

Esko Public Schools World's Best Workforce Plan & Summary

School Board Approved:

2019-2020

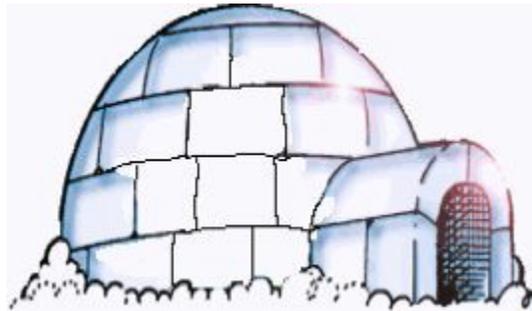


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REPORT SUMMARY

District or Charter Name: Esko Public Schools

Contact Person Name and Position: Brian Harker - Elementary Principal

Stakeholder Engagement

Report web link:

"World's Best Workforce" means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

Annual Public Meetings

WBWF Meeting & Review	2017-2018	2018-2019	2019-2020
Curriculum Advisory Committee	Fall, Winter, Spring	Fall, Winter, Spring	Fall, Winter. Spring
School Board	12/12/17	11/27/18	11/26/19

District Advisory Committee

The Curriculum Advisory Committee is our acting body (District Advisory Committee) which makes recommendations to the superintendent regarding the WBWF Plan. The makeup of the committee is comprised of members that serve roles in the school, community, and as parents.

Elementary Principal (1)
Elementary Teachers (3)
Paraprofessionals (2)

High School Principal (1)
High School Teachers (3)
Parents (6)

Superintendent
Board Members (2)

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Esko Public Schools

2019 Goals and Results

SMART Goal	2018-2019 Goals	2018-2019 Goal Results
All Students Ready for Kindergarten	The 2018-19 Esko School goal for Kindergarten Readiness would be to increase those ready for Kindergarten from 81.5% to 85% as measured by FASTBRIDGE aReading.	The 2018-19 Winterquist Elementary Readiness percentage of children scoring “average” or “above” the readiness cutoff and considered on track to be ready for Kindergarten was 83% as measured by the FASTBRIDGE Early Reading. Did not meet goal.
All Students in Third Grade Achieving Grade-Level Literacy	By spring 2019, Grade 3 students will increase proficiency within meet/exceeds as measured by the MCA-III Reading test from 79% to 85%.	In the spring of 2019, Grade 3 students did not meet the goal and achieved an overall proficiency of 73%. Did not meet goal.
Close the Achievement Gap(s) Among All Groups	The percentage of Free and Reduced Lunch students enrolled October 1, 2018 in grades 3-12 in Esko Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 63% in 2018 to 67.0% in 2019.	Esko Schools did meet this achievement gap goal. We did increase the percentage of students in grades 3-12 who met or exceeded the standards in Reading. We achieved 70%. Did meet goal.
All Students Career- and College-Ready by Graduation	Our goal was to have 80% of the senior class attending 2 and 4 year schools.	In 2018, we had 78% of students enroll in 2 or 4 year colleges. Did not meet goal.
All Students Graduate	During the 2018-19 school year, Esko High School will graduate 100% of the eligible students.	Esko High School graduation rate goal for 2019 was 100%. Met goal.

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Needs Assessment & Data

Esko students are performing well on state and local progress assessments. To strive for continued improvement, several data sets are analyzed annually. District needs, descriptions and data can be found below.

Programs	Description & Data
Early Childhood	Continue to increase student school readiness. Data analyzed - Brigance school readiness (age 4) and Kindergarten (age 5), program enrollment and Early Childhood Indicators of Progress (ECIPS)
K-12	Continue to increase student achievement and close the achievement gap. Data analyzed - MCA's, and proficiency scores, Minnesota Report Card, ACT, graduation rates, post secondary participation, attendance, and behavior referrals
Sub-Groups (Special Education, Free and Reduced Lunch)	Continue to increase student achievement, close the achievement gap and increase the graduation rate. Data analyzed - MCA's and proficiency scores, Minnesota Report Card, and graduation rates.

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Students

Esko Public Schools offers many programs to students to support academic achievement. Programs incorporate academic, social, emotional and cultural components to consider and support the whole student. Math, Reading, Science, Graduation, Career and College Readiness, ACT and Kindergarten Readiness goals, data, best practice strategies and action steps are reviewed and revised annually in an effort to achieve continual improvement. Goals, best practice strategies and actions steps are specifically outlined for All students, Free and Reduced Lunch students, and Special Education students. All goals are written using the SMART format and are data driven. Key indicators include data from MCA, behavior, attendance, ACT, graduation, post-secondary participation, and Brigrance measurements. Specific student programs are listed and described below.

