



2016-17 World's Best Workforce Report Summary

District or Charter Name: Technical Academies of Minnesota

Grades Served: 7-12

Contact Person Name and Position: Michaela Bengtson Advisor

In accordance with Minnesota Statutes, 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. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this 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.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

- <http://www.dreamta.org/pagew/>

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- *The School Advisory Council met and reviewed the WBWF Plan on December 11th 2017 to discuss the school's progress and moves forward.*
- *WBWF was also discussed at our Parent night in August and school council meeting in June.*

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Terri Bartlett	Community Rep
Doug Knick	Teacher/Advisor
Michaela Bengtson	Teacher/Advisor
Callie Henscheid	Administrative Coordinator
Jaime Larson	Title One Coordinator
Elias Johnson	Teacher/Advisor
Katie Pederson	Sped Staff
Sue Blumhoefer	Community Rep
Callie Evans	Parent Rep
Traci Smith	Parent Rep

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<i>Goal is irrelevant as it does not pertain to our student body as we are a 7-12 school.</i>		<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>Goal is irrelevant as it does not pertain to our student body as we are a 7-12 school.</i>	<i>Goal is irrelevant as it does not pertain to our student body as we are a 7-12 school.</i>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>a. All students will have an Individualized Learning Plan which includes their post-secondary plan and preparation</p>	<p><i>A plan was developed of what the individualized learning plan would be over the course of the summer and was implemented at the start of the 16-17 school year.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>a. Advisory topics will follow an outline of college and career ready topics</p>	<p><i>All advisories were given specific career focused topics to cover each month. Each advisor then completed them in the way that was best for their advisory. Many advisories did trips and field experiences to gain skills and insight into potential careers.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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2e. All Students Graduate

Goal	Result	Goal Status
<p>On-site generated: Four-year graduation rate: 95% of students continuously enrolled for four years; 85% of students continuously enrolled for three years; 70% for two years; and 50% for one year.</p>	<p><i>Seniors were assisted in this process in order to ensure graduation. Credit checks and personal improvement plans were created in order to ensure seniors were graduating</i></p>	<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *Reading: 77% of students who attended DREAM at least 90% of the time either achieved their NWEA growth goal OR met or exceeded MCA proficiency in reading.*
- *Math: 85% of students who attended DREAM at least 90% of the time either achieved their NWEA RIT growth goal OR met or exceeded MCA proficiency in math.*

4. Systems, Strategies and Support Category

4a. Students

- ➤ *Each student has been evaluated by their credit checks and by NWEA, MCAs and the Hope Survey. This helps give insight into specific abilities of our student population. There was also a process started and refined at the end of the year on how to specifically accommodate each student and their learning needs.*
- *Process to disaggregate data by student group.*

4b. Teachers and Principals

➤ *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*

o *System to review and evaluate the effectiveness of:*

- *Instruction*
- *Curriculum*
- *Teacher evaluations*
- *Principal evaluations*

1. Personnel Committee conducted individual observations of each advisor.
2. Personnel Committee offered information regarding professional development opportunities.
3. Peer mentoring was made available to all staff.

4. Staff development was offered on areas of improvement and need in the areas of reading, math, and career skills. Along with these areas were specific ways of improving instruction with Independent project based learning.

4c. District

- Technology is an integral part of Technical Academies of Minnesota. We are a 1 to 1 community with Chromebooks. This provides our students full access to multiple different resources. There are also multiple different programs available that our students can take advantage of. Our students and staff also take advantage of collaborative professional culture through independent project based learning. Students are provided the opportunity to work on projects on their own and with peers while having the guidance of their advisor and other staff members to help them in the process. This helps students gain the collaborative and soft skills essential for the workplace today.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- As a small charter district, all staff are working with all of our students. Additionally, our schools provide professional development related to areas that affect low income and minority students. The professional development is provided by staff and experts in their fields. When new staff members join us, we employ several supports to ensure success, including our mentorship program and peer review.

