



# **MEDFORD PUBLIC SCHOOL**

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

### **2021-2022**

## **Mission Statement**

**The mission of Medford School is to provide quality education, preparing our children, and the community, for the future.**

## **Medford School District Overview**

Medford School District serves the community of Medford and the surrounding area. As of October 1, 2021, our enrollment is 898 students in grades K-12, which has remained consistent with last year's enrollment at this time. We have one school facility, which opened in 2003 and houses both Medford Elementary and Medford High School. For the 2020-2021 school year, Medford Elementary has 479 students in grades K-6, while Medford High School has 419 students in grades 7-12. We also have 45 students taking part in our preschool program. We are a school of choice for our area, with approximately 42% of our students coming from other school districts, with the majority coming from Owatonna and Faribault.

Our student body has the following demographic characteristics (percent of total population, with last year as a comparison in parenthesis): White, Not of Hispanic Origin - 81 (80) Hispanic - 15 (15.7), Black, Not of Hispanic Origin - 0.4 (0.7), Asian - 0.5 (.7), and American Indian - 0 (0). We also have enrolled students who qualify for Free/Reduced Price Lunch - 32 (32), Special Education -16 (12.7), and English Language Learners - 0.2 (.5).

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. 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. Medford Elementary School has been recognized as a Celebration School by the MN Department of Education for multiple years.

## **Medford School Aims and Goals**

A group that consists of school administrators, board members, teachers, parents, community members, and students, held a series of meetings and work sessions to develop the following Aims and Goals, which drive our work at Medford School.

**Aims:**

- 1) Assure High Achievement for All Students
- 2) Utilize Educational Best Practice with All Staff
- 3) Provide a Safe and Welcoming Atmosphere for Everyone

**Goal topics for each Aim:**

- 1) Assure High Achievement for All Students
  - Assure readiness for the next step (Kindergarten, grade, college, career)
  - Assure that all student groups reach proficiency on MCA tests
  - Assure a 100% graduation rate
  
- 2) Utilize Educational Best Practice 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 (academics, social, emotional)
  - Attract, hire, develop, and retain employees who are committed to excellence
  
- 3) 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 & co-curricular)
  - Foster collaboration between the board, community, staff, and students

**World's Best Workforce Goals:**

- Kindergarten readiness for all students
- Grade 3 literacy proficiency for all students
- Close the achievement gap by 50% in all student groups
- All students graduate from high school
- All students graduate prepared for college and/or career

## **Student Data**

Medford Public School utilizes a comprehensive assessment program, which includes the assessments listed below for each WBWF goal area. The Medford School Board has made it a priority to have each grade level and every student group show yearly growth that is at or above the growth level of their norm group.

Each fall, staff members review and analyze student achievement data, disaggregated by demographics, to prepare for the school year. Throughout the year, Professional Learning Communities (PLCs) across grade levels regularly analyze student data to measure progress and prioritize needs. Site Leadership Teams also use student data to set annual goals for their school, with an emphasis on closing the achievement gap until all students reach proficiency. Student data, and school goals based on this data, are shared regularly with the school board at their monthly meetings.

**Assessment data is used at the:** Individual Student Level to determine individual need for instructional support or advanced course work, and to monitor progress toward individual student goals, Classroom Level to plan instruction and to monitor progress toward classroom and grade-level goals, and at the Building and District Level to monitor progress toward building and district goals and to prioritize needs for training and support.

### **Assessment tools used to measure student progress toward WBWF goals in 2021-2022**

**Kindergarten readiness for all students:** preschool screening, preschool enrollment rates, preschool work sampling checklist, MN Early Learning Standards, parent surveys, ESGI

**Grade 3 literacy proficiency for all students:** Reading MCA testing, core curriculum classroom assessments, STAR Assessments, standards-based grading, Fastbridge.

**Close the achievement gap by 50% in all student groups:** Reading, Math, and Science MCA testing, core curriculum classroom assessments, standards-based grading, Fastbridge, STAR Assessments, ACCESS, for ELLs, MTELL, TEAE, MTAS

**All students graduate from high school:** Graduation rates, attendance rates, individual post-secondary plans (Ramp Up to Readiness), supplemental course pathways, remedial education

route, every 3 week high school grade checks, weekly advisory grade checks

**All students graduate prepared for college and/or career:** graduation rates, attendance rates, individual post-secondary plans (Ramp Up to Readiness), every 3 week high school grade checks, advisory grade checks, ACT, participation in student leadership, career exploration and planning with Naviance, participation in College Now, AP and PSEO offerings.

