Winona Area Public Schools

World's Best Workforce Plan

2017-18

Welcoming All Learners

mn DEPARTMENT OF EDUCATION

"Education is the most powerful weapon
which you can use to change the world."
~ Nelson Mandela

TABLE OF CONTENTS

Appendix
District MCA Results

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

Minnesota Department of
Education

3

VISION, MISSION STATEMENT, CORE VALUES

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 STATEMENT

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

CORE VALUES

In all that we do we are committed to:

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.

Positive Relationships – honoring relationships with all stakeholders by respecting our community's heritage and diversity while embracing change.

Objective and Validated Decision Making – relying on data, research and factual information as a basis for making decisions.

Financial Stewardship – being financially responsible and maintaining a solvent school district.

Diversity – provide and emphasize programming that cultivates an inclusive school climate and curriculum.

Winona Area Public Schools' Vision, Mission Statement and Core Values were developed in the 2007-2008 school year.

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 commits to the testing limitation guidelines set forth by the Minnesota Department of Education; grades 1-6 maximum ten hours of testing annually and grades 7-12 maximum eleven hours of testing annually. For more information on which tests are included in the testing limitations, see the chart below.

Winona Area Public Schools 2017-18 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	Reading March 5 – May 4 Math March 5 – May 4 Science March 5 – May 11	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	Jan 29 – March 23	NO (2 hours)
ACT + Writing	Not mandated for students to take, however districts must *offer* students the opportunity to take a college entrance exam.	Interest Inventory Student Profile College Preparatory	Grade 11	April 3 Make Up Day April 24	NO (4 hours)

Winona Area Public Schools 2017-18 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-2 Math Grades K-2	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 1-2 Math Grades 1-2	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 3-10 Math Grades 3-10 Science Grade 9-10	Fall Spring	YES (1 hour per testing session)
TS Gold	Early Childhood assessment, fully aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.	Student programming Instructional needs	Pre K	Fall Winter Spring	NO
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)

World's Best Workforce Goals

The World's Best Workforce Plan is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. SMART goals are developed to meet the initiatives set forth in the WBWF plan.

All children are ready for school

Goal: In 2016-17, 28% of our preschool children qualified for free reduced lunch. Our district will increase enrollment of students who qualify for free reduced lunch in preschool to 35% in 2017/2018.

All third-graders can read at grade level

Goal: In 2018, grade 3 reading proficiency for ALL students will increase from 73.21% in 2017 to 80% proficiency.

All racial and economic achievement gaps between students are closed

Goal: In 2018, all student groups will meet expected 4th grade MCA growth targets as determined by the WBWF data profile.
Goal: In 2018, the difference between proficiency index rates and proficiency index targets will be reduced by half for all student groups as determined by the WBWF data profile.

All students are ready for career and college

Goal: 70% of students will reach college ready as demonstrated by the ACT in English, Math, Science and Social Sciences.

All students graduate from high school

Goal: In 2018, all student groups will be at or above 85% percent graduation rate.

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.

Due to the number of standards, many districts across the state have developed a process to "power" the state standards. Power Standards do not represent the entire curriculum, but clarify what the district believes to be the most critical skills for students to master.

To determine Power Standards in Winona Area Public Schools, 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 construct 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...".

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 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; and
- Develop and nurture the REACH initiative.

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, 2011and meets quarterly. The intent of this committee is to support early childhood and home child care programming, internally and externally of 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 four 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 17). Through this process, every content area is engaged in conversations around continuous improvement and curriculum review.

Based on the dates the Minnesota Department of Education (MDE) sets for the release of new and/or revised state standards, the WAPS Curriculum Advisory Council (CAC) establishes a cycle for curriculum review. During the review cycle, CAC requests input from students, parents/guardians, and community members in order to improve instruction, curriculum, and assessment.

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.

Year 1 Review and Revise learning targets and curriculum maps
    Data: Completed curriculum maps and learning targets forms.
Year 2 Full Implementation of New Standards – Creation of Assessments and Curriculum Revision
    Data: Examples of common formative and summative assessments
Year 3 Continued Development of Assessments and Curriculum Revision
    Data: Examples of new common assessments, revision of standards documents, or data from existing common assessments
Year 4 **Curriculum Revision and Data Analysis**
    Data: Common assessment data
Year 5 Curriculum Revision and Data Analysis
    Data: Common assessment data
Year 6 Curriculum Revision and Data Analysis
    Data: Common assessment data
Year 7 Curriculum Revision and Data Analysis
    Data: Common assessment data
Year 8 **Report to the Curriculum Advisory Committee**

Professional Development

Professional development focus areas relate directly to the teacher evaluation system and curriculum review through Professional Learning Communities (PLCs).

