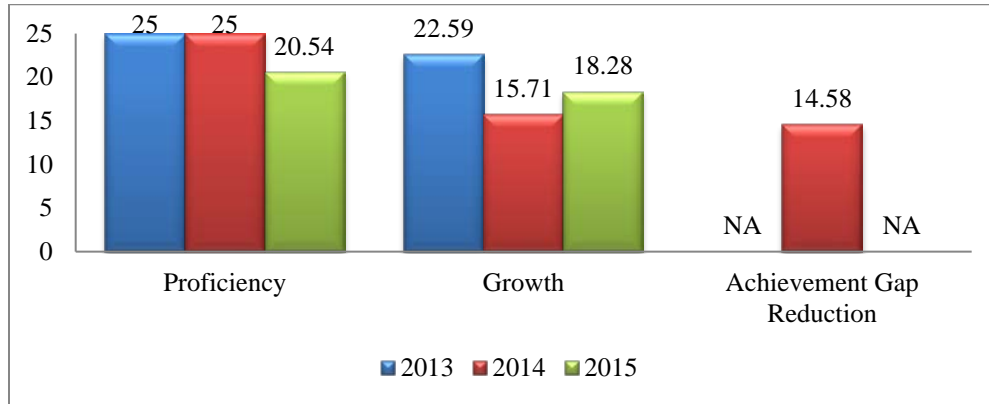


Focus Rating (FR)

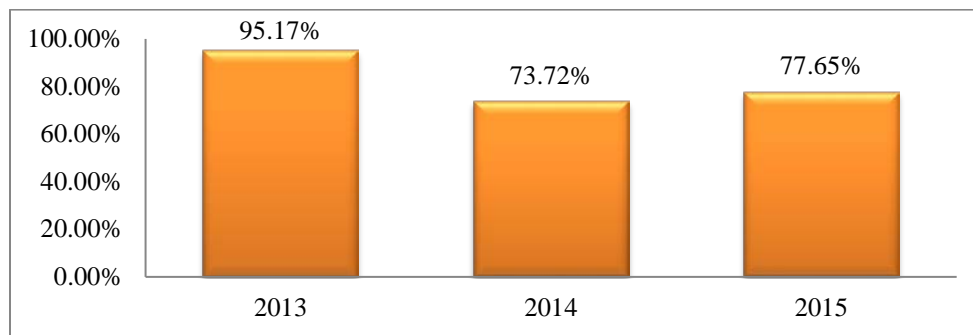


Goodview Elementary

Domain Scores



Multiple Measurement Rating (MMR)



Focus Rating (FR)

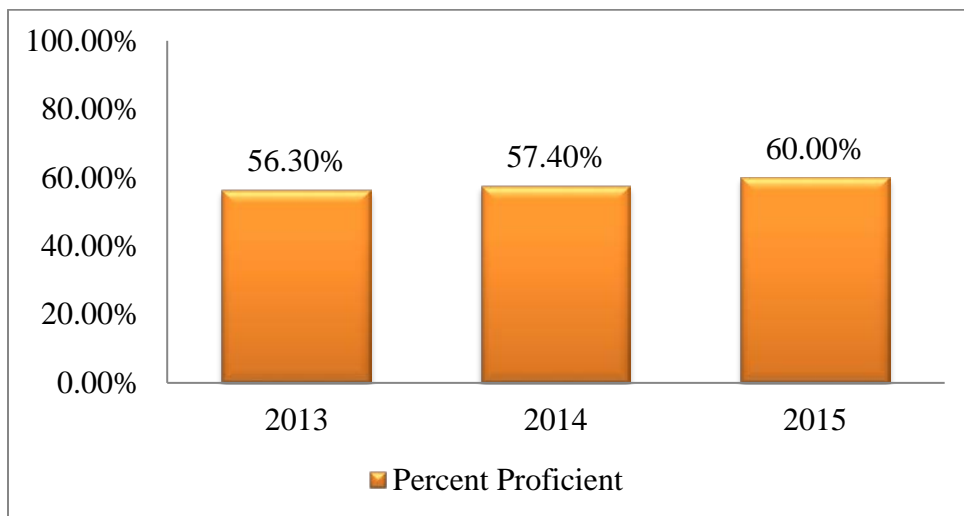
Goodview Elementary is not eligible to receive a Focus Rating.

State Accountability Tests

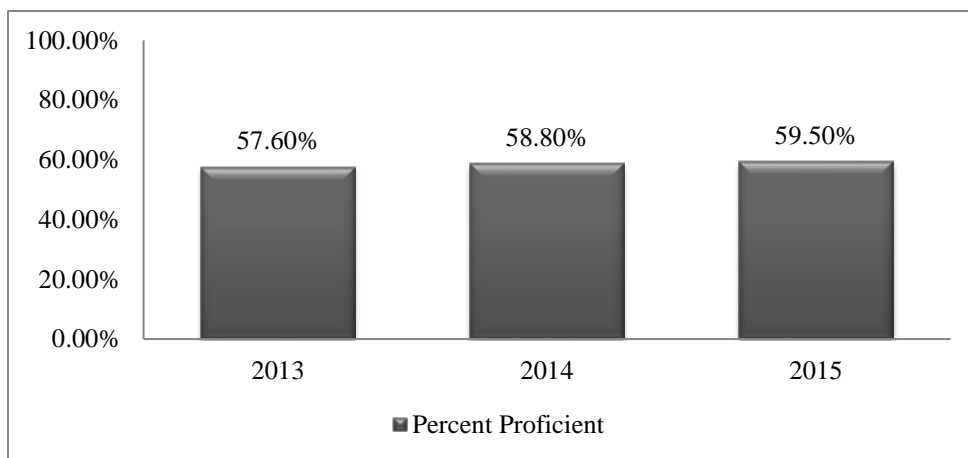
The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS.

