



2016-17 World's Best Workforce Report Summary

District or Charter Name: Twin Cities German Immersion School

Grades Served: K-8

Contact Person Name and Position: Michael Mullins: Director of Teaching and Learning

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.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

- 1) The WBWF Report is on the Twin Cites German Immersion School Website:

<https://www.tcgis.org/>

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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.

February 2018 at the Twin Cities German Immersion School Room 100

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
Anne Kile	Special Ed. Faculty and parent grade 6
Stefanie Guitard	Parent grades 3 and 8
Cynthia Miller	Special Ed parent grades 3 and 6
Diane Bell	School Board Member and parent grades 4 and 6
Erica Saveraid	Parent grade 7
Eden Tsehay	African American grade 4
Greg Lauer	Parent grades 2,5,8
Heather Podlucky	Parent grade 4
Peter Fruehling	Community member and parent grade 2
Barb Spangle	Community Member
Ted Anderson	Director, TCGIS
Michael Mullins	Director of Teaching and Learning
John Holmlund	Parent grade 6

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
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>By spring of 2017, 80% of Kindergarten students will meet locally-developed benchmarks (immersion-learner specific) on FAST Early Reading composite assessment scores.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Spring of 2017 result: The lowest 20% of students were still provided targeted interventions. In fall, 64% of K students met non-immersion benchmark in the 2016-2017 school year. 71% of K students met immersion benchmark in the 2016-2017 school year.</p>	<p><i>Check one of the following:</i></p> <p><input 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> <p><input 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
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>85% of third-grade students will meet proficiency on the Spring 2017 MCA Reading Assessment.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Spring of 2017 result: 57.6% of all 3rd grade students were proficient on the 2017 Reading MCAs.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input 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><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>In the academic year 2016-'17 we will reduce by 5.3% the gap in the percentage of students proficient in math between the non-special education and the special education students.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>In 2016-'17, 42% of special education students were not proficient on the math MCAs, as compared to 14% of general education students who were not proficient on the math MCAs. In 2017, the gap reduced. 39% of special education students were not proficient on the math MCAs, as compared to 19% of general education students who were not proficient on the math MCAs. In 2016 the gap was 28% and in 2017 the gap was 20%. This is a reduction of 8%.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>80% of all students will pass math for outgoing grade 8 in the Spring 2017 MCAs.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>81.2% of all outgoing 8th graders were proficient in math on the Spring 2017 MCAs.</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>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>We are a K-8 school and as such this is not applicable.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal</i></p> <p><i>Not applicable</i></p>	<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 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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

District Needs 2016-'17:

Our specific district needs pointed to:

- 1) *Providing additional curricular and intervention support in grades 3 and 4. This is due to teacher turnover, need for additional curricular support and a greater than normal level of special need's support in these two grade levels. These needs were identified using a combination of assessments (mentioned below) and teacher and parent input.*
- 2) *Bridging the transition between 04th grade and 05th grade. We polled teachers and faculty as to how better meet the student needs in this transition. We created a Middle School Night parent meeting organized by both the 04th and 05th grade teams.*
- 3) *Address the wide range in written scores we see in German writing of our exiting 08th graders.*

Key Data Used in identifying needs:

As an immersion school we assess students in both German and English literacy. We use a combination of the following assessments:

1. *FAST Assessments in grades K-7 for math and English literacy*
2. *MCA scores in Math and Reading for grades 3-8*
3. *Locally created German language assessments for German in grades K-5.*
4. *International German language assessments provided by the German Government.*

4. Systems, Strategies and Support Category

4a. Students

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
- Process for assessing and evaluating student progress toward meeting state and local academic standards.
 - Process to disaggregate data by student group.

The results of our school-wide formative and summative assessments were studied and recommendations for additional assistance were provided based on the MDE RTI Model.

