

Jackson County Central Schools

Inspiring Excellence

WBWF Summary and A&I Progress Report 2021-2022



Goals required by the State (WBWF and A&I)

- All Students Ready for School
- All Students in Third Grade Achieving Grade-level Literacy
- Close the Achievement Gap(s) Between Student Groups
- All Students Career- and College-Ready by Graduation
- All Students Graduate
- Integration (increases cultural fluency, competency, and interaction)
- Teacher Equity (equitable access to excellent and diverse educators)

All Students Ready for School

JCC will maintain 90+% of all students entering kindergarten will complete preschool screening before entering kindergarten.

76% of all 21-22 kindergarten students were screened.

All Students Ready for School

Strategies to Support Goal

- 1. During the 2020-21 school year, the JCC Discovery Place preschool implemented of the "Investigators Club" curriculum, which is aligned to the ECIPS (Early Childhood Indicators of Progress) standards.*
- 2. Nearly 60% of JCC kindergarteners attended the district-operated preschool program. This helps to communicate and set goals for preschool students entering JCC kindergarten.*
- 3. JCC has implement an identification procedure for ensuring that student screening is tracked and monitored, including for students moving into the district.*

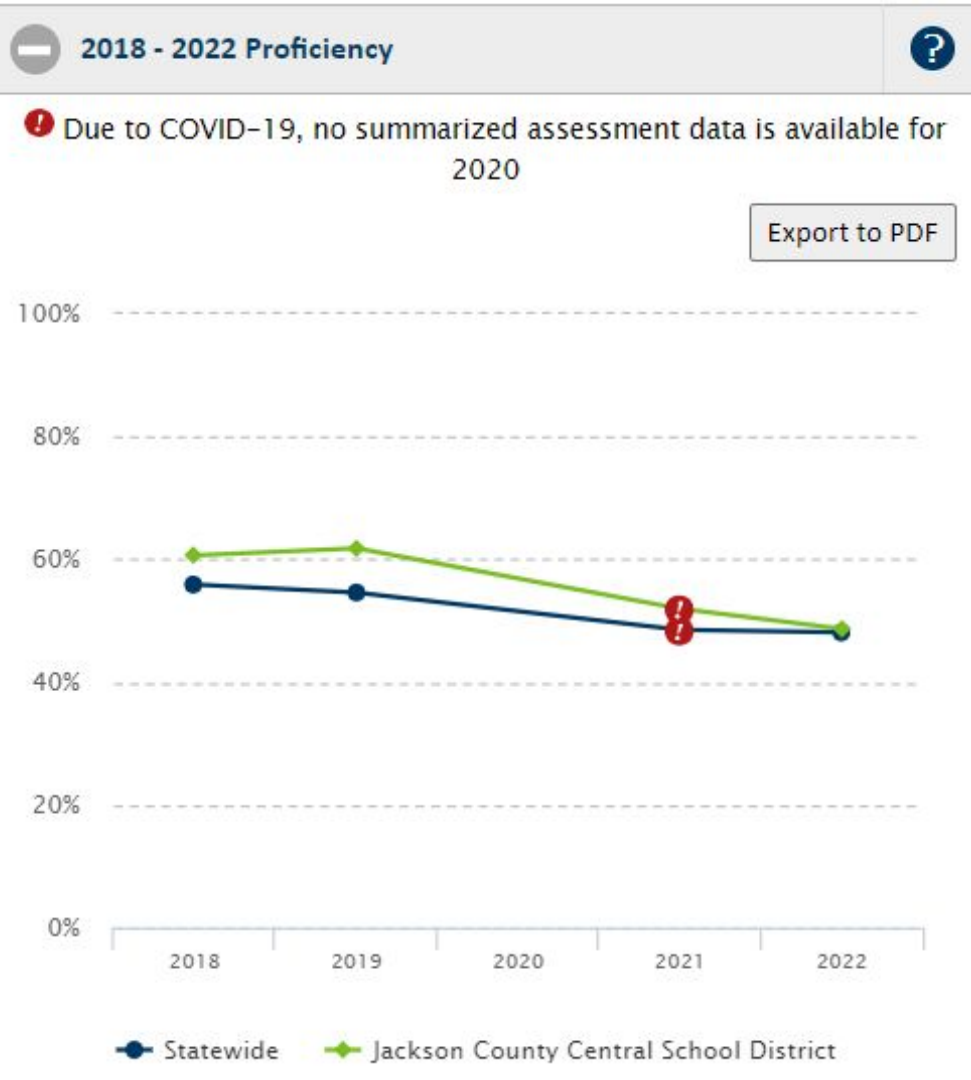
Literacy (1 of 2): All Students in Third Grade Achieving Grade-level Literacy

The percent of third grade students meeting State enrollment criteria and participating in the MCA/MTAS reading assessment who meet or exceed reading proficiency will increase by 2% each year.

