

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Tri-County School District 2358

Grades Served: K-12

Contact Person Name and Position: Nick Amb, K-12 Dean of Students

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 fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 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.]

➤ *Report is available electronically at [www.tricounty.k12.mn.us](http://www.tricounty.k12.mn.us)*

#### 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 16, 2016 @ 7:30 PM in the TCS Meeting Room*

### 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.]

| <b>TRI COUNTY DISTRICT ADVISORY COMMITTEE</b> |   |
|---|---|
| <i>Ann Thompson</i>                           | <i>Elementary Teacher</i>                   |
| <i>Devon Kuck</i>                             | <i>Student Council Rep</i>                  |
| <i>Beth Budziszewski</i>                      | <i>Parent</i>                               |
| <i>Brad Thompson</i>                          | <i>Parent</i>                               |
| <i>David Sorgaard</i>                         | <i>Superintendent/Principal</i>             |
| <i>Nick Amb</i>                               | <i>Dean of Students/Activities Director</i> |
| <i>Heidi Hanson</i>                           | <i>Special Education Teacher</i>            |
| <i>Denise Sollund</i>                         | <i>School Board Member</i>                  |
| <i>Justina Pietruszewski</i>                  | <i>Vocational Teacher</i>                   |
| <i>Vacant</i>                                 | <i>Ministerium</i>                          |
| <i>Laurie Lofstrom</i>                        | <i>Community Member</i>                     |
| <i>LouAnn Rux</i>                             | <i>Community Member</i>                     |
| <i>Steve Murray</i>                           | <i>School Board Member</i>                  |
| <i>Riley Kuznia</i>                           | <i>Student Council Rep</i>                  |
| <i>Claire Koland</i>                          | <i>Student Council Rep</i>                  |
| <i>Aaron Nelson</i>                           | <i>Student Council Rep</i>                  |
| <i>Reed Foss</i>                              | <i>Student Council Rep</i>                  |
| <i>Roberta Green</i>                          | <i>Community Member</i>                     |

## 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 Kindergarten

| Goal  | Result  | Goal Status   |
|---|---|---|
| <p><i>All students will be provided a high quality Early Childhood program/education. All students entering Kindergarten will meet their age appropriate color band as measured by Teaching Strategies assessments and Creative Curriculum assessments in the following areas:</i></p> <p><i>Physical Development</i><br/> <i>The Arts</i><br/> <i>Personal Development</i><br/> <i>Language and Literacy</i><br/> <i>Mathematical Thinking</i></p> | <p><i>Students were assessed 3 times during the year for pre-school skills with a battery of assessments from Teaching Strategies and Creative Curriculum. All students met their age appropriate color band as measured by these assessments.</i></p> <p><i>Students were also assessed with Early Star Literacy Tests. PT Conferences were held Fall, Mid-Winter, and Spring.</i></p> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i><br/> <input type="checkbox"/> <i>Goal Not Met</i><br/> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i><br/> <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>A. 75% of 3<sup>rd</sup> Grade students that demonstrate 85% or greater attendance during grades K-3 will meet proficiency as measured by Minnesota Comprehensive Assessments and the Star Reading Report.</i></p> <p><i>B. 80% of K-2 Students that demonstrate 85% or greater attendance during the school year will demonstrate growth as measured by the Star Early Literacy Report and the Star Reading Report.</i></p> | <p><i>91.7% met proficiency based on the 2015 MCA test results.</i></p> <p><i>100% (40/40) of K-2 students that demonstrated 85% or greater attendance during the school year will demonstrate growth as measured by the Star Early Literacy Report, the Star Reading Report, and Reading Street Assessments</i></p> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i><br/> <input type="checkbox"/> <i>Goal Not Met</i><br/> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i><br/> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> |