READING RESULTS (ALL STATE ACCOUNTABILITY TESTS)

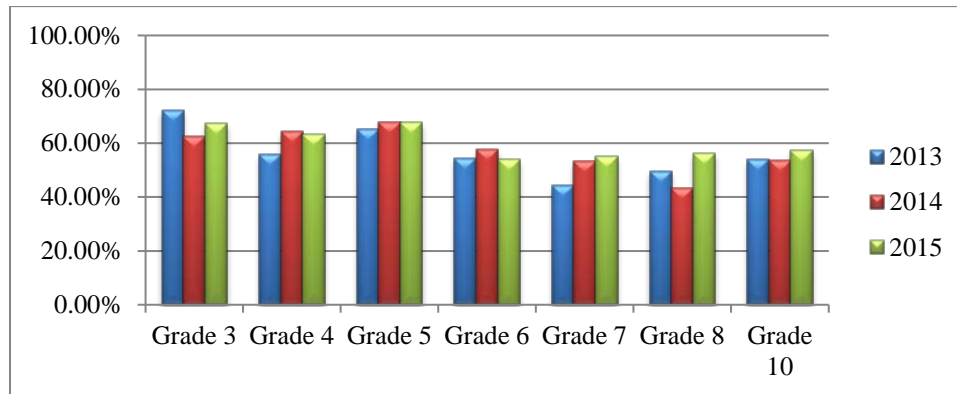
District Reading Trend Data



State of MN Reading Trend Data



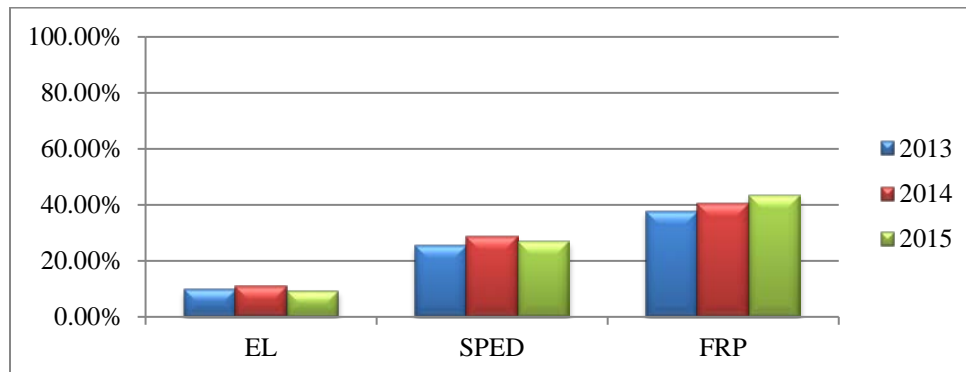
District Reading Results by Grade Level



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2013	72.30%	55.90%	65.00%	54.20%	44.20%	49.60%	53.90%
2014	62.60%	64.40%	67.90%	57.70%	53.20%	43.20%	53.80%
2015	67.30%	63.30%	67.60%	53.90%	54.90%	56.10%	57.30%

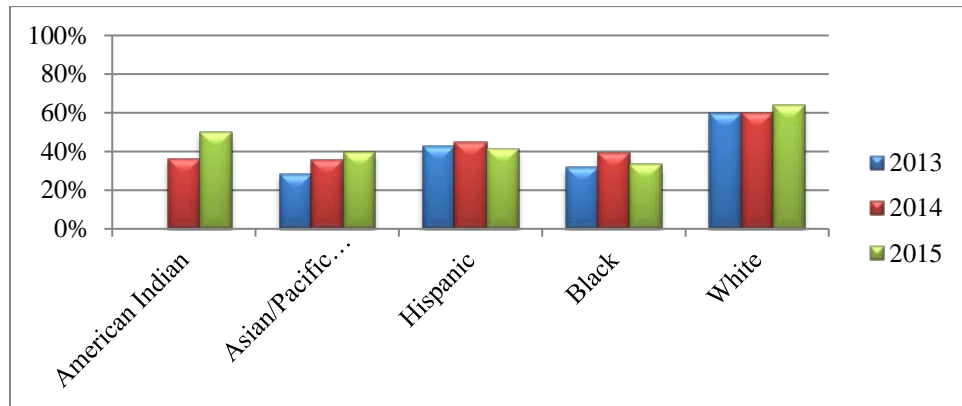
District Reading Results by Service

EL – English Language Students
 SPED – Special Education
 FRP – Free Reduced Price Lunch



	EL	SPED	FRP
2013	9.80%	25.60%	37.80%
2014	10.90%	28.60%	40.40%
2015	9.30%	26.90%	43.30%

District Reading Results by Ethnicity

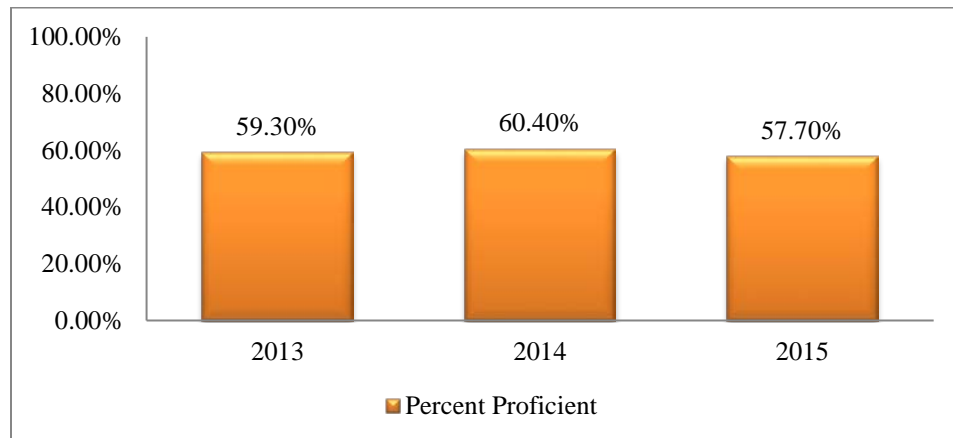


	American Indian	Asian/Pacific Islander	Hispanic	Black	White
2013	NA	27.90%	42.50%	31.90%	59.90%
2014	36.40%	35.80%	44.70%	39.80%	60.20%
2015	50.00%	39.40%	41.70%	33.30%	64.10%

