

WORLD'S BEST WORKFORCE 2023-2024 PLAN



LUVERNE PUBLIC SCHOOLS

WORLD'S BEST WORKFORCE 2023-2024

In 2013, the Minnesota State Legislature passed a bill to ensure every school district within the state is making strides to increase student performance.

Craig Oftedahl,
Superintendent

Ryan Johnson,
High School Principal

Jason Phelps,
Middle School Principal

Stacy Gillette,
Elementary Principal

The World's Best Workforce Plan is intended to serve as a foundational document that aligns educational initiatives that serve students pre-K through high school. This report was prepared to inform the public regarding our school district's commitment to quality education and developments in curriculum, instructional practices and student learning throughout the district.

Luverne School will engage students in lifelong learning to achieve their maximum potential in becoming productive citizens.

Data and information from the WBWF report was presented at an open School Board meeting on September 28, 2023.

LUVERNE PUBLIC
SCHOOLS

LUVERNE SCHOOL BOARD

Tim Jarchow,
Chair

Eric Hartman,
Vice Chair

Michael DeBates,
Treasurer

David Wrigg,
Clerk

Ryan DeBates,
Director

Zach Nolz,
Director

Randy Saker,
Director

Parents are a child's first and most important teacher. Strong school-based early learning environments and programs are intended not to replace the parents(s), but to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high quality early learning experiences can close achievement gaps for at-risk children before they begin their K-12 careers.

EARLY CHILDHOOD SCREENING

84 Children Screened		
83%	7%	10%
3 year-olds	4 year-olds	5 year-olds

Luverne Public Schools provides Early Childhood Screening to check the basic health and development of a child between the ages of 3 and 4 years. This screening is free to all district children. Early screening can reveal concerns with vision, hearing, speech & language, cognition, fine and gross motor skills and social emotional issues. Detection at an early age provides the opportunity to intervene and address issues that could affect later learning. The district also recognizes that some children may have exceptional skills and are ready to begin their formal education early. In such situations, parents will work with school personnel to determine the best course of action for their child.

EARLY CHILDHOOD FAMILY EDUCATION

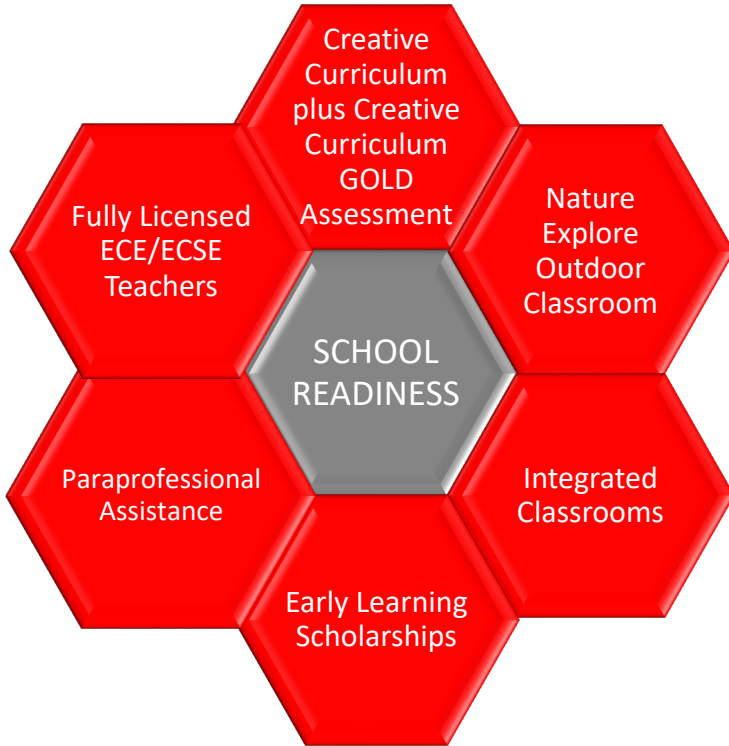
Early Childhood Family Education (ECFE) enhances and supports parent education and quality early learning environments for children birth to age 5.



LUVERNE PUBLIC SCHOOLS

ALL CHILDREN ARE READY FOR SCHOOL

75% of children entering Kindergarten will meet the Fall Kindergarten Benchmark Score as assessed on the Formative Assessment System for Teachers.



SCHOOL READINESS

ISD 2184 offers a choice of 6 sections of Discovery Time Preschool, which combines MDE School Readiness funds with Pathway 1 & 2 Early Learning Scholarships, plus tuition-based preschool to offer the highest quality 4-Star Parent Aware rated preschool experience for 3, 4 and 5-year old children. Parents may choose from 2-day, 3-day or 5-day sections that meet for 2.75 hours/day.

