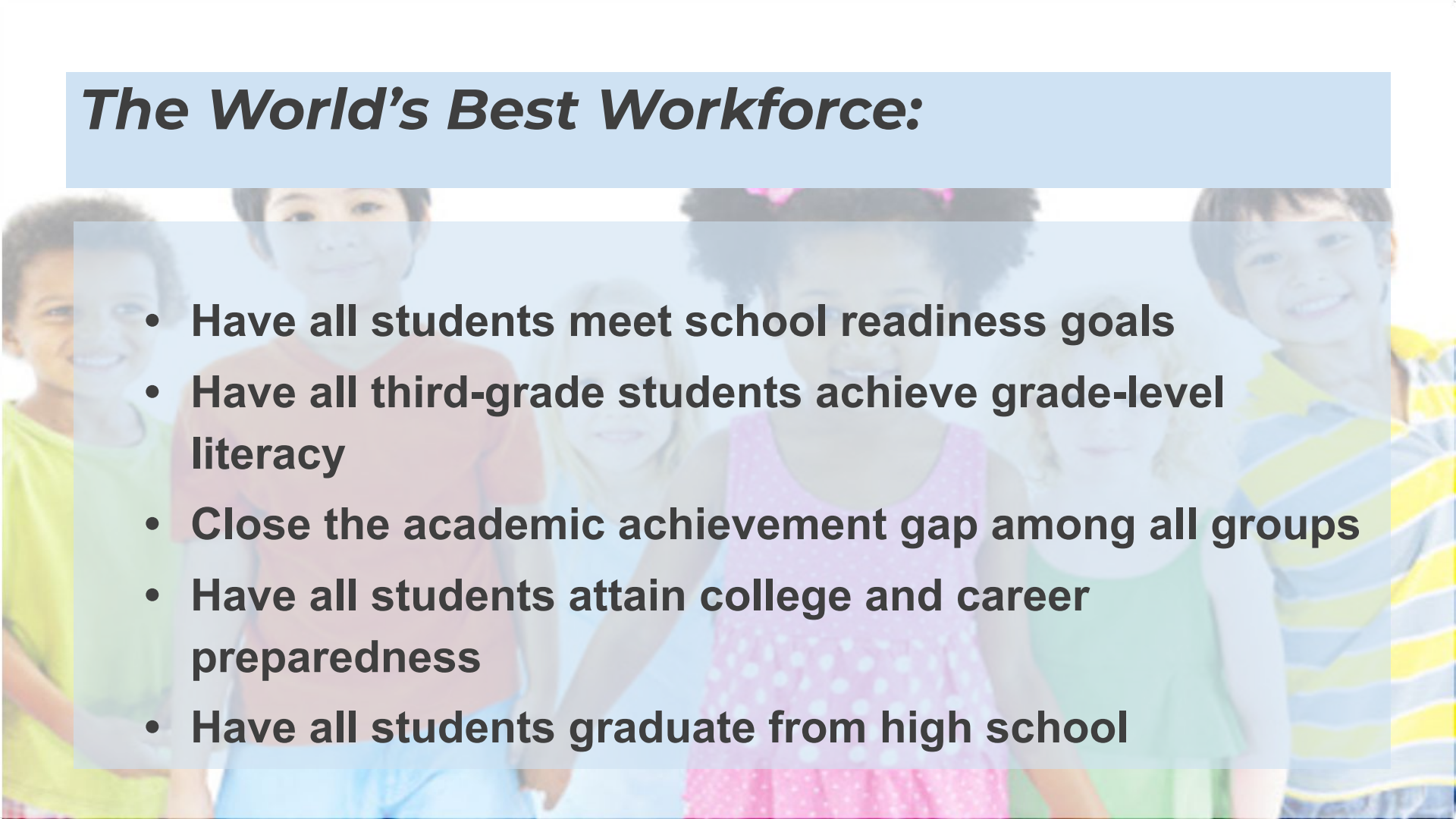
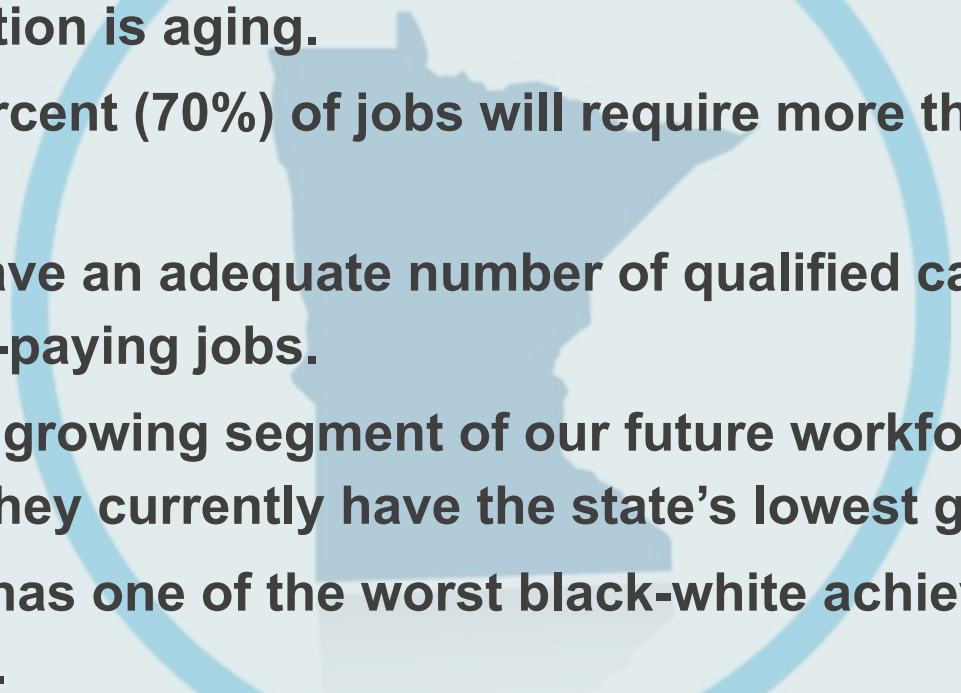


