

WORLD'S BEST WORKFORCE PLAN

ISD #581 Edgerton Public School

2021-2022

This plan has been developed to comply with MN Statute 120B.11. The plan is developed to provide a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The five goals that are the focus of the plan include: 1) All students are ready for kindergarten, 2) All third-graders can read at grade level, 3) All achievement gaps between students are closed, 4) All students are ready for career and/or postsecondary education, 5) All students graduate from high school.



Supporting Teaching and Learning

MN Statute 120B.11: Striving for the World's Best Workforce:

Subd. 1a. Performance Measures

District 581 will use National and local assessment results to determine school site progress in creating the world's best workforce.

Subd. 2. Adopting Plans and Budgets

District 581 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 and will include:

1. Each school will assess and evaluate each student's progress toward meeting state and local academic standards.
2. District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce.
3. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, principal evaluations and teacher evaluations.
4. District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.
5. District teaching practice will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that supports teacher quality, performance and effectiveness.
6. The School Board will adopt an annual budget for implementation of the district plan.

Subd. 3. District Advisory Committee

The District 581 Curriculum, Instruction and Assessment Advisory Committee composed of teachers, parents, support staff, students, and other community residents is established to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments and program evaluations.

Subd. 4. Site Teams

School site teams are in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Report

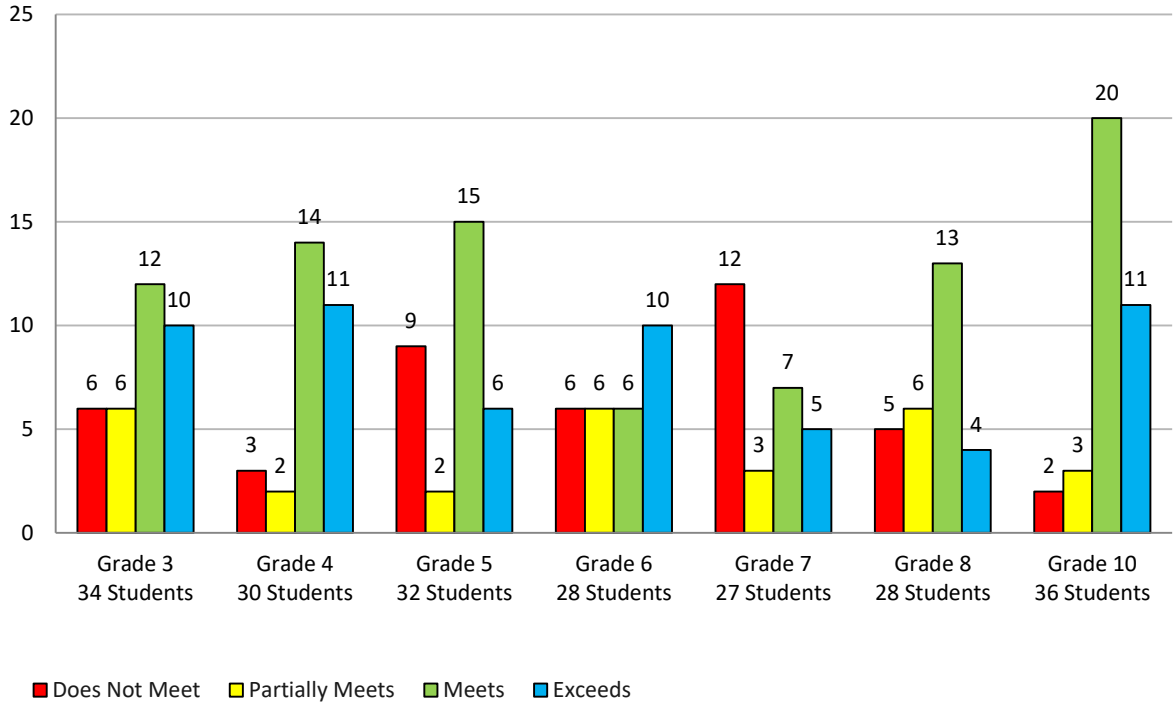
A report will be published on the Edgerton Public ISD #581 website, www.edgertonpublic.com, that outlines the strategic plan for developing the world's best workforce. The School Board will submit an electronic summary of the report to the commissioner.