KINDERGARTEN

Kindergarten provides an essential bridge between prekindergarten and the primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. By laying a strong foundation, full-day kindergarten can boost student performance, access and attainment later in school. To measure kindergarten readiness, the district chose to use the fall benchmark data from the Formative Assessment System for Teachers (FAST). This assessment provides research-based data to determine students' basic early literacy skills and to identify students who are at risk of reading failure.

87%

• Fall Benchmark Scores (2022)

84%

• Winter Benchmark Scores (2022)

83%

• Spring Benchmark Scores (2023)

READ WELL BY THIRD GRADE LITERACY PLAN

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Luverne Public School is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices, and supports for students in grades K-3 so that all students are reading at or above grade level no later than the end of Grade 3. This plan addresses Interventions, Assessments, Parent Notification and Involvement, Curriculum and Instruction, and Professional Development.

A key component of our literacy plan is to provide a solid foundation of literacy skills to enable students to be successful. To measure third grade literacy, the district will use data from the Grade 3 Reading MCA. This test provides the most relevant data on a student's ability to read and comprehend information.

ALL THIRD
GRADERS
CAN READ AT
GRADE LEVEL

By the spring of
2024, 65% of all
3rd Grade
Students will be
Proficient as
measured on the
3rd Grade
Reading MCA.

GRADE 3 MCA PROFICIENCY



FASTBRIDGE ASSESSMENTS

All students in grades K-3 are given the FastBridge screening/benchmarking assessment three times through the course of the year in fall, winter, and spring. Using this data, struggling and at-risk students are identified and referred for interventions.

PERCENT PROFICIENT
ON SPRING
BENCHMARK FAST
ASSESSMENT
(2022)

83%

• KINDERGARTEN

81%

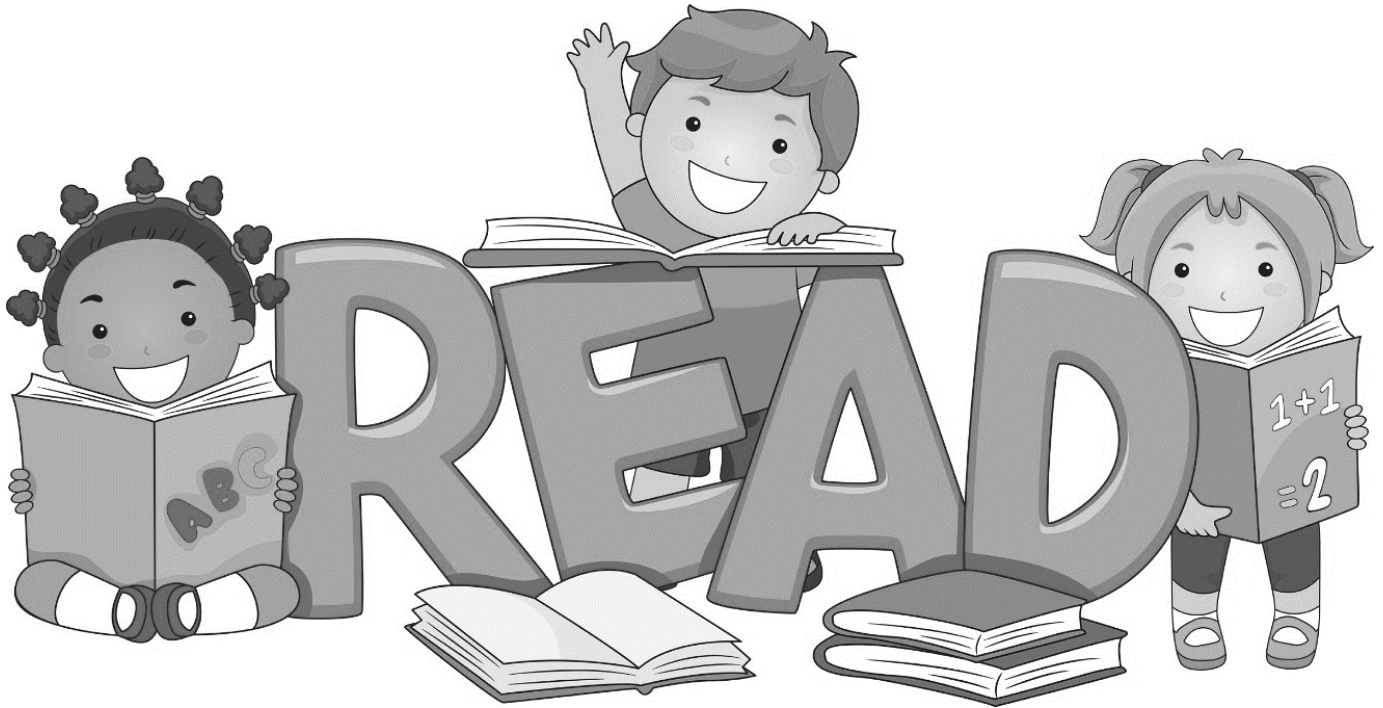
• GRADE 1

91%

• GRADE 2

90%

• GRADE 3



WORLD'S BEST WORKFORCE 2023-2024

Luverne Public Schools measures students' progress and analyzes the results – looking closely at the percentages of students exceeding proficiency, meeting proficiency or meeting partial proficiency on standards measured by the Minnesota Comprehensive Assessment. These results are analyzed to identify any achievement gaps and ensure that schools are performing.

