

East Central
Public Schools #2580

World's Best Workforce Plan

This plan complies with Minnesota Statute section 120B.11

Reviewed 9-17-18



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World's Best Workforce Plan

Mission:

East Central Public Schools, in partnership with families and community, is dedicated to achieving educational excellence by developing in all students the confidence, knowledge, and responsibility to succeed.

Our Report to Our Community:

Each year the evaluation activities of the World's Best Workforce Plan will be prepared for the community. It is a comprehensive plan to support and improve teaching and learning with the goal of creating the world's best workforce. The goal of this plan is to align educational initiatives servicing students in grades pre-k through twelve. The plan is based on five performance measures:

1. Closing the Achievement Gap(s)
2. All students ready for Kindergarten
3. All students in third grade at or above grade level literacy
4. All students attaining career and college readiness before graduation.
5. All students graduating from high school

**This plan was presented to the East Central Board of Education for review and adoption on September 17, 2018. It is posted for all district residents on the school's website with the intent of informing the public of student achievement and the impact of the curriculum and instruction throughout the past year. A summary of this plan is sent to the Minnesota Commissioner of Education for review.

Closing the Achievement Gap(s):

Achievement Gap is measured by the schools ability to get higher levels of growth from lower-performing subgroups than statewide average growth for higher-performing groups. We want to see growth at or above the state growth levels. The majority of the areas show growth lower than the state average. American Indian math scores had a cell size that was too small to measure.

2018 MCA Scores (percent proficient) by subgroup as compared to the State:

| Student Population | Reading | Math |
|---------------------------|---------|-------|
| State Average | 59.8% | 57% |
| East Central All Students | 54.4% | 49.3% |
| White | 56.4% | 52.8% |
| American Indian | 45.7% | 33.3% |
| FRL | 43.7% | 35% |

Goal: East Central School District will decrease the FRL proficiency gaps by 3% in 2019 as measured by MCAs.



All students ready for Kindergarten:

East Central Public Schools expanded preschool programming for four year old students during the 2013-2014 school year and again in the 2017-18 school year. These expansions doubled the amount of preschool offered to our four year old students as compared to 2012. The intent of this expansion is to prepare all preschoolers with the school readiness skills necessary to be successful in Kindergarten.

Kindergarten Readiness Data: (Percentage of students who met or exceed goal)

| IGDI/DIEBELS | 2013-2014 | 2014-2015 | 2015-2016 | 2016-17 | 2017-18 |
|----------------|-----------|-----------|-----------|---------|---------|
| Rhyming | 59% | 64% | 51% | 62% | 58% |
| Picture Naming | 94% | 72% | 63% | 85% | 65% |
| Alliteration | 44% | 40% | 48% | 44% | 40% |
| Letter Naming | 52% | 50% | 74% | 56% | 61% |
| Letter Sounds | 35% | 40% | 53% | 41% | 21% |

2017-2018 School year: 48% of students met or above goal in all of these areas. 25/52 students

2016-2017 School year: 45% of students met or above goal in all of these areas. 17/37 students

2015-2016 school year: 42% of students met or above goal in all of these areas. 22/52 students

2014-2015 school year: 44% of students met or above goal in all of these areas. 22/50 students

2013-14 school year: 35% of students made grade level goals in all of these areas.19/54 students

Goal: East Central Elementary will have 52% of preschool students meeting or exceeding all goals areas as measured by the above assessments at the end of the 2018-19 school year.

All third grade students at or above grade level literacy:

Overview of East Central Read Well Literacy Plan: (Please refer to the plan document for more information)

The East Central School District 2580 is fully committed to having all students’ grades Kindergarten through Grade three be proficient readers. Literacy development starts at an early age, and is the basis for all academic success. Our goals are to use the Reading Well by Third grade to ensure that our students have the solid foundation of literacy skills needed to prosper in the 21st Century. Research based instruction will assist students to expand their understandings of what they have read. This instruction will create opportunities for all students to be prepared for college and in the workplace. The sustained efforts needed to forge quality literacy environments in all of our schools will be paramount to our success of the Reading Well by Third Grade Literacy Plan.

