



2022–23 Combined World’s Best Workforce (WBWF) Summary

District or Charter Name: Henning Public School ISD #545

WBWF Contact: Melissa Sparks

Title: Superintendent

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

☐ Yes ☒ No

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

WBWF Requirement: 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: <https://www.henning.k12.mn.us/page/worlds-best-workforce>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year.

Report on this measure for the 2022-23 SY:

An instant alert was sent out to families in the district to let them know of our annual meeting. The meeting was held at 6:00 pm on November 21st, 2023. There were eight people in attendance including two teachers (who are also parents), three parents, two school board members, and the superintendent (also with a child in the district). The superintendent reviewed each of the five goals areas at the meeting. Those attending talked about

how fortunate we are to have licensed preschool teachers and that they would like to see us offer the same amount of preschool programming each year. (Currently the amount of preschool we offer is based on available funding.) They group talked about the importance on focusing on personal growth as opposed to setting grade level goals. The new Read Act was also introduced to those in attendance.

WBWF Requirement: 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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2022-23 SY:

The meeting was held on Monday, November 21, 2023 at 6:00 pm prior to the regularly scheduled school board meeting. Stakeholders were alerted through our instant alert system.

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>80% of all students entering kindergarten in the fall of 2023 will meet proficiency levels to signify they are kindergarten ready in each of the following areas as measured by the Desired Results Developmental Profile (DRDP):</p> <ul style="list-style-type: none"> • Approaches to Learning Self-Regulation • Social and Emotional Development • Language and Literacy Development • Cognition: Math and Science • Physical Development • Health • History: Social Science • Visual Performing Arts. 	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>86% of all four-year-old preschool students met proficiency in 6 of the categories identifying school readiness as measured by the DRDP spring of 2023 assessment:</p> <ul style="list-style-type: none"> • Approaches to Learning Self-Regulation • Social and Emotional Development • Language and Literacy development • Cognition: Math • Physical Development • History: Social Science <p>82% met proficiency in Health</p> <p>79% met proficiency in V.P. Arts</p> <p>71% met proficiency in Cognition: Science</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Within these results, this group had 18.5% of students utilizing Individual Education Plans (IEPs) to support their learning. The data was not disaggregated by free and reduced lunch status.

Strategies to meet the goal in this area include meeting MDE state requirements for the School Readiness program:

*Aligning high quality, developmentally appropriate curriculum to the Early Childhood Indicators of Progress, utilizing the DRDP to measure cognitive and language skill development in fall and spring to improve SR planning/implementation, holding conferences with parents/caregivers of preschoolers along with additional

communication if needed/requested by parent/caregiver/teacher. This information is utilized to prepare children for kindergarten.

*Comprehensive curriculum is utilized. The curriculum used in preschool is approved by Parent Aware. Instruction is intentionally based on the Early Childhood Indicators of Progress and focuses on whole child development which includes children's cognitive, social-emotional, physical, and language/communication skills.

*Activities that encourage a smooth transition to kindergarten are implemented including developmentally appropriate parent/child activities, conferences with parents/caregivers, kindergarten round-up, and the sharing (with parents/caregivers) the skills that should be mastered by the end of preschool in preparation for kindergarten. Preschool and kindergarten teachers also communicate with each other regarding the best transition for preschool students to kindergarten.

*Parents and caregivers are invited to be a part of the ECFE/SR Advisory Council.

*Staff: child ratios do not exceed 1:10 and class sizes are capped at 20 children. Each classroom has a licensed early childhood teacher.

*The Danielson framework is utilized to inform teacher instruction and teacher/student interaction. Teachers are licensed in early childhood and are knowledgeable in curriculum, assessment, program development and instruction. They have also had instruction in providing support for English language development.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. Henning Elementary School will have 66% of third-graders reach proficiency on the MCA reading assessment.	Provide the result for the 2022–23 SY that directly ties back to the established goal. 54.8% of all third grade students were proficient as measured by the MCA reading assessment of which 19% exceeded the standard and 35% met the standard.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Henning Elementary School Classroom teachers meet with our W.I.N. staff three times per year where they are joined by SPED staff to analyze data and form timely interventions. In addition to reviewing MCA data, staff will also review data collected from the FAST Assessment, Reading Teacher Formal & Informal Assessments.

