

Jackson County Central Schools

Inspiring Excellence

WBWF Summary and A&I Progress Report 2020-21



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 (1 of 2)

JCC will maintain 90+% of all students entering kindergarten will complete preschool screening before entering kindergarten for the 2019-2020 school year.

Result (goal met)

100% of all 20-21 kindergarten students were screened.

All Students Ready for School (2 of 2)

_____ % of entering kindergartners that attend JCC's Discovery Place Preschool for at least half the proceeding school year will have meet the GOLD readiness benchmarks as measured in the spring of their preschool year.

Result (baseline measured in 2021-22)

**Note: preschool changed to the GOLD assessment this school year.*

All Students Ready for School

Strategies to Support Goal

- *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.*
- *JCC implements a systematic review protocol for students who wish to enter kindergarten before the age of 5.*
- *The district employs two ECSE staff that work with all identified students.*
- *Nearly 60% of JCC kindergarteners attended the district-operated preschool program. This helps to communicate and set goals for preschool students entering JCC kindergarten.*
- *JCC will implement an identification procedure for ensuring that student screening is tracked and monitored, including for students moving into the district.*

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%)

Result (not on track - multi-year goal)



Close the Achievement Gap(s) Between Student Groups (1 of 2)

The percentage of JCC students 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% a decrease of 13.3%)

Similarly enrolled students that were not eligible for free or reduced price meals 2019 baseline proficiency rate was 61.6%.
(2021 = 54.3% a decrease of 7.3%)

Result (not on track - multi-year goal)



All Students in Third Grade Achieving Grade-level Literacy

Strategies to Support Goal (including expansions for 2021-22)

Intervention Programs

Reading Intervention grades K-5: Using Title I and COVID Relief funds, four reading teachers will provide reading interventions for students scoring below the 20th percentile as measured by FAST aReading and/or MCA Reading. Research-based interventions from Fountas and Pinnell LLI program will be used.

- **Reading Interventions grades 6 (and possible expansion to grade 7):** Two middle school teachers will use one period each day to provide research-based interventions to students scoring below the 20th percentile on MCA Reading.
- **Reading Corps 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.
- **High School:** Each Wednesday afternoon, the JCC high school will run a Flexible Learning Period, allowing at-risk students additional support.

Balance Literacy grades K-8: Elementary teachers will continue to receive professional development and support on providing a balanced literacy approach to core reading instruction (20-21 MS English teachers will also be added), including small group guided reading at the students' current reading level and exposure to grade-level text during whole group interactive read aloud and strategy lessons.

Professional Learning Communities: Teaching staff participate in Professional Learning Communities each Wednesday from 2:30 to 3:45. During this time, teachers will share expertise and work collaboratively to improve teaching skills and the academic performance of students.

Structured Phonics Instruction: The Riverside staff will explore training and programming for structured phonics instruction.

Close the Achievement Gap(s) Between Student Groups (2 of 2)

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% a decrease of 8.4%)

*Similarly enrolled students that were not eligible for free or reduced price meals 2019 baseline proficiency rate was 64.4%. (2021 = 52.4% a decrease of 12%)

Result (not on track - multi year goal)



Close the Achievement Gap(s) Between Student Groups

Strategies to Support Goal (including expansions for 2021-22)

Intervention Programs

- **Math Interventions grades 3-5:** Using COVID Relief funds, two part-time elementary math teachers will provide math interventions for students scoring below the 20th percentile as measured by FAST aReading and/or MCA Math. Research-based interventions will be used.
- **Math Interventions grades 6-8:** Three middle school teachers will use one period each day to provide research-based interventions to students scoring below the 20th percentile on MCA Math.
- **High School:** Each Wednesday afternoon, the JCC high school will run a Flexible Learning Period, allowing at-risk students additional support.

Professional Learning Communities: Teaching staff will participate in Professional Learning Communities each Wednesday from 2:30 to 3:45. During this time, teachers will share expertise and work collaboratively to improve teaching skills and the academic performance of students.

District Math Team: During the 20-21 school year, a District Math Team will be formed. This team will begin training and researching in best practice math instruction.

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 20.0 in the spring of 2021.