WAPS Professional Development Focus Areas					
	Early Childhood	**Elementary**	**MS**	**HS**	**ALC**
Knowledge	Content Knowledge Mapping Curriculum Powering Standards Developing Learning Targets Developing of Common Assessments				
Instructional Planning and Data Use	Accommodations Modifications Interventions Assessment Planning Standards-based Grading				
Instructional Delivery	Technology Diversity ELL STEM	Winhawk Way ELA Adoption Guided Math Restorative Practices STEM SLIP	Technology Diversity ELL Reading Strategies STEM AVID	Technology Diversity ELL AVID Reading Strategies	Technology Diversity ELL PBL Reading Strategies Compassionate School
Learning Environment	Mental Health / Suicide Prevention Blood Borne Pathogens MSDS (Safety) Sexual Harassment Mandated Reporting				
Professional Responsibility	Curriculum Evaluation / Revision Mentoring District Staff Development Days 8 Hours of Flexible within District Training (Staff Development 1/2 days or before or after school trainings)				

Key:
ELL = English Language Learners
STEM = Science, Technology, Engineering and Math
SLIP = Spanish Language Immersion Program
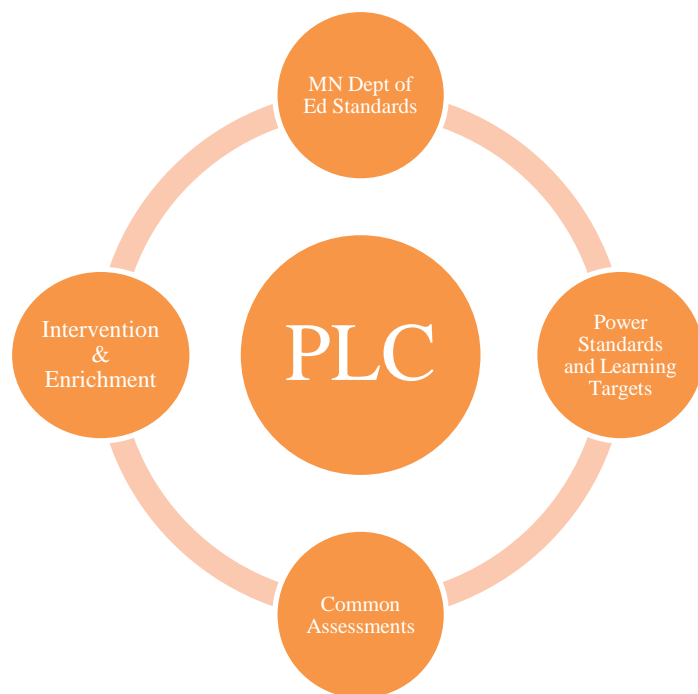AVID = Advancement Via Individual Determination

ELA = English Language Arts
PBL = Project Based Learning
MSDS = Material Safety Data Sheets

Professional Learning Communities: Collaborative Teams of Teachers

MN Dept of Ed Standards

Intervention & Enrichment

PLC

Power Standards and Learning Targets

Common Assessments

WAPS practices 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 though 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

<u>Early Childhood Programming</u>
WAPS offers a wide array of programming for children from birth though age 7. These include Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE), Early Childhood Screening, Baby Connections, a home visiting program for families with newborns and the ALC Childcare center, a licensed childcare setting for infants and toddlers of teen parents.

Our district has numerous preschool options and places a priority on ensuring that at risk students have access. These options include:
- Getting Ready Together (GRT), a free 7-week intensive preschool opportunity for students with little or no preschool experience who will be entering kindergarten in the fall. GRT is a partnership with Semcac Head Start and offers preschool for 3. 5 hours per day, four days a week from June through early August. GRT offers busing, breakfast and lunch as well.
- Community KIDS preschool (CKP), collaborates with ECSE to offer an inclusive setting for children with special needs and their typically developing peers.
- Rollingstone Community preschool is offered three mornings a week.
- Voluntary Pre K (VPK) program- New this year, VPK offers a free preschool opportunity for children age four, living in the Washington Kosciusko attendance area and eligible free or reduced meals. The program offers 15 slots and is housed within the Winona State University's Children's program as a mixed delivery site. Classes are three hours a day from Monday through Friday and began on October 2. Busing is provided and staff will be working with families on transition programming prior to their child's entrance into kindergarten.

All of these programs bring 3 to 5 year old children together with the goal of engaging, nurturing, creative learning opportunities in a safe and enriched classroom. Preschool staff work with children to develop a positive self-image, academic skills and ensure children are prepared for a successful transition to kindergarten. Pathway l and Pathway ll funds are utilized to ensure access to fee based programs for low-income students.

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 Schools Goals. Children's' progress is continually assessed using Teaching Strategies Gold Assessment (TS GOLD). All early childhood 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.