World's Best Workforce 2018-19

The World's Best Workforce:

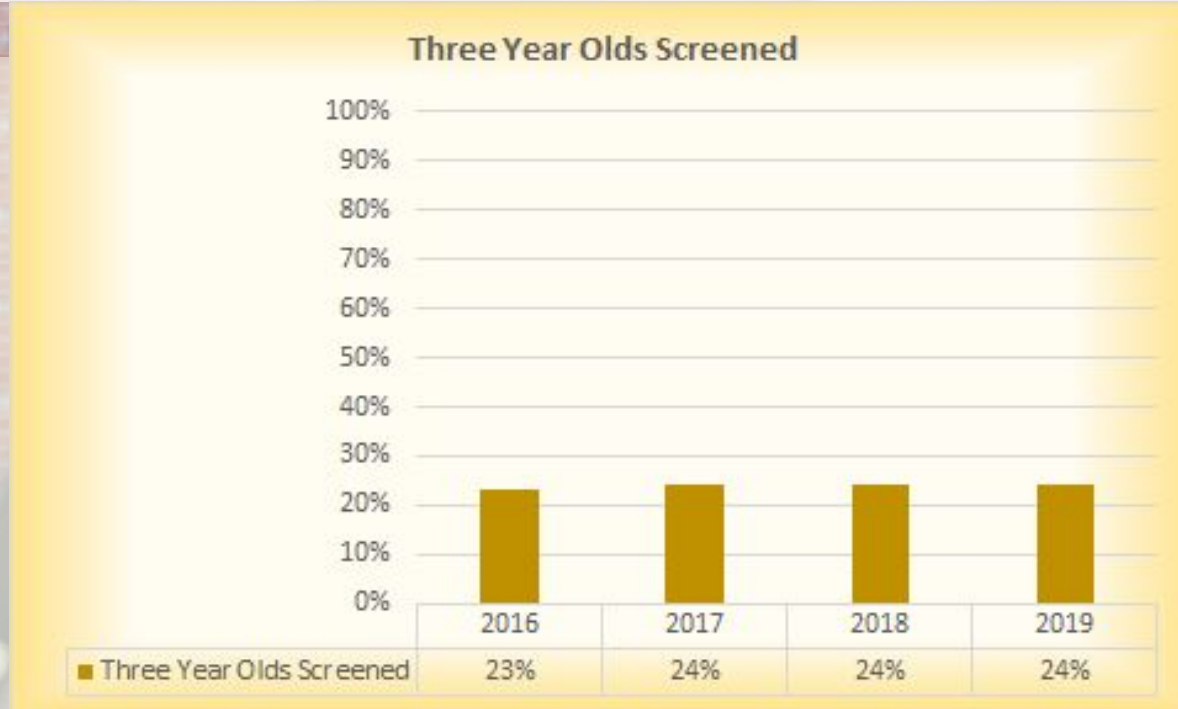
- 
- A background image showing a group of diverse young children of various ethnicities and ages, smiling and holding hands in a circle. The image is slightly faded to allow the text to be read clearly.
- **Have all students meet school readiness goals**
 - **Have all third-grade students achieve grade-level literacy**
 - **Close the academic achievement gap among all groups**
 - **Have all students attain college and career preparedness**
 - **Have all students graduate from high school**

