



Zumbrota-Mazeppa Public Schools

Independent School District #2805

2021-2022 World's Best Workforce Annual Report & Plan

District Mission and Goals

Zumbrota-Mazeppa District 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.

- ❑ **Goal #1:** The district will offer high-quality, innovative student programming so that graduates are prepared to meaningfully contribute to a diverse society.
- ❑ **Goal #2** The district will provide high-quality effective teachers and administrators who have been trained in and are working toward equitable education.
- ❑ **Goal #3** The district will ensure a safe learning environment that embraces and welcomes student differences through student training, staff training, community training, and facility upgrades.
- ❑ **Goal #4** The district will remain fiscally responsible to the taxpayers of our state and school district.

21-22 Identified Areas of focus:

- ❖ Identified Areas of Focus: Innovation, Equity/Inclusion/Diversity, meaningful contribution to society, MTSS (Interventions), Social Emotional Learning

22-23 Identified Areas of focus:

- ❖ Continued focus on MTSS (Interventions), innovation, Equity/Inclusion/Diversity, meaningful contribution to society
- ❖ Review, research, and purchase a new Math curriculum.

[CLICK HERE](#) to see ZM's organizational structure



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District Advisory Committee

- Michael Harvey, Superintendent
- Tonya Constantine, HS/MS Principal
- Jen Lohman, Community Education
- Aaron Schumacher, Curr., Staff Dev., & Well.
- Cindy Jacob, MS/HS Teacher
- Morgan Stamschror, Counselor
- Lidia Wallerich, Elem. IGNITE Teacher
- Stacy Libenow, Primary Teacher
- Anne Solberg, Elementary Teacher
- David Woods, Student
- Natalie Clemenson, Student
- Jean Roth, School Board
- Nicole Kunkel, Community Member
- Tricia Stiller, Community member
- Jodi Peterman, Community member
- Nicole Irish, Community member
- Derrek Chapin, Community member
- Greg Mort, Community member
- Mary Duffy, Community member
- Wendy Ahern, Primary Principal & Special Ed. Director
- Quinn Rassmussen, Elementary Principal
- John Stapleton, HS/MS AP
- Katrina Schuneman, MS/HS Teacher
- Shelby Latusek - Primary Teacher
- Ben Sand, Elementary Teacher
- Amanda Braithwaite, Elementary Teacher
- Grant Voth, Technology Coordinator
- Rachael Dreyer, Primary Teacher
- Olivia Amsbaugh, Student
- Jason Lohman, School Board
- Angie Bredehoft, School Board
- Brittany Thomforde, Community member
- Jeanette Richardson, Community member
- Casey Bradford, Community member
- Tara Gosse, Community member
- Anne Dilley, Community member
- Rene Arendt, Community member

Site Leadership Teams

Primary	Elementary	HS/MS
Ashley Bauer	Todd Cordes	Jared Andring
Melissa Boraas	Logan Jensen	Josh Boraas
Tanya Cordes	Ann Paukert	Ashley Buchholz
Megan Ferguson	Jamie Quam	Scott Cory
Lisa Nelson	Lidia Wallerich	Angela Heitmann
Megan Nelson	Jill Ziebell	Angela Hunstad
		Mae James
		Jen Klein
		Jamie Ringstad



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Equitable Access to Excellent Teachers

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students. While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An *ineffective teacher* is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An *inexperienced* teacher is defined as a licensed teacher who has taught for three or fewer years.
- An *out-of-field* teacher is defined as a licensed teacher who is providing instruction in an area in which they are not licensed.

Are students receiving access to high quality educators?