Both the Communities Kids Preschool and the ALC Childcare center have a four star Parent Aware rating- the highest rating possible through Minnesota's Parent Aware program.

The district also houses the WSU Children's Center at Madison and WK schools. This licensed childcare program offers care for children from 16 month to age five. Staff are licensed teachers and preschool activities are embedded throughout the day. ECSE places students within each site to provide an inclusive setting for students with special needs. WSU Children's center also has a four-star Parent Aware rating.

English Learners (EL)
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

Gifted and Talented (GATE)
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.

Positive Behavioral Interventions and Supports (PBIS)
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.

Special Education (SPED)

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.

Title I

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.

<u>**Transition to Post Secondary Plan**</u>
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 Minnesota Career Information System (MCIS) 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:

- 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.
- Emphasize academic rigor and high expectations.
- 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.
- Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals.
- Help students access postsecondary education and career options.
- 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.

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.

For more information contact:

Superintendent of Schools

Richard Dahman

Richard.dahman@winona.k12.mn.us

507.494.0861

Director of Learning and Teaching

Kelly Halvorsen

Kelly.halvorsen@winona.k12.mn.us

507.494.0866

Appendix
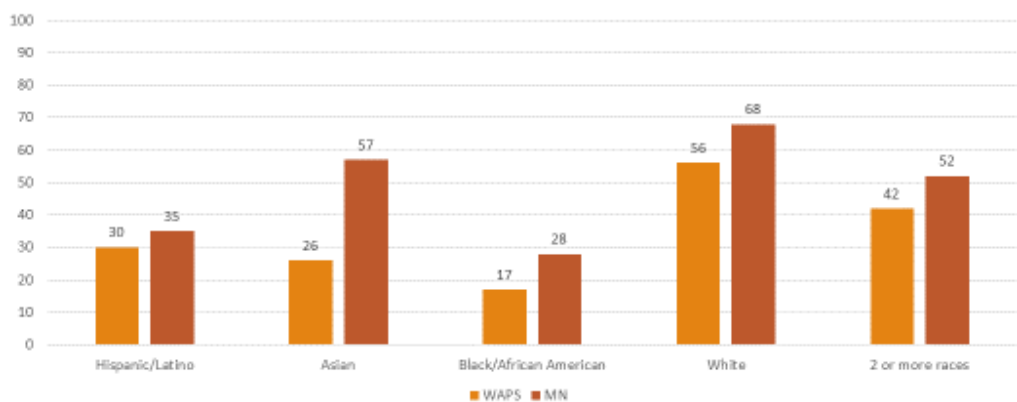District MCA Data

Math – District Trend Data
WAPS & MN
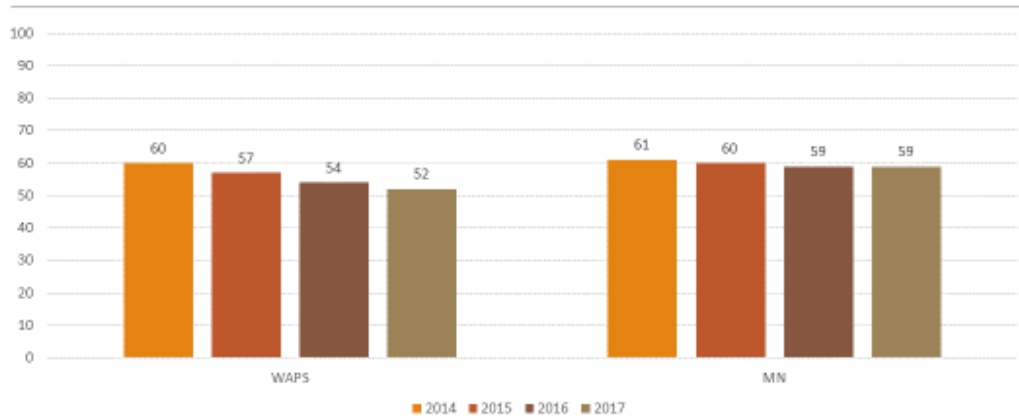
Math – District Results by Service
WAPS & MN