Student Programs	Description
Title I Program	Academic intervention program for reading at Winterquist Elementary School.
Special Education Program	Identifies children with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.
ECSE (Early Childhood Special Education)	Identifies children birth-5 with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.
Backpack Program	A food program to feed hungry young children over the weekend who may not have access to any food. It is funded by private donations and operating in cooperation with Second Harvest Food Bank.
Homeless Support Program	Esko's Homeless Liaison works to promote awareness and ensure protection for homeless students and families through the expectations outlined in the McKinney-Vento Act. Once qualified, students are guaranteed breakfast and lunch at no cost, transportation assistance as needed and are directed to community resources as needed.
Mental Health	Collaborate with local agencies to refer families and children for therapeutic services both in and outside of school.
ESY - Extended School Year	A program which offers academic and transition skills during the summer for PreK-12 students identified and receiving special education services

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	(SPED) that demonstrate regression and a delay in recoupment or require maintenance of skills.
Check and Connect (EHS)	A daily advisor/advisee program for grades 7-12 that encourages the development of academic skills, positive behavior and student self-worth and dignity. Students work on organization, homework completion, and realistic goal setting.
Northern Lights Special Education Cooperative	Esko Public Schools work in collaboration with the NLSEC to ensure the needs of our special education students are met.
Boys Town (Sped)	A curriculum implemented K-12 which teaches targeted skills to students that are on a daily monitor, behavior plan and/or an IEP which focuses on positive behavior interventions and replacement skills.
District Engagement Initiative	<p><i>The Esko staff and students will implement a 1:1 computing initiative. This initiative will provide an electronic device for each student in grades 3-12. The district will provide appropriate staff with a matching device and training to increase student achievement.</i></p> <p>Program Components:</p> <ol style="list-style-type: none"> 1. Must improve student learning 2. Digital curriculum 3. Staff development 4. Learning management system 5. Technology staffing 6. Choosing the best device and system upgrade 7. Robust infrastructure 8. Mobile device management system 9. Financial costs of the Digital Engagement Initiative
ADSIS (Elementary)	This program targets students who fall below the 25th percentile in reading and math at Winterquist Elementary School. Once identified, students will enter a multi-tiered system of services. Students in the program are progress monitored on a bi-weekly basis using the Fastbridge suite of assessment tools.
Math Interventionist	Our Math Interventionist works with students in grades 1-5 to help students become successful in math. Selection of caseload is based on specific parameters and is designed to give additional support to students not already receiving services.

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Teachers & Principals

Esko Public Schools offer support for teachers and principals. This support is directed to ensure that staff are always learning and growing professionally so that students can have the best possible education. The building principals using the Charlotte Danielson Framework evaluate teachers. The Administration and Esko Education Association works to ensure that the teacher evaluation process is consistently and clearly communicated across the district. Principal goals are concentrated on maintaining achievement status for schools and students. Activities and programs that close the achievement gap are specifically targeted. State reports on AYP and MMR scores are used to assess progress. Program implementation and progress for student and program improvement may not be reflected in test scores.

Teacher & Principal Programs	Description
New & Non-tenured Teacher Mentorship	New teachers are provided mentors from the same content area or grade level. Mentors and mentees meet regularly throughout the year for support. Teachers are offered extra time at the beginning of the year to prepare their classrooms and meet with district staff.
Teacher Evaluation	The Charlotte Danielson Framework, Tiers, and District Approved Evaluation System are used to provide feedback to teachers and assist them in meeting goals for continual improvement.
Peer Observation (All)	Teachers are encouraged and supported to visit peer classrooms and learn from one another.
Membership Organizations	MASSP, MESPA, NEA, NAESP, MEA, NASSP
Principal Evaluation	The superintendent conducts principal evaluations annually. The evaluation can include staff survey and self-assessment of skills based on job descriptions, self assessment, and professional goals, performance on leadership standards, and Growth Plans.

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District

Esko Public Schools help students meet goals by providing district level programs, leadership, collaborations and support for students, parents, staff and the community. Esko Schools use district and building staff development to increase student achievement, by aligning and reviewing curriculum based on the state standards, creating formative and summative assessments, reviewing assessment data, and developing instructional strategies. The district also provides teachers with in-service opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs for mental illnesses in children and adolescents, and integrating technology to increase student learning. Faculty and staff are given training on how to better integrate technology into the curriculum and teaching, as well as using technology to better track student performance and communicate with parents and families. The district uses a learning management system to house digital collaborations and staff development resources in addition to providing frequent building and district level opportunities for professional development and idea sharing.

District Programs	Description
<p>Curriculum Advisory Committee</p>	<p>The Curriculum Advisory Committee will focus on essential student learning determined by state and national standards, educational research, and community values. The CAC will:</p> <ul style="list-style-type: none"> ● Advise the process of K-12 curriculum development and alignment, and education technology initiatives. ● Support the implementation of the long-range strategic plan for school improvement. ● Share and report on the progress of state accountability reports.
<p>Professional Development</p>	<p>The Esko School District will provide a personalized learning environment that incorporates best teaching and learning practices and enhanced technology, to maximize every student's' preparation for lifelong success.</p> <p>Professional Development Philosophy</p> <ul style="list-style-type: none"> ● Professional Development will use and promote effective research based practices to meet the needs of all teachers and other school district staff in order for each to continue develop the abilities to use best practice to improve student learning and to meet the needs of all students. <p>Professional Development Foundational Beliefs</p> <ul style="list-style-type: none"> ● impact student learning through current and research-based means ● focus on a collaborative model ● establish a culture for professional growth through feedback and reflective processes

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	<ul style="list-style-type: none"> • promote continuous student, teacher, school, and district improvement
Gathering of Great Minds	Participation in planning and attending a multi-district workshop consisting of area school districts.
Fall EdCamp	Planning and participation in staff led and planned professional development in-service days.
Technology Integration	This district position provides leadership and direction in educational technology initiatives, one-on-one teacher mentoring, district strategic planning, staff development and curriculum and instructional support.
Teacher Assistance Team	Each site has a process for getting input about struggling students from staff and parents and then working to develop a plan to help the student be successful in school.
County Truancy Program	The district has a truancy officer from Carlton County. The officer makes home visits, will get kids out of bed who refuse, and will file court petitions for truancy. Parents are then encouraged to deal with the issue and work with a social worker on a plan of action to get the child in school and to keep them there. The truancy officer attends attendance meetings and helps decide which families need letters, visits, or petitions filed.
School Counselors	The district provides school counselors for Winterquist Elementary and Esko High School.
School Psychologists	The district provides school psychologists for Winterquist Elementary and Esko High School.
Northern Lights Service Cooperative	The purpose of the Northern Lights Special Education Cooperative is to provide, by cooperative efforts, comprehensive special education services within member districts for children and youth having significant learning needs due to disability or developmental delay.

