



2016-17 World's Best Workforce Report Summary

District or Charter Name: Jane Goodall Environmental Sciences Academy (JGESA)

Grades Served: 6-12

Contact Person Name and Position: Craig Wignes, Administrative Desginee

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.]

➤ <https://www.jgesa.org/domain/73>

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.]

➤ November 21, 2017

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
George Walker	Staff Member
Deb Hyk	Staff Member
Jessica Paulson	Staff Member
Patrick Ross	Community Member
Tom Colburn	Parent

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>Not Applicable – JGESA serves 6-12 grade students</i>		<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<i>Not Applicable – JGESA serves 6-12 grade students</i>		<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p><i>By spring 2016, students enrolled by October 1st will perform at or above state proficiency in reading, math and science as measured by the Minnesota Comprehensive Assessment (MCA) data.</i></p> <p><i>By spring 2016, students continuously enrolled at JGESA for 3 years or more will perform at or above the national median on the Northwest Education Association's Measures of Academic Progress (NWEA MAP) assessment, as measured by NWEA MAP data.</i></p> <p><i>By spring 2018, students enrolled at JGESA continuously for 3 years or more are meeting or exceeding growth when compared to MCA comparison groups(s), measured by the MCA data.</i></p> <p><i>By spring of 2016, using the HOPE Survey, JGESA will maintain a mean of Hope of at least 50.0.</i></p>	<p><i>Reading: 41% Proficient</i></p> <p><i>Math: 29.3% Proficient</i></p> <p><i>Science: 19.2 Proficient</i></p> <p><i>JGESA cannot report data for student growth in comparison groups on NWEA assessments due to JGESA not having 3 years worth of data.</i></p> <p><i>JGESA cannot report data for student growth in comparison groups on MCA assessments due to JGESA not having 3 years worth of data.</i></p> <p><i>48.07 mean of Hope</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Using MCIS, 100% of JGESA’s 9th grade students enrolled by October 1st, will participate in college and career exploration activities and further develop their personalized Learning Plans (PLP).</i></p> <p><i>By or on the annual school designated commencement date, 100% of JGESA graduates will have post-secondary plans and/or post-secondary admission.</i></p>	<p><i>100% of 9th grade students have a personalized learning plan (PLP).</i></p> <p><i>100% of JGESA graduates have post-secondary plans and/or post-secondary admission.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>By or the annual school designated commencement date, 90% of JGESA 12 grade students will graduate.</i></p>	<p><i>100% of JGESA’s 12th grade students graduated by the designated commencement date.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

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.]

- *JGESA needs to increase MCA proficiency within the areas of mathematics, reading, writing and science as measured by data reported by MCA testing.*

4. Systems, Strategies and Support Category

4a. Students

- *JGESA offers direct, individual support in several ways; (1) our Project-Based Learning model, which enables students' work to be tailored to their interests, goals, passions, ability levels and meeting MN State Standards, (2) our Advisory model where students work directly with their Advisor for the duration of their time at JGESA, fostering a real and supportive relationship.*
- *Students' engage in active learning through independent guided projects in ways that suite their learning style while meeting MN State Standards.*
- *Personalized Learning Plans are developed for all JGESA students and is based on students' present levels of academic performance, address students' needs, and short-term/long-term goals.*
- *JGESA employs an Academic Assistance Policy that identifies individual students and recognizes a specific area of need then establishes a plan to help the student develop necessary skills to obtain success in the area of need.*
- *JGESA uses Project Foundry to keep track of and record the academic progress of all students. Upon completing an approved project, students set up a scheduled time with their teacher to go through the evaluation process. During this evaluation, the student presents their final product to their teacher. Many times a student is asked to present/evaluate with two or more teachers. The teacher(s) ensures that the student has fulfilled the requirements of the project, which are shown and available through the approved project proposal. In order for a student to be awarded credit and standards, they must successfully complete the project requirements, answer additional questions asked by the teacher(s), and show their mastery of a particular standard. If this is shown to the teacher(s), then the student is awarded the standard(s)/learning target(s) they have proven mastery off. If the student has not shown mastery of the standards, they work with the teacher(s) to make a plan on how to go back and expand on the project. As students' complete projects, their progress continues to update and is constantly available to students, parents/guardians, and teacher(s) through Project Foundry.*

4b. Teachers and Principals

- *JGESA applies for an Innovative Program Waiver with MDE; Academic Advisors apply a generalist approach to supporting student learning. This allows the staff to operate a quality advisor/advisee model with additional student support coming from other staff, peers, parents and community experts.*
- *Daily Advisories as well as low staff to student ratios that ensure no child goes unknown at JGESA.*
- *Advisor guided, student-directed, project-based learning opportunities are the hallmark of the curriculum at JGESA.*
- *JGESA holds weekly TPP Meetings that review and discuss curriculum and instruction, along with a variety of other topics.*
- *JGESA offers ongoing professional development – extensive staff development opportunities were designed around educating staff on topics such as, but not limited to: Restorative Practices, Mental Health with Youth, Crisis Interventions, Minnesota Association of Alternative Programs (MAAP) Conference, and Special Education Law.*
- *Using Project Foundry, a proven and effective project-based management tool for both staff and students; therefore, staff receive training on effective ways to utilize Project Foundry.*
- *JGESA is a teacher-led school and therefore does not have a principal and does not employ principal evaluations.*
- *Staff are evaluated through peer-to-peer feedback and collaborative efforts within each teaching team (by cabin). In addition, this year JGESA is starting to implement Q-Comp evaluation practices and measures to help staff develop effective practices, techniques and build upon their professionalism within their field.*

4c. District

- *JGESA is a school of choice entering into our 3rd year of operation and we have found that many students have entered JGESA behind in reading, writing, math and science. As a result of use of small group instruction, individual instruction, peer to peer tutoring and continued use of NWEA MAP testing data to inform further interventions and programing.*
- *JGESA uses a 360 Degree Evaluation Model, which garners feedback from multiple areas of the school community. Advisors get feedback from their advisees, parents/guardians, and colleagues. This approach helps the Personnel Committee and Staff Development Committee support staff in determining continuing needs as well as deciding whether or not continued employment for a staff member makes sense.*
- *JGESA School Board holds public meetings to review and revise student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction. To review district success in achieving pervious student achievement goals and related benchmarks and the improvement plans leading to the World's Best Workforce.*
- *The staff at JGESA are on a continual collaborative culture mindset. We meet daily as a teaching team (cabin) and weekly as a full staff to address any concerns and keep communication open. In addition, staff are encouraged to provide peer-to-peer feedback on a block/quarter basis and develop goals to become better educators and professionals.*
- *The school has purchased a number of technology resources to provide unique learning opportunities for students. Examples include: one to one access to individual chrome books, virtual reality system, drone, augmented reality sandbox, GoPro cameras, motion-activated field cameras, 3D printers and sublimation machines.*

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.

- *To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers who can help them reach their maximum potential. At JGESA, all students have equal access to all general education teachers and paraprofessional. As mandated by federal funding requirements, those students with an IEP have equal access to all Special Education teachers and paraprofessionals.*
- *JGESA's staff reviews yearly student achievement results, teaching assignments, staff evaluations, and staff experience along with student and parent satisfaction. Trends in data and gaps in student achievement for low-income and minority students will allow for additional staff development opportunities, peer review, mentorship, and best practice instructional strategy modeling for staff.*
- *Pending JGESA's staff results the DAC will recommend to the School Board ways to improve students' equitable access to effective and diverse teachers.*