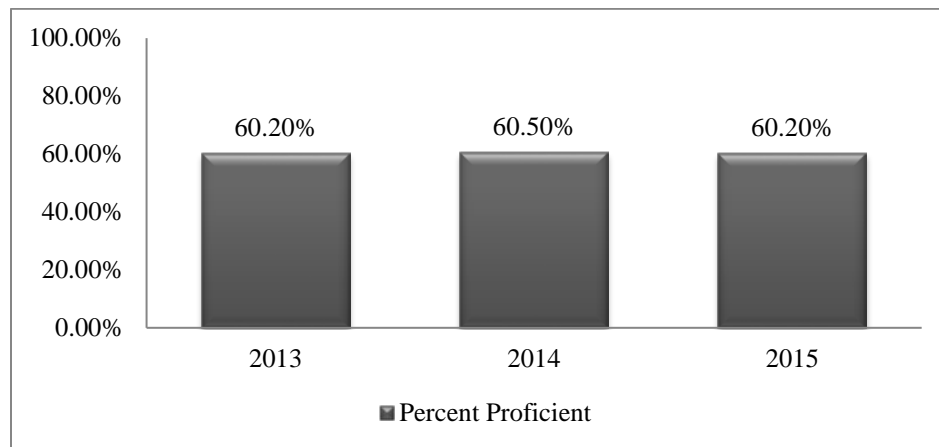
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MATH RESULTS (ALL STATE ACCOUNTABILITY TESTS)

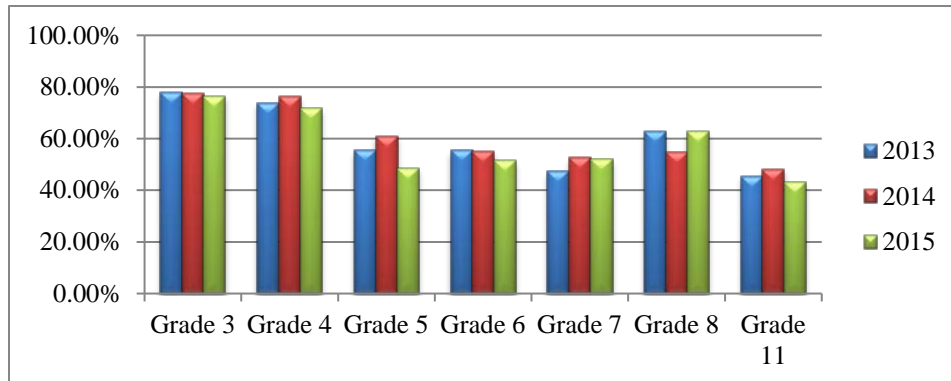
District Math Trend Data



State of MN Math Trend Data



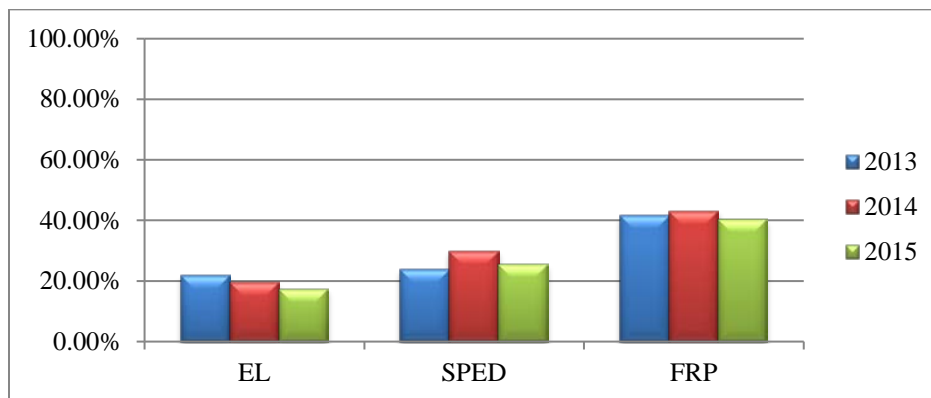
District Math Results by Grade Level



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2013	77.80%	73.70%	55.30%	55.40%	47.40%	62.70%	45.60%
2014	77.40%	76.30%	61.00%	55.00%	52.80%	54.90%	48.20%
2015	76.50%	71.70%	48.60%	51.50%	51.90%	62.90%	43.00%

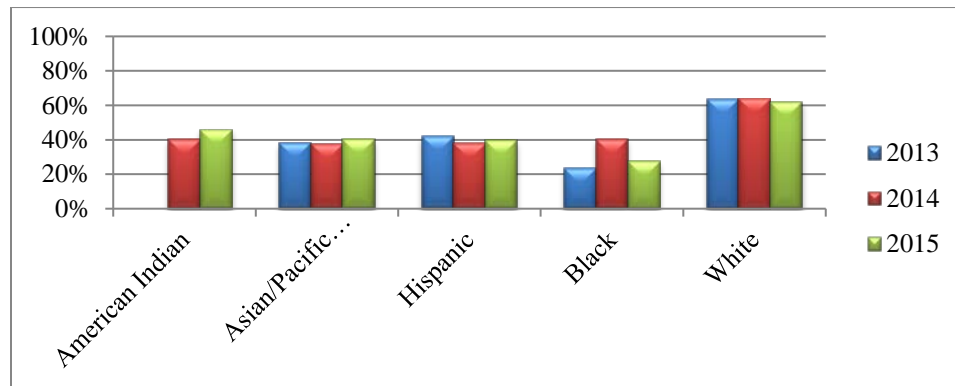
District Math Results by Service

EL – English Language Students
 SPED – Special Education
 FRP – Free Reduced Price Lunch