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Equitable Access to Excellent Teachers

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

ACCESS TO EXPERIENCED AND QUALIFIED TEACHERS

- Due to the size of the district there are only two schools; one elementary for early childhood through grade 6, one high school grade 7 - grade 12. More than 97% of the faculty have achieved continuing contract so there are very few probationary teachers in the system. The entire continuing contract faculty has reached the “highly qualified” criteria through the former “No Child Left Behind” legislation. The district does not cluster students based on English Learner, racial, or Free/Reduced Price Lunch designation so they are equitably distributed. There is no one department or grade level that has more than one probationary teacher. 72.4% of all teachers have more than 10 years of experience. 77.3% of all teachers have a Master’s degree.
- The district will continue to monitor and make sure that ineffective, out-of-field, or inexperienced teachers do not disproportionately serve students.

ACCESS TO DIVERSE TEACHERS:

- To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.
- The District also looks at data from surrounding districts as well as comparable statewide data. Currently, Esko has relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year.

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Current Student Achievement Plans

The Esko School District maintains many plans to help students meet their goals. Each plan is listed and described below.

Achievement Plans	Description
Read Well by 3rd Grade - ISD #99 Local Literacy Plan	<p>The school district plan includes a process to assess student levels of reading proficiency, notify and involve parents, provide academic interventions, and identify and meet staff development needs. The plan can be found at http://www.esko.k12.mn.us/UserFiles/Servers/Server_3040386/File/District%20Office/2017%20Esko%20Local%20Literacy%20Plan(1).pdf</p>
Community Education School Readiness Plan	<p>The Community Education School Readiness Plan uses the Early Childhood Indicators of Progress and Minnesota's Early Learning Standards. The plan involves providing a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet expectations. The goals are:</p> <ul style="list-style-type: none"> ● To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development. ● To expand understanding of the multiple influences on the education and life success of young children. ● To support families by providing examples of strategies that facilitates and enhances children's development. ● To provide teachers, caregivers, and administrators in early childhood education and care programs and settings with a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children. ● To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.
Title I	<p>Title I is a federally funded program that provides educational interventions to identified at-risk students in the areas of reading and math.</p>

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District Teacher Evaluation Plan	<p>The district, in collaboration with the teachers, has developed a teacher assessment plan that provides for growth and continual improvement from the probationary level of teaching through the master level of teaching. Much of the model for teacher development and assessment is based on the Danielson professional teaching model. If needed, teachers are given additional help and mentoring for improvement prior to any disciplinary measures taken due to poor performance. Our teachers and district promote documented improvement of our students' performance and professional development and collaboration with this teacher assessment model.</p>
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Technology Plan	Our district is in compliance with state and federal requirements regarding the development of a technology plan and technology policies pertaining to student use of technology. We have increased the capacity of our infrastructure and increased the number and types of technology tools that are being used by our students and teachers. Desktop computers, personal devices, Smart Boards, a learning management system, and a mobile device management tool are examples of how we are using technology to increase our capacity for learning. The district has developed a Digital Engagement Plan that incorporates a blended learning model combining online learning and classroom instruction.
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Key Indicators of Progress

Measure	Site & Description
MCA	Specific school Reading, Math and Science MCA proficiency scores by subgroup.
Attendance	The table below shows very general absence data for each school. This includes any type of absence including excused absences and tardiness. A detailed attendance report is maintained at the site level and analyzed regularly by the building principals.
Behavior	The report table shows very general behavior referral data for each site. This includes any type of behavior referral including behavior and reward documentation. A detailed behavior report is maintained at the site level and analyzed regularly.
Graduation Rate	Esko High School graduation data from Minnesota Report Card.
ACT	Esko High School ACT data from Minnesota Report Card.
Career and College Readiness	Esko High School data for post secondary participation.
Kindergarten Readiness	Early Childhood data from Brigance measurement.
North Star Rating	District Summary Table for the Five Indicators.

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Attendance

Attendance Data	Enrollment 2016-2017	Number of days absent 2016-2017	Enrollment 2017-2018	Number of days absent 2017-2018	Enrollment 2018-2019	Number of days absent 2018-2019
Winterquist	661	4591	701	4942	689	5006
Esko High School	580	4785	567	5274	581	4839

Discipline

School	Number Enrolled 2016-2017	Number of suspension days 2016-2017	Number Enrolled 2017-2018	Number of suspension day 2017-2018	Number Enrolled 2018-2019	Number of suspension days 2018-2019
Winterquist	661	7	701	14	689	12
Esko High School	580	104	567	98	581	86

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North Star Rating

Minnesota uses the North Star system to identify schools and districts for support. The North Star system was designed using [extensive feedback](#) from diverse stakeholders across Minnesota to satisfy the requirements of the federal Every Student Succeeds Act (ESSA) and the state's World's Best Workforce law (WBWF).

