Zumbrota-Mazeppa Schools Mission Statement

Building a bridge to the future where all individuals have the opportunity to reach their full potential in a safe, challenging learning environment.

ZUMBROTA-MAZEPPA’S GOALS

G

The district will offer high-quality, innovative student programming so that graduates are prepared to meaningfully contribute to society.

O

The district will provide high-quality effective teachers and administrators.

A

The district will ensure a safe learning environment through student training, staff training, community training, and facility upgrades.

L

The district will develop a short-term and long-term facilities plan to ensure the capacity of the district to offer a variety of learning opportunities for all levels of students.

S

The district will remain fiscally responsible to the taxpayers of our state and school district.
WORLDS BEST WORK FORCE PLAN 2019-2020

The World’s Best Work Force bill was passed in 2013 to ensure that every school district in Minnesota is making strides to increase student performance. Zumbrota-Mazeppa’s plan will address the five required goals.

- All children are ready for school,
- All third graders will be ready at grade level,
- All racial and economic achievement gaps between students are closed,
- All students are ready for career and college,
- All students will graduate from high school.

Identified Areas of Focus

Using information from PLCs, staff meetings, District Leadership Team meetings, grade/department level meetings, and the World’s Best Workforce meeting, the following areas of focus and action steps have been identified:

- Explore facilities needs and upgrades to meeting student learning and teaching space.
  - Research, visit, and develop plans based on passage of Fall 2019 school referendum to renovate and expand facilities.
- Reduce achievement gap in subgroups, and improve graduation rate.
  - Provide inservice training on the Trauma Responsive Classroom and Adverse Childhood Experience Study (ACES)
  - Achievement and Integration Plan will be revised and implemented
  - Attend Achievement & Integration trainings
  - Data days used to develop a plan for interventions for identified students.
- Review, revise, and update curriculum maps and expand opportunities for teachers to examine vertical alignment of curriculum.
  - P-6 explore reading curriculum needs and investigate reading curriculum options
  - Develop plan for implementing new science standards by fall of 2024. Review course content and placement, inventory existing curriculum and support materials, identify needs and begin review of new text books, materials, supplies, and equipment.
  - Finalize implementation of new standard for the Arts, and Health/PE for fall of 2021.
- Expand and implement career and college pathway offerings for students P-12.
  - Expand career and job exploration for students in grade P-6
  - Expand number of students taking ACT
  - Expand career fair and field trip opportunities for Gr. 9-12 Students
- Maintain vibrant PLCs.
  - Monthly PLCs on Early Release Days
  - Attend PLC Institute—June 2020

ZM’s goal is to have each student meeting grade level, district, state, and national proficiency standards. Teachers continually measure student progress, review data, and conduct quarterly data meetings (PreK-Grade 8) using a data wall to determine Tier I, II, and III students.

ZUMBROTA-MAZEPPA PUBLIC SCHOOLS ISD 2805

ZM Primary School
799 Mill Street
Zumbrota, MN 55992

ZM Elementary School
343 Third Avenue NE
Mazeppa, MN 55956

ZM Middle/High School
705 Mill Street
Zumbrota, MN 55992
GOALS

All Students Ready for Kindergarten

- The percentage of students enrolled in ZM’s preschool who can identify upper and lower case letters will increase from the majority of students knowing two letters in September of 2019 to 75% of students identifying at least 13 upper and lower letters in May of 2020.

Strategies

- All students in ZM School District will be offered screening between their third and fourth birthday.
- Increase outreach to district families to communicate readiness expectations through open houses, early childhood kickoff night, and Family Night.
- Establish a subcommittee to explore and implement a new learning opportunity to prepare all preschool students for kindergarten. Coordinate this activity with Achievement and Integration funds.
- Preschool—Continuous education to families on what screening/registration/round up is and why they are important.
- Conferences in fall and spring
- Parent Night will be held in January 2020
- Preschool assessments done in fall and spring are shared with Kindergarten teachers.
- Kindergarten Round Up—invite incoming Kindergarteners to explore the world of Kindergarten before the fall. Preschool parents are provided with a list of Kindergarten readiness skills.
- Kindergarten prepared document for preschool parents “Is My Child Ready for Kindergarten” is given to parents of preschoolers.
- Counseling/social worker support in teaching social skills, as well as social and emotional development.
- Proactive work with PBIS.
GOALS

All Students in Third Grade Achieving Grade-Level Literacy

◆ The percentage of all students enrolled in grade 2 at ZM who are in the “low risk” category on the Fastbridge aReading will increase from 72% in fall of 2019 to 73% in spring of 2020.
◆ The percentage of all students enrolled in grades 3-6 at ZM who are in the “low risk” category on Fastbridge aReading will increase from 68.5% in fall of 2019 to 69.5% in spring of 2020.