- 1) *We wrote and received a second ADSIS Grant*
- 2) *We used the finds from our ADSIS Grant creating targeted interventions and data driven exit procedures.*
- 3) *We created two intervention and assessment cycles: in the autumn and spring. In so doing we were able to measure student growth over the academic year 2016-'17.*
- 4) *We hired an intern school psychologist who worked on creating the FAST Assessments at the University of Minnesota while she was a graduate student there.*
- 5) *We provided additional funding for our 03rd and 4th grade teams supporting them in curriculum writing and instruction.*

Process disaggregating data:

- 1) *We created EXCEL spreadsheets listing all grade levels and assessments (i.e. FAST/ MCA/internal screener results etc,*
- 2) *I meet with each team and/or grade level discipline in concert with our Clinical Psychologist and Data Manager discussing the results with the teachers.*
- 3) *We created visuals (graphs and charts) explaining at an in-service to faculty exactly what the assessment data mean and how such data inform their teaching and curricular design.*

4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
- System to review and evaluate the effectiveness of

- Instruction

In 2016-'17 the current admin team was able to:

1. Systematically conduct classroom observations and provide feedback to all teachers.
2. Admin. used data from these observations in creating the 2017'-18 professional development focus
3. Admin. hired two outside mentor coaches assisting new and mid-career teachers in their classrooms.

- *Curriculum*

In 2016-'17 Admin and Faculty discussed the greatest teacher needs. The feedback pointed to more support in resources: time and money for a curriculum review and writing process.

1. A Curriculum Committee, a Curriculum writing process and a curriculum writing proposal were all put in place.
2. The School Board allocated \$20,000.00 supporting teachers.
3. The curriculum writing proposals from 9 teacher teams were accepted and funded.

- *Teacher evaluations*

In 2016-'17 the administration team reviewed the teacher rubrics used in 2015-'16 and revised in keeping with the rubric components teachers also used in their cognitive coaching for the academic year 2016-17. Additionally we added aspects of a rubric specific to language and culture schools. This rubric came from the Center for Advanced Research on Language Acquisition from the University of Minnesota Twin Cities.

- *Principal evaluations*

In 2016-2017, the principal evaluation consisted of monthly formative board feedback and a formal 360 review with an outside consultant. The board's admin liaison committee discussed the results of the 360 and agreed with admin that the process should continue this year.

4c. District

Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.

- a. *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - i. *Technology*
 - ii. *Collaborative professional culture*

ESTHER Tech item

Technology

- 1) *We hired a second Tech Integrationist accommodating expanding school student numbers and an expanding tech program development.*
- 2) *The one-to-one Chromebook program was continued in grades 7-8 with students taking devices home and in grades 5-6 leaving them at school. This program was further implemented to continue developing students' technology and career and college readiness skills.*
- 3) *TCGIS' First Lego League robotics teams competed for the 4th year. TCGIS won the "Judge's Choice" award as a school and one team won the "Core Values" category. Another team made it to the quarterfinals in the head-to-head competition.*
- 4) *TCGIS hosted its 2nd annual Hour of Code event in which families came together to program.*

Participants took home certificates.

- 5) *Our Technology Integrationist has continued to meet with teachers at grade-level meetings to help integrate technology. Teachers articulate the upcoming curricular items and together with the Technology Integrationist, they plan a project that aligns with curricular goals and ISTE standards.*
- 6) *A few examples include photo and word collages in first grade, programming an animation to accompany a self-created poem in 4th grade, and depicting mitosis with stop motion videos in 7th grade. Students have had instruction surrounding digital citizenship (i.e. 5th graders with superpowers curating their digital footprints) and citing sources.*

Collaborative professional culture:

- 7) *We selected with our teachers the theme of “differentiation” for the year 2016-’17 for our Professional Development offerings.*
- 8) *We brought outside specialists into our school providing workshops on lesson design and how one differentiates lessons.*
- 9) *We continue with the teacher lead PLCs. They chose 9 PLC groups.*
- 10) *We created an advisement team of ‘co-coordinators’ drawn from the faculty. These 4 faculty members- 2 from the Elementary and 2 from the Middle Schools- meet every other Thursday with administration discussing topics of mutual interest. These topics range from academic to social-emotional learning.*
- 11) *We continued our TIES membership allowing faculty to attend TIES workshops on various topics of professional interest.*
- 12) *We continued offering to our faculty the possibility of visiting and shadowing in various schools around the Metro collaborating with faculty in other schools.*

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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

At the Twin Cities German Immersion School, we serve around 520 students, all in one building. The small number of children of color and children of poverty we do serve is spread throughout the whole school. With no concentrated pockets of disadvantaged students, the considerable attention we pay to ensuring high quality instruction equally benefits all students.

- *Additionally we choose materials and create units addressing diversity of thought, religion and ethnicity. We are actively recruiting interns for the classroom coming from diverse backgrounds in the German-speaking world as well. This year for the first time we have an intern from a predominantly Muslim country.*

The aspects of point number 1 above were discussed at our District Advisory Committee and we solicited suggestions regarding recruiting a more diverse student and faculty population.