Assessment Plan

The purpose of the East Central district assessment plan is to identify students who are not currently reading at grade level. The assessment data is used to help plan and implement instructional needs of the students. Interventions are tailored to accelerate growth and achieve grade level performance. The East Central District



implements literacy screening for all enrolled students three times each school year. These assessments help identify students who may be at risk for having difficulty meeting grade level expectations. Criterion referenced target scores have been established for each measure at each administration time that reflect expected grade level performance for that measure. These target scores are set to predict a high likelihood of success on the upcoming Minnesota Comprehensive Assessment (MCA) state test. East Central District uses the target scores collected and established by the St. Croix River Education District (SCRED). SCRED establishes annual target scores that are aligned to the state MN Comprehensive reading assessments and/or the FAST aReading and Fast aMath. Please reference SCRED’s assessment website for the annual target score calculations.

Four Types of Assessments for Literacy and Reasons for their use:

1. Screening or Benchmark Assessments – Assessments conducted 3-4 times per year in grades Pre K through grade 8 to determine which students may be at risk or need of additional instructional support.
2. Diagnostic Assessment – Informal assessments conducted so that targeted information can help determine specific instructional needs.
3. Progress Monitoring Assessments – Assessments used between screening or benchmark periods on students who are receiving interventions. Typically, the benchmark assessment and the progress monitoring assessment are aligned so there is a consistent tool used throughout the year.
4. Summative or Outcome Assessments - Assessments used at the end of learning to determine if students have made outcome targets. MN state assessments (MCA) are outcome assessments based upon state standards. In East Central District Kindergarten and Grade 1 are given SRA Direct Instruction Mastery tests, Grades 2 -6 are given Houghton Mifflin unit/theme assessments to determine mastery of lesson objectives.

3rd Grade Reading MCA Proficiency Data:

| Year | Actual (Percent Proficient) | Goal (Percent Proficient) |
|-------------|--|--------------------------------------|
| 2013 | 42.9% | - |
| 2014 | 43.5% | - |
| 2015 | 50.0% | - |
| 2016 | 52.8% | 53.0% |
| 2017 | 50.0% | 57.0% (goal not met) |
| 2018 | 51.1% | 57.0% (goal not met) |
| 2019 | TBD | 58% |
| 2020 | TBD | 65% |

East Central third grades increased the percentage of students proficient in reading each year from 2013-2015. In 2016 a slight decline in reading proficiency is evident but a slight increase took place in 2018.

Goal continued: East Central third graders in 2018-19 will score at or above 57% proficient as measured by the MCA Reading (all accountability) tests.

All students achieving career and college readiness before graduation:



All students attending East Central Schools take part in a career planning and exploration process. This process is as follows...

7th Grade: Students in 7th grade start the college and career planning process by exploring who they are which include their likes, dislikes, and exploring that college is available for all. Students use “Choosing a College” booklet by Minnesota Office of Higher Education that they will keep in 7-9th grades.

8th Grade: Students in 8th grade continue to use the “Choosing a College” booklet to complete activities which include learning about career interest personalities, levels of colleges, introducing ways to pay for college, and earning college credits in high school. They create a profile on Minnesota Career and Information System to explore their interest personalities relating them to a career and starting the Individual Learning Plan.

9th Grade: Students in 9th grade start their career folders which is a paper copy of their Individual Learning Plan. It allows them to track their college planning process over the next four years as well as keep track of extracurricular activities and work experience. Students learn how to read their transcripts. Students are also enrolled in a 9th grade Future Prep course which they continue to use the MCIS program to explore their interests, and start college exploration. In Future’s prep students participate in mock job interviews with community volunteers and local business owners.

10th Grade: Students in 10th grade participate in MCIS. Two college field trips take for 10th graders: FDLTCC Career Fair and a college visit. Time is spent updating career folders. Students complete a resume and cover letter in their English classes.

