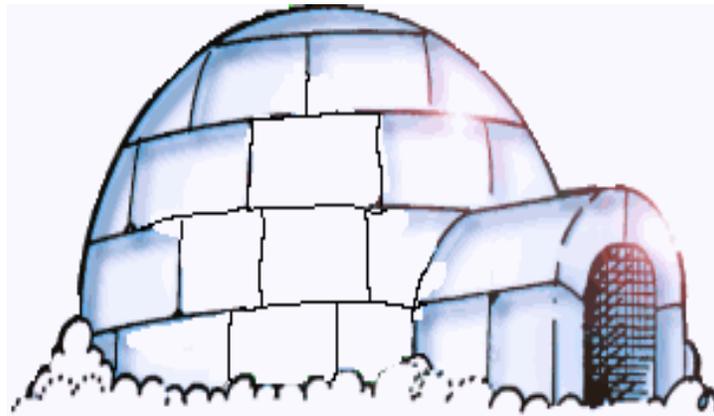


World's Best Workforce



Esko Public Schools

District 99

World's Best Workforce Legislation (Section 120B.11 amended)

In accordance with Minnesota Statutes 2013, 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 (WBWF). Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

"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.

The School Board is to develop a plan to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.
- An annual budget for continuation of district plan implementation.

Recommended Plan Components

- Agreement between local union and school board on a teacher evaluation system
- A rubric that defines effectiveness of instruction
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction
- Description of opportunities for evaluation feedback on instruction from summative evaluators
- Description of the plan for program improvement.

Success in reaching the World's Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress (NAEP)
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MN Comprehensive Assessments
- College and career readiness under section 120B.30, subdivision 1.

District and School Achievement Goals

2013-14 District Goals:

Math

The percentage of all students enrolled October 1, 2013 in grades 3-12 in Esko Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 78.1% in 2013 to 83.1% in 2014.

The percentage of Free and Reduced Lunch students enrolled October 1, 2013 in grades 3-12 in Esko Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 61.5% in 2013 to 66.5% in 2014.

Reading

The percentage of all students enrolled October 1, 2013 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 69.4% in 2013 to 74.4% in 2014.

The percentage of Free and Reduced Lunch students enrolled October 1, 2013 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 56.1% in 2013 to 61.1% in 2014.

Science

The percentage of all students enrolled October 1, 2013 in grades 5-12 in Esko Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Science MCA will increase from 58.6% in 2013 to 63.6% in 2014.

2013-2014 Winterquist Elementary School Goals:

Math

The percentage of all students enrolled October 1 in grade 5 at Winterquist Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 82.8% in 2013 to 87.8% in 2014.

Reading

The percentage of all students enrolled October 1 in grade 5 at Winterquist Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 70.1% in 2013 to 75.1% in 2014.

2013-2014 Esko High School Goals:

Math

The percentage of all students enrolled October 1 in grade 11th at Esko High School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 76.0% in 2013 to 81.0% in 2014.

Reading

The percentage of all students enrolled October 1 in grade 10th at Esko High School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 70.0% in 2013 to 75.5% in 2014.

Science

The percentage of all students enrolled October 1 at Esko High School who earn an achievement level of Meets the Standards or Exceeds the Standards in science on the MCA will increase from 55.7% in 2013 to 60.7% in 2014.

Student Progress and Growth Monitoring

Our schools use a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth.

Testing Calendar

Our assessment calendar informs you of the testing windows or specific assessment dates for district-wide or school-wide testing. There are three main assessment "seasons": Fall

(September/October), Winter (January/February), and Spring (March-May). District assessments such as the NWEA - Measures of Academic Progress (MAP) are used to monitor student growth throughout an academic year and from year-to-year. The Minnesota Comprehensive Assessments (MCAs) are required for all students in Minnesota to determine student proficiency of academic standards.

Assessment Plans

The Esko School District uses a series of assessments that are both formative and summative. These assessments are used to produce informed and effective instruction while helping us measure the effectiveness of our curriculum and programs.