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CLOSING THE ACHIEVEMENT GAPS

The difference in the achievement gap for the special education and free/reduced subgroups will all be less than 25%.

MATH PROFICIENCY

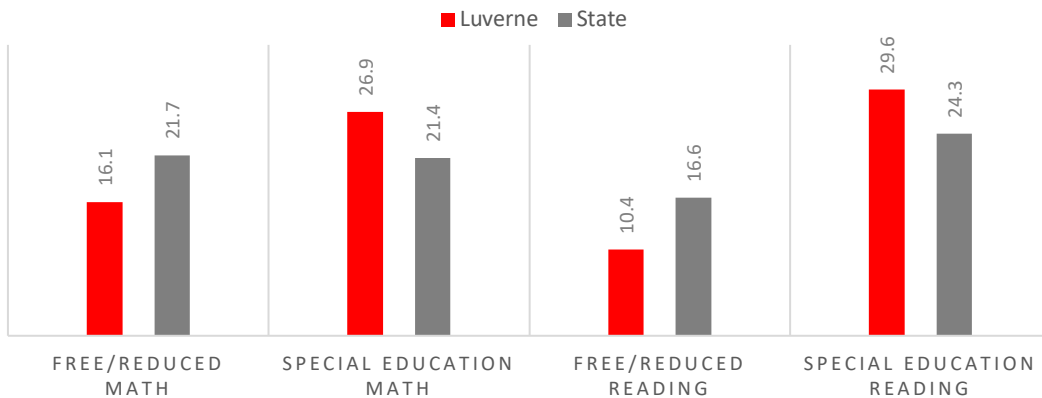
	LUVERNE	STATE
2021	55.3%	44.2%
2022	63.1%	45.5%
2023	60.1%	46.0%

READING PROFICIENCY

	LUVERNE	STATE
2021	58.1%	55.3%
2022	61.8%	51.7%
2023	57.8%	49.9%

The district supports best practices in curriculum and instruction and assessments to ensure that ALL students are moving toward mastering standards-based concepts and skills, regardless of ethnicity, learning needs, or financial status. To measure the degree to which strategies to close the achievement gap are effective, District 2184 compares the performance of two of the largest student subgroups in both reading and math. The achievement gap analysis indicates that Luverne Public Schools is effectively closing the gap in two of the four specific areas.

2023 ACHIEVEMENT GAPS



LIVE – LEARN - LEAD

WORLD'S BEST WORKFORCE 2023-2024

District and building goals are set to adequately prepare students for career and college readiness. Improving readiness and rigor in the classroom will reduce the number of students not proficient on the MCAs. Concurrent college and technical courses will provide students with college credit and, more importantly, college environments to prepare them for education beyond high school graduation.

ACT COLLEGE READINESS BENCHMARKS

ISD 2184 tracks the average score for each of the four subject areas of the ACT. This data is used to revise and develop advance courses.

Beginning in 2015, all juniors have the opportunity to take the ACT at a reduced cost. Last year, 88% of all Luverne High School students took the ACT.

	English	Math	Reading	Science	Composite
Luverne	16.7	19.5	19.7	19.3	18.9
National	19.0	19.3	19.9	19.9	19.8



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ALL STUDENTS ARE COLLEGE AND CAREER READY