Subd. 7. Periodic Report

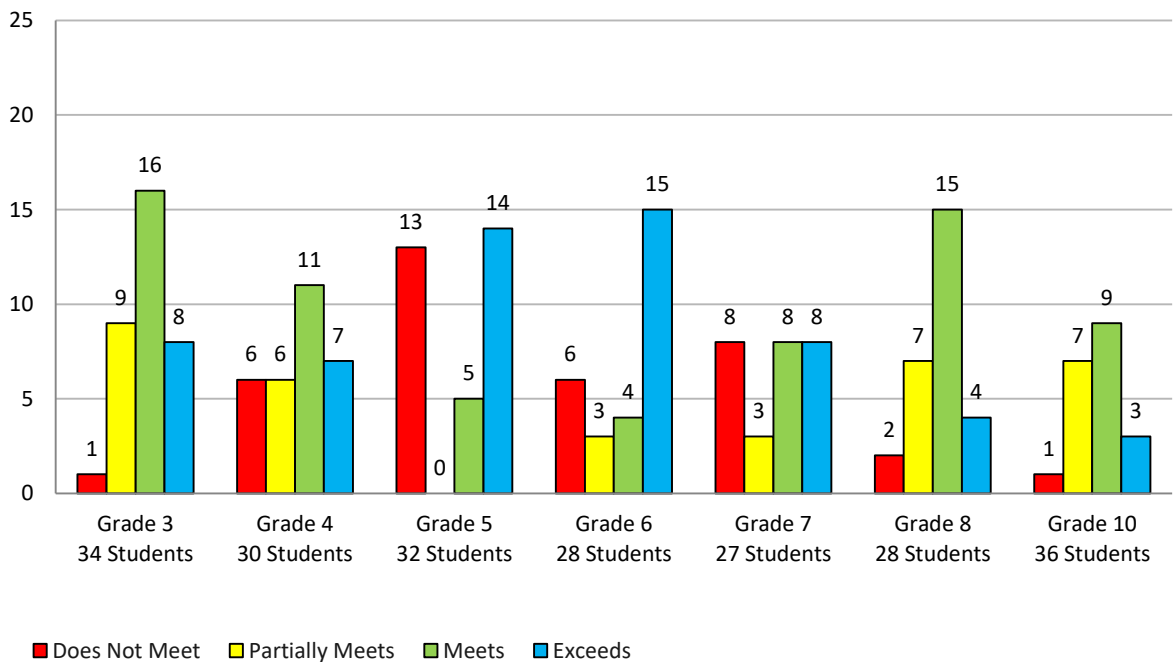
District 581 will periodically survey the community in regard to their connection and satisfaction with school. The results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120B.11, Subd.1a.-7

2021 Reading Proficiency by Grade Level



2021 Math Proficiency by Grade Level



District and School Goals

District and Building-Level Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

The Edgerton Public School District establishes, implements and monitors a continuous process of improvement that focuses on student learning and achievement.

An education system is successful when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained, and the system and its schools demonstrate progress in improving student learning and achievement. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness and assessment of the improvement process.

2021-2022 District 581 Edgerton Public School Continuous Improvement Goals

District Level Goals	Improve instruction for Edgerton Public students: <ul style="list-style-type: none"> ● Implement our new K-5 reading curriculum along with PK-2 phonics and phonemic awareness curriculum and instructional practices ● Provide students with effective feedback that improves achievement
	Strengthen support for the social and emotional development of students. Researching options for a replacement to PBIS or to strengthen our PBIS PK-12.
Elementary	Following MDE guidelines, evaluate students' academic levels and implement strategies to work on closing the gap.
	Improve our math instruction and strategies to have stronger number sense.
	Implement our reading curriculum and continue our teachers confidence in teaching it.
Middle & High School	Increase the academic rigor to the level of pre-covid.
	Expand instruction to include tools that are connected to our one to one use of Chromebooks.
	Increase student independence and self-confidence through relationship building.