Minnesota Report Card: Staffing profile for Zumbrota-Mazeppa Public Schools [CLICK HERE](#)

Race/Ethnicity of Licensed Staff & Students		
Race/Ethnicity	Staff count/percentage	Student count/percentage
Hispanic/Latino	NA	49/3.7%
American Indian or Alaska Native	NA	4/0.3%
Asian	NA	8/0.6%
Black or African American	NA	19/1.4%
Native Hawaiian or other Pacific Islander	NA	NA/ 0.00%
White	NA	1207/91.6%
Two or more races	NA	28/2.1%
Unknown race	NA	3/0.2%

Z-M Staffing Profile notes:

- ❖ Z-M is considered a “**low poverty district**” (LPD) by MDE; 27% of our students receive free/reduced price meals.
- ❖ **100%** of our students are taught by licensed educators.
- ❖ **86%** of our teachers are considered experienced, having had more than 3 years of teaching experience.
- ❖ **51%** of our teachers have advanced degrees (master’s or more).

Teacher Evaluation

The goal of Z-M's teacher evaluation process is to promote teacher growth and increase student achievement for all students regardless of their demographic background. Z-M'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 based on data and have a triennial summative evaluation.

[CLICK HERE](#) to see our Teacher Evaluation and Q Comp requirements

Z-M principals will be evaluated annually using the [Evaluation of Minnesota's School Principals guide](#), 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. As part of the principal evaluation process, the principal uses introspection, reflection and gathers input from various stakeholders. This evidence is used to provide self-assessment, goal setting, professional development, and demonstration of performance on the core competencies.

Z-M Schools elected to participate in Q Comp beginning with the 2016-2017 school year. Q Comp 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 (Career Advancement Options, Job-embedded Professional Development, Teacher evaluation, and Performance Pay and Alternative Salary Schedule).

2021-2022 Q Comp Goals

- Primary: The percentage of all students enrolled in grade 2 at Zumbrota Mazeppa Primary School who are in the "low risk" category on the Fastbridge aReading will increase from 65.4% in spring of 2021 to 66.4% in spring of 2022.
 - Results: 58.5% of 2nd grade students "low risk" in spring of 2022
- 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 65.2% in spring of 2021 to 66.2% in spring of 2022.
 - Results: 68.5% of 3-6 students "low risk" in spring of 2022
- Middle/High School: The percentage of all students in grades 7, 8, and 10 at Zumbrota Mazeppa Middle School/High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 62.9% in 2021 to 63.9% in 2022.
 - Results: 43.9% of 7th, 8th, and 10th grade students met or exceeded standards in reading

[CLICK HERE](#) to see the Q Comp MOU

Professional Development

The fundamental purpose of staff development is to improve student learning. The intent of the legislation is that districts and schools implement a site-based process for both education goals and staff development opportunities that will best help meet these goals. Providing teacher and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experience for students and ultimately helps achieve the fundamental purpose of improving student learning.

Through professional learning communities, teachers regularly examine national, state, and/or local standards as well as benchmarks and align curriculum maps. Through In-service days, QComp peer coaching, and PLCs teachers have opportunities to observe and implement best practices in education.

[CLICK HERE](#) to see the District Staff Development Report & Plan
[CLICK HERE](#) to see the Primary Staff Development Report & Plan
[CLICK HERE](#) to see the Elementary Staff Development Report & Plan
[CLICK HERE](#) to see the MS/HS Staff Development Report & Plan

Student Progress

Student data is disaggregated through PLC's by individual teachers, grades, departments, and by the District Leadership Team and shared with teachers. Identified students can receive additional support through: Title I (K-5), ADSIS (K-6), Targeted Services (K-8), WIN time (K-6), Power Hour (7-8), ALP & Credit Recovery (9-12).

[CLICK HERE](#) to see the district assessment calendar

[CLICK HERE](#) to see the District Literacy Plan

[CLICK HERE](#) to see District Technology information

[CLICK HERE](#) to see Minnesota Report Card: Test Achievement Levels, Test Results and Participation for Zumbrota-Mazeppa Public Schools

Collaborative Professional Culture

Professional Learning Communities have been built into our District calendar, providing monthly collaboration focused on student learning and instructional growth. Key questions we ask during PLC meetings:

- What knowledge and skills do we expect our students to learn?
Student voice: What do I expect to learn and why do I care?
- How will we know if our students have learned expected outcomes?
Student voice: How do you, the teacher, know if I've learned it (because sometimes, I don't understand)?
- How will we respond, when our students have difficulty with learning expected outcomes?
Student voice: If I did not learn it, how will you help me to understand and know what to do next?
- How will we respond when our students have already learned our expected outcomes?
Student voice: If I know it, what are my next steps? What do I get to do now?



