

ISD 318 2022-2023 World's Best Workforce Summary, Achievement & Integration Progress Report

Respectfully submitted December 11, 2023
Ryan DeBay and Sarah Scofield

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

- 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.

Requirements

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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

The date of the school board meeting for reporting on the 2022-2023 SY is

December 11, 2023

WBWF & A&I Published Report

This year's WBWF Annual Report will be found on the district website after your approval.

The district also keeps stakeholders informed on progress towards meeting WBWF goals in a variety of ways, including but not limited to:

- **ISD 318 digital newsletter to parents**
- **ISD 318 digital newsletter to staff**
- **District 318 WBWF Advisory Committee meetings**

A hard copy of the report is available at the District 318 Administration Office at 601 SW 7th Street Grand Rapids, MN

District Advisory Committee Members 2022-2023

- **David Marty** - *School Board Member*
- **Ryan DeBay** - *Director of Teaching & Learning*
- **Angie Berg** - *Assistant Principal, RJEMS*
- **Kim Geislinger** - *Community Member*
- **Bruce Goodwin** - *Principal, East Rapids Elementary & Director of Anishinaabe Gikinoo'a*
- *maadiwin (Ojibwe Education)*

District Advisory Committee Members Cont'd

- **Darrin Hofstad** - *Principal, GRHS*
- **Ruth Tatter** - *Community Member*
- **Jill Wheelock** - *Cohasset Elementary School Principal*
- **Doug Learmont** - *Community Member*
- **Kyle Bartholomew** - *Community Member*

WBWF Requirement

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers.

Highly Qualified Staff

- 90.77% are deemed experienced by MDE (state average 78.5% in high poverty districts and 88.6% in low poverty districts)
- 98.07% of our teachers have a license or permission in the subject areas they teach
- 52.24% of our teachers have advanced degrees.

Demographics

16.8% of our students are students of color

- 6.3% are American Indian
- 5.7% Two or more races
- 2.6% Hispanic or Latino
- 0.8% Black or African American
- 0.3% Asian
- 0.1% Native Hawaiian or other pacific Islander

Strategies to support teacher growth

- PLCs - Building Leadership teams review student data monthly to drive instruction during early outs; review supports for mental health; discuss evidence-based practices.
- Principal PLC's weekly around topics related to the Teaching & Learning Model. Those topics are then used to lead building leadership teams and then for ongoing PD with teachers during PLC.
- Teacher Advisor Program provides trainings and staff development opportunities that add structured levels of support for all teachers during their first three years (if they are new to teaching) or one (if they enter our district as experienced/highly qualified teachers).
- Building Level leadership teams use data to determine goals, strategies, and interventions for all students, low income and diverse populations specific to their buildings and grade levels.

All Students Ready for School

Goals:

1. Increase the number of children who meet or exceed proficiency in 4 out of 9 areas in the Early Numeracy & Early Literacy IGDI's.
1. Students will show gains in their fall to spring scores in letter sound fluency as measured by the FAST.

ISD 318 Benchmark Data: Invest Early & Head Start

Individual Growth and Development Indicators: Literacy

- Picture Naming
- Rhyming
- Alliteration
- Which One Doesn't Belong

Individual Growth and Development Indicators: Numeracy

- Oral Counting
- Number Naming
- Quantity Comparison
- One to One Correspondence

FAST

- Letter Sound Fluency

SY 22-23 results

GRAND RAPIDS	Fall 2022 % on Target	Spring 2023 % on Target	2022-2023 % Growth
Picture Naming	36.13%	58.68%	22.54%
Rhyming	22.41%	52.07%	29.65%
Alliteration	50.41%	57.85%	29.65%
Which One Doesn't Belong	35.59%	58.33%	22.74%
Oral Counting	22.31%	49.17%	26.85%
Number Naming	26.76%	71.43%	44.67%
Quantity Comparison	31.40%	72.73%	41.32%
1:1 Correspondence	19.83%	49.59%	29.75%
Letter Sound Fluency	9.09%	43.80%	34.71%
Letter Name Fluency	19.01%	59.17%	40.16%

All Students in 3rd Grade Achieving Grade-Level Literacy

Goal:

The percentage of students meeting or exceeding standards in the statewide Reading assessment (MCA-III) in 3rd Grade will increase by 3% from 47.7% in 2022 to 50.7% in 2023.

Result:

The percentage of students meeting or exceeding standards in the statewide Reading assessment (MCA-III) in 3rd Grade increased by 7.4%, from 47.7% in 2022 to 55.1% in 2023.

Close the Achievement Gap(s) Between Student Groups

Goal:

The district's 3rd grade FR proficiency as measured by the Reading MCA-III will increase by 3%, from 35% in 2022 to 38% in 2023.

Result:

The district's 3rd grade FR proficiency as measured by the Reading MCA-III increased 13% from 35% in 2022 to 48% in 2023.

Close the Achievement Gap(s) Between Student Groups

Goal:

The district's 3rd grade AI proficiency as measured by the Reading MCA-III will increase by 3% from 32% in 2022 to 35% in 2023.