Goals and Benchmarks for Instruction and Student Achievement

The following are specific and measurable goals for each area in 2020-2021.

2021-2022 Goals
Achievement Gap
In 2021, Free/Reduced Price Meals Students attained a 21% proficient rating for math on the MCA III. In 2022, the Free/Reduced Meals Students will achieve 25% proficient on the MCA III Math Assessment. In 2021, Free/Reduced Price Meals Students attained 26% proficient on the MCA III Reading Assessment. In 2022, on the MCA III Reading Assessment the Free/Reduced Students will achieve at 30% Proficient.
Third Grade Literacy
Edgerton Public will increase all students' third grade FAST Spring CBMR from 63% Low Risk to 68%. We would decrease our High Risk from 7% to 4%.
Career and College Readiness
<p>Current Career and College Readiness Activities:</p> <ul style="list-style-type: none"> • Freshman introduction to college and careers by our Counselor, begin their individual learning plans • Sophomores attend the college/career fair, PSEO (those that qualify), CTE Courses • Juniors offered ASVAB, ACT Preparation Course, Individual College Visits, PSEO Courses, Attendance at the College Fair, • Seniors-PSEO Courses, Individual College Visits, Financial Aid Planning Session, School to Work offered, Collaborative CTE Course Offerings <p>Goal: The percentage of students at Edgerton Public High School who are college and career ready will stay at 100%, as measured by having career goals in a written format, completing a career assessment, having 95% or higher attendance rate, and meeting all graduation requirements.</p>
All Students Graduate Goal
Graduation rate is measured and reported by the state. The 2021 Edgerton Public Schools graduation rate was 95%. The number of students graduating from Edgerton Public Schools will maintain 100% in 2022.
Kindergarten Readiness
Edgerton Public Elementary uses the FastBridge test to assess the readiness of all Kindergarten students. 62% of students that participated in the district Pre-K program were proficient in early math the fall of 2021. In the fall of 2022, 70% of students entering the Kindergarten program will score at a proficient level in the early math composite assessment of the FastBridge assessment. 72% of students that participated in the district Pre-K program were proficient in Early Reading the fall of 2021. In the fall of 2022, 80% of students entering the Kindergarten program will score at a proficient level in the early reading composite assessment of the FastBridge assessment.

Assessing and Evaluating Student Progress

Each school will assess and evaluate each student's progress toward meeting academic standards. The District 581 Assessment Plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

OBJECTIVES

- To Measure the effectiveness of district curriculum in meeting MN academic standards
- To make informed curriculum and instruction decisions based on student achievement results

USE OF TEST RESULTS:

- Assist in instructional planning and progress monitoring
- Develop focused interventions for increased student achievement
- Inform and assist in the placement of students for participation in programs
- Provide data for evaluation and development building level and district Continuous Improvement Plans
- Adhere to state and federal regulations and requirements
- An accountability measurement for the district and state

WHAT ARE THE TESTS AND WHAT DO THEY MEASURE?

Test	Grades	Subjects	Purpose
Access for ELL	K-12	English	English language proficiency for ELL students
FastBridge	K-2	Reading and Math	Screen for reading fluency and math skills. Identify individual student needs for use in the Rtl process. Refine interventions based on specific learning skills.
STAR	2-8	Reading and Math	Screen for reading comprehension and math skills. Identify individual student needs for use in the Rtl process. Connect learning targets and state standards to skills and use data to help guide instruction. 2020-2021 STAR is used to place students for Accelerated Reading Program.
MCA's	3-8, 10, 11	Reading, Math, and Science	The assessments are based on state standards and provide information concerning student proficiency in reading, math, and science. Results can be used to help identify instructional needs and effectiveness.
ASVAB	11-12	Vocational Interests and Skills	This is an elective assessment and includes an interest inventory and career cluster test.
ACT	11-12	English, Math, Reading and Science	This assessment is offered to Juniors and Seniors. Students prepare for the test through participation in test prep offered by the school.