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

| Goal  | Results  | Goal Status  |
|---|--|--|
| <p>A. 2015 Proficiency Index rates will exceed targets for white, free/reduced, and special ed students in math and reading.</p> <p>B. 2015 Proficiency rates will improve over 2014 Index Rates for white/free reduced, and special ed students in math and reading.</p> | <p>2015 Proficiency Index Rates</p> <p><b>District</b> 80.63      <b>Target</b> 77.87<br/>(met target)</p> <p><b>Special Ed</b> 52.38      <b>Target</b> 46.42<br/>(met target)</p> <p>2014: M 36.8, R 32.1 (improved)</p> <p><b>Free/Reduced</b> 80.2      <b>Target</b> 60.7<br/>(met target)</p> <p>2014: M 62.5, R 54.5 (improved)</p> <p><b>White</b> 77.1      <b>Target</b> 78.35<br/>(did not meet this target)</p> <p>2014: M 71, R 64.2 (improved)</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress<br/>(only for multi-year goals)</p> |

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

| <b>Goal</b>   | <b>Result</b>   | <b>Goal Status</b>  |
|---|---|---|
| <p><i>All students will be provided a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, elective career exploration, and College in the High School Opportunities.</i></p> | <p><i>During the 2015-16 school year, 13 students earned a total of 121 college credits. 8 students earned 36 credits through the OCHS program.</i></p> <p><i>63% of our 2014 graduates enrolled in an IHE (institution of higher learning)-most recent data available from MDE</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</i><br/><i>(only for multi-year goals)</i></p> |

**2e. All Students Graduate**

| <b>Goal</b>  | <b>Result</b>   | <b>Goal Status</b>  |
|--|---|---------------------|
| <p>100% of the students that began in Tri-County students that begin in grade 9 will graduate prepared for career and college opportunities.</p> | <p><i>Progress Indicators:</i><br/> <b>Attendance:</b></p> <p>2015<br/> District 94.6%</p> <p>2016<br/> District 95.4%</p> <p><i>Graduation:</i><br/> 2014<br/> District 88.9%<br/> State 79.8%</p> <p>2015<br/> District 88.2%<br/> State 81.2%</p> <p>2016<br/> District 88.89%<br/> State N/A<br/> <i>Data source: Six year count as distributed by MDE 10-26-16</i></p> | <p>Goal NOT met</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 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

Based on State Assessment data, as well as Early Childhood Screening, STARS, EXPLORE, PLAN, and ACT data, high school credit completion and graduation rates, we have identified the following needs –

\*increase proficiency in reading and mathematics at the elementary and secondary levels for all students.

\*reduce the readiness and achievement gaps between White, identified Free/Reduced and Special Education.

\*increase credit completion and graduation rates for high school students.

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
  - *Tri-County Schools utilizes information from Star Literacy Testing, Teaching Strategies, and test results from Minnesota Comprehensive Assessments to determine the extent of goal achievement for each academic year.*

### 4b. Teachers and Principals

- *In terms of teachers and principals, the Tri-County School utilizes a number of supports to ensure student success.*
  - *Curriculum review is a collaborative process involving faculty, administration, and the District Advisory Committee.*
  - *Tri-County Schools uses a locally developed model of teacher evaluation that is built around a three year cycle. Teachers are in teams, and work together through the evaluation cycle to collaborate and learn effective strategies and provide feedback to each other. As part of the three year cycle, a formal observation is completed once every three years.*
  - *Principal evaluations are completed at Tri-County annually by the Superintendent, looking at pre-selected criterion for effective school leadership.*
  - *Teachers participate in collaborative Professional Learning Communities bi-monthly.*
  - *Principal/Dean attends advanced professional development including legal seminars and state conference.*
  - *CPI training is done not only for student and staff safety, but to reinforce conflict de-escalation techniques.*
  - *Tri-County is studying the possibility of Title I Schoolwide implementation to allow greater flexibility to reach struggling learners earlier.*

### 4c. District



- *Tri-County focuses on a high degree of personal attention to each learner. In many cases, core classes are split into small sections to allow a greater degree of 1:1 interaction with the teacher. Tri-County is also able to provide supports in terms of the following areas:*
- *Title I Services*
- *1:1 I Pad*
- *Peer Helper/Positive Role Model Program*
- *Get Moving Grant*
- *Accelerated Reader*
- *Read Across America*
- *Spelling Bee*
- *Artists in Residence*
- *Extra/Co-Curricular Activity Opportunities*
- *Digital Citizenship Training*
- *Trio Program/College Readiness*

