



# **MEDFORD SCHOOL COMPREHENSIVE & CIVIC READINESS PLAN**

## **MISSION STATEMENT**

The mission of Medford Public Schools is to provide a quality education while preparing our children and community for the future.

## **WORLD'S BEST WORKFORCE GOALS**

All children are ready for school

All racial and economic achievement gaps between students are closed

All students are ready for career and college

All students graduate from high school

Prepare students to be lifelong learners



# **Medford School**

# Aims & Goals

## **ASSURE HIGH ACHIEVEMENT FOR ALL STUDENTS**

Assure readiness for the next step (kindergarten, the next grade, college, career)

Assure that all student groups reach proficiency on MCA tests

Assure a 100% graduation rate

## **UTILIZE EDUCATIONAL BEST PRACTICES WITH ALL STAFF**

Develop and utilize relevant and innovative curriculum and effective instruction

Utilize technology to enhance learning

Focus on continuous improvement for all programs

Meet the needs of all students (academic, social, emotional)

Attract, hire, develop, and retain employees who are committed excellence

## **PROVIDE A SAFE AND WELCOMING**

## **ATMOSPHERE FOR EVERYONE**

Respect, engage, and challenge everyone

Value parents and community members as active educational partners

Provide a wide variety of opportunities for all (classroom and extra-curricular)

Foster collaboration between the board, community, staff, and students

Medford School District serves the community of Medford and the surrounding area. We have one school facility, which opened in 2003 and houses both Medford Elementary and Medford High School. As of November 1, 2025 our enrollment was 818 students in grades K-12. For the 2025-2026 school year, Medford Elementary has 444 students in grades K-6, while Medford High School has 374 students in grades 7-12. We also have 39 students taking part in our preschool program. We are a school of choice for our area, with approximately 40% of our students coming from other area schools such as Faribault and Owatonna.

**2024-2025 Demographic Information**

American Indian	15	1.7%
Asian	1	0.1%
Black or African American	5	0.6%
Hispanic or Latino	128	14.4%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	719	80.8%
Two or more races	22	2.5%

**Staffing**

Our school staff includes 69 full or part-time licensed teaching staff, 3 school administrators, 2 district office staff, and 33 other full or part-time non-licensed staff members.

**Extra Curricular Opportunities**

Medford School offers a wide variety of course offerings and extracurricular activities. We are well regarded in our area and across the state for our High School Student Council, and our Agriculture and FFA programs. Medford High School allows students the opportunity to gain college credit through a wide variety of Advanced Placement and College Now courses.

**Focused on the Future- Our Plan for Goal Achievement**

Here's what we're doing to meet our goals and why we're doing it.

## Research Based Curriculum

The curriculum used in both Medford Elementary and Medford High School, across all disciplines, is monitored and evaluated on a regular basis through the curriculum review process. Medford School staff members conduct a review of each curricular area every six years, with a flexible timetable based on changing MN or national standards. A district wide curriculum cycle matrix with identifiable dates helps with targeting the proper preparation in selecting the best curriculum. Community involvement in this process is facilitated through our District Advisory Committee. By using high-quality, research-backed curricula, we are able to provide our students with a well-rounded education grounded in best practices, enhancing both their immediate academic success and long-term growth.

## Multi-Tier System of Support (MTSS)

Medford has a very successful and well structured MTSS program. An effective Multi-Tiered System of Supports (MTSS) program greatly enhances student learning by providing a structured framework for addressing the diverse needs of all students. MTSS is designed to support academic, behavioral, social, and emotional development through proactive, data-driven interventions. This proactive, holistic approach promotes a positive, inclusive school environment where all students are positioned to thrive.

## Data Driven Instruction

Using data to drive instruction significantly impacts student learning by enabling educators to make informed decisions that address students' specific needs, strengths, and areas for improvement. When used effectively, data-driven instruction fosters a more responsive, equitable, and impactful educational experience for students.

## Professional Development

Our district has a teacher led Professional Development Committee that meets annually to discuss, develop, and implement a plan to provide all staff with high-quality learning opportunities which align to district, building, and individual teacher goals. There are four professional development days built into the school calendar. These days are intended to focus on continuous improvement for all staff.