	EL	SPED	FRP
2013	21.80%	23.90%	41.60%
2014	19.50%	30.00%	43.10%
2015	17.40%	25.50%	40.40%

District Math Results by Ethnicity

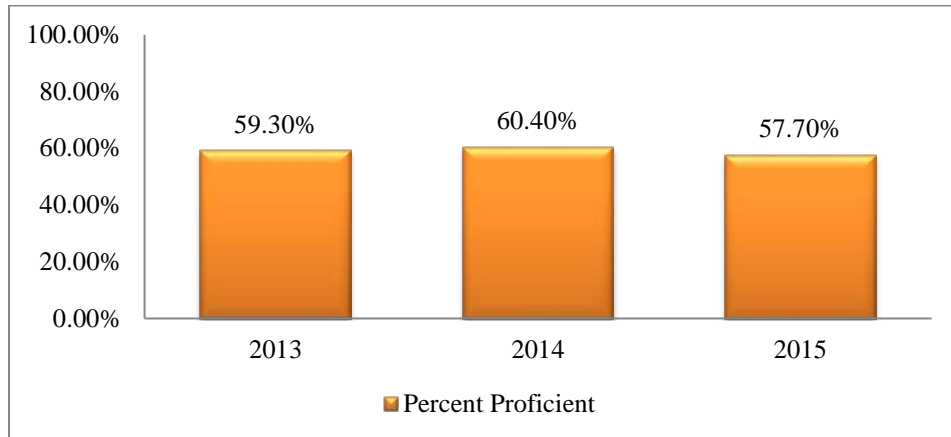


	American Indian	Asian/Pacific Islander	Hispanic	Black	White
2013	NA	38.50%	41.90%	23.20%	63.60%
2014	40.00%	38.00%	38.10%	40.40%	63.70%
2015	46.20%	40.30%	39.60%	27.40%	61.90%

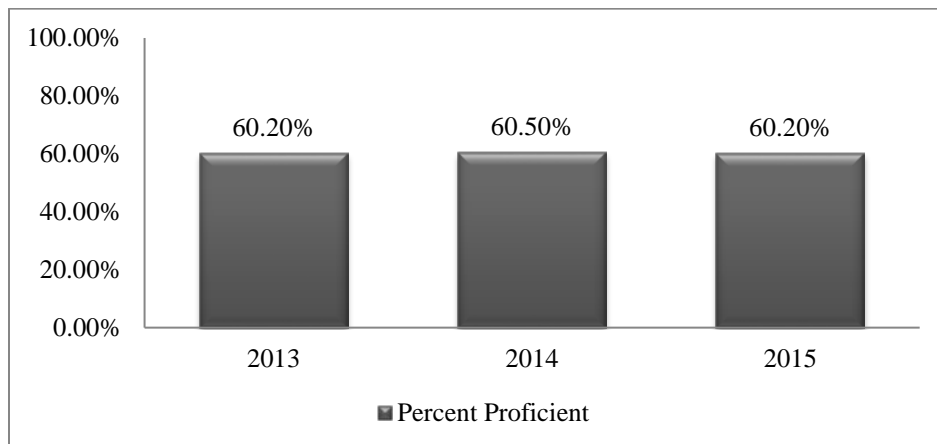
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SCIENCE RESULTS (ALL STATE ACCOUNTABILITY TESTS)

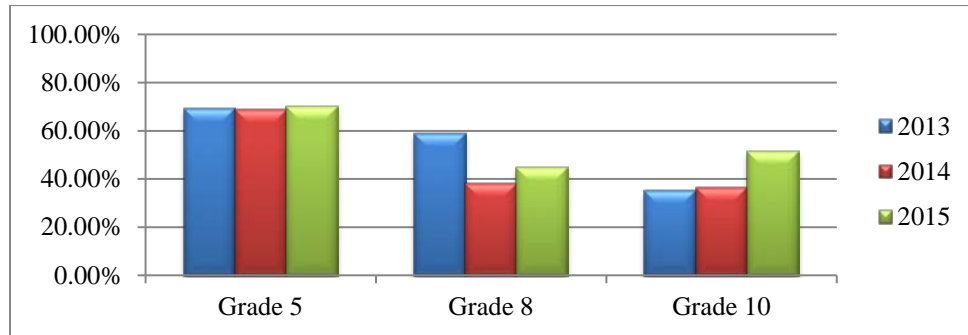
District Science Trend Data



State of MN Science Trend Data



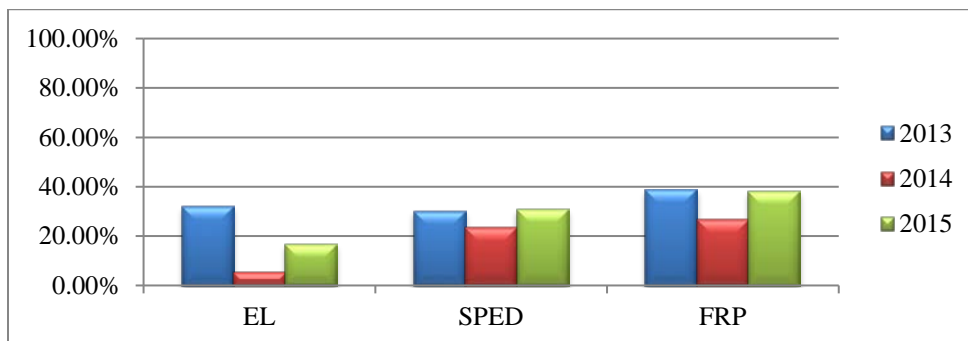
District Science Results by Grade Level



	Grade 5	Grade 8	Grade 10
2013	69.30%	59.00%	35.20%
2014	69.00%	38.40%	36.50%
2015	70.00%	44.70%	51.50%

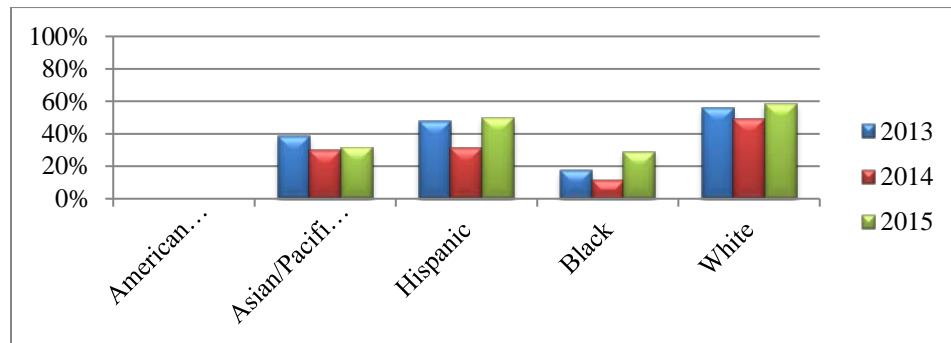
District Science Results by Service

EL – English Language Students
 SPED – Special Education
 FRP – Free Reduced Price Lunch



	EL	SPED	FRP
2013	32.00%	30.20%	38.80%
2014	5.30%	23.40%	26.70%
2015	16.70%	30.80%	38.20%

District Science Results by Ethnicity



	American Indian	Asian/Pacific Islander	Hispanic	Black	White
2013	NA	38.20%	47.80%	17.80%	56.30%
2014	NA	29.60%	31.60%	11.10%	49.70%
2015	NA	31.30%	50.00%	28.90%	58.60%

NA indicates a cell size below a reportable number.