Strategies

◆ Identify strengths and weaknesses of current reading curriculum and implement and identify needs.
◆ Based on needs, explore reading curriculum options, research the curriculum, and review top reading curriculum materials and resources.
◆ ADSIS in the elementary, WIN time (What I Need), and after school targeted service.
◆ Continue Title I to provide targeted interventions based on individual needs.
◆ Continue “Data Days” where teachers collaborate to define and redefine students’ needs for intervention and personalization.
◆ Preschool—read stories aloud every day, introduce rhyming, letters and sounds, retelling, phonological awareness, comprehension.
◆ Kindergarten—letters/sound recognition, students will know 85% of Kindergarten sight words, build literacy stamina, reading comprehension skills, and decoding methods.
◆ Grade 1 and 2—Fluency practice, use of A-Reading results to monitor reading growth, and differentiate reading instruction. Continue the implementation of VOWAC phonics.
◆ Grade 3—Leveled readers and Read theory to have students read at their levels, AR quizzes. Cross-curricular reading in social studies/science: Main idea, important details, nonfiction skills.
◆ Due to link between high academic achievement and increased physical activity, explore increased physical education time to every day PE (physical activity increases number of neurons in the brain, fewer days absent, increased ability to focus.
◆ Grade 1—Twenty minutes of daily Read to Self, Phonemic Awareness, VoWac, bi-weekly fluency checks, guided reading lessons, benchmark FastBridge testing, WIN time, ADSIS, Title I Reading support.
◆ Special Ed—Additional instruction using Sunday System, Words Their Way, Edmark Reading, and Read Naturally. Meet the basic needs of students with food and school supplies.
◆ Arts—Students will develop additional literacy skills by learning to express their ideas using the mediums in the visual and performing arts. Students participating in arts related courses will reinforce the concepts presented in the core curriculum through varied forms of instruction.
2019-20 Close the Achievement Gap Among All Groups

♦ The percentage of identified free/reduced price lunch students who earn an achievement level of ‘doesn’t meet’ or ‘partially meets’ standards on district math MCAs will decrease from 48.6% in 2019 to 45.4% in 2020.
♦ The percentage of identified free/reduced price lunch students who earn an achievement level of ‘doesn’t meet’ or ‘partially meets’ standards on district reading MCAs will decrease from 48.6% in 2019 to 47.6% in 2020.

Strategies

♦ ZM will provide Title I, special education, and ADSIS academic support and afterschool targeted services.
♦ Identify strengths and weaknesses of current reading curriculum and implementation.
♦ Based on needs, explore reading curriculum options, research those curriculums, and review top reading curriculum materials and resources.
♦ The district Achievement and Integration Plan also focuses on reducing the gap for identified subgroups. The district Achievement and Integration teacher on special assignment will implement a direct service program for identified students.
♦ Continue giving grade level assessments to show growth and that learning is happening throughout the school year.
♦ Continue to utilize learning interventions to close the achievement gap.
♦ Utilize a variety of vocabulary strategies to increase comprehension and continuous reading skills practice in order to assist students in preparation for the online test. Continuous monitoring via formative assessments as a way to ensure students are meeting standards before they are formally assessed. Posting learning targets and having specific objectives for class as a way to inform instruction.
♦ Health: continue creating links between body systems, health, and continued life behaviors (cardiovascular, digestive, reproductive, etc.) Muscles/organs/bones continually taught and reviewed in K-2. Math supported K-2 with basic addition and subtraction within daily activities.
♦ PE supporting all areas with increased focus on movement-oriented activities.
♦ Preschool scholarships will be granted to assist with tuition for those in need.
♦ Extended School Year services for special education students, and targeted service after school for identified students.
♦ Maintain WIN, ADSIS, and data days to identify students and structure learning opportunities to close gap and learning.
♦ Middle/High School: Main Power Hour (middle school) for remediation, targeted services, structured study hall (high school) for extra learning opportunities; standards based grading to assist with areas of weakness, and focus heavily on vocabulary strategies to improve/expand student vocabulary. Focus on building relationships, providing feedback, and changing mindsets.
♦ Band and Choir: Reading strategies reading music notation and song lyric structure and rhythmic counting and note length calculations for all students.
GOALS

All Students Career and College Ready by Graduation

- During the 2019-20 school year, the district MCA scores for all students who meet or exceed proficiency will increase:
  - In reading from 65.6% to 66.6%
  - In math from 66.9% to 67.9%
  - In science from 64.9% to 65.9%
- The percentage of all students enrolled at ZM Schools by October 1, 2019, who are career and college ready by graduation on the ACT assessment will increase from 35% in 2019 to 36% in 2020.