Why is the State of Minnesota focused on this?

- **Our population is aging.**
 - **Seventy percent (70%) of jobs will require more than a high school diploma.**
 - **We don't have an adequate number of qualified candidates to fill many good-paying jobs.**
 - **The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.**
 - **Minnesota has one of the worst black-white achievement gaps in the country.**
- 

Goal Areas	2018-19 Targets	Goal Met
Goal 1: School Readiness: All students meet school readiness goals.	The percentage of all 3 year olds in ECCS that are screened using the <i>Minneapolis Preschool Screening Instrument</i> (MPSI) will increase from 24% to 26% in 2019	Not Yet
Goal 2: All third-graders achieve grade level literacy.	The percentage of all third grade students who meet or exceed standards in reading on all accountability tests (MCA, MTAS) will increase from 65.9% to 67.9% in 2019.	Not Yet
Goal 3: Close the academic achievement gaps among all groups	Each student group in grades 3-8 and 10 who meet or exceed standards in Reading and Math MCA will increase by 2% by spring 2019.	Not Yet
Goal 4: All students attain college and career preparedness.	The percent of all students in grade 11 who meet the ACT Benchmarks in all four academic areas measured by the spring administration of ACT during the school day will increase from 35.0% to 38.0% by spring 2019.	Not Yet
Goal 5: All students graduate from high school.	ECCS has met the 2020 4-year cohort graduation rate goal of 90% for all students and will continue to maintain a minimum 4-year cohort graduation rate of 90%. Each student group will increase their 4-year cohort graduation rate by 2% from starting percentage in 2017 with no student group target below 67%.	Yes

All Students Ready for School

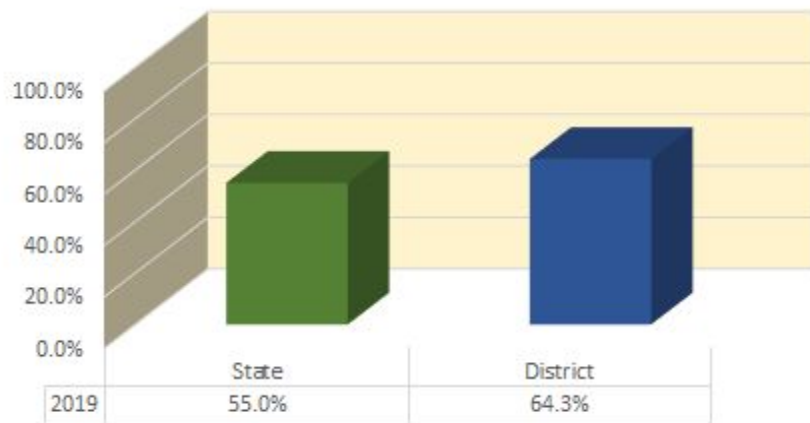


District Goal 2018 - 19: The percentage of all 3 year olds in ECCS that are screened using the *Minneapolis Preschool Screening Instrument* (MPSI) will increase from 24% in 2018 to 26% in 2019. - Result: 24%