*The 2019 baseline was 61.8%.

2021 = 52%

2022 = 48.7%



Literacy (2 of 2): Close the Achievement Gap

The percentage of JCC students that are eligible for free or reduced price lunch meals and meeting State enrollment criteria and participating in the MCA/MTAS reading assessment who meet or exceed proficiency will increase by 2% each year.

The 2019 baseline was 46.0% proficiency.

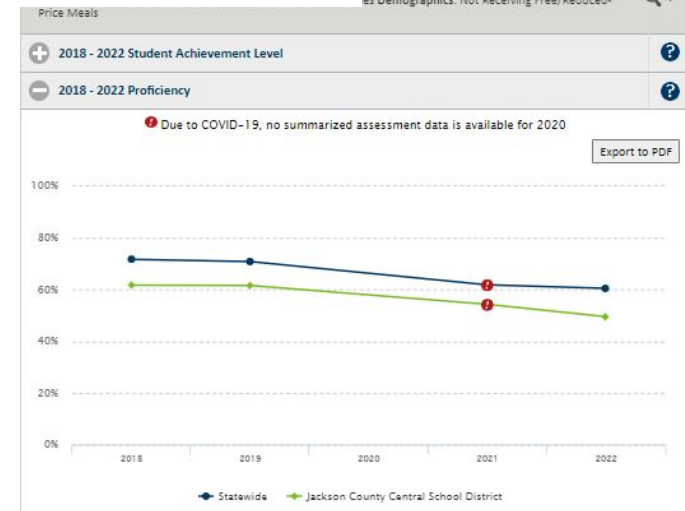
2021 = 32.7%

2022 = 33.8%

Similarly enrolled students that were not eligible for free or reduced price meals 2019 baseline proficiency rate was 61.6%.

2021 = 54.3%

2022 = 49.5%



All Students in Third Grade Achieving Grade-level Literacy

Strategies to Support Goal

1. LETRS (Science of Reading) Training:

- a. **10 teachers** volunteered to take the 144 hour training (1 kindergarten, 3 first grade, 2 special education, 4 reading interventionists)
- b. **Admin** (Kim, Chirs, Tammy) are also being trained
- c. **K-3 Teachers:** Building/District PD (1:45-2:30)

2. Reading Intervention/Support

- a. **Reading Intervention grades K-3:** Three reading teachers provide reading interventions for students scoring below the 20th percentile as measured by FAST assessments. West Virginia Phonics is used as the main intervention program.
- b. **Reading Corps Intervention grades K-3:** Reading Corps tutors use a fluency intervention with at risk students that do not qualify for Title I or Special Education supports.
- c. **Reading Intervention grade 4-6:** Middle school teachers will use one period each day to provide research-based interventions to students scoring below the 20th percentile on MCA Reading.
- d. **Reading Support - High School:** Each Wednesday afternoon, the JCC high school will run a Flexible Learning Period, allowing at-risk students additional support.

3. Implement Explicit Language Instruction (phonemic awareness, phonics, decoding, encoding)

- a. K-1: **Heggerty** Phonemic Awareness
- b. K-2: **UFLI** (University of Florida Literacy Institute) Phonics, Decoding, Encoding
- c. 3-5: Exploring programs for implementation next school year

Mathematics: Close the Achievement Gap

Math MCA/MTAS (grades 3-8, 11): The percentage of JCC students meeting State enrollment criteria and participating in the MCA/MTAS math assessment who are proficient will increase by 2% each year.

*The 219 baseline was 40.2% proficiency.