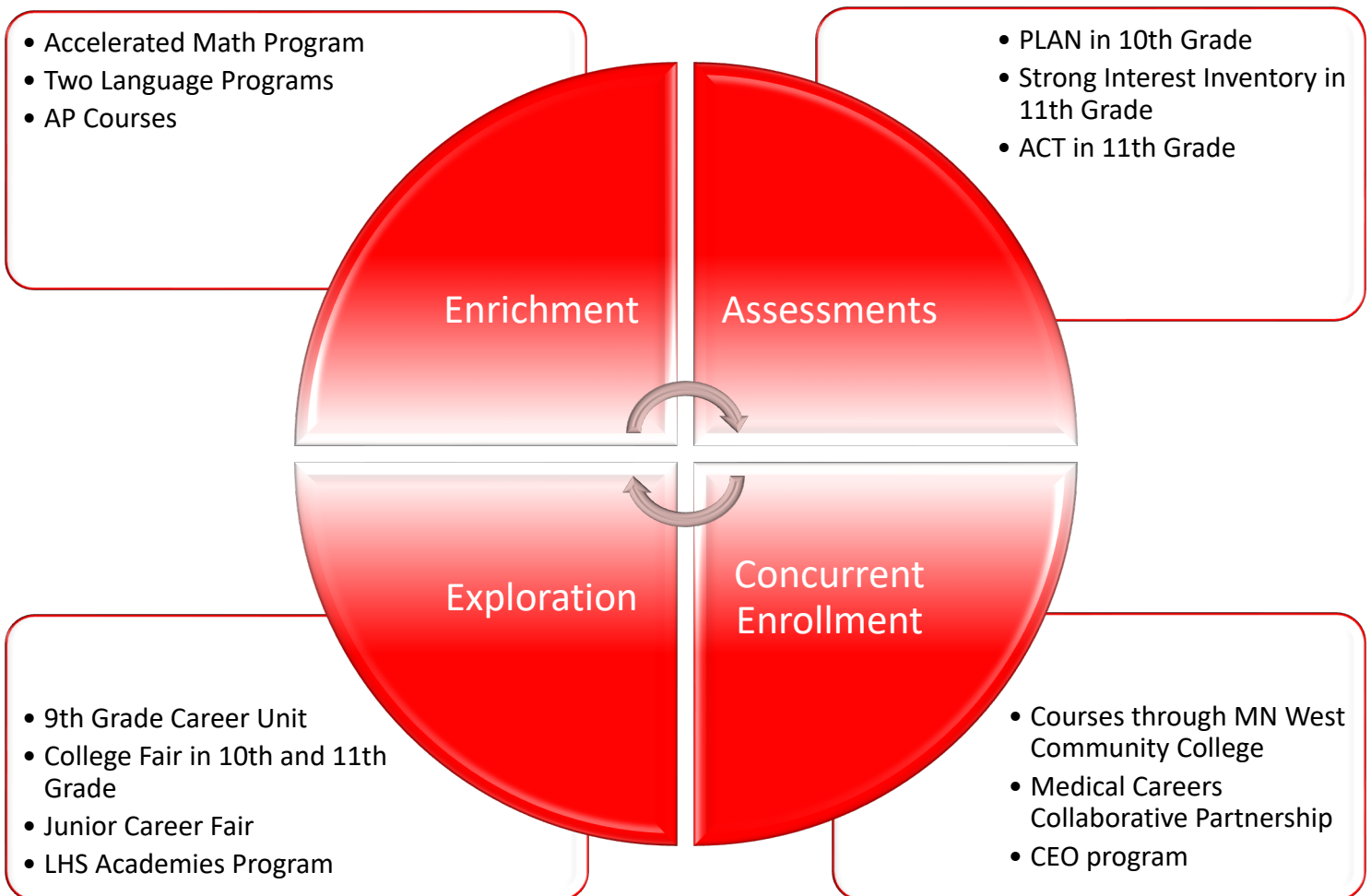
All students in high school will participate in several career and college ready activities. As measured by the ACT, LPS students graduating in 2024 will achieve an average score of 21 or better in each subject area.

LIVE – LEARN - LEAD

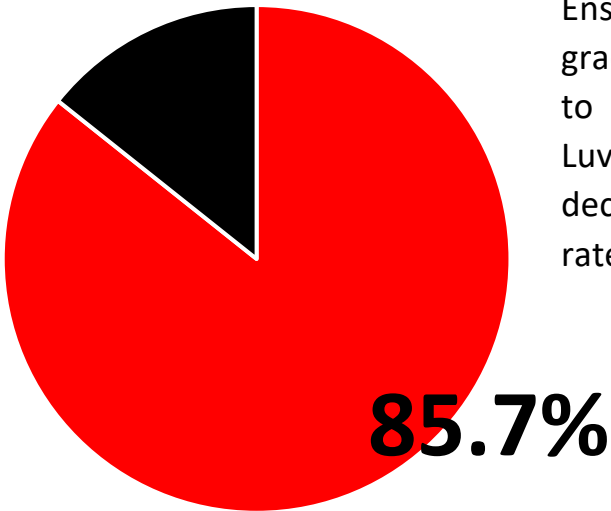
ACCELERATED OPTIONS

Various options exist to meet the unique academic needs of our students. The objective of the district's acceleration practices is to place students in the environment where maximum development will take place. ISD 2184 provides opportunities for advanced work in math, supplemental enrichment activities, and enrollment in concurrent courses.

Participation in advanced programs is based on exceptional performance and ability. Teacher recommendation, achievement tests at the 98th percentile or higher, class performance, along with parent approval will be considered to determine participation in accelerated programs.



2021 GRADUATION RATE



Ensuring that all students graduate on time is imperative to ISD 2184. As a district, Luverne Public Schools has decreased 4 year graduation rate from 92.4% to 85.7%.