11th grade: Students in 11th grade attend to field trips: a college visit and Pine Tech College Fair (also available to them is attendance at the National College Fair). Students use MCIS to explore college options. During College Knowledge month they receive a presentation on Paying for College and begin learning the financial aid terminology.

12th Grade: College knowledge month is designed around the senior class. They attend the Pine Tech College Fair, attend a Paying for College presentation, and meet with professionals in careers they are interested in. All students participate in college application day. In late February, students and parents attend a financial aid night to complete their FAFSA’s.

This process is designed to help students make an informed decision about their post high school plans. East Central Public Schools strives to have each and every student ready to be college and/or career ready. We understand students have varying abilities so we strive to meet each individual’s needs and maximize their potential. Pine Technical and Community College has received enough foundation donations to offer the first year of college for free to all students in the class of 2019. This will provide a great jump start for first generation college students who typically site cost as a deterrent for attending college.

College and Career Readiness Data:



ACT Results – Average Scores

| Year | Total Tested | | English | | Math | | Reading | | Science | | Composite | |
|-------------|--------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | EC | State | EC | State | EC | State | EC | State | EC | State | EC | State |
| 2013 | 27 | 44,676 | 21.0 | 22.2 | 21.5 | 23.1 | 21.7 | 23.1 | 22.4 | 22.9 | 21.8 | 23.0 |
| 2014 | 25 | 45,305 | 21.2 | 22.1 | 22.6 | 23.0 | 22.6 | 23.1 | 21.3 | 22.9 | 21.1 | 22.9 |
| 2015 | 18 | 46,862 | 21.4 | 21.8 | 23.3 | 22.8 | 22.1 | 23.0 | 23.2 | 22.7 | 22.6 | 22.7 |
| 2016 | 52 | 64,145 | 18.0 | 20.0 | 19.4 | 21.2 | 19.0 | 21.3 | 19.4 | 21.3 | 19.1 | 21.1 |
| 2017 | 32 | 61,101 | 19.3 | 20.4 | 20.7 | 21.5 | 23.0 | 21.8 | 21.5 | 21.6 | 21.3 | 21.5 |
| 2018 | 39 | 61,253 | 16.5 | 20.2 | 18.1 | 21.4 | 18.8 | 21.7 | 18.2 | 21.4 | 18.0 | 21.3 |

The 2018 ACT data shows our students are testing below the state average. Given the small size of the classes testing each year, our numbers can fluctuate greatly. If one or two students score significantly better or worse the data can go up or down with greater variance. Our history tells us that our students typically score below the state average. We hope to see this change with an increased focus on college and career readiness.

Goal: East Central students will score at or above 22 as measured by the composite score on the ACT school summary report.

All students graduating from high school:

It is the goal of East Central Public Schools to have all students graduate from high school. Due to small class sizes graduation rates can fluctuate greatly if 1-2 students are categorized as ‘continuing’ or 1-2 students do not graduate on time.

The following data reflects the district’s historical graduation rates....

| Year | Graduation Rate |
|-------------|-----------------|
| 2011 | 81.4% |
| 2012 | 92.6% |
| 2013 | 75.0% |
| 2014 | 62.5% |
| 2015 | 97.0% |
| 2016 | 88.4% |
| 2017 | 86.1% |
| 2018 | TBD |

Goal: East Central Schools will maintain a minimum of a 90% graduation rate.

Student Achievement Benchmarks

MCA Scores – the chart below lists the percentage of students that “meet” or “exceed” the testing standards at each grade level.