Professional development for K-12 teachers plays a critical role in enhancing student learning by equipping educators with the skills, knowledge, and techniques necessary to meet diverse student needs. Through continuous improvement in these areas, teachers can create more effective, inclusive, and supportive classrooms that directly benefit student learning outcomes.

## Multiple Assessment Measures

- Universal Screeners
- Benchmarking 3x per year
- Progress Monitoring
- Common formative and summative assessments
- Statewide Standardized Testing
- Standards Based Classroom Assessments

Using multiple assessment measures can significantly enhance student success by providing a more comprehensive and accurate understanding of each student's abilities, needs, and progress. Multiple assessment measures help create a richer, more supportive learning environment where students have multiple opportunities and ways to succeed. This approach nurtures not just academic success but personal growth, critical thinking, and a lifelong learning mindset.

## Community Engagement

Community and family engagement is paramount at Medford Schools. The school is dedicated to providing opportunities for community and family members to participate in events held at the school throughout the year. Open House, conferences, School Readiness Days, music concerts, Grandparents Day, Math & Reading nights, Blood Drives, the Giving Tree, and various sporting events, are just a few examples of how we are able to connect with the community.

Community and parent involvement has a significant, positive impact on student learning at Medford Schools. When families, schools, and communities work together, students receive the support they need both inside and outside of school. Collaboration with the community creates a supportive, cohesive environment that promotes learning, motivation, and overall well-being, helping students reach their fullest potential.

## Teacher Development and Evaluation

Ensuring that every student has access to an effective teacher is vital to our school's success. Our Principals and Peer Coach work directly with teachers who are inexperienced or less effective using the Charlotte Danielson Framework for Effective Teaching as a model to improve Tier 1 instruction.

Instruction is evaluated through our Teacher Development and Evaluation (TDE) process. Teachers set annual individual improvement goals. Our Peer Coach then works with the individual and small groups of teachers to address their goals. Principals evaluate teachers based on the Danielson criteria. In addition to the TDE process, grade/department level meetings are utilized to drive our continuous improvement model. These meetings support teacher quality and effectiveness within a collaborative professional culture.

Providing equitable access to excellent teachers has a transformative effect on student learning. When all students, regardless of background, socioeconomic status, or geographic location, have access to skilled, dedicated teachers, it greatly improves educational outcomes and reduces achievement gaps. By ensuring equitable access to excellent teachers, we are empowering every student to succeed, supporting the development of critical skills, and promoting a more just and effective educational system where all students have the opportunity to thrive.

## Collaborative School Culture

There are many groups that work together throughout the year to ensure our WBWF goals are met. These include many school committees: Technology Committee, Calendar Committee, MTSS Teams, Staff Development Committee, Grade Level Teams, and our Middle School Team.

Our Leadership SITE Teams, consisting of teachers and administrators meet regularly throughout the year to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies and student achievement.

Our District Advisory Council, made up of community members, teachers, students, and administrators, meets throughout the year. One of their tasks is to examine current and trend assessment data to determine areas of strength and needed focus. This group also annually reviews the assessments that are offered at our school and makes recommendations to the school board, with a focus on adopting assessments that will result in increased student growth and proficiency. The Medford School Board annually adopts the WBWF Plan and the WBWF Summary of the year's plan, which are both posted on our district website.

# Technology

We utilize technology to offer personalized learning experiences, improve student engagement, and provide access to a wide range of resources. The purpose behind technology use in the district is to create a more inclusive, efficient, and engaging learning environment that benefits students, teachers, and administrators alike. When implemented thoughtfully, it becomes a valuable tool for enhancing educational outcomes across the district.

Many educational technologies provide immediate feedback on assignments and quizzes, allowing students to understand mistakes and make improvements right away. This immediate response can enhance understanding and retention. Technology allows educators to collect and analyze data on student performance, which can inform decisions on curriculum adjustments and interventions. Technology doesn't just benefit students; it supports teachers as well. Online courses, webinars, and collaborative networks allow teachers to develop their skills continuously.