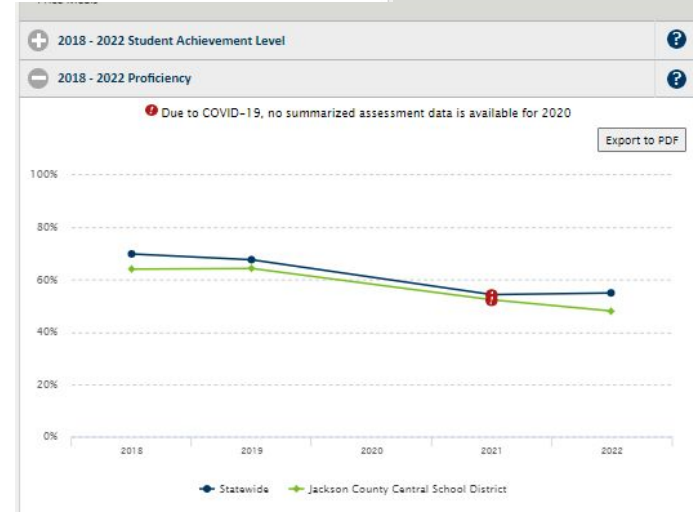
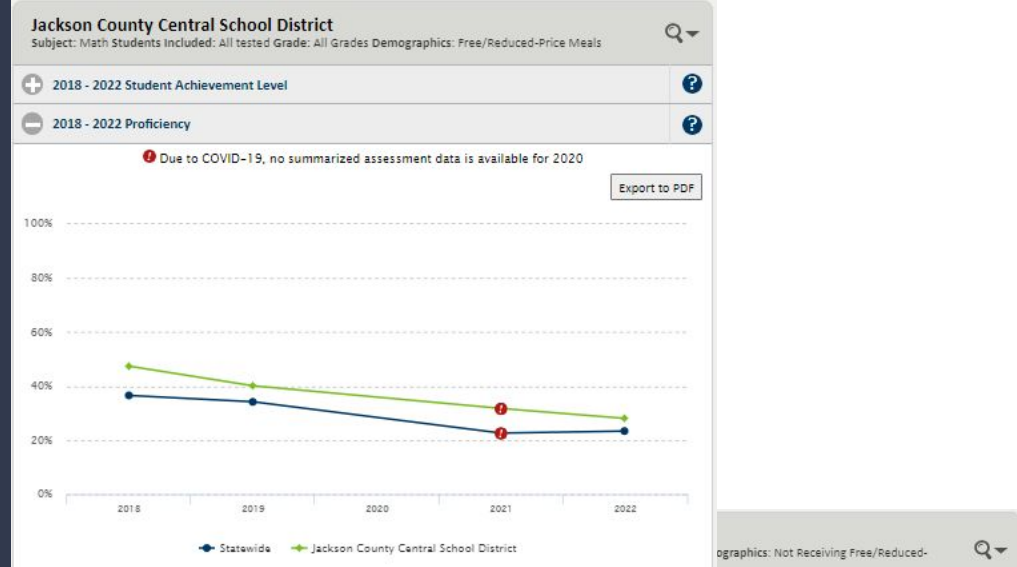
2021 = 31.8%

2022 = 28.1%

*Similarly enrolled students that were not eligible for free or reduced price meals 2019 baseline proficiency rate was 64.4%.

2021 = 52.4%

2022 = 48.0%



Close the Achievement Gap(s) Between Student Groups

Strategies to Support Goal

1. **Intervention Programs and Supports**

- a. **Math Interventions grades 3:** Using COVID Relief funds, an elementary math teacher provides math interventions for students scoring below the 20th percentile as measured by FAST aMath and/or MCA Math, with a focus on building number sense.
 - b. **Math Interventions grades 6-8:** Two middle school teachers use one period each day to provide research-based interventions to students at-risk as measured by i-Ready.
 - c. **High School Support:** Each Wednesday afternoon, the JCC high school will run a Flexible Learning Period, allowing at-risk students additional support.
2. **OUR Math Curriculum Pilot:** Grades 4-HS have started to piloting the Open Up Resources Math Curriculum, centered around student-voice, active learning, and critical thinking.
3. **District Math Team:** During the 20-21 school year, a District Math Team was formed, including teachers from each building and the Director of Teaching and Learning. This team began training and researching in best practice math instruction. In addition, the team has created Flex PD opportunities around these practices.