Formative assessments happen while learning is occurring. They are used to diagnose student needs, plan instruction, and provide students with feedback they can use to improve their learning. An example of this would be a quiz given during a unit to measure student progress towards the identified learning targets so that the teacher can modify instruction accordingly. At the elementary level, each grade level administers Benchmarks and/or NWEA- Measures of Academic Progress (MAP) in the fall, winter, and spring to inform instruction and diagnose student academic needs.

Summative assessments are used to sum up achievement at a particular point of time. These occur after learning has happened. These assessments are used to measure achievement status at a point in time for the purpose of reporting and accountability. Unit tests and the Minnesota Comprehensive Assessments (MCA-III's) are examples of summative assessments. The results of the MCA-III's are reported to the state and are used as an accountability measure for schools across the state as part of the No Child Left Behind law.

Math/Reading/Science

Grade	Assessments
K	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Brigance - Benchmark Assessments
1	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Benchmark Assessments - Fluency
2	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Benchmark Assessments - Fluency

Grade	Assessments
3	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Benchmark Assessments - Fluency - MCA Reading Test - MCA Math Test
4	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Benchmark Assessments - Fluency - MCA Reading Test - MCA Math Test
5	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Benchmark Assessments - Fluency - MCA Reading Test - MCA Math Test
6	<ul style="list-style-type: none"> - NWEA MAP Testing Reading - NWEA MAP Testing Math - Benchmark Assessments - Fluency - MCA Reading Test - MCA Math Test
7	<ul style="list-style-type: none"> - MCA Reading Test - MCA Math Test
8	<ul style="list-style-type: none"> - MCA Reading Test - MCA Math Test - MCA Science Test
9	<ul style="list-style-type: none"> - MCA Reading Test - MCA Math Test - EXPLORE (pre-ACT Assessment)
10	<ul style="list-style-type: none"> - MCA Reading Test - MCA Science Test - PLAN (pre-ACT Assessment)
11	<ul style="list-style-type: none"> - MCA Math Test - GRAD Assessment Reading Retakes
12	<ul style="list-style-type: none"> - GRAD Assessment Reading Retakes - GRAD Assessment Math Retakes

Data Results

The ACT (American College Testing)

Test	Esko High School	Composite Score
English	23.6	22.2
Math	24.5	23.1
Reading	23.5	23.1
Science	24	22.9
Composite	24.1	23.0

MCA-III Results 2013- Reading

Grade	Percent Proficient Esko	Percent Proficient State
3	69.1	57.0
4	68.1	54.0
5	69.8	63.8
6	77.1	59.3
7	65.6	54.0
8	67.4	54.1
10	68.4	62.3

MCA-III Results 2013- Math

Grade	Percent Proficient Esko	Percent Proficient State
3	85.1	71.5
4	89.0	71.2
5	83.5	60.0
6	81.5	57.0
7	70.8	56.0

Grade	Percent Proficient Esko	Percent Proficient State
8	67.9	58.9

MCA-III Results 2013- Science

Grade	Percent Proficient Esko	Percent Proficient State
5	63.5	59.7
8	52.9	43.8
10	56.8	53.0

Academic Standards

The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed by districts for health, world languages, and career and technical education.

For standards please go to <http://www.education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

Committees and Roles

There are several district committees made up of community members and district staff that work together to support Esko students. Here is a listing of our district committees.

District Technology Committee

District Curriculum Advisory Committee

District Staff Development Committee

Title I Parent Advisory Group

Strategies for Improving Instruction, Curriculum, and Student Achievement

District initiatives are based on researched based practices. District focus is to have all staff assessment literate to increase student achievement.

Teacher Development and Evaluation Plan

The Teacher Development and Evaluation Plan will:

- Establish a three-year professional review cycle for each teacher that is compliant with state statute for tenured and probationary teachers.
- Establish a development, evaluation, and peer observation plan for probationary and continuing contract/tenured teachers.
- Be clearly defined, fair, reliable, and valid
- Foster and build collaboration and teamwork through professional learning opportunities.
- Support ongoing and sustained professional growth and development to improve learning for students.
- Recognize that high expectations and commitment to continuous learning is essential.
- Support individual and diverse needs for professional development, goal setting, reflection, and self-assessment through a variety of opportunities.