Result:

The district's 3rd grade AI proficiency as measured by the Reading MCA-III increased by 18% from 32% in 2022 to 50% in 2023.

All Students in Third Grade Achieving Grade-Level Numeracy

Goal:

The percentage of students meeting or exceeding standards in the statewide Math assessment (MCA-III) in 3rd Grade will increase by 3% from 60.2% in 2022 to 63.2% in 2023.

Result:

The percentage of students meeting or exceeding standards in the statewide Math assessment (MCA-III) in 3rd Grade increased by 2.6%, from 60.2% in 2022 to 62.8% in 2023.

Close the Achievement Gap(s) Between Student Groups

Goal:

The district's 3rd grade FR proficiency as measured by the Math MCA-III will increase by 3% from 45.5% in 2022 to 48.5% in 2023.

Result:

The district's 3rd grade FRP proficiency as measured by the Math MCA-III increased by 7.1% from 45.5% in 2022 to 52.6% in 2023.

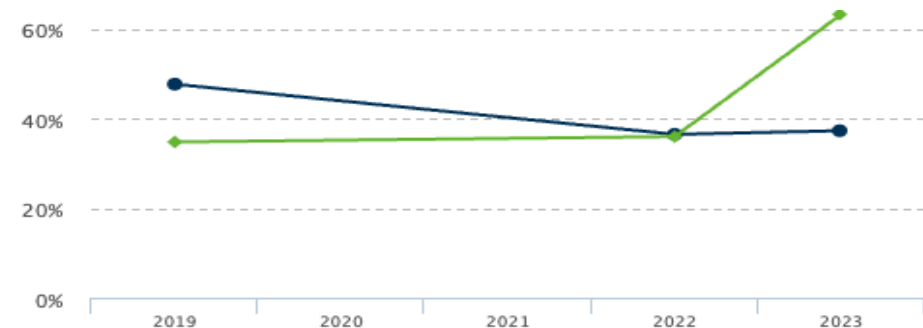
Close the Achievement Gap(s) Between Student Groups

Goal:

The district's 3rd grade AI proficiency as measured by the Math MCA-III will increase by 3% from 36% in 2022 to 39% in 2023.

Result:

The district's 3rd grade AI proficiency as measured by the Math MCA-III increased by 27.3% from 36% in 2022 to 63.3% in 2023.



All Students Career- and College-Ready by Graduation

Goal:

In 2022, 100% of high school students will have a career and college readiness plan.

Result:

In the Spring of 2023, 100% of district high school students had a career and college readiness plan.

All Students Graduate

Goal:

The percentage of students who graduate from high school will increase .5% from 91.8% in 2022 to 92.3% in 2023.

Result:

The percentage of students who graduated from high school increased by 4.2 % from 91.8% in 2022 to 96% in 2023.

96% GRHS

100% Bigfork

Achievement and Integration

...pursue racial and economic integration, increase student achievement, create equitable opportunities, reduce academic disparities... (MDE)

- The 2022-2023 school year was Year 1 of Rotation 2 at ISD 318
- All goals are written as 3 year goals
 - 2 Achievement Goals
 - 1 Integration Goal
 - 1 Teacher Equity Goal

Achievement & Integration

Goal 1- Achievement

The percentage of 16-month enrolled American Indian students from ISD 318 in post-secondary education will increase from 25% in the spring of 2021 (class of 2019) to 50% in the spring of 2025 (class of 2023).

Goal Met

Per MDE report card, 57% of American Indian students enrolled in post-secondary education within 16 months of graduation (class of 2021).

What are we doing?

-AVID Elective/Schoolwide

Achievement & Integration

Goal 2- Integration

In collaboration with ISD 318 Anishinaabe Education, Grand Rapids School District will enrich cultural awareness for all through an increase of opportunities for experiential activities consistently from 2 in the 2021 school year to 4 in the 2025 school year.

Goal Met

ISD 318 offered 3 opportunities for experiential activities for the 2022-2023 school year.

What are we doing?

- Multi-District Cohort
- Students participate in cultural activities
- Increase opportunities for cultural learning in classrooms

Achievement & Integration

Goal 3- Achievement

The percentage of students entering Kindergarten will show growth towards Kindergarten preparedness as measured by the Fast Bridge Assessment 44% proficient in the spring of 2021 to 53% in the spring of 2025.

Goal Met

78% of kindergarten students showed to be proficient in reading in accordance to the FASTBridge Assessment in the Spring of 2023.

What are we doing?
-Kindergarten Round-Up
-Kindercamp

Achievement & Integration

Goal 4- Teacher Equity

ISD 318 will increase the number of students enrolled in the Intro to Teaching course from 10 in the 2021 school year to 15 in the 2025 school year.

Goal On Track

In the 2023 school year, 12 students were enrolled in the Intro to Teaching course.

What are we doing?

- Xello implementation
- Intentional scheduling for students
- Providing crossover teaching opportunities with Anishinaabe Education