MISSION STATEMENT

EAST GRAND FORKS PUBLIC SCHOOLS WILL ENGAGE AND EMPOWER LEARNERS TO CONTRIBUTE AND SUCCEED IN A DIVERSE AND CHANGING WORLD.

VISION STATEMENT

EXCELLENCE-THE EXPECTATION FOR EVERY LEARNER, EVERY DAY!

BELIEF STATEMENTS

THE EAST GRAND FORKS PUBLIC SCHOOLS BELIEVE:

- All students can learn and excel.
- Educational excellence requires effective leadership, quality instruction, high expectations, teamwork, and the responsible utilization of resources.
- Positive relationships are a foundation of successful schools.
- Education is a partnership among school, family, and community.
- Compassionate and curious minds are developed when children are engaged socially, emotionally, academically, and physically.
- All students can reach their highest potential.
- Learning happens beyond the classroom.

OUR STRATEGIC FOCUS AREA’s TO MEET GOALS OF WBWF

A. Student Achievement
B. Student Support
C. Workforce
D. Communication and Marketing
E. Technology
F. Curriculum
SCHOOL LEADERSHIP TEAMS: SCHOOL PLANS

Using the strategic directions established by the Board of Directors, each school establishes a building plan to guide their work each year. This building plan connects activities and initiatives to the strategic directions and serves as a guiding document for the professional development activities of the school. The first step in creating this plan is the participation in a school-based data retreat to review the prior year plan and supporting data.

Presentations to the Board of Directors is made in the fall and spring by each school that highlights the efforts of the prior year and the plan established for the current year.
OUR STRATEGIC DIRECTION TO MEET GOALS

A. Student Achievement  B. Student Supports
C. Workforce  D. Communication and Marketing
E. Technology  F. Curriculum Program

District Goals for 2018-2019 to meet Strategic Plan Goals

GOAL: ALL STUDENTS ARE KINDERGARTEN READY

To increase the number of slots in the School Readiness Program from 120 in 2017-2018 to 200 in School Year 2018-2019 so that more students are participating in School Readiness Programming.

RESULTS: In 2017-2018 120 School Readiness slots were available and 96 students participated. In 2018-2019 200 student slots were available and 170 students participated in School Readiness.

GOAL: ALL STUDENTS READING AT GRADE LEVEL BY THIRD GRADE

Reading Goal- 70% of all New Heights Students will score in the 75th percentile based on the Fastbridge Benchmark Assessment in reading 2018-2019.

RESULT: 94 students out of 426 students tested scored at the 75th percentile which is 22% of all New Heights Students on the Fastbridge Reading Assessment in the spring of 2019.

In grades 3-5 at South Point Elementary who are proficient in all Reading Accountability Tests (MCA, MTAS) will increase proficiency from 45.8% in 2018 to 59.9% in 2019.

RESULT: Grades 3-5 at South Point on all Reading Accountability tests in the Spring of 2019 who were proficient is 46.9%. a 1.1% increase.

GOAL: CLOSE ALL ACHIEVEMENT GAPS

The district will reduce achievement gaps in both Math and Reading on the MCS’s each year so that we are above the state average in achievement gap closures 2018-2019 for student groups served.

RESULTS: These results show the percentage of students proficient in each student group.

1. Students who receive Free and Reduced Lunch results Reading: Statewide 2018: 41.5%, EGF: 33.9%, 2019 Statewide Reading: 40.6%, EGF: 38.8%. EGF decreased achievement gap and statewide the gap increased .9%.
2. **Students who receive Free and Reduced Lunch results Math: Statewide 2018: 37.3%, EGF 28.0%, 2019 Statewide Math: 34.6%, EGF 33.4%. EGF decreased gap, statewide gap in Math increased.**

3. **Students who are Black results Math: Statewide 2018: 27.95%, EGF 15.11, 2019 Statewide: 26.45%, EGF: 16.85%. State increased gap for Black students in math, EGF reduced gap.**

4. **Students who are Black results Reading: Statewide 2018: 33.87%, EGF 17.33%, 33.79%, EGF 29.76% EGF decreased gap and State gap remained the same.**

5. **Students who are Hispanic results Math: Statewide 2018: 33.79%, EGF 27.36%. Statewide 2019: 31.42%, EGF 34.78%. EGF decreased gap while state gap increased.**

6. **Students who are Hispanic results Reading: Statewide 2018: 38.46%, EGF 30.85%, Statewide 2019: 38.20%, EGF 35.05%. EGF reduced gap and state gap remained the same.**

7. **Students who receive Special Education results Reading: Statewide 2018: 30.2% EGF 22.1%, 2019 Statewide 29.9% EGF 25.5%. EGF reduced gap and state gap increased.**

8. **Students who receive Special Education results Math: Statewide 2018: 28.8% EGF 21.0% Statewide 2019: 27.8% EGF 24.1% EGF reduced gap and state gap increased.**

**Other student groups are too small to report.**

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**GOAL: ALL STUDENTS ARE READY FOR CAREER AND COLLEGE**

Central Middle School students will score at or above the state in 6 of the 7 areas tested on all MCA, MTAS accountability tests for 2018-2019.