The broad idea of accountability includes three main areas: identifying schools for support, publicly reporting data, and recognizing schools for success. Each of these areas provides valuable information to families, communities, and educators.

Measure	2019 MATH	2019 READING
Academic Achievement	Esko: 75.2% State: 53.8%	Esko: 80.1% State: 58.3%
Progress Toward English Language Proficiency	Limited Data	Limited Data
Academic Progress	Achievement Level Improved Esko: 14.6% State: 13.3% Achievement Level Maintained Esko: 57.4% State: 49.4% Achievement Level Decreased Esko: 28.0% State: 37.2%	Achievement Level Improved Esko: 21.9% State: 18.9% Achievement Level Maintained Esko: 57.0% State: 48.1% Achievement Level Decreased Esko: 21.1% State: 33.1%
Graduation Rate 4 Year Rate	Esko: 100% State: 83.2%	
Consistent Attendance * 90% of days attended	Esko: 89.0 State: 85.4%	

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All Students Ready for Kindergarten

Esko Public Schools is actively working to ensure that all students are ready for kindergarten. Esko Schools work actively and intentionally to foster collaboration between school, community, county and district level programs to encourage and support common systematic best practices and the use of state approved assessment tools (Brigance) and curriculums for early childhood students. In addition to establishing and implementing common systemic best practices and measures for school readiness, the district seeks to increase program enrollments and participation.

Esko Schools Readiness Data

Based on Esko's 4 and 5 year olds from the Esko School Readiness Program scoring "above average" and "average" on the Brigance Assessment. Esko Kindergarten data is also included.

Data	16-17	17-18	18-19
Esko Preschoolers Assessed (#)	Fall: 40 Spring: 39	No Data	
Esko Preschoolers Ready for Kindergarten (%)	Fall: 75% Spring: 84.6%	No Data	
Esko Kindergarteners Ready for Kindergarten (%)	Fall: 75.9%	No Data	

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All Students in Third Grade Achieving Grade-Level Literacy

0099 Esko Local Literacy Plan - Reading Well by 3rd Grade - RW3G

Goal: Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing (1) Assessment of all K-3 student levels of reading proficiency and identification of those who are at-risk for learning to read, (2) Comprehensive and scientifically based core reading instruction for all students aligned with the MN state standards, (3) Comprehensive and scientifically based remedial reading instruction for all at-risk learners, (4) Notification to all parents of at-risk learners, (5) Identifying and providing staff development opportunities to improve instructional techniques and strategies. Progress is monitored using MCA-III data.

Esko Third Grade Reading Literacy Summary Data

Student Group	Grade 3 Reading Proficiency (%) 2017	Grade 3 Reading Proficiency (%) 2018	Grade 3 Reading Proficiency (%) for 2019
FRP	66.8	Sample Size too Small	Sample Size too Small
WHT	79.0	78.3	75.0
All	79.4	77.8	73.0
SPED	72.7	Sample Size too Small	Sample Size too Small

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Closing the Achievement Gap

All schools, subgroups, and grade levels in the areas of School Readiness, Math, Reading, Science, ACT Scores, and Graduation Rate will strive to close the achievement gap. The best practice strategies and action steps used to achieve these goals were developed collaboratively by specialists within each particular field and can be found in each school's detail below. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth. Esko Public Schools views closing the achievement gap as a shared team effort. Progress is monitored using MCA-III data, graduation rates, ACT scores, Brigance measurements and post secondary participation.

Esko Public Schools Achievement Gap Summary Data 2019

Year	Subject	Student Group	Count	Proficiency	Difference
2019	M	All	674	75.8	
2019	M	White	624	76.8	+1.0
2019	M	Special	72	48.6	-27.2
2019	M	FRP	76	59.2	-16.6
2019	R	All	688	80.8	
2019	R	White	637	81.8	+1.0
2019	R	Special	73	49.3	-31.5
2019	R	FRP	82	69.5	-11.3

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All Students Career- and College-Ready by Graduation

Esko Public Schools maintains a path for all students to be career and college ready.

The main focus this year is to continue to implement the Ramp Up to Readiness program. The district is also organizing and facilitating more College/Career Ready assessments including:

- PSAT & ACT (all of Grade 11)
- ACCUPLACER
- ASVAB.

The district vision is to develop a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post-secondary participation to measure progress.

All Students Graduate

Esko Public Schools strives to have all students graduate from high school with the current state target being 90% by 2020. To achieve this goal the district will incrementally seek improvement in each group and subgroup using the Minnesota Report Card graduation rate data to measure progress. A collaborative effort between systemic district programs and staff, building level programs and staff and classroom best practices is used to reach goals. In addition to in-class best practices to reach graduation targets, the district uses strategies including (1) targeted professional development, (2) direct and constructivist instruction models (3) intervention and enrichment programs (4) dual credit opportunities for industrial tech classes (5) College-in-the-Schools program access (6) implementation of Ramp Up to Readiness program (7) increased student/staff advisory processes (8) implementation of MCIS (MN Career Inventory Survey) and (9) utilization of Perkins funds for cadet and vocational/technology courses.

Demographic Description	2018	Percent	Increase needed to reach 90% goal by 2020
All Students	92	100.0%	0.00
White, not of Hispanic origin	87	100.0%	0.00
Special Education	14	100.0%	0.00
Free/Reduced Priced Lunch	12	100.0%	0.00

COMMUNITY EDUCATION: EARLY CHILDHOOD Goals 2020

Goal All	Esko students will increase their school readiness from 75.0% to 78% by the fall of 2020.
Goal FRL	Esko free and reduced lunch students will increase their school readiness from 58% to 61% by the fall of 2020.
Goal SPED	Of those children who entered or exited the Early Childhood Special Education program below age expectations on the Child Outcome Special Education Form in Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy), Summary 1, the students will increase their rate of growth by the time they turn 6 years of age or exited the program, from a current district rating of 71.0% to a rating of 74%.

