

East Central  
Public Schools #2580  
World's Best Workforce Plan

This plan complies with Minnesota Statute section 120B.11

Reviewed 9-21-20

# East Central Public Schools #2580

## **World's Best Workforce Plan**

### COVID-19 Pandemic Statement:

East Central Public Schools, like all school districts in the state of Minnesota, experienced a significant shift in our learning model to distance learning in the spring of 2020. This shift upended our learning institution and the assessments we use to measure student learning. Much of the learning benchmarks normally utilized in our World's Best Workforce Plan did not occur in the spring of 2020. Therefore, much of the 2020-21 World's Best Workforce Plan will be a continuation of the plans from last school year.

### 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 21, 2020. 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.

2019 MCA Scores (percent proficient) by subgroup as compared to the State:

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Student Population	Reading	Math
State Average	59.7%	55.5%
East Central All Students	52.4%	47.4%
White	53.4%	48.1%
American Indian	37.9%	34.5%
FRL	40.1%	34.3%

**Goal Continued for 2020-21:** East Central School District will decrease the FRL proficiency gaps by 3% in 2020 as measured by MCAs compared to the state average.

**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.

In 2018-19 East Central Preschool switched measurement tools to TS Gold. Below is the baseline data with this new measurement system:

TS GOLD	Below Expectations	Meets Expectations	Exceeds Expectations	% Meet+Exceed
<b>Social-Emotional</b>	11.76%	52.94%	35.29%	88.23%
<b>Cognitive</b>	15.79%	73.68%	10.53%	84.21%
<b>Literacy</b>	15.79%	73.68%	10.53%	84.21%

**Goal continued for 2020-21:** East Central Elementary will have 85% of preschool students meeting or exceeding all goals areas as measured by the above assessments at the end of the 2020-21 school year.

*Note: In 2019-20 Physical, Language, and Mathematics were to be measured. Due to COVID-19 these measurements did not take place.*

**Prior 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*

## **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 understanding 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.

### **3<sup>rd</sup> Grade Reading MCA Proficiency Data:**

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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	46.4%	58.0% (goal not met)
2020	Not Tested Due to COVID-19	Not Tested Due to COVID-19
2021	TBD	65%

**Goal continued for 2020-21:** East Central third graders in 2020-21 will score at or above 65% 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...

**7<sup>th</sup> Grade:** Students in 7<sup>th</sup> 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 7-9<sup>th</sup> grades.

**8<sup>th</sup> Grade:** Students in 8<sup>th</sup> 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.

**9<sup>th</sup> Grade:** Students in 9<sup>th</sup> 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 9<sup>th</sup> 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.

**10<sup>th</sup> Grade:** Students in 10<sup>th</sup> grade participate in MCIS. Two college field trips take for 10<sup>th</sup> 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.

**11<sup>th</sup> grade:** Students in 11<sup>th</sup> 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

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options. During College Knowledge month they receive a presentation on Paying for College and begin learning the financial aid terminology.

**12<sup>th</sup> 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:**

**2019 ACT Results**

**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
<b>2017</b>	<b>32</b>	<b>61,101</b>	<b>19.3</b>	<b>20.4</b>	<b>20.7</b>	<b>21.5</b>	<b>23.0</b>	<b>21.8</b>	<b>21.5</b>	<b>21.6</b>	<b>21.3</b>	<b>21.5</b>
<b>2018</b>	<b>39</b>	<b>61,253</b>	<b>16.5</b>	<b>20.2</b>	<b>18.1</b>	<b>21.4</b>	<b>18.8</b>	<b>21.7</b>	<b>18.2</b>	<b>21.4</b>	<b>18.0</b>	<b>21.3</b>
<b>2019</b>	<b>38</b>	<b>59,186</b>	<b>19.4</b>	<b>20.3</b>	<b>22.5</b>	<b>21.4</b>	<b>20.9</b>	<b>21.7</b>	<b>22.4</b>	<b>21.6</b>	<b>21.4</b>	<b>21.4</b>
<b>2020</b>	<b>Data not available due to COVID-19 School Closure</b>											
<b>2021</b>												

**Goal continued for 2020-21:** 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....

<b>Year</b>	<b>Graduation Rate</b>
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<b>2011</b>	<b>81.4%</b>
<b>2012</b>	<b>92.6%</b>
<b>2013</b>	<b>75.0%</b>
<b>2014</b>	<b>61.2%</b>
<b>2015</b>	<b>97.0%</b>
<b>2016</b>	<b>84.4%</b>
<b>2017</b>	<b>86.1%</b>
<b>2018</b>	<b>93.0%</b>
<b>2019</b>	<b>93.5%</b>
<b>2020</b>	<b>TBD</b>

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

**Student Achievement Benchmarks**

**2019 MCA Data** – the chart below lists the percentage of students that “meet” or “exceed” the testing standards at each grade level.