| GR | | Reading 2018 | Math 2018 | Science 2018 |
|-----------|-----------------|--------------|-------------|--------------|
| 3 | District | 51.1 | 62.2 | NA |
| 3 | MN | 55.7 | 66.4 | NA |
| 4 | District | 54 | 71.4 | NA |
| 4 | MN | 55.5 | 64.9 | NA |
| 5 | District | 68.8 | 62.5 | 41.7 |
| 5 | MN | 66.9 | 54.7 | 58.1 |
| 6 | District | 60.7 | 47.5 | NA |
| 6 | MN | 64.5 | 53.6 | NA |
| 7 | District | 40 | 23.3 | NA |
| 7 | MN | 58.1 | 54.4 | NA |
| 8 | District | 51.2 | 27.9 | 23.3 |
| 8 | MN | 58.4 | 57 | 44.7 |
| 10 | District | 56.5 | NA | 37.2 |
| 10 | MN | 59 | NA | 52 |
| 11 | District | NA | 48.9 | NA |
| 11 | MN | NA | 47.1 | NA |

2018 Reading MCA III state average for all grades tested was 59.8%. Our school scored below the state average at 54.4%

2018 Math MCA III state average for all grades tested was 57.0%. Our school scored below the state average at 49.3%

2018 Science MCA III state average for all grades tested was 51.7%. Our school scored below the state average at 34.3%

Identification of Needs

What needs are present based on the above data:

As a school district our students are showing slow but steady improvement in proficiency scores. Our students show growth that exceeds state and national averages but they still struggle to meet grade level proficiency standards. We will continue to work to prioritize early learning opportunities to start earlier with effective instructional practices. By starting with students early we can hopefully boost their skills deficits so they are ready for kindergarten and beyond.

What processes are in place for assessing and evaluating student progress? Included students meeting academic standards...

Student achievement data is monitor closely so we can make changes to student programming. Teachers work in grade levels to examine student work and prioritize instructional changes. Students not meeting



academic standards are provided with research based interventions through Title I programming, ADSIS programming, and special education services. Teachers work to differentiate instruction in the general education setting and are evaluated by school administration as to its effectiveness.

What systems are in place to review effectiveness of curriculum and instruction? Include teacher & principal evaluation.

The district evaluates teachers every school year. Non-tenured teachers are evaluated a minimum of three times per school year and tenured staff a minimum of once per year. Additionally, several walkthroughs are conducted to add data points to all teacher evaluations. Teacher performance is based on student achievement, professional collaboration, and contributions to the school district. Non-tenured Teachers who are deemed ineffective do not have their contracts renewed. Tenured teachers not making progress are placed on improvement plans and monitored closely by school administration for further support. Equitable access to quality instruction is not an issue at East Central Schools because only quality teachers remain employed at our school district.

What steps are we talking to ensure a collaborative professional culture?

Through our partnership with the Minnesota Centers of Excellence our teaching staff works in highly effective professional learning communities to promote a collaborative professional culture. We have followed the advice of the Centers of Excellence closely and thus we our PLC's are highly effective. To truly understand our PLC work you should come and observe our teaching staff in action.

How does technology promote high-quality instruction?

Instructional technology is a tool used to enhance student engagement and streamline effective teaching practices. Technology has allowed for increased interaction with teachers both in the classroom and outside the classroom. In our small rural school district we are able to expand the learning environment beyond classroom walls without leaving the classroom with the use of technology. For example use of Google Expeditions has allowed our students to take virtual field trips to deepen their understanding of the curriculum.

How does the district ensure equitable access to effective teachers?

All students have equitable access to highly effective teachers at East Central Schools.

Student Achievement Goals for 2018-2019

East Central Elementary:

East Central Elementary School will increase the percentage of students' proficient on the Math MCA from 60.8% to 64% in 2019.



Historical Data:

2018 Results showed 60.8% of students (all accountability tests) were proficient in Math. This was a decrease of 0.1% and 3.2% below the established goal.

2017 Results showed 60.9% of students (all accountability tests) were proficient in Math. This was an increase of 4.7% and 0.9% higher than the established goal.

2016 Results showed 56.2% of students (all accountability tests) were proficient in Math. This was an increase of 15.5% and 10.2% higher than the established goal.

East Central Elementary School will increase the percentage of students' proficient on the Reading MCA from 58.5% to 62% in 2019.

Historical Data:

2018 Results showed 58.5% of students (all accountability tests) were proficient in Reading. This was an increase of 4.9% and 0.5% higher than the established goal.