#### **4d. STAFF DEVELOPMENT REPORT 15-16**

##### **2015-16 District Staff Development Report**

**As an addendum to the World’s Best Workforce Report, the following Staff Development Report is submitted.**

##### **Student Achievement Goal 1: To improve leadership through service to the community.**

Staff Development Goal: Service learning was set up in the school district for students in grades 7-12. Plans were made ahead of time for location, times and number of students needed in each town. After a day of service to the communities, students were rewarded with ice cream and community leaders came in to talk to them about the importance of the the service learning unit they just completed.

Content Area:

Findings: The students will have a much greater awareness of expectations of the community on them as individuals and in their learning.

Impact on Student Learning: Students were much more aware of expectations of the community on them as individuals and in their learning.

Impact on Teacher Practice: Teachers have a greater understanding of their students as they worked side by side with students.

**Student Achievement Goal 2: Students will benefit from teachers knowing how to teach to different learning styles. Teachers will have a better understanding of class management and the students will benefit from the guidelines.**

Staff Development Goal: Workshops for both certified and non-certified staff in their grade level or content area and areas of expertise on-going, all year long. Getting new information and new ways to teach which enhances what we already do in the classroom. Both certified and non-certified staff in our district are provided with and encouraged to participate in workshops and study groups in their grade level, content area and area of expertise. Substitutes are provided when necessary and in-house workshops are available several times a year.

Content Area: Mathematics and Reading

Findings: The workshops were a very valuable tool with which the teachers could use to improve their teaching skills.

Impact on Student Learning: Students benefited from the knowledge and understanding the teachers brought back to the classroom from the workshops. It helped them address the areas of concern the teachers had in the classroom with both the students and themselves.

Impact on Teacher Practice: Teacher understood the different learning styles and how to reach those students.

**District: 2358-01 TRI-COUNTY SCHOOL DISTRICT**

**Teacher Induction Did the district provide new teacher induction programs? YES**

Induction Activities for New Teachers

New teacher orientation to district, school and classroom

Collaboration time expectations for new teacher and mentor

New teacher seminars/workshops

Observations conducted by a mentor

New teacher observations of master teachers Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor logs, mentor observations, examining student work)

New Teacher Seminars or Workshops

Lesson planning

Instructional strategies

Using data to improve instruction Formative Assessments used with New Teachers

Mentor logs focused on issues and results

Mentor observations and feedback

Examining student work or student data I Foundations (e.g., basic skills, mentor roles and mentoring responsibilities)

Mentor Training Activities

Observation strategies Evaluation Measures

Impact on teacher retention

Impact on teacher effectiveness (professional growth)

New teacher-mentor relationship

New teachers' job satisfaction

During the school year, how much time are new teachers required to participate in formal induction program activities not including mentoring support (e.g. new teacher seminars, workshops, network meetings)?

4-8 hours

During the school year, how much time are mentors required to meet with new teachers to provide ongoing professional and instructional support?

4 hrs/month

### **Staff Development Advisory Committee**

|                       |                                       |
|-----------------------|---------------------------------------|
| David Sorgaard        | Administrator-Supt.                   |
| Nick Amb              | Administrator-Staff Development Chair |
| Gary Taylor           | Teacher-Secondary                     |
| Melissa Thompson      | Extracurricular                       |
| Heidi Hanson          | Special Education Teacher             |
| Sara Carpenter        | Teacher-Arts                          |
| Justina Pietruszewski | Teacher-Arts                          |
| Lisa Amb              | Teacher-Elem                          |
| Sue Budziszewski      | Paraprofessional                      |

**District: 2358-01 TRI-COUNTY SCHOOL DISTRICT**

**District Revenue**

Did your district fund staff development? Y

Percentage of the general fund that was used for staff development. Between 1% and 2%