Strategies involved in working toward students reaching third grade-level literacy include:

1. Engaging in a formal curriculum review of the reading curriculum, schedule, and protocols to ensure a systemic approach to the adoption and implementation of curriculum and related instructional practices.
2. Implementing the practice of Professional Learning Communities (PLCs) building-wide with fidelity. This is a multi-year action item.
3. Incorporating a guaranteed intervention block at each grade level. This time will be used to provide remediation as well as enrichment to students based on individual needs.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Goal 1: The reading proficiency gap, as identified by the reading MCA results, will be decreased by monitoring individual growth performance of students on IEP’s compared to non-IEP students. We will establish a growth goal/range for each student from their third grade test to their fourth grade test in reading. Students on IEP’s will perform at a growth rate equal to or greater than the non-IEP students</p> <p>Goal 2: The math proficiency gap, as identified by the math MCA results, will be decreased by monitoring individual growth performance of students on IEP’s compared to non-IEP students. We will establish a growth goal/range for each student from their third grade test to their fourth grade test in math. Students on IEP’s will perform at a growth rate equal to</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Goal 1: The reading proficiency gap was not decreased with 50% of students on IEP’s meeting or exceeding their growth performance score/range compared to 87.5% of non-IEP students.</p> <p>Goal 2: The math proficiency gap was not decreased with 50% of students on IEP’s meeting or exceeding their growth performance score/range compared to 75% of non-IEP students.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
or greater than the non-IEP students.		

Teachers used previous MCA data to create an individual growth goal with each student. Henning students play a part in developing their individualized growth goal within or beyond the range they are provided by the school/teacher

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Goal 1: 100% of the Class of 2023 will take a career aptitude or college entrance assessment prior to graduation.</p> <p>Goal 2: All Junior (Class of 2024) and Senior (Class of 2023) students will meet with the school counselor for individual career and college counseling at least once during the 2022-2023 school year.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Provide the result for the 2022-23 SY that directly ties back to the established goal.</p> <p>Goal 1: 100% Class of 2023 took either the ACT/ACCUPLACER and/or ASVAB assessment prior to graduation.</p> <p>Goal 2: 100% of the Junior and Senior students met with the school counselor (or special education case manager) for individual career and college counseling at least once during the 2022-2023 school year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Some of our special education students meet with their case manager instead of our school counselor to assist them with their post-secondary plans. Each student on an IEP meets with a Vocational Rehabilitation Provider, as well as their case manager, to set realistic goals and objectives. They have the opportunity to enter our work experience program that is individualized towards each student's personal skills set.

We are very fortunate to live in such a great community that supports our school and Job Skills Training Program. Many local businesses allow our students to practice the skills they learn here at school, within the community. Some skills taught in our work study program to help our special education students succeed in the work environment after high school include: *Personal Qualities *Interpersonal Skills *Positive Work Ethic

*Good Attitude *Courtesy *Good Attendance *Honesty *Eye Contact *Flexibility *Accountability *Timeliness
 *Good Personal Appearance *Willingness to take constructive criticism *Ability to relate to others *On task
 behavior *Transition from one task to another.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Goal 1: 100% of the students at the Henning School District will graduate in four years as measured by the Minnesota Department of Education 4-Year Graduation Rate</p> <p>Goal 2: The goal for Henning Public School is to have a 7-year graduation rate of 100%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Goal 1: 4-Year Cohort Rate: Class of 2019: 97.0% (32/33 graduates) Class of 2020: 97.3% (35/36 graduates) Class of 2021: 76.7% (23/28 graduates) Class of 2022: 86.95% (20/23 graduates)</p> <p>Goal 2: 2019: 97% (33/34 graduates) 2020: 97.3% (36/37 graduates) 2021: 100% (28/28 graduates)</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

****Please note that the 4-Year Graduation Rate does not include the most recent graduating class of 2023.**

Data was collected through the Minnesota Department of Education Report Card Graduation Rate for 4-year and 7-year graduation rates were pulled from Accountability Secured Reports - Graduation Rate Roster. Adjustments to the cohort counts are made for students who transfer into the school or for students who transfer out to another educational program offering a diploma. Academic planning and four-year graduation plans are created and reviewed by students with the School Counselor as needed. Student progress is monitored and communicated with parents periodically throughout the four-year High School span. Parents of students that fail to make progress towards graduation are communicated with at the end of each semester of the options for credit recovery. The goal of the Henning School District is to have 100% of eligible students successfully complete graduation requirements each and every year. Anything less is not meeting our goals, standards or expectations as a School District.