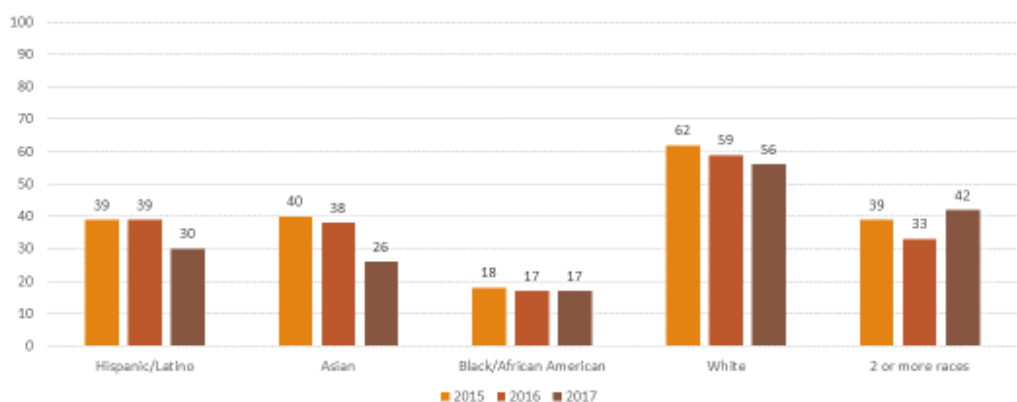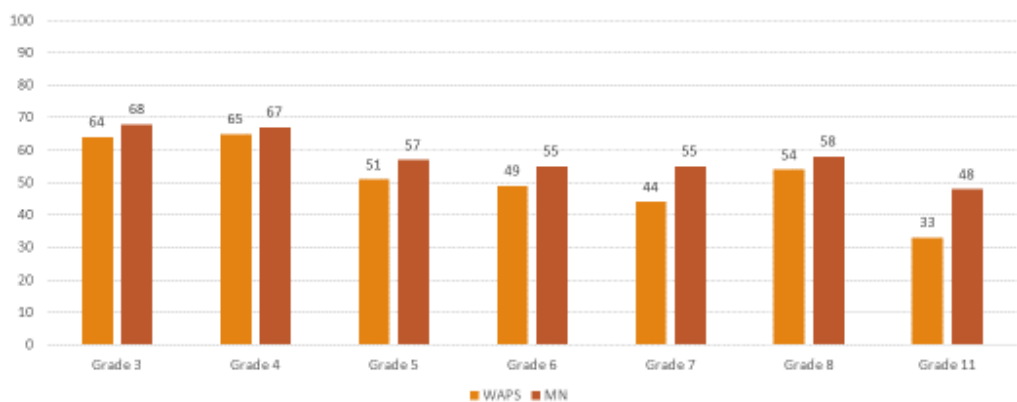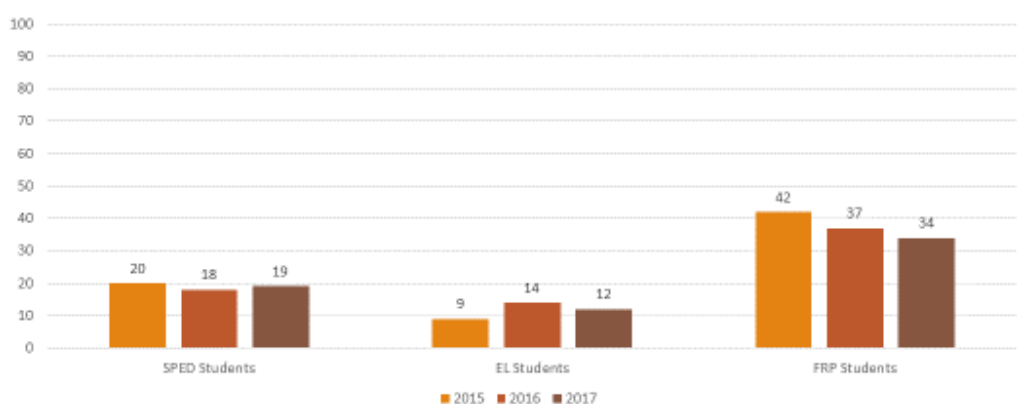# Math – District Results by Service WAPS Trend Data

SPED Students: 2015=19, 2016=16, 2017=19
EL Students: 2015=17, 2016=24, 2017=17
FRP Students: 2015=39, 2016=36, 2017=34

Legend: 2015, 2016, 2017

Math – District Results by Ethnicity WAPS & MN

Hispanic/Latino: WAPS=30, MN=35
Asian: WAPS=26, MN=57
Black/African American: WAPS=17, MN=28
White: WAPS=56, MN=68
2 or more races: WAPS=42, MN=52

Legend: WAPS, MN

Math – District Results by Ethnicity
WAPS Trend Data

Bar chart showing math results by ethnicity for 2015, 2016, 2017.

- Hispanic/Latino: 39, 39, 30
- Asian: 40, 38, 26
- Black/African American: 18, 17, 17
- White: 62, 59, 56
- 2 or more races: 39, 33, 42

Legend: ■ 2015 ■ 2016 ■ 2017

Math – District by Grade Level
WAPS & MN

Bar chart showing math results by grade level for WAPS and MN.