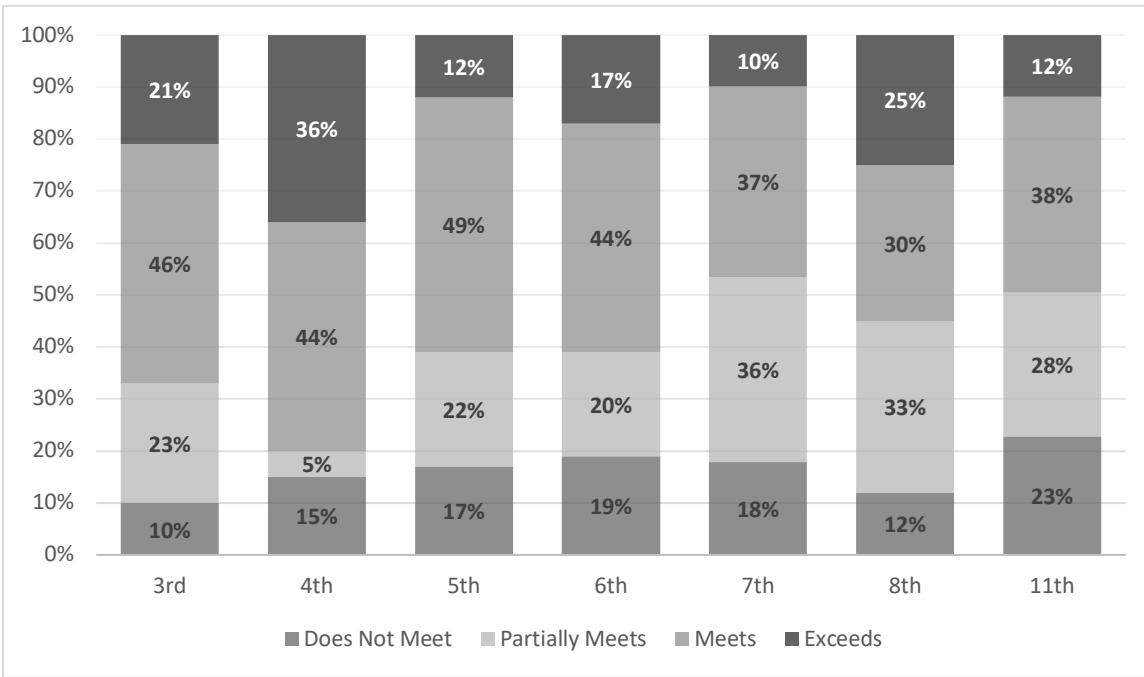


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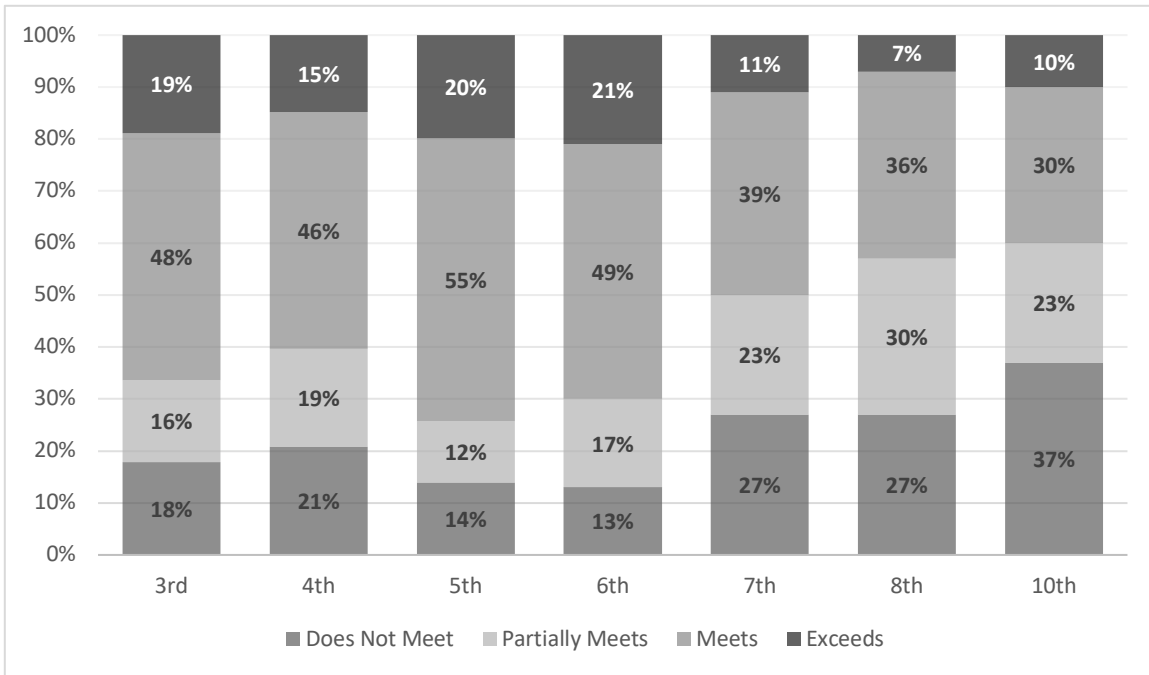
ALL
STUDENTS
GRADUATE

90% of students
will graduate
from Luverne
Public Schools
within four
years.