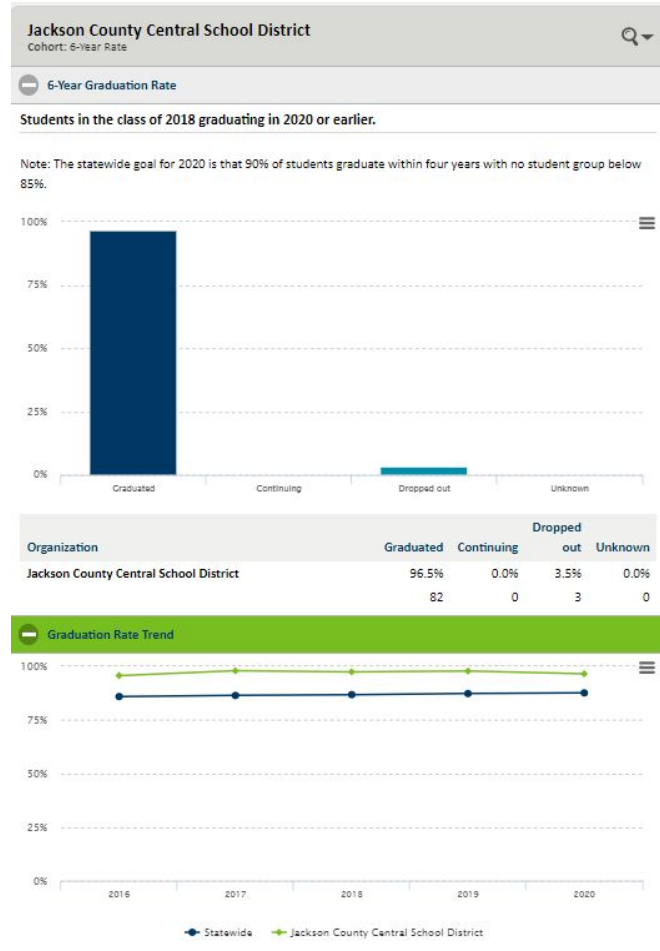
Result (goal not met)

The ACT Scores			
Group	Year	Mean Score	Meeting All 4 Benchmarks % Met
JCC	2020-2021	19.1	12
JCC	2019-2020	21.2	21
JCC	2018-2019	19.4	14
JCC	2017-2018	19.7	19
Minnesota	2020-2021	21.6	32
Minnesota	2019-2020	21.3	30
Minnesota	2018-2019	21.4	30
Minnesota	2017-2018	21.3	30
National	2020-2021	20.3	25
National	2019-2020	20.6	26
National	2018-2019	20.7	26
National	2017-2018	20.8	27

All Students Graduate

The 6-year graduation rate from Jackson County Central will increase from 97.4% (2 students dropping out) in 2018 to 98% in 2019.

Result (goal not met)



All Students Career- and College-Ready by Graduation

Strategies to Support Goal (including expansions for 2021-22)

High School Student Supports

- Each Wednesday afternoon, the JCC high school will run a Flexible Learning Period, allowing at-risk students additional support.
- Parent/teacher conferences are scheduled for students with multiple failing grades.
- A credit recovery program is offered to assist at-risk High School students in meeting graduation requirements.

High School Student Readiness

- Students in 9th grade take a career exploration course.
- Starting in 21-22 high school staff will begin exploring/using AOP (ACT Online Prep).
- High school staff will explore the implementation of career pathways
- 9th and 10th graders will participate in the PreACT.

Career Exploration

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

PLC Teacher Collaboration: High School English and Math teachers have started to align ACT standards and benchmarks to the MN Standards and JCC curriculum.

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%)

Result (unable to report)

Due to Covid 19 we were unable to offer programming or survey our students.

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.

Result (goal not met)

47.57% 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.

Impacts from Distance Learning

The current pandemic has created a number of barriers to partnering with other A&I districts. We believe that physically bringing together students from multiple districts would increase the rate and probability of Covid transmission.

STEM Camps: We are currently unable to hold any of our planned STEM cross-district camps due to the hands-on nature of these camps and our inability to socially distance or share materials involved in the camp experience.

Kindness Retreat with Youth Frontiers: Because of the pandemic, Youth Frontiers is unable to offer their Kindness Retreat virtually or in-person. We have worked to integrate more SEL (social emotional learning) into our current district programming, including the addition of the Second Step curriculum (K-3), PBIS and additional counselor hours (4-5), Move the World curriculum and addition of individual teacher/student check-ins each Wednesday (middle school), addition of grade-level intervention meetings to identify and support at-risk high school students and the addition of SEL activities during Wednesday advisory time (high school).

While we were unable to collect State Accountability Assessment results (MCA/MTAS), we continue to monitor student progress through district and classroom assessments.

A&I strategies and implications for implementation due to distance learning

- **Intervention Programs:** In order to accommodate smaller class sizes, social distancing, and other mitigation measures, our Tile I service delivery looks different for the 2020-21 school year. Students are being served within the classroom rather than through a pull-out model.
- **Blanched Literacy:** The district added digital programming/tools to assist with continued use of balanced literacy practices, including RAZ plus that allows for digital resources, assignments, and leveled readers.
- **Professional Learning Communities:** Time continues to be set aside for teacher collaboration, though some of the PLC work has shifted to preparing for changes to instruction due to distance learning and the need for social distancing during in-person learning.
- **Cultural Competency Training for Teachers:** Because of the pandemic, Education Minnesota has changed their delivery mode for Cultural Competency training to online. This change also affected the makeup of Cultural Competency models offered and the tracking system for staff completion. We are working with Education Minnesota to find the best way to track staff completion. In addition, our staff development time has been dedicated to preparing for all three learning modes this school year, leaving fewer hours for training on subjects such as Cultural Competency.