Academic Standards and Learning Targets



The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed by districts for health, world languages, and career and technical education.

Staff in Winona Area Public Schools went through a process of "unpacking" the standards to generate "Power Standards:" Standards we see as building blocks for learning.

To determine Power Standards, teachers considered the following:

- Do we believe this standard is critical for our students to master? Does it have endurance? Do we really expect our students to retain the knowledge and skills over time as opposed to merely learning it for a test?
- Does it have leverage? Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines?
- Does it develop student readiness for the next level of learning? Is it essential for success in the next unit, course, or grade level?
- Does it represent "high testing value"? (MCA, ACT)

From the list of power standards, learning targets were developed. Learning targets are statements of intended learning which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning. Learning Targets are written in "student friendly" language and begin with the phrase "I can..."

The following areas have identified power standards and learning targets:

Early Childhood	K-12 English Language Arts
5-12 Math	5-12 Science
5-12 Social Studies	7-12 World Language
K-12 Visual Arts	K-12 Physical Education
K-8 Music Education	5-12 Orchestra
5-12 Band	5-12 Choir
7-12 Family and Consumer Science	9-12 Business Education
7-12 Health Education	

COMMITTEES AND ROLES

There are several district committees made up of community members and district staff that work together to support WAPS students.



Curriculum Advisory Committee

The legislature has mandated that school districts form Curriculum Advisory Committees to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

The role of the Curriculum Advisory Committee is purely advisory; the school board serves in an overall policy-making role. The superintendent, building administrators and the directors make specific decisions and are charged with implementing those decisions. This is the standard model for Minnesota school districts.

The group includes parents and community members, along with two students and eight education-based teachers, support staff and administrators. Committee members are employees of District 861 or persons residing within the boundaries of District 861. Under the mandate of the 1976 P.E.R (Planning, Evaluating and Reporting) law that was revised in 1996, the committee is chartered with aiding in the development of a process to review curriculum, reporting to the public and helping to develop plans for curriculum and instructional improvement in the district.

Business Education Task Force

The Business Education Task Force is a partnership with the Winona Chamber of Commerce that brings together business leaders, university/college faculty, parents, staff, and committed community members. The committee goals are:

- To create partnerships with local business, colleges and universities to provide additional learning opportunities for our students
- Provide an annual career exploration expo
- Provide opportunities for business leaders to present to students
- Assist in the creation of job shadowing/internship opportunities for our faculty and students

School Improvement Teams

The School Improvement Team is a building level team of administrators and teacher leaders. The team's charge is to adopt district and school goals, and select appropriate strategies to achieve them. Throughout the year the team will monitor implementation of the school action plans and progress toward achieving the goals. Members of the team address specific issues across grade levels in reading, math or other areas of focus. The team works closely with the staff development committee to align professional development practices to support building goals.

The District goal is to increase student achievement by:

- supporting PLCs;
- increasing skills in data analysis and interpretation;

- increasing understanding of and the use of formative assessment and feedback;
- developing and implementing common summative assessments; and
- aligning grading structures with standards.

Birth to Grade 3

This committee was formed in October, 2011 and meets quarterly. The intent of this committee is to support early childhood and home child care programming, within and outside the district in order to increase access to quality programs, enhance services and align the K-3 system to preschool programs already in place and support all children in being prepared for kindergarten. This committee has 4 work groups: Transition, Birth-Age 3 Issues, Curriculum/Assessment and Professional Development. These teams do work/research and make recommendations back to the whole group.

District Professional Development Committee

A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for in-service education for programs (section 122A.60) that address the following:

- focus on the school classroom and research-based strategies that improve student learning;
- provide opportunities for teachers to practice and improve their instructional skills over time;
- provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- align with state and local academic standards; and
- provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and align with the plan of the district or site for an alternative teacher professional pay system.

The School Board must also establish an advisory staff development committee (122A.60) to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. The advisory committee must include teaching staff from a variety of grade levels, subject areas and special education, nonteaching staff, parents, and administrators.

Site Staff Development Committee

Each WAPS site has a site staff development committee that is chaired by a teacher. The purpose of the site staff development committee is to plan for job-embedded professional development strategies that improve curriculum, instruction, and student achievement. The committee works closely with the school improvement team to align student achievement goals with professional development in the building.

Title I Parent Advisory Group

The Title I Parent Advisory Group is instrumental in the development of the plan for the Title services each spring. As part of a school-parent partnership, they help facilitate the annual meeting for parents of potential participants in the fall and review communications that are sent home to be sure they are understandable.

Gifted and Talented Parent Advisory Council

The Gifted and Talented Parent Advisory Council meets 3 times at the Winona Middle School. The meetings offer families support through the process of testing for gifted and talented, and provide recommendations for programming.

American Indian Parent Advisory Council

The American Indian Parent Advisory Council meets 3 times per year. The meetings establish and maintain communications and the promotion of quality education and unity for American Indians in Winona Area Public Schools.

Strategies for Improving Instruction, Curriculum and Student Achievement

Teacher Evaluation

The purpose of the Professional Development and Evaluation Plan is to provide a comprehensive system of evaluation and individualized professional growth that will result in continuous improvement. Evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.



The evaluation process will:

- ✓ Provide timely feedback on performance.
- ✓ Provide support for improvement efforts and professional growth.
- ✓ Promote positive, collegial relationships between colleagues.
- ✓ Promote positive, collegial relationships between certified staff and administrators.
- ✓ Promote a positive relationship between certified staff and parents.
- ✓ Ensure standards for effective performance are met.
- ✓ Provide a fair and effective process to recognize and respond to performance deficiencies.