COMMUNITY EDUCATION: EARLY CHILDHOOD

BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> ● Assess children to identify developmental skill sets and needs, and inform classroom instruction ● Provide a child-centered learning environment that addresses the whole child and all developmental domains (cognitive, language, motor, social-emotional), health, and family context ● Foster communication and continuity between early education and kindergarten, involve families in the process, and provide resources for at-risk families in order to support a smooth transition to school ● Use multisensory teaching ● Use real life experiences within natural environment ● Follow the students lead while they play/interact with others and explore their environment ● Families are a student's primary, first and most important caregiver and educator
ACTION STEPS
<p>Goal All</p> <ul style="list-style-type: none"> ● Consider methods to increase opportunities for all children to participate in school readiness programs through the use of family events and family education programs ● Review and interpret the Brigance data to adapt lesson planning based on the results ● Use the online Brigance skills inventory resource to create individual and group learning plans

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- Observe and document the learning plans throughout the year three or more times
- Administer a spring assessment to determine growth over the year
- Assess preschoolers to identify skills individuals have mastered and those they have yet to master
- Use data to identify individual areas in need of support and to inform classroom instruction
- Provide developmentally appropriate activities and experiences in all domains to support a successful transition to kindergarten
- Area EC providers complete Kdg Transition checklists on the children coming from their program to be viewed by Kdg teachers prior to round-up
- EC staff input on child placement in Kdg classes
- Evening Kdg Transition Night where area EC providers can meet face-to-face with Kdg teachers, give input regarding the children coming from their program and gather info on upcoming curriculum changes, trends or concerns to drive the goals and curriculum for the following year
- Kindercamp program at Winterquist Elementary: includes Kdg readiness activities and transition tours of Elementary school

Goal FRL

- Program fees are offered to accommodate all income levels
- Program rates are based on a sliding fee scale

Goal SPED

- Identify students as early as possible
- Include the family as lead interventionists for children birth-3
- Provide opportunities in the least restrictive environment with peer models for children 3-5
- Collaborate with preschool programs to provide quality learning environments
- Use evidenced based research to ensure acquisition of skills

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Early Childhood & Family Education Programs

Community Education is a department of the school district, and therefore, the following programs are administered by Community Education to prepare children for kindergarten.

Program	Description
Early Childhood Screening	Early Childhood Screening is a process used to identify potential health or developmental problems in young children who may need a health assessment, diagnostic assessment or educational evaluation. Required by the State of Minnesota for every child before entering Kindergarten.
School Readiness	School Readiness is located in the Elementary School. We offer a Monday-Friday half-day program for 4-5 year-olds. There are morning or afternoon classes with state licensed teachers as staff.
Leaps and Learn	Leaps and Learn is located in the Elementary School. We offer a Monday-Friday half-day program for 3-5 year-olds. These classes are taught with state licensed teachers as staff.
ECFE (Early Childhood Family Education)	The ECFE program: located at the Elementary School. This program is for families with children between ages birth to Kindergarten entrance. Includes parent and child interaction time, child only time with a licensed child educator, and parent only time with a licensed parent educator.
Child Network	Esko participates in program idea sharing. This is a collaboration of professionals focused on improving services to young children and families throughout Carlton County. This includes networking and collaboration with community and county early childhood programming and services for support to enhance services to families with young children. Mission statement: A community of children and families growing, learning and thriving.
J4K (Jump Start for Kindergarten)	The JS4K program is for any preschooler. The goal is to make sure children have the skills and experiences they need to be ready for Kindergarten. JS4K uses the Brigance assessment tool to assess preschool children (ages 4 and 5) in the fall and spring, and again in the fall of kindergarten as a follow up. This provides information on the skills each child

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	<p>has mastered and those they have yet to master. Teachers then plan activities and classroom instruction to support areas of need. Collaboration with parents, kindergarten teachers, and the JS4K network work to ensure a successful transition to kindergarten.</p>
Parent AWARE	<p>This is a state rating scale that is used to assist Early Childhood programs to improve quality and provide parents with additional financial support. School Readiness is a 4 Star rated program.</p> <p>http://parentaware.org/</p>

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Winterquist Elementary School Goals 2020

Reading Goal ALL	All elementary students will increase their reading MCA proficiency scores from 81% to 85% by the spring of 2020.
Reading Goal FRL	All elementary FRL students will increase their reading MCA proficiency scores from 69% to 73% by the spring of 2020.
Reading Goal SPED	All elementary SPED students will increase their reading MCA proficiency scores from 59 to 63% by the spring of 2020.