2023 MCA MATH RESULTS



2023 MCA READING RESULTS



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MCA PERFORMANCE

Luverne Public Schools will achieve a 60% proficiency rate of Meets and Exceeds on the MCAs in both Math and Reading.

Luverne Public Schools will reduce the number of students in the Does Not Meet category to less than 20% on the MCAs in both Math and Reading.

CURRICULUM REVIEW PROCESS

The district's curriculum review process includes a review of what students learn and what courses are offered within each content area and at each grade level. New curriculum is created and new resources are purchased on a seven year cycle. This process insures that students are learning the most current information from the most current resources possible.

Review - All remaining subjects

Pilot and Purchase - Science

Implementation - English Language Arts

PROFESSIONAL LEARNING COMMUNITIES

All certified staff participates in Professional Learning Communities (PLC). Our PLC teams meet regularly each month to discuss instructional strategies to help improve student achievement. Staff utilizes data from formative assessments, the MCAs and other district testing to enhance the curriculum and instructional practices.

STANDARDS-BASED INSTRUCTION/GRADING

Through workshops and PLCs, teachers at Luverne Public Schools have built a foundational knowledge of Standards-Based Instruction and have determined that SBG will provide the most accurate and comprehensive information to our parents regarding their child's academic progress.

Standards Based Grading is a system of reporting student proficiency in a number of specific learning standards. Rather than give students one grade for a specific content area, this system gives students a number of scores that represent their proficiency in each of the standards assessed. Standards Based Grading reports effort and behavior separately so that the grade received reports only the student's achievement toward the standards.

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CURRICULUM &
INSTRUCTIONAL
PRACTICES

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STUDENT
SUPPORTS

RTI

- Response to Intervention provides early literacy interventions and classroom supports for students in grades K-5.

TITLE I

- Title I provides paraprofessional and licensed staff to assist students in the classroom.

POWER
HOUR

- Power Hour time is allotted during the school day to provide additional instruction for elementary students to improve their reading skills.

JR. K

- Junior Kindergarten was started this year in order to help support students and families as they begin Kindergarten. This will provide extra support for our youngest students.

COUNSELORS

- Counselors in the elementary and the middle/high schools provide classroom lessons as well as small group and individual counseling sessions.

SOCIAL
WORKER

- A full time social worker provides additional supports for students and families.

6TH GRADE
SUPPORTS

- Additional classes are offered in 6th grade math, English, and reading to help with the transition to Middle School and further support core content areas.

1:1 Devices

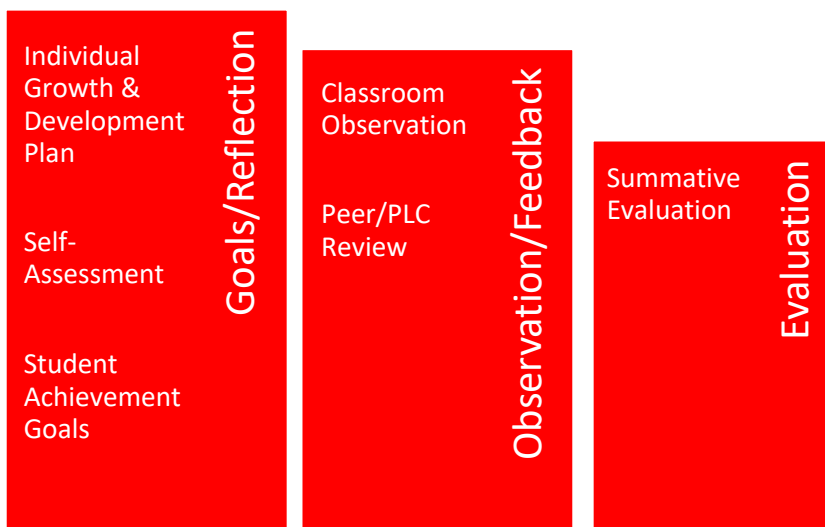
- Students in grades 2-12 have access to devices at all times during school hours. This makes assessing and collecting data on student learning more efficient.

SOARR

- The elementary school has implemented a PBIS program called SOARR. SOARR stands for Safe, Optimistic, Achieve, Responsible, and Respect.

TEACHER EVALUATION PROGRAM

The Teacher Evaluation Plan was developed through a collaborative process of teachers, administrators, and board members. The program is based on the Danielson Framework for Teachers. Progress is reported on a 3-year cycle with summative evaluations completed by a licensed administrator. Certified staff are required to complete professional goals annually which are reviewed by their peers through our Professional Learning Communities.