- Grade 3: 64, 68
- Grade 4: 65, 67
- Grade 5: 51, 57
- Grade 6: 49, 55
- Grade 7: 44, 55
- Grade 8: 54, 58
- Grade 11: 33, 48

Legend: ■ WAPS ■ MN

Math – District by Grade Level
WAPS Trend Data

Math – District by Grade Level
WAPS *Cohort* Data
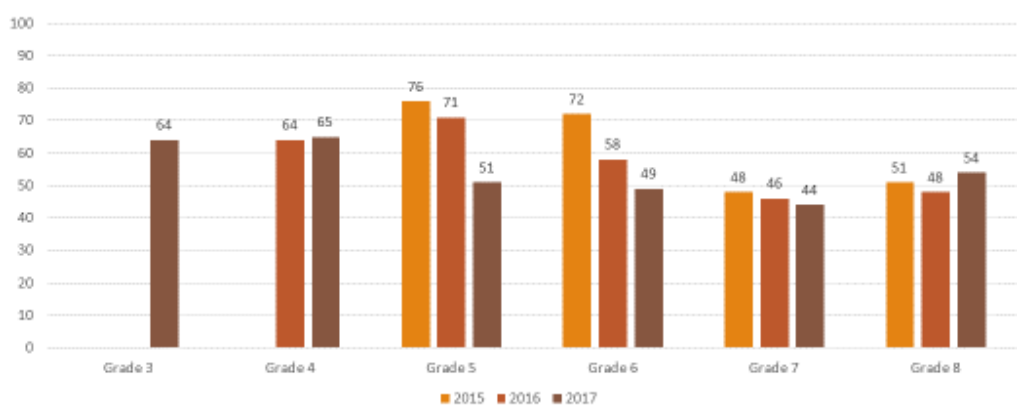
Reading – District Trend Data
WAPS & MN
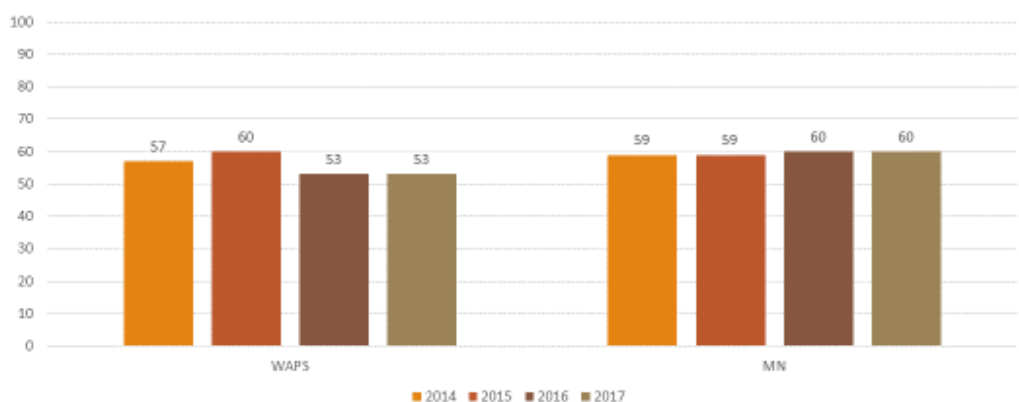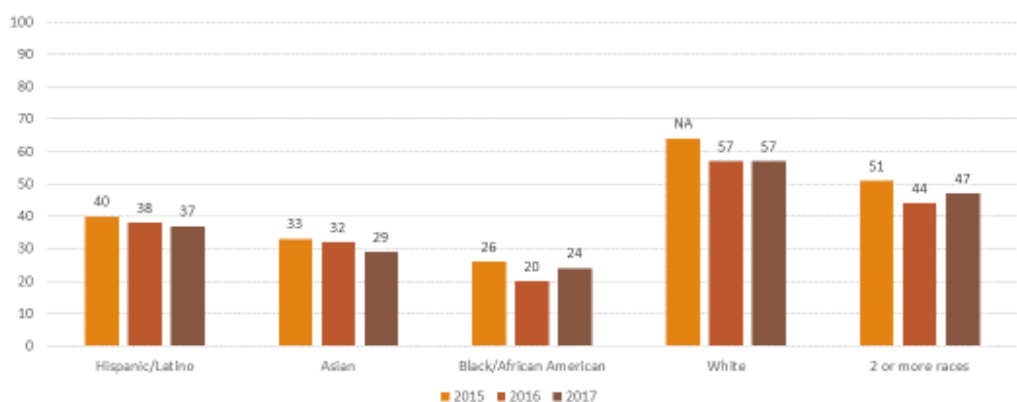