Winterquist Reading MCA Proficiency (5) Data

Measure	2016	2017	2018	2019
MCA Grade 3 All	Winterquist: 78 State: 55	Winterquist: 79 State: 57	Winterquist: 79 State: 56	Winterquist: 73 State: 55
MCA Grade 3 FRL	Winterquist: 75 State: 39	Winterquist: 67 State: 39	Winterquist: NA State: 39	Winterquist: NA State: 39
MCA Grade 3 SPED	Winterquist: NA State: 30	Winterquist: 73 State: 33	Winterquist: 74 State: 32	Winterquist: NA State: 32
MCA Grade 4 All	Winterquist: 74 State: 58.3	Winterquist: 80 State: 57	Winterquist: 74 State: 56	Winterquist: 74 State: 56
MCA Grade 4 FRL	Winterquist: 43 State: 39	Winterquist: 82 State: 38	Winterquist: 56 State: 37	Winterquist: NA State: 37
MCA Grade 4 SPED	Winterquist: 62 State: 30	Winterquist: 67 State: 33	Winterquist: 71 State: 32	Winterquist: NA State: 32
MCA Grade 5 All	Winterquist: 83 State: 68	Winterquist: 90 State: 68	Winterquist: 87 State: 67	Winterquist: 89 State: 66
MCA Grade 5 FRL	Winterquist: 56 State: 49	Winterquist: 73 State: 49	Winterquist: NA State: 49	Winterquist: 79 State: 48
MCA Grade 5 SPED	Winterquist: NA State: 34	Winterquist: NA State: 34	Winterquist: NA State: 34	Winterquist: NA State: 34
MCA Grade 6 All	Winterquist: 87 State: 62	Winterquist: 88 State: 63	Winterquist: 89 State: 65	Winterquist: 87 State: 63
MCA Grade 6 FRL	Winterquist: 77 State: 44	Winterquist: 73 State: 45	Winterquist: 75 State: 45	Winterquist: 75 State: 45
MCA Grade 6 SPED	Winterquist: NA State: 38	Winterquist: NA State: 31	Winterquist: 64 State: 30	Winterquist: 64 State: 30

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Winterquist Elementary

READING BEST PRACTICE STRATEGIES

- Common district curriculum and assessments. Teachers are continuing to build common formative and summative assessments aligned with the standards. Additionally, teachers are working to differentiate the curriculum to meet student needs.
- Professional Learning Communities, staff development opportunities
- Align curriculum to state standards
- School-wide benchmarking
- Quarterly data review
- School-wide intervention program

ACTION STEPS

Reading Goal All

- Students will receive core reading instruction in the regular education classroom.
- All teachers will participate in quarterly data review sessions to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading & math will be progress monitored weekly.
- Title I and ADSIS services will be provided for qualifying students.

Reading Goal FRL

- All teachers and administration will participate in quarterly data reviews to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading will be progress monitored weekly.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction

Reading Goal SPED

- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction and testing
- Modified curriculum

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Winterquist Elementary- Math

Math Goal ALL	All elementary students will increase their Math MCA proficiency scores from 81% to 85% by the spring of 2020.
Math Goal FRL	All elementary FRL students will increase their Math MCA proficiency scores from 62% to 66% by the spring of 2020.
Math Goal SPED	All elementary Special Ed students will increase their Math MCA proficiency scores from 63% to 67% by the fall of 2020.

Winterquist Math MCA Proficiency (%) Data

Measure	2016	2017	2018	2019
MCA Grade 3 All	Winterquist: 92 State: 69	Winterquist: 92 State: 68	Winterquist: 86 State: 66	Winterquist: 82 State: 66
MCA Grade 3 FRL	Winterquist: 94 State: 51	Winterquist: 80 State: 50	Winterquist: NA State:	Winterquist: NA State:
MCA Grade 3 SPED	Winterquist: NA State:	Winterquist: 82 State: 44	Winterquist: NA State:	Winterquist: NA State:
MCA Grade 4 All	Winterquist: 83 State: 69	Winterquist: 88 State: 67	Winterquist: 86 State: 65	Winterquist: 78 State: 64
MCA Grade 4 FRL	Winterquist: 71 State: 49	Winterquist: 82 State: 44	Winterquist: NA State:	Winterquist: NA State:
MCA Grade 4 SPED	Winterquist: 77 State: 43	Winterquist: 92 State: 42	Winterquist: 79 State: 40	Winterquist: NA State:
MCA Grade 5 All	Winterquist: 91 State: 59	Winterquist: 90 State: 57	Winterquist: 84 State: 55	Winterquist: 78 State: 52
MCA Grade 5 FRL	Winterquist: 81 NA State: 39	Winterquist: 67 State: 38	Winterquist: NA State:	Winterquist: NA State: 36
MCA Grade 5 SPED	Winterquist: NA State:	Winterquist: 70 State: 31	Winterquist: NA State:	Winterquist: NA State:
MCA Grade 6 ALL	Winterquist: 82 State: 56	Winterquist: 85 State: 55	Winterquist: 88 State: 54	Winterquist: 86 State: 51
MCA Grade 6 FRL	Winterquist: 54 State: 34	Winterquist: 54 State: 34	Winterquist: 83 State: 32	Winterquist: NA State:
MCA Grade 6 SPED	Winterquist: 36 State: 26	Winterquist: NA State:	Winterquist: 55 State: 25	Winterquist: NA State:

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Winterquist Elementary

MATH BEST PRACTICE STRATEGIES

- Common district curriculum and assessments
- Professional Learning Communities and staff development opportunities
- Align curriculum to state standards
- School-wide benchmarking
- Quarterly Data Review
- Intervention program

ACTION STEPS

Math Goal All

- Students will receive core math instruction in the regular education classroom.
- All teachers will participate in quarterly data review to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored weekly.
- At risk learners will be provided the opportunity to participate in our Targeted Services.