Principal Evaluation

Annual Process:

Summer-

- Principal and superintendent clarify vision, mission and district goals.
- Principal in collaboration with superintendent develops Leadership Growth Plan. Goals should be measurable and attainable.

Winter-

- Principal and superintendent discuss progress on Leadership Growth Plans.

Spring-

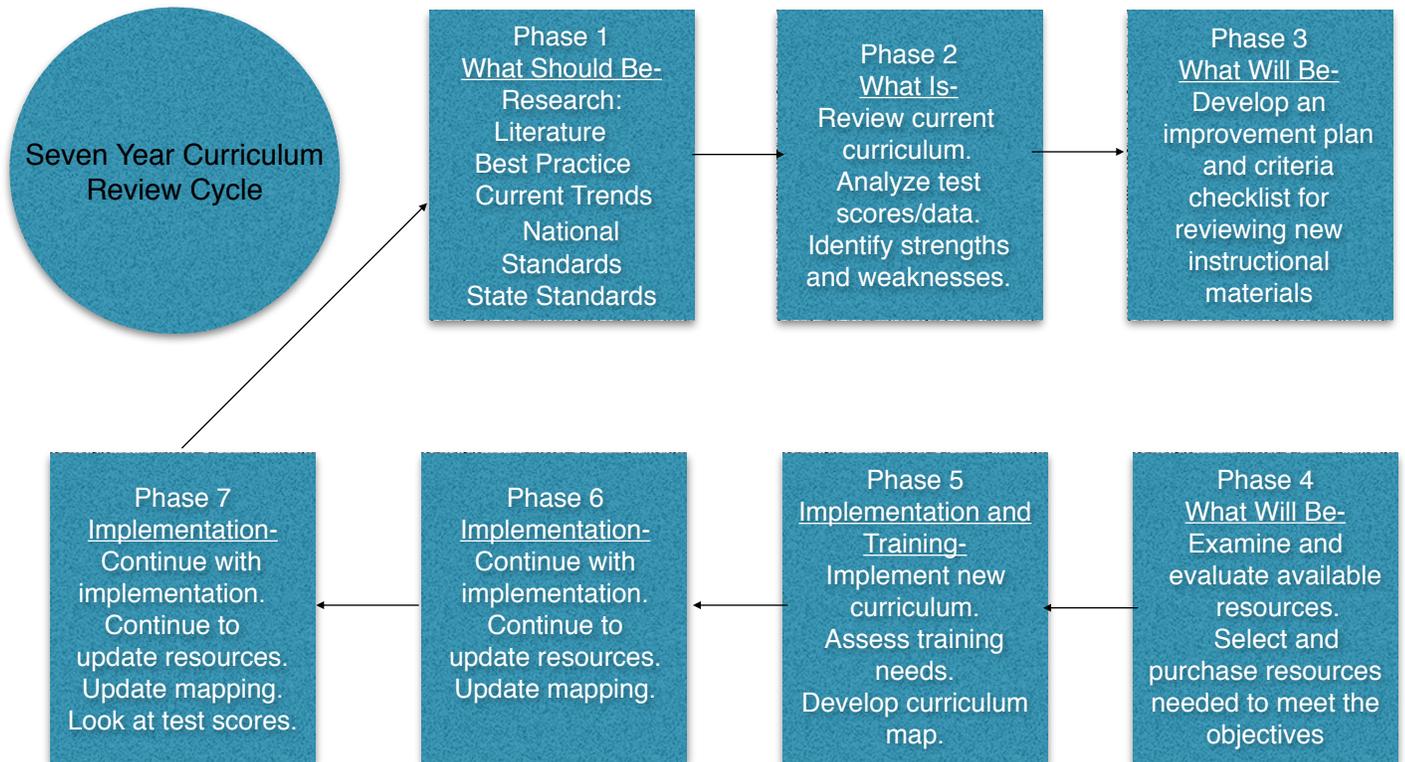
- Survey is given to key stakeholders.
- Principal completes a self-assessment of performance on the leadership standards and rubrics. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent.
- The official performance review is shared, clarified and discussed with the principal. Changes may be made as a result of the discussions.
- A copy of the final written performance review form is placed in the principals personnel folder.