Reading – District Results by Service
WAPS & MN
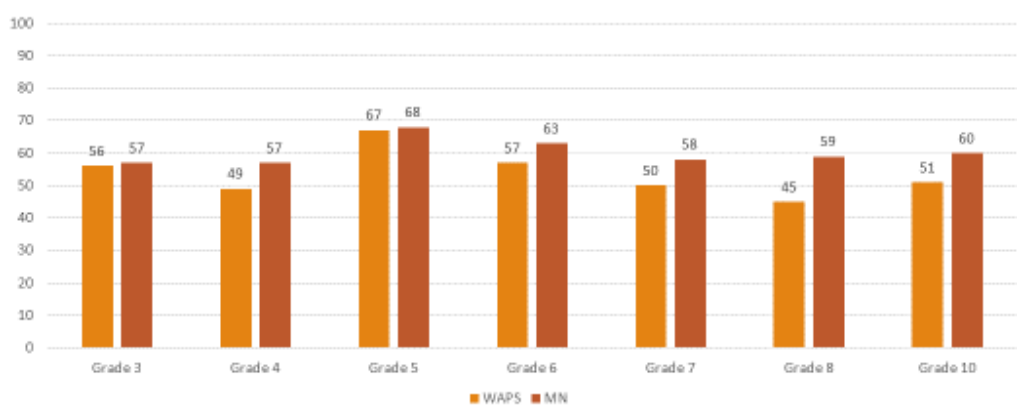
Reading – District Results by Service WAPS Trend Data

Bar chart showing reading results by service. Y-axis 0–100. Values:
- SPED Students: 2015 = 20, 2016 = 18, 2017 = 19
- EL Students: 2015 = 9, 2016 = 14, 2017 = 12
- FRP Students: 2015 = 42, 2016 = 37, 2017 = 34

Legend: 2015, 2016, 2017

Reading – District Results by Ethnicity WAPS & MN

Bar chart showing reading results by ethnicity. Y-axis 0–100. Values:
- Hispanic/Latino: WAPS = 37, MN = 38
- Asian: WAPS = 29, MN = 53
- Black/African American: WAPS = 24, MN = 33
- White: WAPS = 57, MN = 69
- 2 or more races: WAPS = 47, MN = 56

Legend: WAPS, MN

Reading – District Results by Ethnicity
WAPS Trend Data

Bar chart showing reading results by ethnicity for 2015, 2016, 2017:

- Hispanic/Latino: 40, 38, 37
- Asian: 33, 32, 29
- Black/African American: 26, 20, 24
- White: NA, 57, 57
- 2 or more races: 51, 44, 47

Legend: ■ 2015 ■ 2016 ■ 2017

Reading – District by Grade Level
WAPS & MN

Bar chart showing reading results by grade level for WAPS and MN:

- Grade 3: 56, 57
- Grade 4: 49, 57
- Grade 5: 67, 68
- Grade 6: 57, 63
- Grade 7: 50, 58
- Grade 8: 45, 59
- Grade 10: 51, 60