Effectiveness of Instruction and Curriculum: Review Process

District curriculum will be reviewed on a continuous-cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum and student achievement will be identified and implemented.

Shaping Teaching and Learning Through Curriculum, Assessment, Technology, and Professional Development

Best Practice in a rigorous and comprehensive curriculum involves Planning, Teaching, Assessment and Data Analysis. Elementary and Secondary Content Area Specialists, under the leadership of Building Principal, guide staff in an on-going process of aligning curriculum, instruction and assessment to Minnesota State and National Standards. Curricular teams identify and implement strategies for improving instruction, curriculum and student achievement.

Preparing students for the future means providing them with a 21st Century skillset integrated across all learning areas:

- Critical Thinking and Problem-Solving
- Collaboration across Networks
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Written and Oral Communication
- Accessing and Analyzing Information
- Creativity and Imagination

We believe this is accomplished by focusing on differentiating instruction, personalizing education for students, utilizing technology to maximize student achievement, and ensuring best practices in instruction and assessment in every classroom.

District 581 Academic Areas of Focus:

- Reading, Writing, Speaking, Listening, and Viewing in the English Language
- Mathematics
- Science
- History and Social Studies

- The Arts: Visual, Music, and Theatre
- Wellness: Health and Physical Education
- Career and Technical

District Advisory WBWF Committee Members, Terms, and Selection

The Advisory Committee is a cross section of people from all levels of school personnel, community members, Board of Education Representatives, and support staff. Terms are on an annual basis. Committee membership is solicited annually in the fall to serve for that current school year.

The District Advisory Committee for the 2021-2022 school year consisted of the following members:

Curriculum and WBWF Advisory Committee Members	
Ivan Vande Griend	School Board Member
Keith Buckridge	Superintendent/Elementary Principal
Brian Gilbertson	MS/HS Principal
Shelby Reker	PK-12 Counselor
Karen Bruxvoort	Paraprofessional
Gracie Casas	Support Staff/Parent
Jason Snyder	Parent
Max Zwart	K-12 SPED Teacher
Glenda Vande Griend	Community Member
Marilyn Delaney	Elementary Teacher
Dana Wieck	Elementary Teacher (Speech)
Michael Dwire	HS Teacher
	Parent
	Student

Staff Development

The mission of the school district's Staff Development Committee is to review, interpret, develop and recommend systematic improvement plans for the Edgerton Public School District. This objective is met through the staff development process. The Staff Development Committee establishes goals for district improvement. The following goals were established for this year:

Edgerton Public Elementary & High-School 2021-2022 Goals

The staff at Edgerton Public Schools will increase student achievement by:

- Implementing a plan to increase student achievement
- Participating in the Southern Collaborative
- Expanding RTI and targeted intervention programs
- Implementing learning activities involving one to one technologies
- Implement PBIS or alternative with fidelity at the Elementary and HS

Board of Education Goal

The School Board of the Edgerton Public School District will develop and implement a plan to increase student achievement by providing training in educational best practices.

Paraprofessional Goal

Assist students to meet academic needs and goals as it pertains to state standards.

Effectiveness of Instruction and Curriculum: Review Process: Teacher Evaluation

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations.

The district uses the MDE Model as a framework for teacher evaluation.

THE DISTRICT 581 TEACHER EVALUATION MODEL ENCOMPASSES ALL REQUIREMENTS OF MN STATE STATUTE 122A.40.

District Administration is responsible for:

- Coordinating staff development activities to engage teachers in understanding and implementing all parts of the statute.
- Providing a vehicle for staff in communicating Individual Growth Plans.
- Assisting with coordination of the District's Teacher Induction program.
- Providing staff the opportunity to participate in a Professional Development.