Luverne Public Schools provide experienced, licensed teachers in all curriculum areas. Teachers have access to a variety of professional development opportunities to stay current on best practice methodology. Students have equal access to teaching staff based on grade level, curriculum concentration and schedule.

PRINCIPAL EVALUATION

A Principal Evaluation Plan has been developed based on the Performance Measure and Indicator Rubric. Principals complete a self-evaluation reflective of past summative evaluations and evaluator feedback to identify and summarize areas of strength in his/her leadership practices. Areas of growth and professional goals are identified. This evaluation is completed on an annual basis.

LUVERNE PUBLIC
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TEACHER
DEVELOPMENT
&
EVALUATION

Luverne Public
Schools is
committed to
recruiting,
hiring,
supporting and
retaining
professional
teaching staff
to have the
greatest
impact on
student
learning.

DISTRICT STAFF DEVELOPMENT COMMITTEE

The District Staff Development Committee will serve as our District Advisory Committee and shall advise the school board on implementation of the state and local graduation requirements, including the K-12 curriculum, assessments, student learning opportunities, and other related issues. This committee shall consist of educators, parents, and community members. Members of the committee are approved by the Board of Education and serve two-year terms.

Our District Staff Development Committee meets on a monthly basis to discuss professional development opportunities. This committee oversees the four subcommittees which represents the three buildings and special education. All Staff Development Committee members meet for a retreat once a year to review and revise goals for each site. These goals are aligned with the district staff development goals and the board of education goals.

The mission of the Staff Development Committee is to plan and coordinate professional growth activities, which will enhance the knowledge, skills, and attitudes of educational personnel in an effort to continually provide quality learning to district students.

Superintendent

Craig Oftedahl

School Board Member

Tim Jarchow

Co-Chair

Amy Cook

Co-Chair

Kara Ahrendt

High School

Caroline Thorson

Middle School

Deb Hoogendoorn

Elementary

Brooks Maurer

Community Education

Lisa Nath

Special Education

Tony Sandbulte

Paraprofessional

Paula Jelken

PLC/Parent

Kari Lais

LUVERNE PUBLIC
SCHOOLS

PROFESSIONAL
STAFF
DEVELOPMENT

WORLD'S BEST WORKFORCE 2023-2024

LUVERNE PUBLIC SCHOOLS

DISTRICT STAFF DEVELOPMENT 2023 GOALS

GOAL 1

Staff will continue to develop and implement SBG practices in our district.

- The elementary and middle school classroom moved to SBG reporting, while district-wide all classrooms went to SBG teaching.

GOAL 2

The district will provide staff development opportunities to meet the re-licensure requirements set by the state.

- The staff development committee worked to provide several re-licensing areas in-house, but also provided information on opportunities in other parts of the state.

GOAL 3

Provide resources to support Teacher Induction Program

- The emphasis of TIC will become training and retaining quality teachers

GOAL 4

Utilize technology to enrich student learning in 1:1

- The emphasis will be on finding ways to use technology to make teaching and learning more efficient.

GOAL 5

Explore opportunities to improve the physical and mental wellness of staff and students

- Staff was given tips and ideas to improve wellness across the school. The district began participation in Project 11 for mental health awareness.

STUDENT LEARNING

- Together the students and teachers were able to evaluate exactly where they were at with regards to the standards.
- Staff was able to learn new techniques to support students over several areas of life, besides academics.
- Staff was able to collaborate on common themes to implement in grade levels, content areas and district wide.
- Staff was able to share and teach students new technology skills that they were able to implement in the classroom but will be able to take out of the classroom and use for years to come.

TEACHER PRACTICE

- Staff was able to effectively evaluate where students were at in the classroom to give direction on future teaching.
- Teachers were able to connect with new information but also refresh on certain topics to better serve the students in school.
- Staff was able to collaborate to gain new techniques to use with students.
- Staff was able to collaborate and learn technology from others to bring back to the students in the classroom/content area.

LIVE – LEARN - LEAD

LUVERNE PUBLIC
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ELEMENTARY
STAFF
DEVELOPMENT
2023 GOALS

GOAL 1

Continue to enhance technology opportunities for all

- Working on finding ways for students and staff to continue to use the technology available each day.

GOAL 2

Improve the education of new teachers with district policies and programs (SBG, RTI, ESL, SPed referrals ect.)

- Teacher induction helps to communicate policies and information to new teachers. We will make conscious efforts to also include policies and programs in regular communication and meetings.

GOAL 3

Encourage teachers to attend staff development opportunities.

- The opportunities to use staff development workshops and money have helped teachers become more up-to-date with the newest techniques and best practices in education

STUDENT LEARNING

- Implementing SBG has helped us focus on the grade level standards in our classrooms.
- Students were more engaged and creative with the use of more technology in our rooms.
- Students have a deeper exploration with new ideas.