Legend: ■ WAPS ■ MN

Reading – District by Grade Level
WAPS Trend Data
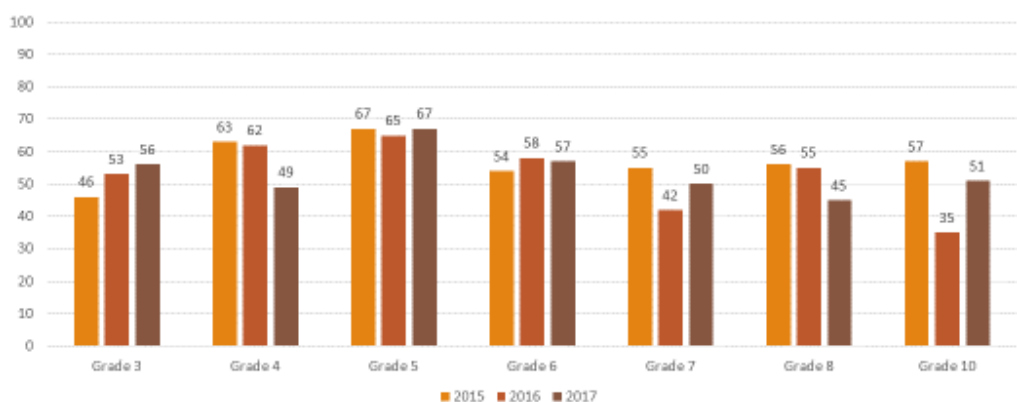
Reading – District by Grade Level
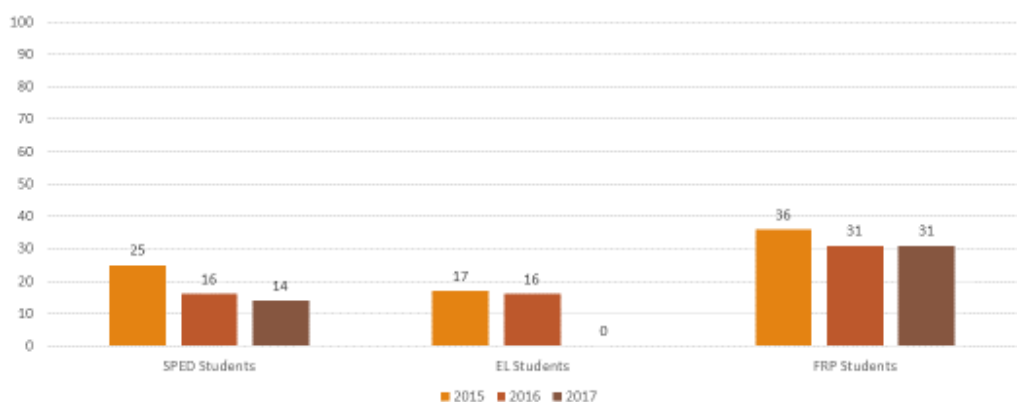## WAPS *Cohort* Data
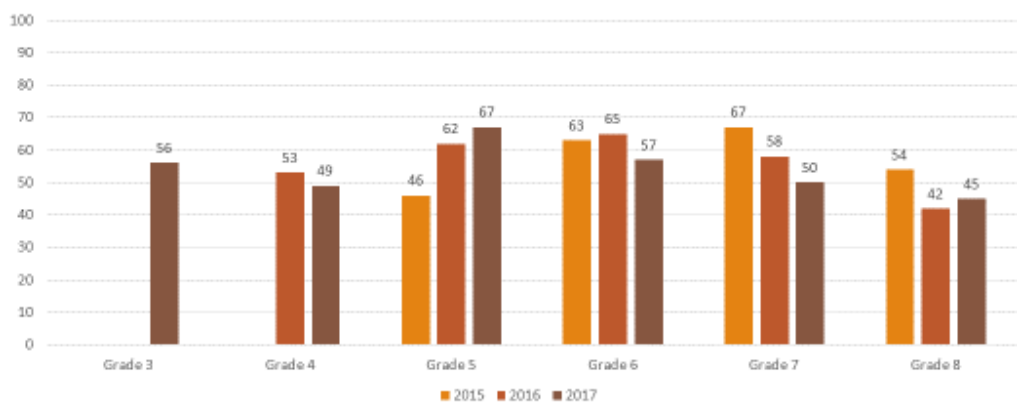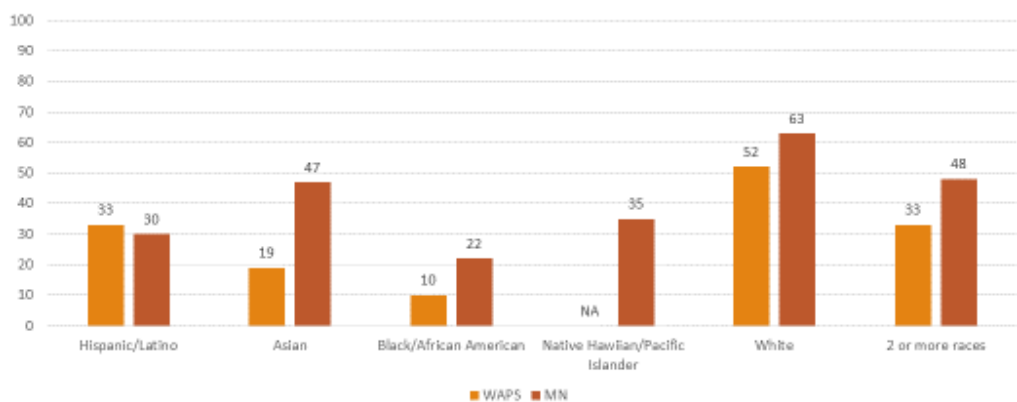
Science – District Trend Data
WAPS & MN
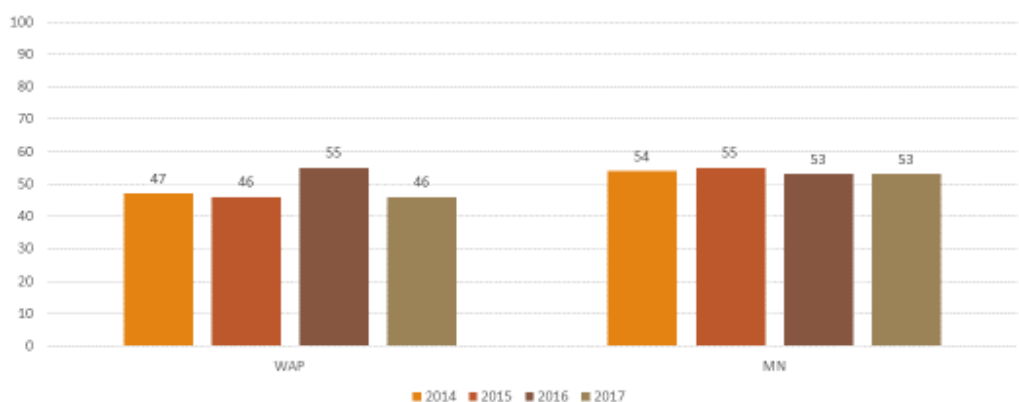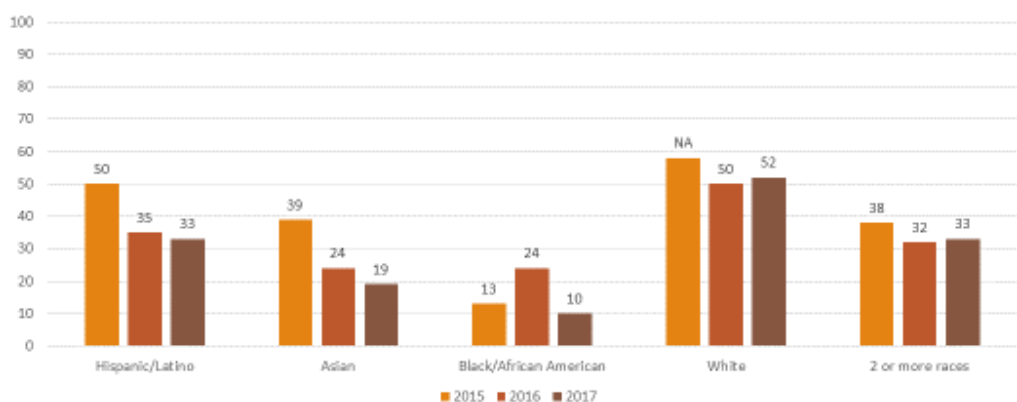