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Goals and Results

All Children Are Ready For School		
District Goal	Result	Goal Status
<p>The percentage of students enrolled in ZM's preschool who can identify upper and lowercase letters will increase from 64% of students identifying 13 letters in September of 2021 to 80% of students identifying at least 13 upper and lower case letters in May of 2022</p> <p>Z-M Strategies</p>	<p>89.8% of students met the goal of naming 13 letters in the Spring of 2022.</p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some <input type="checkbox"/> Met None

All Third Graders Can Read At Grade Level		
District Goal	Result	Goal Status
<p>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 27% in the Fall of 2021 to 28% in the Spring of 2022.</p> <p>Z-M Strategies</p>	<p>29% of ZM 2nd graders scored in the "low risk" category in the Spring of 2021 - up from 27% in the Fall.</p> <p>**Low risk is reflective of scoring well on this assessment.</p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met All <input type="checkbox"/> Met Some <input type="checkbox"/> Met None
<p>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 29% in the Fall of 2021 to 30% in the Spring of 2022.</p> <p>Z-M Strategies</p>	<p>30% of ZM 3-6 graders scored in the "low risk" category in the Spring of 2021 - up from 29% in the Fall.</p> <p>**Low risk is reflective of scoring well on this assessment.</p>	



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Goals and Results

All Students Career and College Ready by Graduation		
District Goal	Result	Goal Status
<p>During the 2021-2022 school year, the district MCA scores for all students who meet or exceed proficiency will increase:</p> <p>-In reading from 58.3% to 59.3%</p> <p>-In math from 60.1% to 61.1%</p> <p>-In science from 53.9% to 54.9%</p> <p>Z-M Strategies</p>	<p>Reading = (55.3% in 2022)</p> <p>Math = (60.5% in 2022)</p> <p>Science = (53.8% in 2022)</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input checked="" type="checkbox"/> Met None</p>
<p>The percentage of all students who take the ACT assessment at ZM, who meet all 4 college readiness benchmarks on the ACT assessment will increase from 47% in 2021 to 48% in 2022.</p> <p>Z-M Strategies</p>	<p>Results from the Spring 2022 ACT indicate 19% of students who took the ACT met all 4 college readiness benchmarks in:</p> <p>- English</p> <p>-Math</p> <p>-Reading</p> <p>-Science</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input type="checkbox"/> Met None</p>

All Students Graduate		
District Goal	Result	Goal Status
<p>ZM will have a 100% graduation rate in 2022</p> <p>Z-M Strategies</p>	<p>ZM had a 97% graduation rate for 2022</p> <p>(In house, MDE might be different)</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input type="checkbox"/> Met None</p>



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Goals and Results

All racial and economic achievement gaps between students are closed.		
District Goal	Result	Goal Status
<p><i>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 66.2% in 2021 to 45% in 2022.</i></p> <p><u>Z-M Strategies</u></p>	<p><i>The 2022 Spring MCA results for math indicate that 56.8% of students scored “does not meet” or only “partially meets” standards - did not reach the goal of below 45%.</i></p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"><input type="checkbox"/> On Track<input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"><input type="checkbox"/> Goal Met<input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"><input type="checkbox"/> Met All<input type="checkbox"/> Met Some<input checked="" type="checkbox"/> Met None
<p><i>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 63.7% in 2021 to 45% in 2022.</i></p> <p><u>Z-M Strategies</u></p>	<p><i>The 2022 Spring MCA results for Reading indicate that 57.4% of students scored “does not meet” or only “partially meets” standards - did not reach the goal of below 45%.</i></p>	