Were funds used for exemplary grants? N

Number of exemplary grants awarded by the district? 0

Does your district participate in Q Comp? N

**District: 2358-01 TRI-COUNTY SCHOOL DISTRICT**

**District and School Site Staff Information**

|                | Teachers |                        | Paraprofessionals |                        |
|----------------|----------|------------------------|-------------------|------------------------|
|                | Assigned | Received HQ Staff Dev. | Assigned          | Received HQ Staff Dev. |
| Karlstad Ele   | 8        | 8                      | 6                 | 6                      |
| Tri-County Sec | 12       | 12                     | 1                 | 1                      |
| Total          | 20       | 20                     | 7                 | 7                      |



**2358-01 TRI-COUNTY SCHOOL DISTRICT**

**2358-01-010 KARLSTAD ELEMENTARY**

**Student Achievement Goal 1: Math and Reading skills will improve.**

Staff Development Goal: Workshops for both certified and non-certified staff in the elementary are provided with extensive training on how to deliver the math and reading curriculum in a way that will trigger a positive response from every student in our school system.

Content Area: Mathematics, Reading

Findings: Teachers took workshops that were more specific to their teaching area but still had an emphasis on reading and math within their curriculum expertise. They were also given an opportunity to receive the classes needed to renew their licenses.

Impact on Student Learning: Student learning was enhanced with the delivery of the subject areas by much more competent teachers and constantly referencing how reading and math are used in all areas.

Impact on Teacher Practice: Teachers and paraprofessionals were able to learn more about new testing methods this past year, as well as more in-dept work on their curriculum mapping. Non-certified staff became current with the newest information in their work areas.

Designs and Strategies Used to Implement Goals Designs and Strategies:

- *Bi-Weekly*
- *Full-Day Workshops*
- *Instructional strategies*
- *State assessment data*
- *District/School selected assessment data*
- *Classroom assessment data*
- *Student work*
- *Demonstration teaching*
- *Instructional strategy modeling*
- *Content/instructional coaching*
- *Coaching for continuing contract teachers*
- *Mentoring for probationary teachers*
- *Observation by peer observers*
- *Curriculum alignment/mapping*
- *Curriculum development*

#### High Quality Components:

- *Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.*
- *Helped all school personnel work effectively with students and their parents.*
- *Improved teachers' classroom-management skills. Included the use of data and assessments to inform classroom practice.*
- *Provided for professional learning communities that focus on student achievement.*

#### **Student Achievement Goal 2: Improve the student learning environment in the Karlstad Elementary site.**

Staff Development Goal: Workshops for both the certified and non-certified staff in their grade level or content area and areas of expertise. On-going, all year long. Getting new information and new ways to teach which enhances what we already do in the classroom.

Both certified and non-certified staff in our district are provided with and encouraged to participate in workshops and study groups in their grade level, content area and area of expertise. Substitutes are provided if necessary.

#### Content Area:

Findings: The workshops were a very valuable tool with which the teachers could use to improve their teaching skills. The teachers began to use PLC meetings once every two weeks. This became a valuable tool to get everyone on the same page for delivering the curriculum in the coming weeks.

Impact on Student Learning: Students had the teachers understanding their different learning styles and working at their levels of understanding.

Impact on Teacher Practice: Teachers understood the different learning styles and how to reach those students. The PLC's are working wonderfully for this concept.

#### Designs and Strategies Used to Implement Goals Designs and Strategies:

- *Bi-Weekly*
- *Full-Day Workshops*
- *Instructional strategies*
- *State assessment data*
- *District/School selected assessment data*



- *Classroom assessment data*
- *Student work*
- *Instructional strategy modeling*
- *Mentoring for probationary teachers*
- *Observation by peer observers*
- *Assessment Development*
- *Curriculum alignment/mapping*
- *Curriculum development*

#### High Quality Components:

- *Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.*
- *Included the use of data and assessments to inform classroom practice.*
- *Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.*
- *Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.*
- *Provided for professional learning communities that focus on student achievement.*



## 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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

*Tri-County School District 2358 operates an elementary school and a 7-12 school at the same site. A teacher in the district is available to all students in the district in that particular grade level/subject without regard to geographic location or site. The data from MDE reflects that Tri-County has rates of inexperienced and out of field teachers on par with many other schools in the region.*