<b>GR</b>		<b>Reading 2019</b>	<b>Math 2019</b>	<b>Science 2019</b>
<b>3</b>	<b>District</b>	<b>46.4</b>	<b>53.6</b>	<b>NA</b>
3	MN	54.4	65.6	NA
<b>4</b>	<b>District</b>	<b>36.2</b>	<b>57.4</b>	<b>NA</b>
4	MN	55.3	63.8	NA
<b>5</b>	<b>District</b>	<b>63.8</b>	<b>65.2</b>	<b>41.2</b>
5	MN	65.7	51.9	54.7
<b>6</b>	<b>District</b>	<b>59.6</b>	<b>46.8</b>	<b>NA</b>
6	MN	62.8	50.2	NA
<b>7</b>	<b>District</b>	<b>52.6</b>	<b>30.0</b>	<b>NA</b>
7	MN	57.4	52.1	NA
<b>8</b>	<b>District</b>	<b>45.1</b>	<b>31.4</b>	<b>21.2</b>
8	MN	57.6	55.0	42.4
<b>10</b>	<b>District</b>	<b>49.1</b>	<b>NA</b>	<b>37.1</b>
10	MN	60.3	NA	54.1
<b>11</b>	<b>District</b>	<b>NA</b>	<b>32.6</b>	<b>NA</b>
11	MN	NA	45.0	NA

2019 Reading MCA III state average for all grades tested was 59.1%. Our school scored below the state average at 51.0%

2019 Math MCA III state average for all grades tested was 54.9%. Our school scored below the state average at 46.1%

2019 Science MCA III state average for all grades tested was 50.4%. Our school scored below the state average at 34.1%

## **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. Our school district benefits from a high quality Voluntary Prekindergarten Program. 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 skill 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 monitored 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 the 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 continued for 2020-2021**

### **East Central Elementary:**

**East Central Elementary School will increase the percentage of students' proficient on the Math MCA from 58.6% to 70% in 2021.**

*Historical Data:*

*2019 Results showed 58.6% of students (all accountability tests) were proficient in Math. This was a decrease of 2.2% and 5.4% below the established goal.*

*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 54.4% to 65% in 2021.**

*Historical Data:*

*2019 Results showed 54.4% of students (all accountability tests) were proficient in Reading. This was a decrease of 4.1% and 7.6% below the established goal.*

*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 33.6% to 50% in 2021.**

*Historical Data:*

2019 Results showed 33.6% of students (all accountability tests) were proficient in Math. This was a decrease of 0.2% and 9.4% below the established goal.

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 50.3% to 60% in 2021.**

*Historical Data:*

2019 Results showed 50.3% of students (all accountability tests) were proficient in Reading. This was an increase of 1% and 4.7% below the established goal.

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 2020-2021**

**East Central Elementary:**

**Student Outcomes**

- Reading (LETRS) Alignment - Grades (Pre)K-2
- Common Assessments - Grades 3-6
- HOT questions
- K-12 alignment discussions

**Social Emotional Learning (SEL)**

- Sharing student work
- Teachers will be able to identify all five standards

**Unpacking Science Standards**

- Reviewing and understanding Phenomena
- Gathering resources for more inquiry-based lessons
- Alignment/Vertical discussions

**East Central Secondary:**

**Student Outcomes-**

- Vertical alignment PreK-12
- Increase the level of rigor focusing lesson planning on DOK Levels
- Instructional best practices

**Social Emotional Learning**

- Implementation of SEL Curriculum
- Be Good People Curriculum grades 7-12
- 7th Grade trimester course using Mindup and Yoga Calm
- PBIS Expectations taught and posted in all classrooms
- Eagle Pride tickets for grades 7/8

**Attendance & Truancy** - Improving regular attendance outcomes, incorporating distance learning offering into attendance and truancy referrals.

**District Long Term Student Achievement Goals**

**Reading:** By 2021 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 = 54.4% (goal was 60.0%) Growth was 0.8%*
- 2018-2019 = 51.8% (goal was 63.0%) Decrease of 2.6%*
- 2019-2020 = NA due to COVID-19 Pandemic*
- 2020-2021 = 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).

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*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 = 49.3% (goal was 57.9%) Decrease was 1.1%*  
*2018-2019 = 46.6% (goal was 60.0%) Decrease was 2.7%*  
*2019-2020 = NA due to COVID-19 Pandemic*  
*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. Our school district has done extensive work on our core instructional concerns. This has created a new normal for staff development planning and instructional practices.