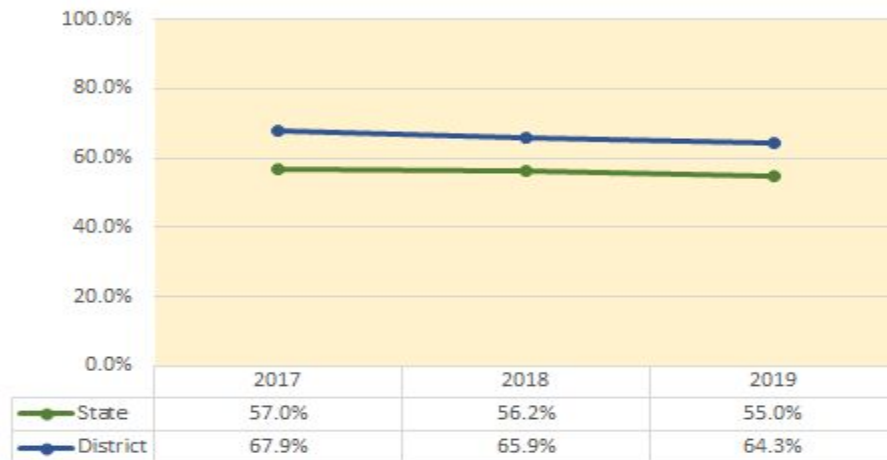
All Students in 3rd Grade Achieving Grade-Level Literacy

Goal 2018 - 19: The percentage of all third grade students meeting enrollment criteria who earn an achievement level of *Meets the Standards* or *Exceeds the Standards* in reading on all accountability tests (MCA, MTAS) will increase from 65.9% in 2018 to 67.9 % in 2019. - Result: 64.3%

