



2018-19 Chokio – Alberta Public Schools WBWF Summary

District or Charter Name: Chokio-Alberta Public Schools

Grades Served: PreK through 12 grade

WBWF Contact: Tate Jerome

Title: PreK – 12 Principal

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Email: tjerome@chokioalberta.k12.mn.us

All districts/charters must submit this completed template between **October 15 and December 15, 2019**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- Chokio-Alberta published World’s Best Workforce Report Summary is published on the Chokio-Alberta Public Schools website at:
- <http://www.chokioalberta.k12.mn.us/WBWFCAReport17-18.pdf>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

- November 18th 2019

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Tate Jerome	PreK- 12 Principal	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Alivia Jerome	Student	
Maggie deNeui	Community Member	
Amanda Marty	5 th grade Teacher	
Kayla Morrill	6 th grade Teacher	
Adam Wiebe	HS Academic Advisor	
Chandler Erickson	Special Education Para	
Lynnette Arens	HS Math Teacher	
Jennifer Kill	Parent of Elementary Students	
Kim Marty	Kindergarten Teacher	
Darcie Daugherty	Intervention Teacher	
Rachel Volker	Special Education Teacher	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.

- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur? **Our District Advisory Committee along with the rest of our teaching and administration staff.***
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use? **None. STAR 360 Scores, MCA Scores, and FAST Scores were used to determine that there were no gaps between low-income students, students of color or American Indian students.***
 - *What are the root causes contributing to your gaps? **NA***
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers? **We continue to provide an RTI approach for all struggling students.***
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? **The diversity of the C-A district is very small, but continue to strive to find teachers who reflect the diversity of enrolled students in the district.***
 - *What efforts are in place to increase the diversity of the teachers in the district? **We continue to contact many schools of education along with educational job postings and give preference within the law to candidates that reflect the diversity of our student population.***

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2018-19 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
	<p><i>All students were ready for Kindergarten for the 2018-19 school year determined by Kindergarten Teacher – Kim Marty and Midwest Special Education Cooperative Specialists using proven various educational criteria.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Using STAR 360 test scores, MCA scores and FAST Reading scores to identify struggling reading students, provide the proper interventions identified through testing data for those struggling students, and give extra time above and beyond classroom instruction while monitoring the struggling students' progress. Using this RTI approach we strive to close the</i></p>	<p><i>The Chokio/Alberta Public School's 3rd grade students were 82% proficient in achieving grade level literacy by meeting grade level in STAR 360 Assessments used in our RTI program from the 2018-2019 school year and want to reach 92% by 2019-20.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>achievement gap to help all students achieve grade-level literacy by third grade. Chokio-Alberta Public Schools want to have all (100%) of 3rd grade students achieving at grade-level literacy using STAR 360 as our assessment tool.</i>		<input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Chokio/Alberta Public Schools goal is to have 85% of all students in grades Kindergarten through 8th grade score at grade level in Reading and Math using an assessment tool called STAR 360. If they are not at grade level we strive to help them have above average growth each year through our Intervention program. We monitor all Chokio-Alberta Public Schools students in Reading and Math with an assessment called STAR 360. Using our established Intervention system to identify struggling reading and math students for kindergarten through 8th graders, provide the proper interventions needed for those struggling students, and monitor the struggling students' progress will close the achievement gap.</i></p>	<p><i>Chokio/Alberta Public Schools students in grades kindergarten through 8th are closing the achievement gap. In reading K-8th grade students are at a rate of 80% proficient on STAR 360 Assessments used in our RTI program from the 2018-2019 school year. In math K-8th grade students are at a rate of 88% proficient on STAR 360 Assessments used in our RTI program from the 2018-2019 school year. We want to get students to be 85% proficient in reading and 85% proficient in math scores on STAR 360.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <i>• Students are identified as not at grade level in either math or reading using various assessment methods including STAR 360, FAST, and MCA's.</i> <i>• Using our established Intervention system we provide the proper interventions needed for those identified struggling students to help them grow and close the achievement gap.</i> <i>• If a struggling student is not growing with our interventions we will evaluate them for Special Education.</i> <i>• We continue to provide best practice services to students whether they qualify for Special Education or not, but depending on Special Education qualification a student's day may look different.</i>

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Using our established career and post-secondary education curriculum called Ramp-Up to Readiness for students in 7th through 12th grade, Chokio-Alberta Public Schools will improve the student's career and post-secondary readiness from the top 40% achieving students of each grade in 2018-19 to 80% of all the students in grades 7th - 12th by 2020-21. To measure we survey all students each year using a career and post-secondary readiness questionnaire.</i></p>	<p><i>Chokio-Alberta Public Schools graduating class of 2019 had 5 of the 7 or 71% enrolled and is studying in a post-secondary education program. The remaining 2 students were actively working in the workforce. 100% of the graduating class of 2019 were either in a post-secondary program or active in the workforce. We haven't surveyed 2019-20 students on their career and post-secondary readiness.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>Chokio/Alberta Public Schools will continue to graduate 100% of all their students.</i>	<i>Chokio/Alberta Public Schools graduated 100% of their Class of 2019!</i>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>