

Worthington School District 518

World's Best Workforce Plan 2017-2018

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning. In accordance with this Statute, 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 purpose is to to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school.

District Vision

District 518 is a leader in Southwest Minnesota and in the State of Minnesota that provides educational opportunities for all students to be productive global citizens and successful lifelong learners. District 518 will capitalize on opportunities that will lead to student success in school, the region, the state and the world through strong educational programming that meets the goals of the World's Best Work Force.

District Mission

Educational Excellence for All Learners to be Successful Citizens in the Future

"Excellence in Action"

Identified Needs Based on Data

At the start of the 2017-2018 school year, teachers, school board members, and administrators reviewed the MCA data at all levels. In addition, ACCESS data was reviewed to determine needs for EL students. The data revealed that the largest achievement gap was between the EL student group and non-EL students.

The district implemented EL focused strategies identified in the District Improvement Plan.

- Sheltered Instruction Observation Protocol (SIOP) training was provided for all new staff.
- An EL consultant conducted a needs assessment of the English Learner program at the middle school. Findings indicated the school needed to increase capacity for all staff, increase student engagement strategies, and develop language in the mainstream classroom. The EL team developed an action plan to address the findings. During the 2017-2018 school year, an EL consultant is working to with middle school staff to address these items.
- Due to low academic achievement of newcomer EL students, a need at Worthington High School for a newcomer program was identified. The EL team and administration developed a plan for implementing this program. A newcomer EL program is currently in place at the middle school.

- ✓ Identified needs are: field, track, bleachers, field house, announcer boxes, ADA compliance items, scoreboard, other.
- ❖ **Construct a new athletic fields TBD (priority level 2).**
 - ✓ Develop partnerships and collaborative efforts for funding
 - ✓ Locate at Crailsheim Drive property.
 - ✓ Estimated target 2019 or after.
- ❖ **Re-construct Track (priority level 2).**
 - ✓ Facility past life expectancy and continued maintenance (built in 1992).
 - ✓ Locate at Crailsheim Drive property.
 - ✓ Estimated target 2019.
- ❖ **Construct new soccer fields TBD (priority level 2).**
 - ✓ Need for a minimum of 4 soccer fields for current program.
 - ✓ Establish fields at Crailsheim Drive property.
 - ✓ Estimated target 2019.
 - ✓ Current fields need additional maintenance/repair (Trojan field & HS field)
 - ✓ High School Program 3 fields (minimum).
 - ✓ Middle School 2 fields for program (minimum).
- ❖ **Construct new baseball field TBD (priority level 3).**
 - ✓ Expansion of a complex with 1 additional field.
 - ✓ Locate at Crailsheim Drive property.
- ❖ **Construct new softball field TBD (priority level 3).**
 - ✓ Expansion of complex with 2 additional fields.
 - ✓ Locate at Crailsheim Drive property.
- ❖ **Address District Office space (priority level 4).**
 - ✓ Addition of current facility or locate to another facility to increase space.
 - ✓ Change organization of Departments to District Office (Special Education/Teaching and Learning).
- ❖ **Follow Long-Term Maintenance Plan for further upkeep of facilities (priority level 1).**
 - ✓ Follow current long-term facility maintenance plan for items such as roofs, parking lots, building infrastructure, athletic facility, ADA compliance and other facility/grounds needs.
- ❖ **Follow Technology Plan for replacement/updating of Learning Devices/Technology needs (priority level 1).**
 - ✓ Replacement of current technology (learning devices, support devices, other).
 - ✓ Plan for future expansion and construction of locate network needs (data center).

- ❖ **Plan/Implement/Construct a Hockey facility** as a collaborative project with partners (priority level 5).
 - ✓ Community/organization partnerships.
 - ✓ Grant/State/Other funding options to be explored.
- ❖ Develop a collaboration with City or County on a ½ cent sales tax initiative that would support community goals and projects to enhance the district's expectations for facilities.
 - ✓ Replace and repair existing activities spaces.

Curriculum and Instruction

The district believes that a strong curriculum and instruction system will increase opportunities for students and positively impact student achievement. Curriculum leaders have developed a working definition for curriculum within the district and recognize that it is, "A blueprint to allow all students to master essential outcomes through differentiation." The district continues to make the shift from a traditional approach of curriculum as seen as a subject matter or series of written documents like books and syllabi to a more modern definition including a plan tied to goals and related objectives" (Wiles, 2009).

A district advisory committee is in place and includes teacher representatives from each content area, administrators, parents, community members, and students. In accordance with Minn. Stat. 12B.11, sub. D, "A school district may seek this assessment advice from the district advisory committee, instead of establishing a committee under this section." The district advisory committee will provide assessment advice to the school board and serve in the role of the assessment advisory committee.

Systems, Strategies, and Support

During the 2017-2018 school year, all teachers participated in Professional Learning Communities. Following DuFour's model of PLC implementation, teachers collaborated about students' needs and determined re-grouping and interventions, based on formative assessment data. Interventions were arranged and offered at all grade levels. Examples included:

- Additional individual instruction
- After school program
- Credit recovery program
- Homework help
- Intervention classes
- Small group work

Several assessments were administered to determine student progress towards meeting state and local academic standards and were a factor in determining additional support (listed above) for