Curriculum Review

The Esko Public Schools will follow a Curriculum Review Cycle as it implements the Minnesota and district academic standards. This document ensures that all students will receive instruction, curriculum and assessment, which will complete the state and district academic standards in all disciplines. Technology will be integrated across all disciplines. When the Minnesota Department of Education adopts new standards in a subject area, that subject area will be given a two year review to align curriculum to the new standards. Curriculum mapping

will be a constant as we evaluate alignment of standards and curriculum, and review common assessments.

Curriculum Review Cycle



Programming to Improve Student Achievement

District and school leaders must work together to create a strong system of support for all students. In this section, we have many of the programs that support students at all levels. Contact information to learn more about the programs are listed within each section.

ADSIS

The purpose of Alternative Delivery of Specialized Instructional Services (ADSIS) is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing supports early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports and collect data as specified in the application and submit evaluation information to the Minnesota Department of Education each year to determine program impact.

English Learners

The English as Second Language professionals in Esko Public Schools believe that all children can learn and have the right to experience success in school. We believe that our growing diversity will make our community richer and that respect for all cultures is an integral part of our success as a district. We will work to ensure student success and cultural competency by establishing productive relationships with parents, school staff and the community.

Read Well By Third Grade Plan

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy “plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district Web site.”

Reading Well by Third Grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading Well by Grade Three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Goals and Objectives

Esko Public School Literacy Plan describes the district’s practices and procedures to reach the goal of having all students, by the end of their third grade year, reach or exceeds proficiency as measured by the MCA-III Reading Assessment.

Special Education

Every school building in the Esko School District has staff members licensed to provide special education and related services for those students who meet criteria and have special education needs.

Parents and students are directly involved with school and appropriate outside agency staff in the development of the special education program and the student's Individual Education Plan (IEP) for school-age children, Individual Family Service Plan (IFSP) for children in Early Childhood Special Education, or Individual Interagency Intervention Plan (IIIP) for students getting services from multiple agencies. Programs and related services for students with a disability may begin at birth or as soon as criteria is met and the need for special education services is determined.

Students are eligible for special education services until the IEP, IIIP, or IFSP Team decides to terminate services. Special education services are also terminated when the student graduates from high school or when the student is 21 years of age. Students remain with their general education peers in the least restrictive environment (LRE) to the extent the IEP, IIIP, or IFSP Team determines is appropriate.

Special education program evaluation in Esko is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities.

Students' Successful Transition to Post Secondary Plan

Minnesota Statutes, section 120B.125

Legislation requires all students, starting in grade nine, to have a "plan" around seven key elements. This plan includes academic scheduling, career exploration, 21st century skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities. These seven elements are integrated into students' experiences and programming at Esko High School.

- Provide a comprehensive academic plan for completing a college and career ready curriculum premised on meeting state and local academic standards
- Developing 21st century skills such as teamwork, collaboration, and good work habits
- Emphasize academic rigor and high expectations
- Help students identify personal learning styles that may affect their post-secondary education and employment choices
- Help students succeed at gaining/gain access to post-secondary education and career options.
- Integrate strong academic content into career focused courses and integrate relevant career focused courses into strong academic content
- Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for post-secondary education and careers, and obtain information about post-secondary education costs and eligibility for financial aid and scholarship

Title I and II Funding

Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to local education agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.

Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach--at a minimum--proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

Esko Public School's funding is based on free and reduced lunch count. During the 2013-14 school year, the percentage of free and reduced lunch was 11.4%. Due to the low number of students qualifying for free and reduced lunch, the funding received from Title 1 and II sources was minimal.

Title I funding is used to support supplemental reading services at Winterquist Elementary School.

The Title II Program provides professional development funding to Local Education Agencies (LEAs) that is tied to research-based curriculum that impacts student achievement. These funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide continuous, ongoing training that

helps teachers better understand academic subjects and to learn new instructional strategies focused on improved student learning.

In addition to using Title II funds for professional development, funds can also be used for a variety of other purposes, from recruiting and retaining teachers to reducing class sizes.

Esko Public School uses Title II funding to reduce class sizes at Winterquist Elementary School.