Teachers are responsible for:

- Understanding and implementing the requirements of MN State Statute 122A.40.
- Measuring and documenting Student Growth.
- Measuring and documenting Student Engagement explicitly aligned with elements of their content specific curriculum.
- Participation and documentation of an Individual Growth Plan that includes:
 - Annual goal setting based on building-level goals

Professional Development:

Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, rigorous curriculum and technology. Professional development will embrace a collaborative professional culture that supports teacher quality, performance and effectiveness.

PROFESSIONAL LEARNING IS A CONTINUOUS-IMPROVEMENT PROCESS.

The fundamental goal of professional development in the Edgerton Public School District is to improve student learning by:

- refining the quality of classroom instruction

- enabling individuals to grow professionally
- introducing practitioners to practical applications of research-based strategies
- assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota Academic Standard

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are those for educators. The globalization of business and industry and the explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. The Edgerton Public School District strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs.

Planned professional development for the 2021-2022 School Year include/planned:

Participation in the Southern Collaborative (On-going through school year)

- Throughout the school year teachers participate with similar sized schools to analyze student achievement and effective methods for improving achievement.
- Staff members attend content-based meetings to collaborate with similar teachers from other districts.
- Staff members contribute lessons, interventions, and strategies to a common database.
- A data team participated in a Data Mine and shared information with staff and other stakeholders.

August 26, 2021

- Teamwork/Relationship Building- Group- The Humanity Launch

August 30 through September 2, 2021

- Mandatory trainings/meetings
- Building relationships
- Department meetings

November 5, 2021

- Follow up training- The Humanity Launch

January 25, 2022

- In District Meetings
- Joint South Collaborative In-Service- Jerry Brooks

March 18, 2022

- End of quarter work and prepare for conferences

April 22, 2022

- End of quarter work and parent contacts if needed

Effectiveness of Instruction and Curriculum: Review Process: Principal Evaluation

District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.