All Students Career- and College-Ready by Graduation

The average ACT Composite score for students at Jackson County Central will increase from 19.4 in the spring of 2019 to 21.0 in the spring of 2023

2020: *21.2

2021: 19.1

2022: 19.4

The ACT Scores

Group	Year	Composite Mean Score
JCC	2021-2022	19.4
JCC	2020-2021	19.1
JCC	2019-2020	21.2
JCC	2018-2019	19.4
JCC	2017-2018	19.7
Minnesota	2020-2021	21.6
Minnesota	2019-2020	21.3
Minnesota	2018-2019	21.4
Minnesota	2017-2018	21.3
National	2020-2021	20.3
National	2019-2020	20.6
National	2018-2019	20.7
National	2017-2018	20.8

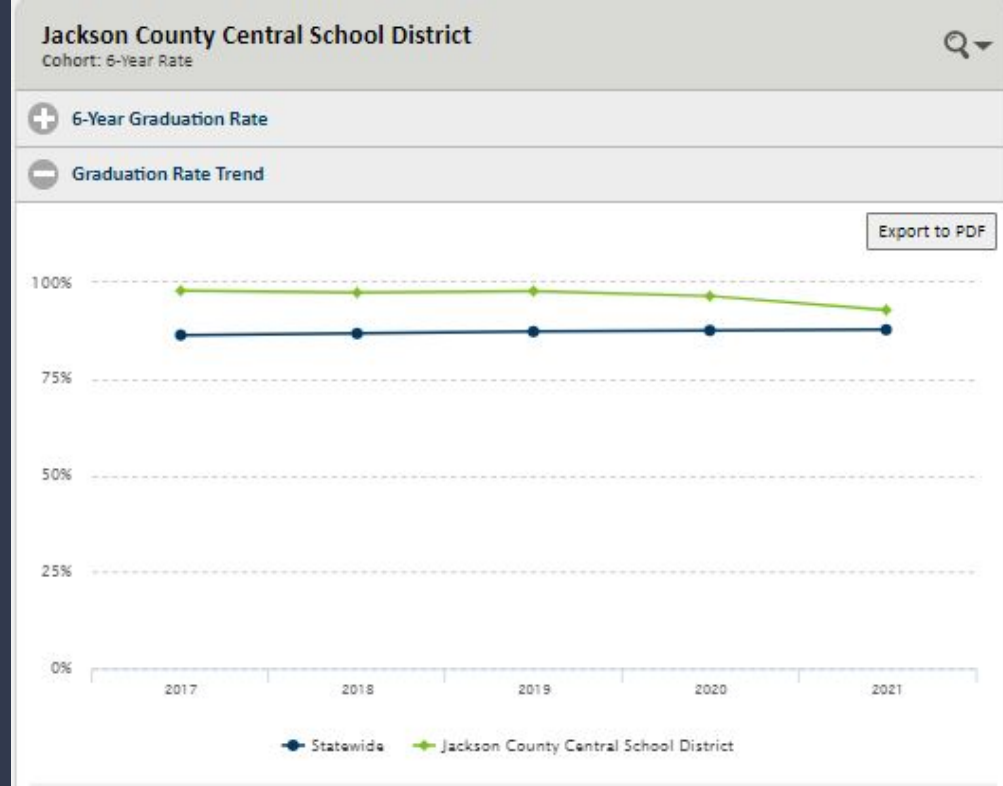
All Students Graduate

The 6-year graduation rate from Jackson County Central will increase from 97.4% in 2018 to 98% by 2022.

2019: 97.8%

2020: 96.5%

2021: 92.9%



All Students Career- and College-Ready by Graduation

Strategies to Support Goal

1. High School Student Supports

- a. Each Wednesday afternoon, the JCC high school will run a Flexible Learning Period, allowing at-risk students additional support.
- b. A credit recovery program is offered to assist at-risk High School students in meeting graduation requirements.