Tenured Certified Staff Evaluation and Professional Development Cycle:

Year One:

- Performance Observations
- Summative Performance Evaluation Report
- Overall Summative Report:
 - 35% agreed upon student achievement data
 - 10% non-summative measures (surveys, teacher portfolio)
 - 55% summative performance evaluation report
- Establish Goals and Present to Peers

Year Two:

- Begin work on goals
- Review progress with peers

Year Three:

- Continue work on goals
- Review progress with peers
- Present final report to administration

Principal Evaluation



The Winona Area Public Schools (WAPS) School Board and Superintendent recognize the critical role that a school principal plays in student achievement and school improvement. They are committed to a process of maintaining the excellence in administration that has been a trademark of the district. The framework for the principal evaluation process involves conducting an annual evaluation as part of a three year cycle of performance improvement. In the first year of the cycle, deep and meaningful formative evaluation sets the stage for ongoing performance reviews in the subsequent years.

The annual principal evaluation process will follow six steps:

- Step 1: Orientation by Superintendent/Designee
- Step 2: Pre-evaluation Planning by Principal
- Step 3: Pre-conference between the Superintendent/Designee and the Principal
- Step 4: Evidence collection
- Step 5: Principal synthesis
- Step 6: Evaluation conference between Principal and Superintendent/Designee

Curriculum Review

Across the district, teachers are regularly engaged in Professional Learning Communities (PLCs) where they focus on four critical questions related to student achievement (For more information see page 34). Through this process, every content area is continually engaged in conversations around continuous improvement and curriculum review.

The WAPS Curriculum Advisory Committee (CAC) has established a cycle of curriculum review to improve instruction, curriculum, and assessment, which includes input by students, parents/guardians, and local community members. The curriculum review cycle is based on the date in which the Minnesota Department of Education (MDE) has established for the release of new and/or revised state standards.



Curriculum Review Cycle

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Language Arts	Year 6	Year 7	Year 8	New Standards from MDE	Year 1	Year 2	Year 3	Year 4	Year 5
Math	Year 5	Year 6	Year 7	Year 8	New Standards from MDE	Year 1	Year 2	Year 3	Year 4
Science	Year 7	Year 8	New Standards from MDE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social Studies	Year 5	Year 6	Year 7	Year 8	New Standards from MDE	Year 1	Year 2	Year 3	Year 4
Health/ PE	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Internal Review of Standards	Year 1	Year 2
Music	Year 8	New Standards from MDE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Arts	Year 8	New Standards from MDE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
World Language	Year 4	Year 5	Year 6	Year 7	Year 8	Internal Review of Standards	Year 1	Year 2	Year 3
CTE*	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Internal Review of Standards	Year 1

* Career and Technical Education (CTE) includes the following curriculum areas: industrial technology, family and consumer science, agriculture and business.

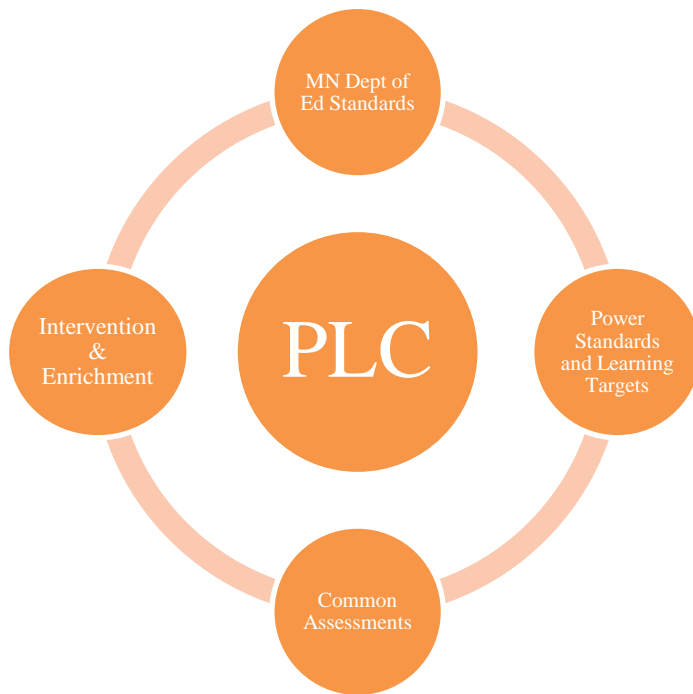
<i>Year 1</i>	Review learning targets, curriculum maps and common assessment: Time provided through department release days
<i>Year 2</i>	Full Implementation of New Standards Ongoing monitoring and improvement through Professional Learning Community (PLC)
<i>Year 3</i>	Ongoing monitoring and improvement through Professional Learning Community (PLC)
<i>Year 4</i>	Report to Curriculum Advisory Committee Ongoing monitoring and improvement through Professional Learning Community (PLC)
<i>Year 5</i>	Review/Implement recommendations from Curriculum Advisory Committee Ongoing monitoring and improvement through Professional Learning Community (PLC)
<i>Year 6</i>	Ongoing monitoring and improvement through Professional Learning Community (PLC)
<i>Year 7</i>	Ongoing monitoring and improvement through Professional Learning Community (PLC)
<i>Year 8</i>	Report to the Curriculum Advisory Committee

Best Practices, Resources and Professional Development

District Professional Development Goals

GOALS:	This means that...
1. All staff will effectively demonstrate equity and culturally relevant/ responsive concepts and practices.	Winona will foster and support conditions that will lead to educational equity for all WAPS students, and provide each and every student with what they need to succeed. Conditions we will foster and support include: (1) equitable educational and extracurricular opportunities for students (2) awareness and skills in cultural competency for staff (3) interconnectedness with individuals, families and organizations in the Winona community
2. All staff will be assessment literate: Understand and increase use of formative assessment and feedback; Develop and implement common assessments; and Align grading structure with standards.	Teachers will be formally assessing throughout their lessons in order to guide their daily, monthly, and yearly lessons/plans. Teachers will be assessing using common assessments that are aligned with standards across grade levels. Once the assessments are created, professional development will be provided for all teachers in order to use and implement them correctly. A new standards based report card will be created to show our alignment of the grading structure with standards.
3. All staff will incorporate professional learning into their daily work.	Staff will participate in regular PLC meetings in which there is continual focus on the four questions of the PLC: What do we want our students to know? How will we know if they have and when they have learned it? How will we respond when some students don't learn? How will we enrich and extend learning for students who are proficient?
4. All staff will integrate/utilize technology to increase student engagement.	Learning will be more personalized and students will be more self-directed in a 1:1 learning environment. In order to improve student learning, teachers will be knowledgeable and skilled in the use of various technology tools to increase critical thinking, collaboration, and creativity. WAPS students, teachers and parents will be equal stakeholders in the education of students.
5. All staff will demonstrate depth and growth of content knowledge and skills; particularly reading and mathematics.	Reduction in achievement gap between groups. More students will be achieving benchmarks. Guarantee high quality instruction for all students. Professional development will be purposeful, with time lines for implementation and executed with fidelity.
6. All staff new to Winona Area Public Schools will begin the school year prepared and confident for school	WAPS will have a well-defined mentor program in which teachers new to the district, and teachers who have made a transition to a new position, feel prepared and confident at the start, and throughout, the school year.