2017 Results showed 53.6% of students (all accountability tests) were proficient in Reading. This was an increase of 4.4% and 1.7% lower than the established goal.

2016 Results showed 49.3% of students (all accountability tests) were proficient in Reading. This was an increase of 3.9% and 3.1% lower than the established goal.

East Central Secondary:

East Central Secondary School will increase the number of students' proficient on the Math MCA from 33.8% to 43% in 2019.

Historical Data:

2018 Results showed 33.8% of students (all accountability tests) were proficient in Math. This was a decrease of 3.8% and 11.2% lower than the established goal.

2017 Results showed 37.6% of students (all accountability tests) were proficient in Math. This was a decrease of 0.7% and 7.7% lower than the established goal.

2016 Results showed 38.3% of students (all accountability tests) were proficient in Math. This was a decrease of 2.1% and 5.7% lower than the established goal.

East Central Secondary School will increase the number of students' proficient on the Reading MCA from 49.3% to 55% in 2019.

Historical Data:



2018 Results showed 49.3% of students (all accountability tests) were proficient in Reading. This was a increase of 2.8% and 2.7%% lower than the established goal.

2017 Results showed 46.5% of students (all accountability tests) were proficient in Reading. This was a decrease of 3.8% and 8.8% lower than the established goal.

2016 Results showed 50.3% of students (all accountability tests) were proficient in Reading. This was an increase of 4.5% and 0.7% lower than the established goal.

ACTION STEPS for 2018-2019

East Central Elementary:

1. Focus Team to continue planning and implementing school wide instructional practices.
2. Continue implementation of school wide interventions. Sustaining Accountable Talk and implementing Writing to Learn interventions. Continue use of Learning Walks to check for implementation. Add Fishbowl Experience to PLC work.
3. Extend implementation of classroom negotiable and non-negotiables including power standards.
4. Continue instructional coaching in math and reading to ensure fidelity in implementation of initiatives.
5. Establish and implement 'Five In, Five Out' to vertically align curriculum across elementary grades and with the secondary school.

East Central Secondary:

1. Instructional Team to continue planning and implementing school wide instructional planning.
2. Work closely with the Minnesota Centers of Excellence and follow their recommendations for school improvement. ECHS will establish an Instructional Team to plan for school wide intervention.
3. Continue curriculum alignment with the Minnesota State Standards and embed into the curriculum. Evidence of standards aligned reflected in student work.
4. Vertically align curriculum with the elementary school.
5. Increase the level of rigor focusing lesson planning on Webb's Depth of Knowledge.
6. Successfully implement and monitor Trauma Informed practices.

District Long Term Student Achievement Goals

Reading: By 2020 East Central Schools will have 70.0% of its students proficient in Reading as measured by the Minnesota Comprehensive Assessments (all accountability tests).

Year by year benchmarks are as follows:

2014-2015 = 45.3% (base year)

2015-2016 = 49.2% (goal was 50.0%) Growth was 3.8%

2016-2017 = 53.6% (goal was 55.0%) Growth was 4.4%

2017-2018 = 54.5% (goal was 60.0%) Growth was 0.9%

2018-2019 = 63.0%

2019-2020 = 70.0%



Math: By 2020 East Central Schools will have 68.0% of its students proficient in Math as measured by the Minnesota Comprehensive Assessments (all accountability tests).

Year by year benchmarks are as follows:

2014-2015 = 40% (base year)

2015-2016 = 47.9% (goal was 45.5%) Growth was 7.9%

2016-2017 = 50.4% (goal was 52.9%) Growth was 2.5%

2017-2018 = 51.1% (goal was 57.9%) Growth was 0.7%

2018-2019 = 60.0%

2019-2020 = 68.0%

Northstar Accountability Designation: In September of 2018 East Central Elementary was designated as a “targeted intervention” school through the states accountability process. The area triggering the designation was Special Education proficiency. This means our special education students score below the average as compared to the state special education proficiency rates. This will be an area of focus for our school district as we learn more about the supports we will be provided.