Science – District Results by Service
WAPS & MN
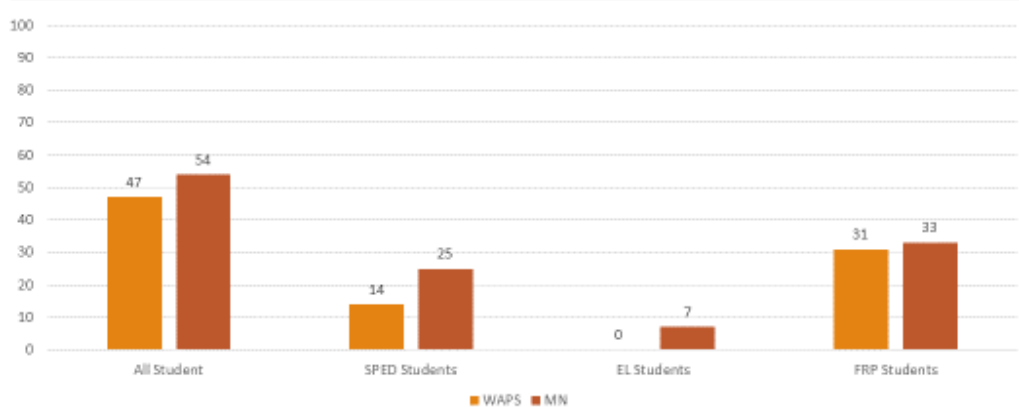
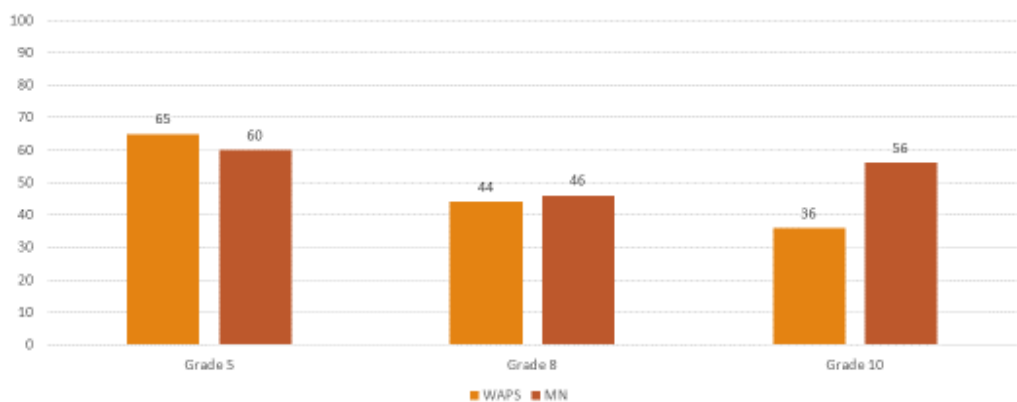# Science – District Results by Service WAPS Trend Data

Science – District Results by Ethnicity WAPS Trend Data

Science – District Results by Ethnicity WAPS Trend Data

Science – District Results by Grade Level WAPS & MN

Science – District Results by Grade Level WAPS Trend Data