Strategies
- Expand career and college readiness opportunities:
  - Provide ACT preparation for juniors and seniors using John Baylor ACT prep in spring of 2020.
  - Increased student participation in career fairs, career field trips, and career/job exploration.
  - Explore inhouse certification for completing ‘pathways’ courses.
  - Maintain college credit opportunities for high school students.
- With the addition of second counselor at the middle/high school level, increase the number of small group and individual meetings to develop graduation plans and career guidance.
  - During the 2019-20 school year, ZM will explore various ‘pathways’ for students to be career and college ready by graduation, provide ACT preparation and the opportunity to test for juniors and seniors, and arrange for 100% of the 7-12 grade students to career/college consultations with their respective counselors.
- All ZM students will complete careers class by the end of their junior year.
- P-6 teachers will review current reading curriculum, identifying needs and weaknesses and begin researching how to address those findings through curriculum updating.
- Increase career and college exploration for students in P-8.
- Maintain college credit opportunities for high school students
  - High School Language Arts, Math, Science—college and AP courses
  - Science speakers representing various fields of science
  - Ag work experience, career exploration, judging teams.
- Preschool—community helper lessons, career guest speakers (police, fire, etc.)
- CLEP testing in government and economics
- PE/Health:
  - Goal setting and tracking
  - Healthy life choices

All Students Graduate

ZM’s graduation rate will exceed

- 93% in 2017,
- 95% in 2018,
- 97% in 2019, and
- 100% in 2020

Strategies
- All ZM students will complete careers class by the end of their junior year.
- Participate in the STEM Forward collaborative to increase learning opportunities for students and teachers.
- Explore and implement dual credit, CLEP, and hybrid courses.
- Maintain a 7-12 advisory program.
- Maintain targeted services program and ALP for credit recovery.
- Counseling—ensure that all students develop an individual graduation plan (MCIS) by end of grade 10.
Quality Compensation Law (Q Comp) was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the four components of the law.

The four components under Q Comp include:

♦ Career Ladder/Advancement Options
♦ Job-embedded Professional Development
♦ Teacher Evaluation
♦ Performance Pay and Alternative Salary Schedule

ZM Schools elected to participate in Q Comp beginning with the 2016-2017 school year. Q Comp goals for the 2019-2020 school year are listed below.

Q Comp Goals 2019-20

♦ Primary: The percentage of all students enrolled in grade 2 at ZM Primary School who are in the ‘low risk’ category on the Fastbridge aReading will increase from 72% in fall of 2019 to 73% in spring of 2020.

♦ Elementary: The percentage of all students enrolled in grades 3-6 at Zumbrota-Mazeppa Elementary School who are in the ‘low risk’ category on the Fastbridge aReading will increase from 68.5% in the fall of 2019 to 69.5% in the spring of 2020.

♦ Middle/High School: The percentage of all students in grades 7, 8, and 10 who earn an achievement level of ‘Meets the Standards’ or ‘Exceeds the Standards’ in all accountability tests (MCA and MTAS) will increase from 70.2% in 2019 to 70.3% in 2020.
Teachers and Principals

Through PLCs, teachers regularly examine national, state, and/or local standards as well as benchmarks and align curriculum maps. Learning targets are displayed in classrooms. Teachers are re-examining the value of homework, opportunities for multiple reassessments and standards based grading. Through in-services, Q Comp peer reviews, and PLCs, teachers have opportunities to observe, study, and implement best practices in instruction.

ZM Schools has a curriculum review process through team meetings where each grade level/department will examine its current needs for updating materials, resources, and curriculum on an annual basis. Annually, teachers (grade levels or departments) can apply to their site leadership team for curriculum development time, summer curriculum writing grants, and/or updating of resources and materials. The District Advisory Committee annually reviews high school course offerings, reviews and approves curriculum changes, and is exploring ways to offer a variety of career college pathways for students.

ZM’s three-year cycle for teacher evaluation is based on the Charlotte Danielson Framework and uses personalized feedback. The Danielson Framework addresses four domains of quality teaching and allows for principals and teachers to discuss effective instruction within the assigned curriculum. All ZM teachers annually write a Growth and Development Plan and have a triennial summative evaluation.