**Results:** CMS scored above in 6 of the 7 tested areas on all MCA, MTAS accountability tests for 2018-2019 at or above the state average. Grade 6 reading was below at 61.9% the state average is 62.8.

The percent of 11th graders who are proficient on the ACT will increase by .3 from a 19.6 to a 19.9 composite on the ACT.

**Results:** The ACT composite for 2019 was 19.3 a decrease of .3%.

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**GOAL: ALL STUDENTS GRADUATE**

90% of the students will graduate from Senior High in four years.

**Results:** 91.1% Graduated in four years.
Statewide Assessments Used For North Star Reporting

Students take the Minnesota Comprehensive Assessments for Reading in grades 3-8,10 and for Math in grades 3-8,11.

### MCA PROFICIENCY MATH TREND 2016-2019
(Students who met enrollment criteria and count towards accountability calculations)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td>60.1</td>
<td>58.8</td>
<td>57.7</td>
<td>55.5</td>
</tr>
<tr>
<td>EGF</td>
<td>56.1</td>
<td>52.3</td>
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</table>

### MCA PROFICIENCY READING TREND 2016-2019
(Students who met enrollment criteria and count towards accountability calculations)

<table>
<thead>
<tr>
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<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td>60.2</td>
<td>60.2</td>
<td>60.4</td>
<td>59.7</td>
</tr>
<tr>
<td>EGF</td>
<td>55.1</td>
<td>54.5</td>
<td>52.8</td>
<td>54.2</td>
</tr>
</tbody>
</table>
Graduation Rate

The Chart Below shows the 4-year graduation rate of students in our district.

Consistent Attendance

Students who attend school more than 90% of their time enrolled in a school year are considered to be consistently attending. The chart below shows the percentage of students who are consistently attending.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td>86.5%</td>
<td>86.7%</td>
<td>85.6%</td>
<td>85.4%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>84.4%</td>
<td>87.1%</td>
<td>87%</td>
<td>88.4%</td>
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<tr>
<td>Senior High</td>
<td>72.9%</td>
<td>77.1%</td>
<td>81.5%</td>
<td>80.5%</td>
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<tr>
<td>Central Middle</td>
<td>83.5%</td>
<td>89.6%</td>
<td>89.1%</td>
<td>88.8%</td>
</tr>
<tr>
<td>South Point</td>
<td>89.9%</td>
<td>90.7%</td>
<td>90.2%</td>
<td>93.4%</td>
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<tr>
<td>New Heights</td>
<td>98.7%</td>
<td>95.9%</td>
<td>89.5%</td>
<td>95.3%</td>
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Equitable Access to Excellent Teachers

The most important school-based factor in the success of a child is the effectiveness of the teacher they have in front of them every single day in the classroom. Every child, regardless of background, needs access to great teachers. The district is focusing on teachers and leaders; developing the people we have; and, ensuring equitable access to the best teacher.

The World’s Best Workforce (WBWF) legislation, the federal Every Student Succeeds Act, and the Achievement and Integration program all include requirements, and in some cases funding, for districts to tackle the disparities in equitable access to excellent teachers that currently exist. The goal is to ensure every student has equitable access to experienced, in-field, and effective teachers that also represent Minnesota’s rich racial and ethnic diversity.

DATA USED TO GUIDE EQUITABLE ACCESS TO EXCELLENT TEACHERS

1. One piece of data reviewed in East Grand Forks is the teacher evaluation data to ensure equitable access to excellent teachers.

This data chart shows the evaluation scores of teachers across the district. The teacher evaluation scale is: Proficient, Distinguished, Basic, Unsatisfactory. The dark blue represents where most teachers in each building score, the light blue represents where a few teachers score, and the white cells represent 0 staff represented in the area. Teaching is a complex task and being proficient is an excellent mark.

<table>
<thead>
<tr>
<th>Composite Score Heat Map Report - Building</th>
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<tbody>
<tr>
<td>Filter</td>
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<tr>
<td>Start Date: 09/01/2018  End Date: 06/30/2019</td>
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<tr>
<td>Eval Type(s): All  Employee Type(s): Teachers</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Basic</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Central Middle School</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Office</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>New Heights Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Point Elementary</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
2. Staffing profiles are looked at to guide decisions.

Staff profile for East Grand Forks Public Schools. (Other Staff includes, cooks, bus drivers, custodial staff, clerical and secretarial staff, and supervisors.)

The next three charts show teacher percentages related to students who are receiving free and reduced-price meals having access to experienced, licensed, and advance degree teachers. The district has 33.35% of students receiving free and reduced-price meals and is considered neither a high- nor low-poverty district.
The chart below reflects the race/ethnicity of staff compared to the race/ethnicity of students. Part of this legislation has us re-examine the recruitment and selection policies to identify institutional barriers to hiring candidates of color and Native American Candidates and to strengthen new teacher induction and mentoring. The district spent the last year writing a mentorship program.
We do have a goal to expand school and community-based teacher preparation pathways so that our teacher workforce starts to become representative of our students from .7% to 2% by 2022.

The district has 27.01 students of color or American Indian or Alaska native students and is considered to have neither a high- nor low number of students of color or American Indian or Alaska Native students.