*TCS hires licensed, highly qualified teachers in their field of study. Teachers who are temporarily assigned out of field assignments are assigned those as a last resort, based on unavailability of other available, licensed personnel.*

*2015-16 Data From MDE*

*Tri-County*

*Inexperienced Staff 5%*

*Unqualified to teach in license area 3.3%*

*Teaching out of licensed field 8.33%*

*Regional Average Data*

*Inexperienced Staff 13.49%*

*Unqualified to teach in license area 2.34%*

*Teaching out of licensed field 5.01%*

*Often a barrier to finding fully licensed personnel is the remote setting of Tri-County, especially in highly technical subject fields such as math and science.*

**2016 DATA USED TO ESTABLISH DISTRICT GOALS**

**2016 Multiple Measurement Ratings**

**Karlstad Elementary 57.41%**

**Tri-County Secondary 57.03%**

**2016 TC DISTRICT MCA SCORES: MATHEMATICS**

**STATEWIDE**

**All students 70% proficient**

**60%**

**Free and Reduced 71% proficient**

**40%**

**2016 TC DISTRICT MCA SCORES: READING**

**STATEWIDE**

**all 65%**

**60%**

**free/reduced 57%**

**41%**

**2016 TRI COUNTY SECONDARY**

**PROFIENCY INDEX RATES**

| SUBGROUP     | Subject | Proficiency Index Rate TCS |
|--------------|---------|----------------------------|
| WHITE        | Math    | 71.8                       |
| Free/Reduced | Math    | NA                         |
| Sp Ed        | math    | NA                         |
| White        | reading | 71.4                       |

|       |         |      |
|-------|---------|------|
| F/R   | reading | 67.4 |
| Sp Ed | reading | NA   |
|       |         |      |
|       |         |      |

**2016 KARLSTAD ELEMENTARY**

| SUBGROUP     | Subject | Proficiency Index Rate |
|--------------|---------|------------------------|
| WHITE        | Math    | 71.8                   |
| Free/Reduced | Math    | 80.8                   |
| Sp Ed        | math    | NA                     |
| White        | reading | 84.2                   |
| F/R          | reading | 80.8                   |
| Sp Ed        | reading | NA                     |
|              |         |                        |

### **Reading Proficiency**

2013: 75%

2017 GOAL: 87.50%

2015 N/A (too low of a count)

2016: 91.67

### **Overall Proficiency Index Rates and Targets by Subgroup**

District 80.63          Target 77.87 (met target)

Special Ed 52.38      Target 46.42 (met target)

Free/Reduced 80.2    Target 60.7 (met target)

White 77.1              Target 78.35 (did not meet target)

## **ACADEMIC GOALS FOR 16-17 YEAR**

### **Tri-County High School and Karlstad Elementary School**

1. To meet all target index rates and improve over this year in each subgroup. (Goal 2c)
2. Elementary Reading Proficiency 87.50% (Goal 2b)
3. Grade 8 Math Proficiency of 86.11% (Goal 2d)
4. 100% of students who begin 9<sup>th</sup> grade and stay in our district graduate on time. (Goal 2e)
5. 87.5% of kids tested in grade 3 are reading proficient. (Goal 2b)
6. Maintain 90+% attendance rate. (Goal 2e)

## **BOARD APPROVED DISTRICT WIDE GOALS**

### District #2358 Goals as adopted November 16, 2016.

1. All children in our school district will start school ready to learn with the ability to read at grade level by 3<sup>rd</sup> grade. (WBWF goals 2a, 2b)
2. The school district will continue to close the achievement gap in reading and mathematics. (WBWF goals 2c)
3. The school district will offer a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, career exploration, and college level opportunities. (WBWF goals 2d, 2e)
4. Teachers will have access to the professional development and technology needed to help them prepare all their students for the future.
5. Our school will ensure that all students learn to use their minds well so they may be prepared for responsible citizenships, further learning, and productive employment in our modern economy. (WBWF goals 2d)
6. Our school will provide a violence and drug free environment for all students, staff and administration, offering a disciplined environment conducive to learning.