TEACHER PRACTICE

- The staff development workshops and inservices help teachers to focus on standards and student achievement.
- Teachers have more access to online services that save time.
- Teachers become energized and current with new ideas.



LIVE – LEARN - LEAD

WORLD'S BEST WORKFORCE 2023-2024

GOAL 1

Encourage teachers to use technology with students.

- The district implemented a 1:1 computer initiative in grades 3-12. Students in middle school have access to a device during each class period. Teachers will work to use technology to improve assessment efficiency and student feedback

GOAL 2

Continued training in life skills and related concepts for all

- Staff training will continue to focus on topics such as personal responsibility, self-awarementss, respect and meaningful relationships, work ethic, and positive mental health strategies

GOAL 3

Encourage teachers to attend staff development opportunities

- Staff development opportunities have expanded over the past two years and the added option of remote access to trainings. Staff are returning to more in person professional development such as state and national conventions.

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MIDDLE
SCHOOL
STAFF
DEVELOPMENT
2023 GOALS

STUDENT LEARNING

- Students were able to use technology to improve learning. One component added was Google Classroom allowing students to connect to learning outside the classroom.
- Students were able to track their specific standards in the gradebook and create a plan with their teachers to improve their learning of the standard.
- New techniques and items were brought back to the classroom for students to use to enhance their learning.

TEACHER PRACTICE

- With the access to more technology, teachers were able to implement more practices with technology as a component.
- Teachers were able to define specifically how the students were performing academically in relation to the standards and with behavior in relation to the learning behavior grade separation.
- Staff was able to attend events that allowed them to enhance their practices in the classroom via technology.

LIVE – LEARN - LEAD

WORLD'S BEST WORKFORCE 2023-2024

GOAL 1

All staff will participate in a PLC to enhance and progress teaching practices

- All staff were given the opportunity to meet twice per month to work together at grade level and content area to problem solve/enhance teaching.

GOAL 2

Begin to implement curriculum to enhance SBG.

- Teachers worked through standards to determine the core standards they would be sure to cover in their course.

GOAL 3

Encourage HS staff to participate in a state or national conference.

- Staff development opportunities have expanded over the past two years and the added option of remote access to trainings. Staff are returning to more in person professional development such as state and national conventions.

STUDENT LEARNING

- Students were able to have common themes/expectations across several classrooms
- Students were able to clearly see/know how they were progressing with regards to their learning of the standards for the given content area.
- Students were introduced to new projects, technology, etc. to enhance their skills in several content areas
- Students continued to use their school provided Google accounts for several classes, allowing them to have access to learning in many different locations.

TEACHER PRACTICE

- Staff was able to collaborate allowing for common themes in classrooms.
- Staff was able to clearly see the course content that students were understanding and what areas needed more focus.
- Staff was able to attend conferences and learn from each other on the newest and latest practices to enhance learning for students.
- Staff was able to connect students to learning, even when they were absent from school.

LIVERNE PUBLIC
SCHOOLS

HIGH SCHOOL
STAFF
DEVELOPMENT
2023 GOALS

LIVE – LEARN - LEAD



Luverne Public Schools

Learn · Live · Lead

OFFICE OF THE SUPERINTENDENT

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2022-2023 WORLD'S BEST WORKFORCE GOALS SUMMARY


Goal #1- All children are ready for school

Goal	Result	Goal Status
75% of students entering the kindergarten program will meet the Fall Kindergarten Benchmark Score as assessed on the FastBridge Assessment.	87% of students entering Kindergarten in the fall of 2021 were proficient in the Fastbridge early reading composite.	



Goal #2 – All third graders can read at grade level

Goal	Result	Goal Status
The percentage of third grade students that score proficient on the 3rd grade MCA-III Reading Assessment will remain above 65% in the spring of 2023.	66.7% of third grade students were proficient on the MCA Reading Assessment in the spring of 2023.	

Goal # 3 – All racial and economic achievement gaps between students are closed

Goal	Result	Goal Status
The difference in the achievement gap for special education and FRP subgroups will be less than 25%.	The achievement gap for FRP student was 16% in math and 10% in reading. The achievement gap for SPED students was 26.9% in math and 29.6% in reading.	NOT ACHIEVED 

Goal # 4 – All students are ready for career and college

Goal	Result	Goal Status
All students in high school will participate in several career and college ready activities.	100% of students attended multiple career opportunities throughout their high school career.	
Goal	Result	Goal Status
As measured by the ACT test, LPS students graduating in 2022 will achieve an average score of 21 or better in each subject area.	The ACT composite score for Luverne students in the spring of 2023 was 18.9. Two of the subject areas were above 21.	NOT ACHIEVED 

Goal # 5 – All students graduate from High School

Goal	Result	Goal Status
Graduation rate is measured and reported by the state of Minnesota. The Luverne Public Schools graduation rate will be above 90%.	85.7 of students graduated as a part of the class of 2022.	NOT ACHIEVED 