Math Goal FRL

- All teachers will participate in quarterly data review to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored weekly.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction

Math Goal SPED

- All students who receive intervention in math will be progress monitored weekly.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction and testing
- Modified curriculum

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Winterquist Elementary- Science

Science Goal ALL	All fifth graders will increase their Science MCA proficiency scores from 73% to 77% by the spring of 2020.
Science Goal FRL	All FRL fifth graders will increase their Science MCA proficiency scores from 71% to 75% by the spring of 2020.
Science Goal SPED	All SPED fifth graders will increase their Science MCA proficiency scores to stay above the state average.

Winterquist Science MCA Proficiency (%) Data

Measure	2016	2017	2018	2019
MCA Grade 5 All	Winterquist: 84 State: 62	Winterquist: 73 State: 60	Winterquist: 83 State: 58	Winterquist: 73 State: 55
MCA Grade 5 FRL	Winterquist: 75 State: 41	Winterquist: 47 State: 41	Winterquist: NA State:	Winterquist: 71 State: 34
MCA Grade 5 SPED	Winterquist: 65 State: 35	Winterquist: 60 State: 38	Winterquist: NA State:	Winterquist: NA State:

Winterquist Elementary

SCIENCE BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Common district curriculum and assessments • Incorporate inquiry based experiments and investigations • Provide hands-on learning opportunities
ACTION STEPS
Science Goal All <ul style="list-style-type: none"> • Ensure all standards are being taught/addressed throughout K-6. • Identify lessons using online resources. • Continue implementation of FOSS activities/options.
Science Goal FRL <ul style="list-style-type: none"> • Provide students with needed supplies for experiments and investigations
Science Goal SPED <ul style="list-style-type: none"> • Make accommodations including extra time and reduced work load • Utilize the resource room

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- Use strategic student grouping

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Esko High School Goals 2020

Reading Goal All	The percentage of all students enrolled October 1 in 7, 8 and 10 at Esko High School who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will increase from 81% in 2019 to 85% in 2020.
Reading Goal FRL	The percentage of FRL students enrolled October 1 in 7,8 and 10 at Esko High School who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will increase from 68% to 73% by the spring of 2020.
Reading Goal SPED	The percentage of SPED students enrolled October 1 in 7,8 and 10 at Esko High School who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will stay above the state average.

ESKO HIGH SCHOOL Reading MCA-III Proficiency (%) Data

Measure	2016	2017	2018	2019
MCA Grade 7, 8, 10 All	EHS: 77 State: 60	EHS: 79 State: 61	EHS: 77 State: 60	EHS: 81 State: 59
MCA Grade 7, 8, 10 FRL	EHS: 77 State: 41	EHS: 66 State: 41	EHS: 52 State: 41	EHS: 68 State: 40
MCA Grade 7, 8, 10 SPED	EHS: 36 State: 30	EHS: 35 State: 28	EHS: 38 State: 28	EHS: NA State: NA

EHS

READING BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Targeted professional development • Standards-based and aligned curriculum • Differentiated classroom instruction
ACTION STEPS

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Reading Goal All

- Teachers will engage in learning groups to reflect on learning standards and collaborate on instructional practices.
- Teachers will routinely monitor and assess the reading levels and progress of individual students.
- English classrooms will have a literacy rich environment.

Reading Goal FRL

- Teachers will provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis.
- Reading and writing will be integrated and used as tools to support learning in all curricular content areas.
- Students will be taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate, and make applications to authentic situations.

Reading Goal SPED

- Teachers will collaborate with SPED resources to engage and integrate reading and writing activities and celebrate students' reading and writing efforts.
- Students will have opportunities to read for a variety of purposes.
- Students will have opportunities to read at their independent level every day.

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EHS- Math

Math Goal All	The percentage of all students enrolled October 1 in 7,8 and 11 at Esko High School who are proficient on all math state accountability tests (MCA, MOD, MTAS) will increase from 68% in 2019 to 72% in 2020.
Math Goal FRL	The percentage of FRL students enrolled October 1 in 7,8 and 11 at Esko High School who are proficient on all math state accountability tests (MCA, MOD, MTAS) will increase from 52% in 2019 to 56% in 2020.
Math Goal SPED	The percentage of SPED students enrolled October 1 in 7,8 and 11 at Esko High School who are proficient on all math state accountability tests (MCA, MOD, MTAS) will stay above the state average.

ESKO HIGH SCHOOL Math MCA-III Proficiency (%) Data

Measure	2016	2017	2018	2019
MCA Grade 7, 8, 11 All	EHS: 67 State: 60	EHS: 69 State: 59	EHS: 63 State: 58	EHS: 68 State: 55
MCA Grade 7, 8, 11 FRL	EHS: 59 State: 40	EHS: 57 State: 38	EHS: 39 State: 37	EHS: 52 State: 34
MCA Grade 7, 8, 11 SPED	EHS: 25 State: 30	EHS: 24 State: 25	EHS: 14 State: 23	EHS: NA State: NA

EHS

MATH BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Targeted professional development • Standards-based and aligned curriculum • Differentiated classroom instruction
ACTION STEPS
Math Goal All <ul style="list-style-type: none"> • Teachers will engage in learning groups to reflect on learning standards and collaborate on instructional practices.

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- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students and provide individual and small-group intervention processes.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

Math Goal FRL

- Learning groups will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students and provide individual and small-group intervention processes.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

Math Goal SPED

- Teachers will collaborate with SPED resources to modify curriculum and engage and integrate mathematics concepts and skills in all curricular content areas.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students and provide individual and small-group intervention processes.
- Mathematics and problem-solving are integrated and used as tools to support learning in all curricular content areas.