## **Curriculum and Instruction**

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.

Instruction is evaluated through our Teacher Development and Evaluation (TDE) process. Teachers set annual individual improvement goals, based on A Framework of Effective Teaching by Charlotte Danielson. 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, Professional Learning Committees (PLCs) are utilized to drive our continuous improvement model. Our PLC's support teacher quality and effectiveness within a collaborative professional culture. The PLC's also give teachers a structure to ensure that we are using a rigorous curriculum that aligns with state and national standards.

Providing challenging opportunities to our gifted learners is another important aspect of our goal of high achievement for all students. In our elementary school, teachers assess and identify students for our gifted and talented program. Attention is paid to be sure that we are not excluding underrepresented groups of this program. Students in this program receive advanced lessons in all content areas. STEM enrichment is available for all students, both during their regular school day, and in extra-curricular activities. Gifted students in grades 7-12 are able to test up to higher level education and grades 9-12 have the opportunity to enroll in Honors courses by 10th grade and then have the opportunity to enroll in advanced courses and college in schools courses.

Technology is used as a learning tool, with classroom sets of iPads in grades K-4, and 1:1 Chromebooks for all students in grades 5-12. Our Technology Integrationists work with teachers to help them utilize the technology to enhance their lessons and promote student engagement. Many STEM activities are incorporated across grade levels and curricular areas.

## **Professional Development**

In addition to the PLC model for professional development, our Staff Development Advisory Committee and Site Leadership Teams promote high-quality learning opportunities for all staff, which align with district, building, PLC and individual teacher goals. Staff training days are used for training in the use of our new subjects curriculum per the district curriculum matrix. Our building principals set individual goals for improvement as a part of our Principal Evaluation process. Our Administrators, Peer Coach, Technology Integrationist, and Site Teams work together to plan and provide professional development opportunities, with a focus on continuous improvement for all staff.

## **Engagement**

Student and parent engagement is paramount at Medford Schools. Through School Readiness Days and Parent-Teacher Conferences all students and parents in grades K-6 will conference with teachers at the start of each school year to develop educational learning goals. Family Math and Reading Nights are implemented in November and February to encourage parent/guardian participation in their child's learning as well as student engagement and enrichment in each subject. Every student in grades 7-12 will develop an individual learning plan either through their advisory or with the school counselor, as part of our Ramp Up to Readiness program. Community volunteers take part in the school through our RSVP and Junior Achievement programs, and community members lead in our District Advisory Committee.

## **Support/Intervention**

In addition to providing high quality, research-based curriculum and instruction for all students, part of ensuring student success is to provide targeted instruction in math and reading for all students who struggle academically. At Medford Schools, we use a Response to Intervention (RtI) model. Through this model, students are progress monitored using regular formative assessments to measure student learning. Students who fall behind their grade-level benchmarks receive small group or individual instruction of specific skills to aid in closing the achievement gap. Teacher teams document intervention strategies and goals, monitor student progress, and adjust instruction. Math and Reading Specialists work with classroom teachers in grades K-6 to design and deliver whole group, small group and individual instruction. Students with Individual Education Plans (IEPs) or English Language Learners (ELL) receive additional support with class work and assignments, including extended school year assistance during the summer months as needed.

To provide support for students in non-academic areas (emotional, social, etc.), Medford Schools hold monthly school-wide celebrations to highlight the characteristics needed to be successful and to recognize students who have exhibited these characteristics. In addition to our teaching staff, our Guidance Counselor, School Psychologist, and School Social Workers each work directly with K-12 students to help meet their social and emotional needs and develop skills in those areas

## **Committees**

There are many groups that work together throughout the year to ensure our WBWF goals are met. These include many school committees: Technology Committee, Professional Learning Communities, Teacher Development & Evaluations, Rtl Teams, Staff Development Advisory Committee, and our Middle School Team.

Our Site Leadership Teams, consisting of teachers, administrators, and parents, 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.

## **Equitable Access to Excellent Teachers**

Ensuring that every student has access to an effective teacher is vital to our school's success. Starting in preschool, we incorporate both formative and summative assessment data to determine whether every student is meeting their grade-level benchmarks, and provide support for students who are not meeting the standards. Staff regularly look at STAR 360 and MCA data, at both grade-level and by classroom, to determine which teachers are meeting expected student growth targets.

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. Our Math and Reading Specialists provide additional student support, both in the classroom and through small group or individual work for struggling students.

To help ensure the success of our EL and Special Education students, we provide additional professional development for all our classroom teachers and specialists, including training on working with special populations, meeting the needs of all learners, and co-teaching.