ZM principals will be evaluated annually using The Evaluation of Minnesota’s School Principals guide (developed by MAA, MESPA, MASSPA, and BOSA) as part of a three-year cycle of performance improvement. Vested in best practice and tied closely to Minnesota’s Principal Competencies, this system is designed to provide the superintendent with the means to assess principal performance and to enhance professional growth.

In the principal evaluation process, the principal uses introspection and reflection, as well as gathering input from various stakeholders. This evidence is used to provide self-assessment, goal setting, professional development, and demonstration of performance on the core competencies.

Students

In order to assess and evaluate ZM students’ progress in meeting state and local academic standards, the following assessments are given:

- ADSIS (K-6)
- MCAs
- Classroom Formative Assessment
- Classroom Summative Assessment
- ACT
- FASTBRIDGE

Student data is disaggregated through PLCs, by individual teachers, grades/ departments and by the District Leadership Team and shared with teachers. Identified students can receive additional academic support through:

- Title I (Grade K-5)
- Targeted Services (Grade K-8), during the school year and summer
- WIN Time (Grade K-6)
- Power Hour (Grade 7-8)
- ALP, Credit Recovery (Grade 9-12)
Technology: ZM Schools recognizes and embraces the idea that a mobile computing device can be an important educational tool that can offer students access to a wealth of knowledge, learning management, and instructional goals. ZM Schools are in the sixth year of a revised technology implementation and integration plan. Currently, technology devices are used as follows:

- Preschool: Introductory iPad and app usage in each classroom
- Kindergarten: Classroom sets of iPads small groups
- Grade 1 & 2: 1:1 iPads in school use
- Grades 3—5: 1:1 Chromebook for in-school use
- Grades 6-12: 1:1 Chromebooks and Windows laptops
- Middle School and High School students were given three options:
  - bring your own device
  - participate in ZM take home mobile lease
device insurance program
  - daily device checkout

District and site technology committees address changing needs, explore options, and develop implementation plans. District-wide technology platforms and tools include: Office 365, G-Suite, Schoology (grades 2-12), Moodle, Infinite Campus, Adobe Creative Cloud Suite, Autodesk, and Renaissance Learning.

Collaborative Professional Culture

ZM aims to maintain an effective learning culture where:

- Teachers pursue a clear, shared purpose, engage in collaborative activities, and continuously engage in the study of their craft,
- Accept a collective responsibility for student learning,
- Value the interchange of ideas with colleagues, and
- Collaboratively work with each other and with the administration to maximize student learning.
EQUITABLE ACCESS TO EXCELLENT TEACHERS

Zumbrota-Mazeppa Public Schools believes it is important that all students, particularly students from low income families and students of color, have equitable access to teachers and principals who can help them reach their potential. ZM’s administrative team will review yearly student achievement results, teaching assignments, staff evaluations and staff experience when determining teaching assignments and purposeful placement of students. ZM’s World’s Best Workforce committee will also make recommendations about the means to improve student equitable access and more diverse teachers after reviewing achievement results and staff experiences.

ZM employs high quality teachers, but because of its' small size and rural location, numerous classes do not offer multiple teacher section options; however, ZM uses a variety of information to assure classes are balanced. This includes the use of academic data, information from previous teachers and student support personnel as well as information about student needs and learning style provided by parents. Based on the data for low income and minority students, as well as all student groups, ZM will continue to provide staff development opportunities, peer reviews, mentorship for new teachers (2-year program) and best practice instructional strategies (PLCs) for all staff.

For the 2019-20 school year, 15% of the teachers are non-tenured and 85% are tenured. There are ten inexperienced teachers (less than three years experience in Minnesota schools), zero unqualified (not fully licensed in core subject), and one out of field (licensed teacher providing instruction in an area not licensed)

Advisory Committees:

Zumbrota-Mazeppa Schools offers parents and/or patrons the opportunity to serve on the District Advisory committee. This committee focuses on updating, revising, and implementing curriculum changes, meets three times annually, and allows for input regarding many facets of the school, as well as developing a long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce.

Zumbrota-Mazeppa Public Schools District Advisory Committee included representatives from school and the communities. Members included:

- Michael Harvey – Superintendent
- Dave Anderson – Middle School/High School Principal
- Quinn Rasmussen – Primary/Elementary Principal
- Wendy Ahern—Ass’t Principal/SPED Coordinator
- Jen Lohmann—Community Ed Director
- Rebecca Sjolander—Achievement/Integration Coordinator
- Laura Skogen—Staff Development Coordinator
- Angela Hunstad—Middle/High School Parent
- Josh Boraas—Middle/High School Teacher
- Tony Brown—Middle/High School Parent
- Kari Gunhus—Middle/High School Parent
- Pamla Langley—Elementary Teacher
- Jamie Quam—Elementary Teacher
- Brittney Thomforde—Elementary Parent
- Stacy Liebenow—Parent
- Grant Voth—Technology Coordinator
- Mary Graves—Community
- Beth Arendt—Parent
- Lisa Nelson—Primary Teacher
- Anne Solberg—Elementary Teacher
- Katrina Schuneman—Elementary Teacher
- Chelsie Lockner—Middle/High School Counselor
- Jeanette Richardson—Community
- Kristi Moore—Student
- Kalli Olson—Student
- Todd Cordes—Parent
- Jean Roth—School Board
- Jason Lohmann—School Board
- Angie Bredehoft—School Board
- Jackie Brown Eyes—Native American/Parent

Site Leadership Teams

Primary-Elementary School:

- Tanya Cordes
- Micayla Ryan
- Heather Decker
- Megan Ferguson
- Abby Purmal
- Marnie Vondal
- Amanda Braithwaite
- Derek Hatten
- Rebecca Sjolander
- Logan Jensen
- Quinn Rasmussen—Principal

Middle-High School:

- Alyssa Krause
- Angela Heitmann
- Brad Smith
- Scott Cory
- Jacob Smith
- Pamela Peterson
- Bev Prodzinski
- Katie G Kennedy
- Dave Anderson, Principal
Gifted and Talented

Process to Assess and Identify Students for Participation in Gifted and Talented Programs:

ZM believes that the identification of students for a Gifted and Talented Program is a complex, multi-faceted process that requires many sources of information. Identification can take place at any time in a student’s learning years with nomination for consideration coming from parents and teachers.

Information is gathered to provide a comprehensive view of the student’s talents and gifts. Data gathered can include standardized tests of cognition and achievement, teacher observations, rating scales, grades, performances, work samples, and questionnaires. After analysis of student information, families are notified of the team’s decision. ZM is in the process of redesigning its gifted and talented program, both in the identification process, and in exploration of moving to a levels of service model.

Levels of Service:

Level 1: Services are intended for ALL students and could include: a variety of academic competitions and school-wide enrichment opportunities.

Level 2: Services are intended for MANY students, meaning that any student may take advantage of the option but not everyone will.

Level 3: Services are for SOME students who require additional rigor and challenge. Students need to qualify for these services based on observational, academic, and cognitive data.

Level 4: Services are for FEW students who require highly individualized services. Students need to qualify for these services based on observational, academic, and cognitive data.

Acceleration:

ZM shall consider grade or course acceleration in rare and extreme cases. Teachers are urged to utilize levels of instruction which broaden the interests and achievement of those students who are academically superior and use acceleration only in an extraordinary situation. Individual requests for acceleration will be reviewed, and will include additional cognitive and achievement assessments and individual student data. During the 2017-18 school year, ZM’s Enrichment Committee will be revising its Gifted and Talented Education (including acceleration and early admission to kindergarten and first grade) policies and procedures.

Early Admission to Kindergarten and First Grade:

In the event that parents wish to enroll children who have not had their fifth birthday by September 1 of the school year involved, they will follow the following procedure:

1) Parents or guardians must complete an application requesting early entrance. Forms are available from the primary principal at the primary office.

2) Applications may be made any time after April 1 of the year the parent or guardian wishes the child to enter kindergarten and must be completed no later than June 1 of that year. The primary principal shall be responsible for the initial application.

3) The child must be 4 years old on or before September 1 of the year in which early entrance is requested. A copy of the birth certificate is required.

4) The school will schedule an evaluation for the child by personnel from the Goodhue County Education District.

5) The Education District will conduct a criteria-based assessment of the child.

6) The Education District will:
   A. Consult with the school concerning curriculum requirements and student expectations; and
   B. Provide a written report of findings and recommendations, with copies to the parent or guardian, the primary principal, and the early educational coordinator within 15 days of completion of the evaluation.

7) Children who qualify after the assessment and other criteria may be enrolled for a six-week trial period to determine the appropriateness of the placement. During this trial period, the student’s cognitive abilities and motor development, as well as social and emotional maturity, shall be observed and compared with the previous assessment findings. A staffing with the parent shall be held to determine if the child is to continue as a regular kindergarten student. The principal, school psychologist, and teacher shall determine the appropriateness of the placement.

8) The final decision shall normally rest with the superintendent of schools and/or the primary principal; however, an appeal may be made to the Board of Education.
LINKS TO ZUMBROTA-MAZEPPA PLANS

Achievement and Integration

Staff Development

Literacy

Teacher Development and Evaluation

Technology

School Readiness

Q Comp