2019 Reading MCA and MTAS Grade 3
Meeting Enrollment Criteria

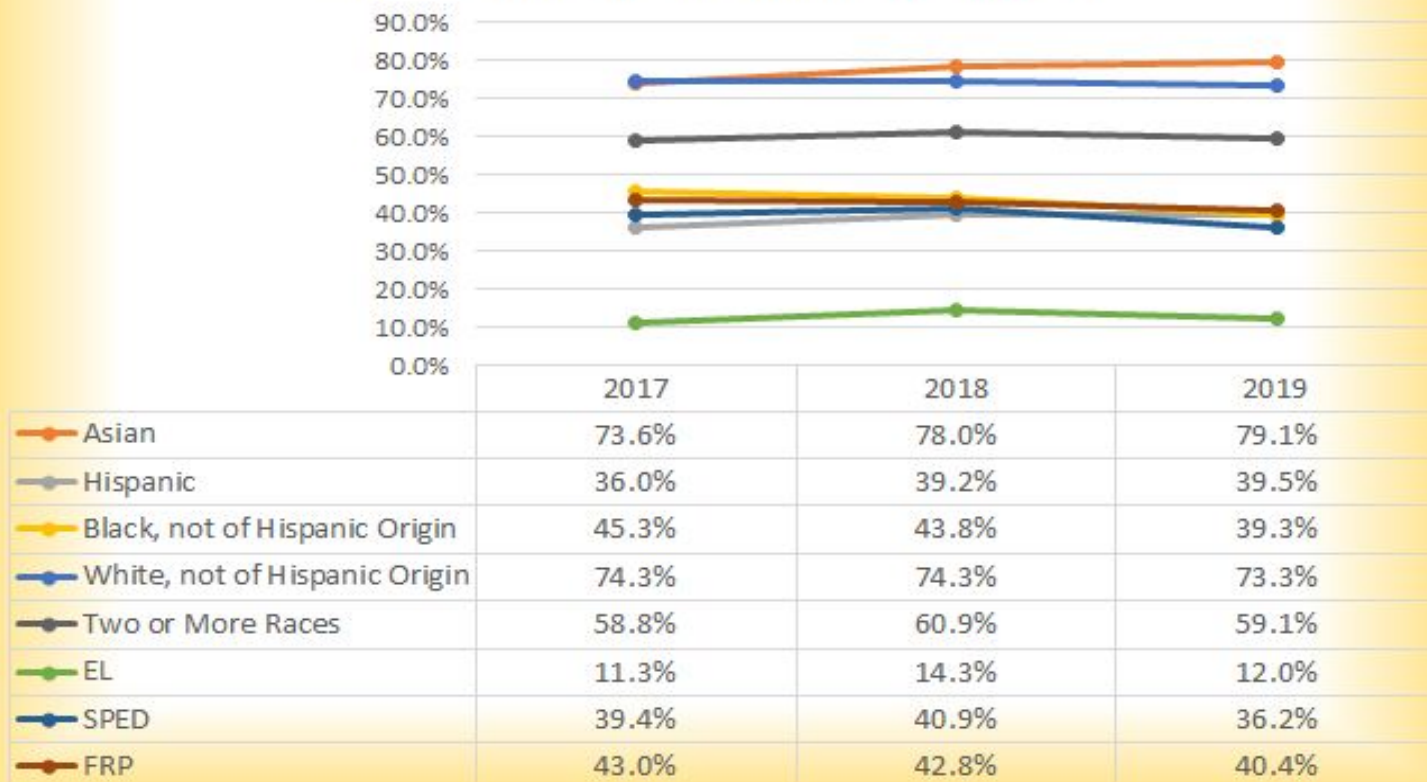


Reading MCA and MTAS Meeting Enrollment Criteria
Grade 3



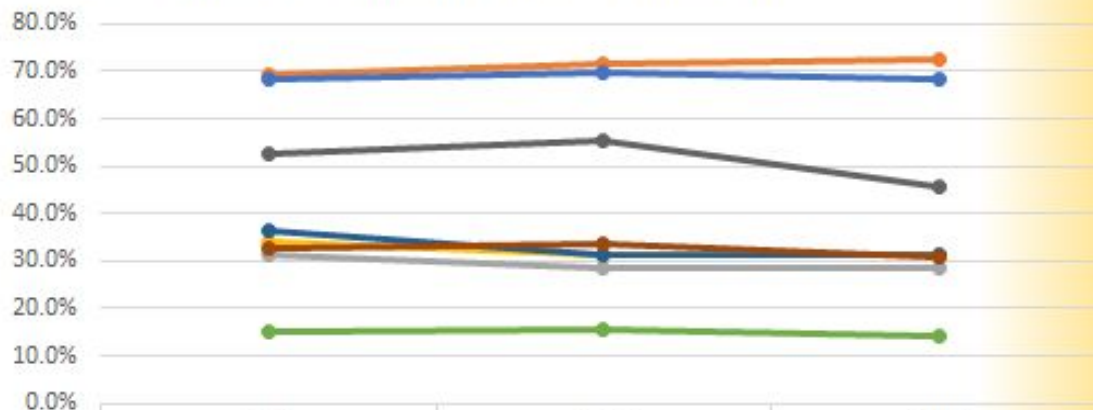
Closing the Reading Achievement Gap

District Reading Achievement Gap
(MCA & MTAS and Enrollment Criteria Met)