Professional Learning Communities: Collaborative Teams of Teachers



WAPS uses Professional Learning Communities (PLCs) at all grade levels and sites to promote collaboration and integrate high-quality instruction, rigorous curriculum and instructional technology. The responsibilities of the PLCs are to work toward site and PLC goals, analyze data, ensure the alignment of curriculum and common assessments to state and/or national standards, investigate and try best practice instructional strategies and research-based interventions, integrate technology into instructional practices, and facilitate teacher learning.

The PLC model is framed by three big ideas:

- **Big Idea 1: Ensuring that all students learn:**

PLCs are committed to ensuring the learning of each and every student, without exception. Closing all achievement disparities becomes the focus of frequent and consistent collaborative data review and instructional adjustment.

A shift in professional development from an emphasis on our teaching to an emphasis on student learning: Professional development opportunities become centered on empowering teachers to collaborate around establishing learning targets, conducting data review and identifying new instructional strategies for students who struggle and students who have mastered the content.

- **Big Idea 2: Building a collaborative culture:**

A PLC is composed of collaborative teams of educators whose members work interdependently to achieve common goals for which members are mutually accountable. Building schedules become aligned to provide time for educators to collaborate in PLCs during the duty day.

A shift from isolation to collaboration: A recognition that democratic discourse and dialogue, focused on student results, clarifies effective instructional adjustments needed to meet the unique needs of students.

- **Big Idea 3: Establishing a focus on results:**

We assess our effectiveness on the basis of evidence rather than intentions. This reflects the shift in focus from teaching (intentions), toward learning (results).

Results are used to inform and improve our professional practices and to respond to students who need intervention or enrichment. Building schedules and support systems become aligned to provide directed additional time and support for students needing interventions and enrichments during the school day.

The PLC Process relies on providing schedules and systemic support for teachers and programs to successfully answer four critical questions:

- Question 1: What do we want each student to learn?
 - Clear learning objectives and targets, driven by content standards, are collaboratively defined by teachers. These reflect high expectations for each and every student, regardless of race or status, and our success is measured by the individual and collective success of our students.
 - The curriculum is guaranteed and viable: All students are held to common learning objectives within schedules that promote mastery of content. Interventions and enrichments are provided to students who struggle and who master these objectives.
- Question 2: How will we know each student is learning?
 - Frequent and consistent collaborative monitoring of student learning through examination of common assessments and common evidence.
 - Evidence is used to inform, plan, and modify instruction.
 - Grading practices are standards-based and standardized.
- Question 3: How will we respond when some students don't learn?
 - Differentiated instruction that is explicit, directive, systemic, and timely is provided.
 - Students are given additional opportunities to demonstrate learning.
- Question 4: What will we do if they already know it?
 - Differentiated instruction to enrich and extend the learning through meaningful experiences will be provided.



Programming to Improve Student Achievement



English Learners

EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;

EL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs;

Support staff (tutors, social workers, guidance counselors, nurses) provides resource services to EL students and their families;

EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards. Winona Area Public Schools offers the following EL program models:

- Intensive Newcomer Instruction
- Pullout English Instruction
- Collaborative Teaching Model
- Sheltered Content Classes
- Dual Language Immersion

Special Education

Winona Area Public Schools offers a wide-range of Special Education programs and services. To receive special education services, a student must first be evaluated and meet state criteria. Once qualified, an Individual Education Plan (IEP) is developed for the student. Programs and services are provided to students and their families beginning at birth through age 21 or completion of a secondary education program.

WAPS offers a variety of programming options for gifted students. Elementary gifted students are served through a resource model, in which students are grouped with other gifted students and receive specialized instruction from a gifted endorsed teacher. Students work on higher-level thinking activities using age appropriate materials. They are provided opportunities for complex, in-depth study designed to build thinking, research, communication, and technology skills. Student achievement is evaluated using appropriate and specific criteria based on high expectations.



The Winona Area Public Schools will put into operation programs, activities, and procedures for the involvement of parents, in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. The Winona Area Public Schools will work with its schools to ensure that the required school-level Parent Involvement Plan meet the Title I requirements, and include, as a component, a school-parent compact. The Winona Area Public Schools will incorporate this district-wide Parent Involvement Plan into its district plan. In carrying out the Title I Parent Involvement requirements, to the extent practicable, the Winona Area Public Schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

Positive Behavioral Interventions and Supports (PBIS) refers to a systems change process for an entire school. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. The school will focus on three to five behavioral expectations that are positively stated and easy to remember. PBIS is implemented in WAPS elementary schools, the Winona Middle School and WALC.



Read Well by 3rd Grade: WAPS Literacy Plan

According to a statement released by the Minnesota Department of Education and embraced by Winona Area Public Schools, “Literacy is the cornerstone of all learning. In each subject area, the ability to read and produce written material is the highest importance. Supporting the development of capable readers at every level is our goal as educators, parents and as a community.”



With this philosophy, the state of Minnesota passed legislation that seeks to have all of Minnesota’s children reading well by third grade. The bill requires local school districts to adhere to certain expectations, including:

- All students are provided reading instruction that is scientifically based.
- Parents are notified of student progress at least annually for all students and must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered, services available and strategies parents can use at home to support their child(ren).
- Students not reading at or above grade level are given intervention evidence based practices to accelerate their growth toward grade level expectations.
- Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually.
- Sufficient training is provided for all licensed staff to improve reading instruction
- A Local Literacy Plan is developed and posted to the official district web site.