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EHS- Science

Science Goal All	The percentage of all students enrolled October 1 in 8 and 10 at Esko High School who are proficient on all science state accountability tests (MCA, MOD, MTAS) will increase from 63% in 2019 to 67% in 2020.
Science Goal FRL	The percentage of FRL students enrolled October 1 in 8 and 10 at EskoHigh School who are proficient on all science state accountability tests (MCA, MOD, MTAS) will increase from 58% in 2019 to 62% in 2020.
Science Goal SPED	The percentage of SPED students enrolled October 1 in 8 and 10 at Esko High School who are proficient on all science state accountability tests (MCA, MOD, MTAS) will stay above the state average.

ESKO HIGH SCHOOL Science MCA-III Proficiency (%) Data

Measure	2016	2017	2018	2019
MCA Grade 8, 10 All	EHS: 57 State: 56	EHS: 66 State: 57	EHS: 54 State: 53	EHS: 63 State: 51
MCA Grade 8, 10 FRL	EHS: 42 State: 35	EHS: 67 State: 37	EHS: 16 State: 32	EHS: 58 State: 30
MCA Grade 8, 10 SPED	EHS: 29 State: 30	EHS: 30 State: 27	EHS: 14 State: 25	EHS: NA State: NA

EHS

SCIENCE BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Targeted Professional Development • Standards-Based and Aligned Curriculum • Differentiated Classroom Instruction
ACTION STEPS
Science Goal All <ul style="list-style-type: none"> • Teachers will engage in learning groups to reflect on learning standards and collaborate on instructional practices.

ESKO PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

- Teachers will routinely monitor and assess the comprehension of science concepts and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

Science Goal FRL

- Learning groups will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will routinely monitor and assess the comprehension and skill of science concepts and progress of individual students and provide individual and small-group intervention processes.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

Science Goal SPED

- Learning groups will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with the Special Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

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EHS- ACT

ACT ENGLISH	The ACT English score for Esko High School students will increase by 0.5 points from 22.1 to 23.7 by the fall of 2020.
ACT MATH	The ACT Math score for Esko High School students will increase by 0.5 points from 22.2 to 22.7 by the fall of 2020.
ACT READING	The ACT Reading score for Esko High School students will increase by 0.5 points from 23.6 to 24.1 by the fall of 2020.
ACT SCIENCE	The ACT Science score for Esko High School students will increase by 0.5 points from 23.6 to 24.1 by the fall of 2020.

ESKO HIGH SCHOOL AVERAGE ACT SCORES

Measure	2016	2017	2018	2019
ACT ENGLISH Average	EHS: 21.9 State: 20.0	EHS: 21.6 State: 20.4	EHS: 22.2 State: 20.4	EHS: 22.1 State: 20.3
ACT MATH Average	EHS: 22.7 State: 21.2	EHS: 22.0 State: 21.5	EHS: 23.2 State: 21.4	EHS: 22.2 State: 21.4
ACT READING Average	EHS: 22.6 State: 21.3	EHS: 23.0 State: 21.8	EHS: 23.0 State: 21.7	EHS: 23.6 State: 21.7
ACT SCIENCE Average	EHS: 23.0 State: 21.3	EHS: 23.9 State: 21.6	EHS: 23.8 State: 21.4	EHS: 23.6 State: 21.6
ACT COMPOSITE Average	EHS: 22.7 State: 21.1	EHS: 22.5 State: 21.5	EHS: 23.4 State: 21.3	EHS: 23.0 State: 21.4

EHS

ACT BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Academic readiness • Advisory counseling • Partnership and collaborative services
ACTION STEPS

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ACT ENGLISH

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

ACT MATH

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

ACT READING

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

ACT SCIENCE

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

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EHS- Graduation Rate

GRADUATION RATE Goal All	The Esko High School will continue to strive to keep their 4 year graduation rate at 100%
GRADUATION RATE Goal FRL	The Esko High School will continue to strive to keep their FRL population graduation rate at 100%.
GRADUATION RATE Goal SPED	The Esko High School will continue to keep their SPED population graduation rate at 100%.

ESKO HIGH SCHOOL GRADUATION RATE DATA (Based on 4 Year Rate)

Measure	2016	2017	2018	2019
GRADUATION RATE All	EHS: 96.2 State: 81.1	EHS: 97.8 State: 82.5	EHS: 98.8 State: 82.7	EHS: 100.0 State: 82.7
GRADUATION RATE FRL	EHS: 100.0 State: 65.1	EHS: 94.4 State: 69.1	EHS: 90.9 State: 69.0	EHS: 100.0 State: 69.0
GRADUATION RATE SPED	EHS: 100.0 State: 58.4	EHS: 100.00 State: 60.7	EHS: 100.0 State: 69.0	EHS: 100.00 State: 67.0

EHS

GRADUATION RATE BEST PRACTICE STRATEGIES

- Targeted professional development
- Direct and constructivist instruction models
- Intervention and enrichment programs
- Academic progress reviews twice per quarter
- Interventions developed to assist students not meeting criteria for passing classes
- Home room for all students to assist in setting and meeting goals towards graduation
- Remedial math and reading classes for identified students
- Academic alert/probation: students not passing at least 5 out of 7 classes are placed on academic probation and lose their open lunch privileges
- Credit recovery classes are embedded into the day, as well as after school.

ACTION STEPS

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GRADUATION RATE Goal All

- Dual credit opportunities for industrial tech classes