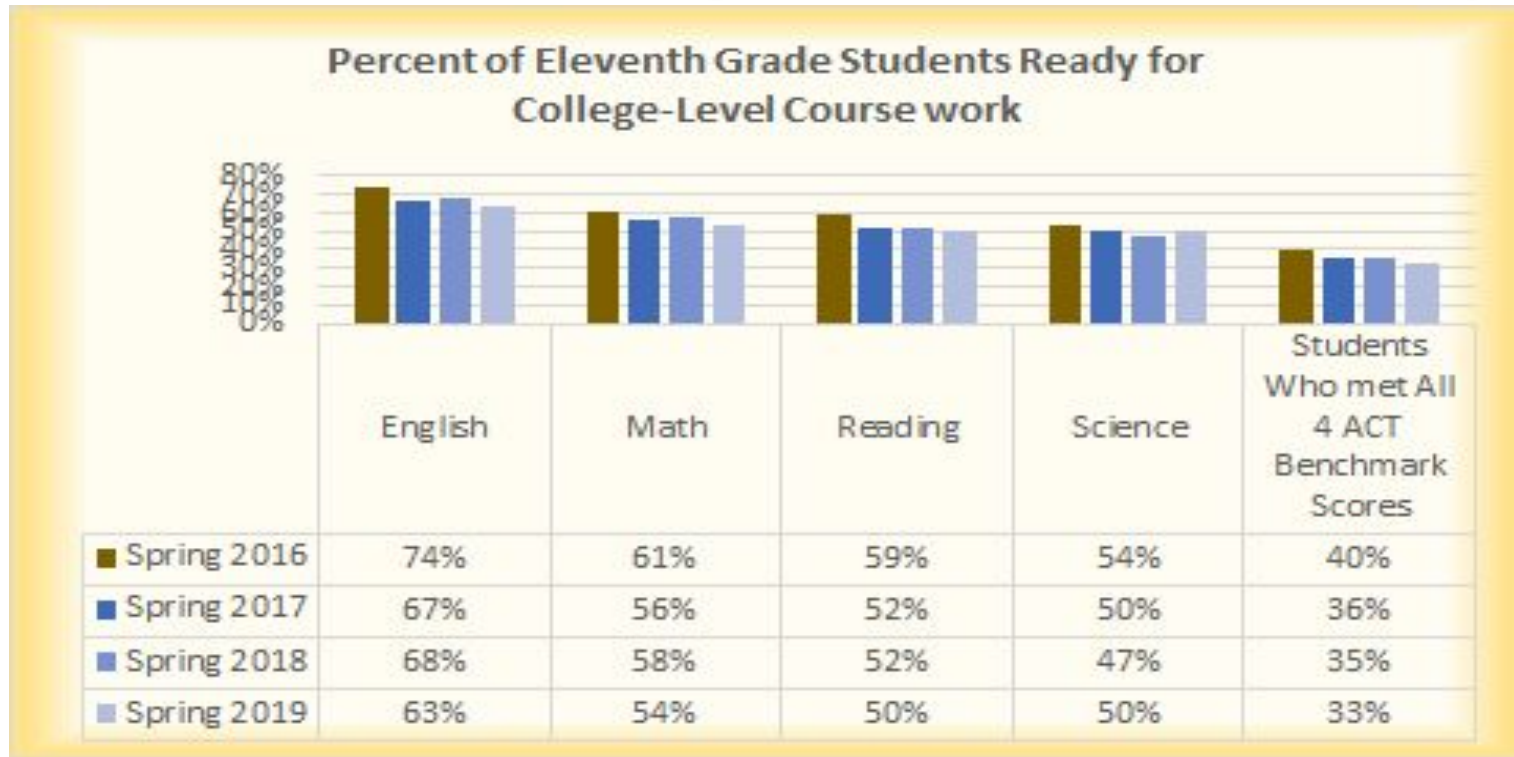
Closing the Math Achievement Gap

District Math Achievement Gap
(MCA & MTAS and Enrollment Criteria Met)



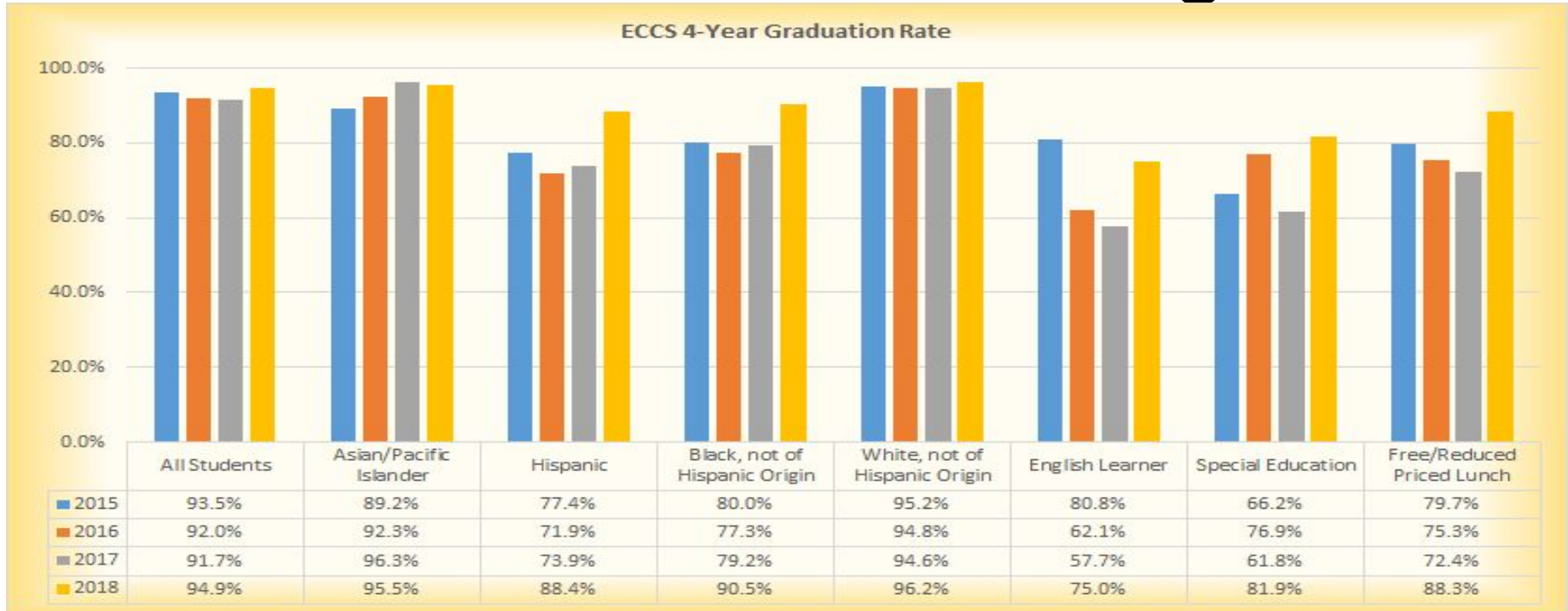
	2017	2018	2019
Asian	69.3%	71.5%	72.4%
Hispanic	31.4%	28.3%	28.5%
Black, not of Hispanic Origin	34.3%	31.3%	31.2%
White, not of Hispanic Origin	68.3%	69.6%	68.2%
Two or More Races	52.7%	55.4%	45.7%
EL	14.9%	15.7%	14.2%
SPED	36.5%	31.5%	31.5%
FRP	32.5%	33.5%	30.9%