Reading and Mathematics Instructional Coaching

Currently, a portion of the district’s K-8 teachers receive instructional coaching focused on improving literacy and mathematics instructional strategies. The Specialists enhance instruction through three types of instructional support: Cognitive Coaching, Collaboration, and Innovation. They act as mediators of thinking in order to promote innovation and critical thinking. In addition, they help teachers identify solutions for instructional challenges, apply and test shared ideas, increase pedagogical and content knowledge and skills, and institutionalize accepted practices and protocols.

Student Successful Transition to Post Secondary Plan



The Winona Area Public Schools Professional School Counseling K-12 Department provides collaborative programming that enhances all students’ successful transition to postsecondary education and employment

with the development of Personal Learning Plans, consistent with the Department of Education toolkit and Statute 120B.125. This legislation requires that all students starting in 9th grade have a Personal Learning Plan around several key elements. This plan includes academic scheduling, career exploration, career and employment related skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities.

The School Counseling Department and PLC (Professional Learning Community) have incorporated the MCIS or Minnesota Career Information System as a delivery model to meet the career standards and further promote all students no later than grade 9 to explore their educational, college and career interests, aptitudes and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

All students' plans must:

1. Provide a comprehensive plan to prepare for and complete a career and college-ready curriculum by meeting state and local academic standards and develop career and employment-related skills such as teamwork, collaboration, and good work habits.
2. Emphasize academic rigor and high expectations.
3. Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices.
4. Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals.
5. Help students access postsecondary education and career options.
6. Help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.

WAPS Comprehensive and Developmental Career Model Components:

The elementary school counselors deliver classroom counseling lessons to all second graders. The students learn about how their behaviors and character transfer to their jobs and careers in the future, including:

- **Know Your Career Type:** Students will understand how interests and abilities relate to careers. Students will evaluate their own interests and abilities.
- **Responsibility:** Students will understand the importance of being responsible and taking responsibility for their own actions relating to school, home and work.
- **Respect:** Students will demonstrate what it means to show respect for others and identify why it is always important to show respect.
- **Honesty:** Students will understand what it means to be honest and why honesty is important.

- Self-Discipline: Students will understand importance of self-discipline in school and how it relates to the world of work and how to use self-discipline to write and reach goals.
- Courage: Students will explore careers that take courage.
- Perseverance: Students will understand perseverance, and practice skills to learn from mistakes.
- Citizenship: Students will understand the importance of contributing to school and community.

The middle school counselors work with students in 8th grade to complete interest inventories including Interest Profiler Assessment, high school course planning, develop personal, career and academic goals to incorporate into Personal Learning Plans and build resumes in MCIS. All 5th grade students will complete a Learning Profile Inventory.

The middle school students will focus on identifying and understanding interests, aptitudes, aspirations and personal learning styles that may affect career and college-readiness goals, postsecondary education options, and employment choices in the future. Classroom guidance and individual planning meetings are utilized to meet every student's needs. By providing an extensive career unit in Social Studies classes in eighth grade, all middle school students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. By completing the Personal Learning Plan evaluation reflection of occupations and future career goals, students will set the course for appropriate career and college-ready goals.

- Students complete a personal goal, career goal and academic goal
- Explore Occupations
- Complete Learning Styles Inventory
- Learn about Resumes
- Begin to collect Resume information
- Complete Interest Profiler Assessment
- Create 9th grade/High School Course Plan
- Record what they learned about themselves from assessments in Personal Learning Plan/Individualized Learning Plan
- Students complete Evaluate My Occupations Options-Reflection

The high school and alternative high school counselors will be meeting with all 9th grade students. During these freshman meetings the 9th grade students will be completing the checklist below. Within this meeting with the students, the counselors will discuss general ideas of courses to take at each grade level, understanding the sequence of courses and elective choices, how to count credits and know how many are needed for graduation, PSEO options that are available, and what are the college requirements for entrance to schools.

- Complete the Career Cluster Inventory
- Students will record what they learned from their assessment.
- Create 10th grade course plan.

- Write a career goal and a detailed career plan.
- Document extracurricular activities
- Record volunteer or community service activities

The district counselors work with local businesses through the Junior Achievement program that allows local business leaders the opportunity to come into classrooms and talk with students about real-world experiences. Over the years we have had a wonderful connection with MN Southeast Technical College in a mentorship program that allows our middle school students one day to be on the college campus for experiential learning and for our high school students the college offers CIS (College in the Schools) or Concurrent Enrollment and PSEO options. The ALC students also attend exploration days at the MN Southeast Technical College. The Winona Chamber of Commerce also sponsors a Career Expo Fair for all sophomores that provide a unique one on one experiential learning opportunity for students with many local businesses, trades and postsecondary education and training options.

Preschool Program

WAPS preschool program brings preschool age children together with the goal of offering engaging, nurturing, creative, and learning opportunities in a safe and enriched classroom.

Our preschools work with children to develop a positive self-image, academic skills, and ensure children are prepared for a successful transition to kindergarten. Staff implement the Creative Curriculum which is developmentally appropriate and in alignment with both the Early Childhood Indicators of Progress and the Winona Area Public School's goals. Children's progress is continually assessed using the Teaching Strategies Gold Assessment (TS Gold).



All preschool staff are highly qualified and licensed by the state of MN. Teachers participate in district professional development as well as contribute to the district-wide Professional Learning Communities where we work to improve teaching techniques and student progress.

Community KIDS Preschool is proud to be a four-star rated program - the highest rating possible through Minnesota's Parent Aware Program.





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Appendices

Appendix A: WSHS School Improvement Goals

Appendix B: WMS School Improvement Goals

Appendix C: WALC School Improvement Goals

Appendix D: Goodview Elementary School Improvement Goals

Appendix E: Madison Elementary School Improvement Goals

Appendix F: Jefferson Elementary School Improvement Goals

Appendix G: Rollingstone Elementary School Improvement Goals

Appendix H: Washington-Kosciusko Elementary School Improvement Goals

Appendix I: Early Childhood Program Analysis and Goals