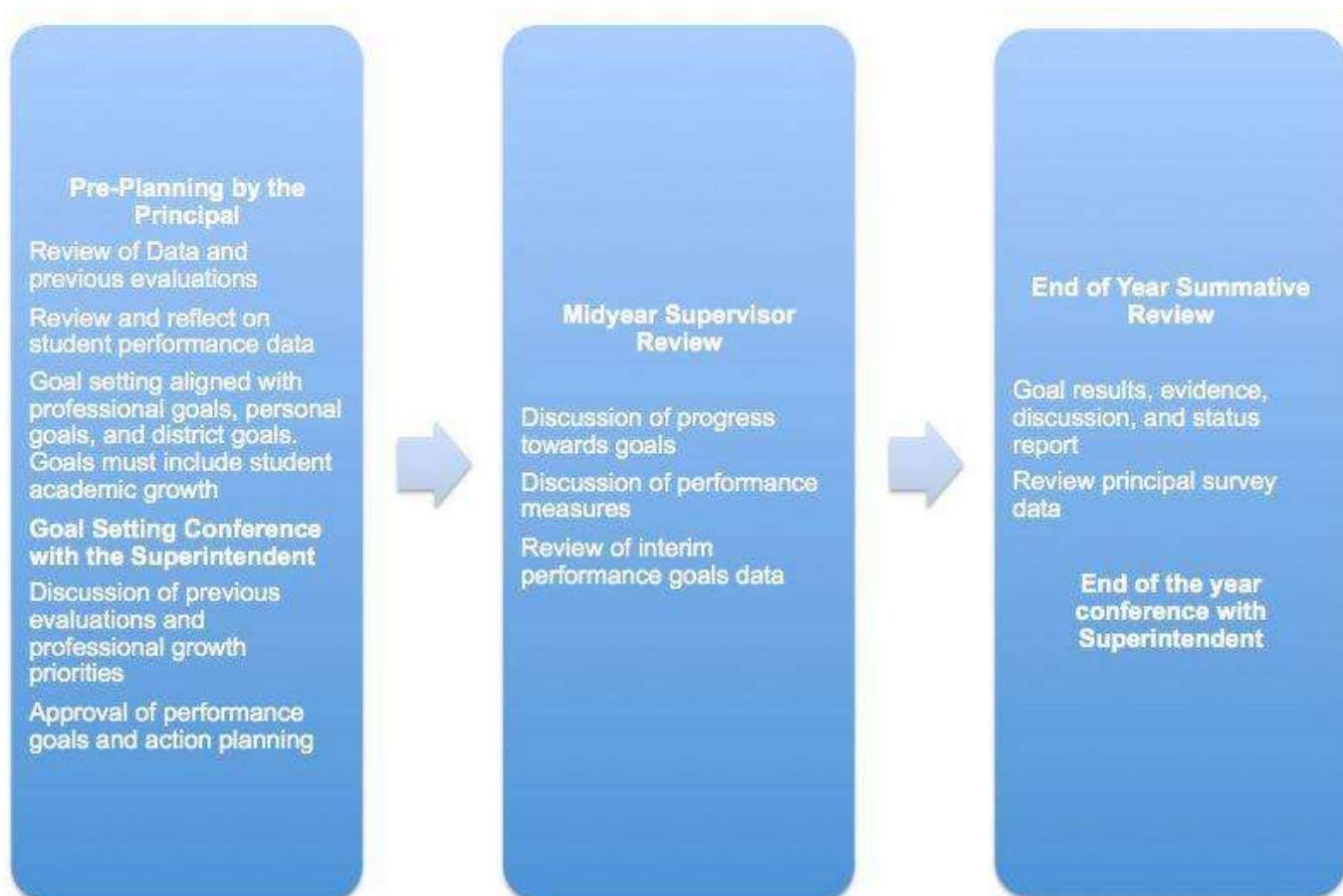
EDGERTON PUBLIC SCHOOL DISTRICT PRINCIPAL GROWTH & EVALUATION PROCESS

District 581 school principals will establish one goal in 3 of the following core competencies:

- Mission & Vision
- Instructional Leadership
- Human Resources
- Professional and Ethical Leadership
- Resource Management

Goals collaboratively set and approved by both the principal and evaluator. A minimum of three goals will be set with at least one goal based on student data or student learning measures. (Instructional Leadership)

Measures collaboratively set and approved by the principal and evaluator.



EDGERTON PUBLIC SCHOOL DISTRICT PRINCIPAL GROWTH & EVALUATION PROCESS

2021 Data Mine Summary

Each year when test score data is released in August, members of the Edgerton Public School data team participate in a one day data mine. The purpose of the data mine is to compile relevant data from test scores and identify strengths and weaknesses based on the findings. The information is all compiled and shared at a regular meeting of the Edgerton Public school board.

Annual Budget

The School Board will adopt an annual budget for implementation of the district plan.

The District 581 Edgerton Public School District allocates 2% of the general education revenue to support the implementation of the Strategic Plan for improving teaching and learning that is aligned with developing the world's best workforce. MN Statute 120B.11.

District-Site Level Leadership Teams

Both the Elementary and Secondary school will create professional development teams to create and implement strategies and education effectiveness practices to improve instruction, curriculum, and student achievement. These teams advise the School Board and Curriculum Advisory Committee on budgetary, instruction and curriculum improvement matters that align in meeting state and district academic standards and instruction.

Annual Reporting

This report shall be published annually on the Edgerton Public School District website. It will be presented annually in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.

An electronic summary of this report will be submitted to the commissioner of education by the superintendent on behalf of the school board.

Equitable Access to Teachers

The Edgerton Public School District has established practices that ensure student access to experienced and qualified teachers is equitable for all students. Practices include:

- Priority is given, and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.
- When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.
- The school district reviews teacher licensure data and identifies those who are on Tier I and Tier II teaching licenses. These individuals are placed throughout the system to not create disparities due to distribution.

Assessment Advisory Committee

The assessment advisory committee in conjunction with the curriculum advisory committee each year considers the purpose and value of each student assessment. The goal of the committee is to garner the greatest amount of feedback without disrupting instructional time. The testing calendar is published each year prior to the school year and is posted on the school website. A link to the testing calendar is listed below.

2021-2022 Testing Calendar