All Students College and Career Ready



Goal 2018 - 19: The percent of all students in grade 11 at Eastern Carver County Schools who *meet the ACT Benchmarks in all four academic areas* as measured by the spring administration of ACT during the school day will increase from 35.0% in 2018 to 38.0% by spring 2019. - Result: 33%

All Students Graduate from High School



Goal 2018 - 19: ECCS has met the 2020 4-year cohort graduation rate goal of 90% for all students and will continue to maintain a minimum 4-year cohort graduation rate of 90%. Goal= 93.7%. -Result: 94.9%

District Strategic Aims

- ★ **High achievement for ALL through Personalized Learning**
- ★ Welcoming, inclusive, and equitable school community
- ★ Sustaining our future

The background of the slide is white and filled with numerous yellow stars of varying sizes, scattered across the entire area. The stars are five-pointed and have a slightly textured, paper-like appearance.

2019-2022 DISTRICT GOALS

2019-2022 WBWF Goal Areas	Summary
Goal 1: School Readiness: All students meet school readiness goals.	<p>The percent of all incoming kindergarteners who meet the school readiness benchmarks in reading and math as measured by FastBridge will increase by 5% by fall 2022.</p>
Goal 2: All third-graders achieve grade level literacy.	<p>The percent all third grade students who meet or exceed standards in Reading MCA will increase from 64.3% to 72% by spring 2022.</p>
Goal 3: Close the academic achievement gaps among all groups	<p>The percent of students in each student group who meet or exceed standards in Reading and Math MCA will increase by 10% by spring 2022.</p>
Goal 4: All students attain college and career preparedness.	<p>The percent of all students in grade 11 who meet the ACT Benchmarks in all four academic areas as measured by the spring administration of ACT during the school day will increase from 33% to 40% by spring 2022.</p>
Goal 5: All students graduate from high school.	<p>ECCS has met the 2020 4-year cohort graduation rate goal of 90% for all students and will continue to maintain a minimum 4-year cohort graduation rate of 90%.</p> <p>Each student group not currently at 90% or higher will increase their 4-year cohort graduation rate by 5% from starting percentage in 2018 to graduation rate in 2021.</p>

The background of the slide is white and filled with numerous yellow stars of varying sizes, scattered across the entire area. The stars are five-pointed and have a slightly textured, paper-like appearance.