2. Instructional Alignment

- a. 9th and 10th graders will participate in the PreACT to inform instruction.
- b. Beginning implementation of Open Up Resources Math Curriculum.
- c. Transitioning to new Science Standards with Phonomemon-based Approach

3. Career Exploration

- a. 6th, 7th, and 8th graders explore career interest during the Husky Way Midmester program
- b. 6th graders take a quarter course on career exploration
- c. 10th grades attend 2 career fair programs
- d. 11th grades attend 2 college fairs
- e. 12th graders meet with guidance counselor to discuss future plans
- f. Pathways implementation

Integration Goal

JCC will increase Racial/Ethnic Awareness and Acceptance as evidenced by student reports that indicate students at their school "include others who are different from themselves" - baseline 75% in 2018-19 (2021 target 80%, 2022 target 85%, 2023 target 90%)

Not measured due to changes made in light of COVID

Integration Goal

Strategies to Support Goal

Students in grade 4-6 from participating district will gather at one common site for an event/activity (i.e. Kindness Retreat or other similar event/activity). The purpose of this activity is to increase racial and ethnic awareness among students from each participating districts (Mountain Lake, Windom, JCC). Activities will be designed to increase cultural and racial interaction and celebrate cultural and racial diversity. Seminar leaders will present motivational, interactive lessons. Information will include live testimonials from leaders and students. Media, including video, music, games, etc... will be used to present information. Students will participate in blended large group and blended small groups. An annual survey will be used to gather data about the interest, attitudes and effectiveness of the event.

Students in grades 4-9 from participating districts will have the opportunity to participate in a Summer STEM camp. The purpose of this activity is to decrease the achievement gap and increase cultural and ethnic interactions. STEM activities will be developed by teachers from each participating district. Each district will send at least one teacher to the STEM camp site. Participating student will sign up to participate in the free STEM camp. Free transportation will be provided to students that do not live in the STEM camp district. The 4/5 STEM camp will be held in Jackson. The 6/7 Camp will be held in Mountain Lake. The 8/9 STEM camp will be held in Windom. The STEM camps (4/5, 6/7, and 8/9) are each hosted for 5 days during the summer. Each camp runs in two shifts/groups. The first group of approximately 20 participants attend in the AM each day. The second group of approximately 20 participants attend the PM each day. Each student group receives approximately 3 1/2 hours of STEM education each day. Both groups are a mixture of JCC, Windom, and Mt. Lake students. An annual survey will be used to gather data about the interest, attitudes, and effectiveness of the event.

Equitable Access to Excellent* and Diverse Educators

*experienced, in field, and effective

JCC students' access to effective educators trained in cultural competency will increase from 71.15% in 2019-20 to 100% in 2022-23.

100% of educators at JCC have received training in Cultural Competency topics.

Cultural competency, defined in [Minnesota Administrative Rule 8710.0310](#), is required of all educators renewing in or after 2020.

"Cultural competency training" means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities, consistent with part [8710.2000](#), subpart 4, and Minnesota Statutes, section [120B.30, subdivision 1](#), paragraph (q).

Equitable Access to Excellent and Diverse Educators

Strategies to Support Goal

Cultural Competency Training: Starting in the 2019-20 school year, JCC Staff Development Committee will require teachers to participate in Cultural Competency training. This training will be offered annually by the committee in a format best suited to current needs.

Building Configuration: Jackson County Central has moved to a “grade-a-like” building model so that all students in any given grade level (K-12) are educated in the same building, which has equalized access to all communities served.

Recruitment: Jackson County Central posts teacher job openings on multiple college websites, Edpost, local and regional newspapers, and on the JCC web page in an effort to reach as diverse a population of applicants as possible.

Prospective Teacher Candidate Interviews: Jackson County Central interviews the best qualified individuals without discrimination on the basis of race, religion, color, creed or other status.

Teacher Induction Program: All teachers new to the Jackson County Central School District are part of the new-teacher induction program, including orientation, mentorship, professional development, and instructional coaching.

Ongoing Teacher Growth, Development, and Evaluation: The district TDE plan includes a three-year cycle of annual goal setting, peer coaching, and summative evaluation. Each component is in place to support the growth and development of our educators.

Teacher Assignment: Because we are a small rural school district, many of our teachers are the solo instructor for a subject/grade level, such as 6th grade science or high school chemistry, meaning all students entering that course will have the same teacher. In the elementary, where there are multiple classrooms of a single grade level, balanced class lists are developed with consideration given to student demographics, academic balance, balance of student social and emotional needs, learning styles, and interpersonal dynamics.