## Goal Summary and Future Plans

### 2024-2025 WBWF Goals & Results

WBWF GOAL	District SMART Goal	Result
1) All students are ready for school	By the start of the 2025-2026 school year, 90% of children entering Kindergarten in the district will meet or exceed established readiness benchmarks (literacy, social-emotional skills, and numeracy) through partnerships with our local preschool.	<b>NOT MET</b>  75% of Kindergarten students were meeting or exceeding Fall benchmarks upon entering Kindergarten.
2) Closing the achievement gap	By the end of the 2024-2025 academic year, reduce the achievement gap in math and reading proficiency by 10% between historically underserved student groups and their peers through targeted interventions, family engagement programs, and culturally responsive	<b>MET</b>  Math- 5% difference Reading- 7% difference

	practices.	
3) College and career readiness	100% of 7-12 grade students will complete an Individual Post-Secondary Plan by March 1st, 2025.	<b>MET</b> All students created a Post-Secondary Plan
4) Graduation	By the end of the 2024-2025 school year, achieve a 98% on-time graduation rate by implementing early intervention, credit recovery, mentoring, and support programs for at-risk students, ensuring they stay on track and graduate with their peers.	<i><b>Need update from Ford</b></i>
5) Preparing Lifelong Learners	By the end of the 2024-2025 school year, Medford High School will track the graduating seniors in 2025 post graduation outcomes, which may include employment or further education: attending a 4 year or 2 year college, going into the military or going into the workforce.	<b>MET</b>  4 year college- 22 2 year college-9 Military- 3 Workforce- 17

## 2025-2026 WBWF Goals

WBWF Goal	District SMART Goal
1) All children are ready for school	By the start of the 2026-2027 school year, <b>80%</b> of children entering Kindergarten in the district will meet or exceed established readiness benchmarks (literacy, social-emotional skills, and numeracy) through partnerships with our local preschool.
2) All achievement gaps are closed	By the end of the 2025-2026 academic year, reduce the achievement gap in math and reading proficiency by 10% between historically underserved student groups and their peers through targeted interventions, family engagement programs, and culturally responsive practices.
3) All students are ready for career and college	100% of students in <b>grades 9-12</b> complete their Individual Post Secondary Plans by March 1, 2026.
4) All students graduate	By the end of the 2025-2026 school year,



	achieve a <b>90%</b> on-time graduation rate by implementing early intervention, credit recovery, mentoring, and support programs for at-risk students, ensuring they stay on track and graduate with their peers.
5) Prepare students to be lifelong learners	By the end of the 2025-2026 school year, Medford High School will track the graduating seniors in 2025 post graduation outcomes, which may include employment or further education: attending a 4 year or 2 year college, going into the military or going into the workforce.

Here's what we're doing to meet specific WBWF goals-

### School Readiness

- MN Early Learning Standards
- Transportation Provided
- ECFE Parent Advisory Committee
- ECFE Enrichment Classes
- Learning based center activities
- Preschool Screening

### Closing the Achievement Gap

- School Readiness Emphasis
- Early Intervention using Universal Screeners
- Summer School K-6
- Evidence Based Instructional Strategies
- MTSS- Intervention Program
- Data collection & analysis in inform instruction
- 1:1 Technology
- EL Program & Support Staff
- Community Engagement Events
- Professional Development
- Research Based Curriculum
- School Leadership Teams
- READ ACT Training

### College and Career Readiness

- In-house College Visits

- MCIS Curriculum 7-12
- Big Ideas Trailer
- Career Navigators Field Trip
- Made in Owatonna Career Exploration Days- 11th & 12th grade
- Workforce Center Representative
- Career Fair
- ACT offered in the spring
- PSEO/Concurrent Enrollment offerings
- CollegeNow/AP Class offerings
- Individual Post-Secondary Plans
- SEL Curriculum

## Graduation

- Junior & Senior meetings with Counselor
- High school grade checks
- Attendance rates
- MCIS