2019-20

KEY STRATEGIES

2019-20 Key Strategies, District

- Building capacity for equity leadership
- Ensuring inclusive, welcoming schools for all students
- Program reviews continued
 - Assess current reality
 - Vertical alignment
 - Implementation of state standards
 - Review curriculum for inclusive and effective practices and content
- Gifted Services program review and tiered implementation plan
- Reaffirm essential elements of Personalized Learning.
- Working on clarity of the purpose and goals of Guaranteed and Viable Curriculum, as well as the reprioritization and alignment of PS & LT K-12
- Professional Learning Community (PLC) Purpose & Structure - 4 PLC Questions

2019-20 Key Strategies, K-5

- Early Assessment: Connect & Assess
- Literacy Focus
 - Phonics: Grades K & 1
 - Balanced Literacy Framework
 - Evidence-Based Interventions
- Inquiry-Based Math Focus
 - Learner-Centered Pedagogy
 - Mastery Learning Loop
- Evidence-Based Interventions
 - Leveled Literacy Intervention (LLI)
 - PRESS
- Regrounding in the purpose and practice of teaching, providing feedback, and assessing Power Standards/Learning Targets
- Use of Data & Actionable Feedback

2019-20 Key Strategies, 6-12

- Secondary Standards Based Learning Cycle Work - specific framework in 2018-19 and now working on deepening each area.
 - Starting with Assessment Purpose & Design
- Identifying research-based instructional frameworks for each secondary discipline.
 - Reasoning and discourse in Mathematics.
 - *Reader's Workshop* implementation in middle school language arts.
- Review of graduation requirements to align with district goals and the updated Profile of a Graduate.
- Explore options along a continuum of delivery models.
- Identifying paths to apprenticeships and internships within high school program.

The background of the slide is white and filled with numerous yellow stars of varying sizes, scattered across the entire area. The stars are five-pointed and have a slightly textured, paper-like appearance.

ACHIEVEMENT AND INTEGRATION 2018-19 SUMMARY

PURPOSE: MN ACHIEVEMENT & INTEGRATION (A&I)

- Increase student achievement
- Pursue racial and economic integration
- Create equitable education opportunities
- Reduce disparities based on racial, ethnic, and economic backgrounds

MN PRIORITIES:

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

DISTRICT 3-YEAR PLAN:

- Achievement Goal: The proficiency gap between the 6th, 7th and 8th grade white students and their protected class peers who participate in “project achieve” will decrease within ECCS as measured by all Math accountability tests (MCA, MTAS).

Goal Progress - proficiency gap has persistent at similar levels from baseline to year two

- Integration Goal: By 2020, we will increase racial and economic integration through development of integrating learning environments that prepare students to be effective citizens and enhance social cohesion, as measured by an increase in students enrolling in courses with partner district, Eden Prairie Schools.

Goal Progress - increase of students participating from 0 to 2 students from baseline to year two

STRATEGIES AND INTERVENTIONS:

- Increase hiring of diverse staff - Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Increase student voice/choice/agency
- Increase student engagement in culturally relevant learning opportunities
- Increase enrollment of diverse students in upper-level math courses - *Project Achieve*
- Increase staff capacity to provide culturally relevant teaching - Staff professional learning to support culturally responsive teaching strategies to create engaging and culturally relevant classroom environments
- Increase parent voice at all levels - Family engagement initiatives to increase student achievement
- Collaboration with partner school district

La Academia Achievement and Integration Plan:

Achievement Goal:

The percentage of La Academia third, fourth, and fifth grade students who meet or exceed expectations on the Reading MCA, will increase by 2% yearly, demonstrating improved academic achievement for the duration of this 2018-2020 Achievement and Integration Plan.

Goal Progress: 49.7% (not yet on track to meet the annual growth target)

Integration Goal:

Increased racial and economic integration will reduce the achievement gap, as measured by an increase of 2% yearly of Unduplicated Protected Class Students in third, fourth, and fifth grade who meet or exceed expectations on the Reading MCA, for the duration of this 2018-2020 Achievement and Integration Plan.

Goal Progress: 26.1% (not yet on track to meet the annual growth target)

LAA - STRATEGIES AND INTERVENTIONS:

- Implement biliteracy practices and create units of study to bridge between the two languages
- Engage in professional learning that incorporates inquiry-based and math talk instructional practices
- Participate in *Amity Intern* program

The background of the slide is a white surface covered with numerous yellow, five-pointed stars of varying sizes. The stars are scattered across the entire frame, creating a festive or celebratory atmosphere. In the center of the slide, the word "QUESTIONS?" is written in a bold, black, sans-serif font. The text has a subtle drop shadow, making it stand out against the starry background.

QUESTIONS?