

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

Educational Excellence for All Learners to be Successful Citizens in the Future“Excellence in Action”

IV. VISION STATEMENT

District 518 is a leader in Southwest Minnesota and in the State of Minnesota that provides educational opportunities for all students to be productive global citizens and successful lifelong learners. District 518 will capitalize on opportunities that will lead to student success in school, the region, the state and the world through strong educational programming that meets the goals of the World’s Best Work Force.

Comprehensive Achievement and Civic Readiness Reporting (Continuous improvement plans)

V. DISTRICT GOALS

1. The percentage of children who participate in the district preschool program will increase in Kindergarten readiness from 75% to 85% as measured by scoring a 29 or less on the Kindergarten Entry Profile tool. The percentage for readiness was 73% in 2023.

Strategies:

- Build communication and create collaborative efforts among early childhood stakeholders.
- Develop a common assessment tool for administration of all children at the end of an early childhood experience.
- Implement a Tier I Phonemic Awareness curriculum.
- Develop a guaranteed and viable curriculum.

2. By 2020, 60% of students in grade 3 at Prairie Elementary enrolled by October 1, will follow the local literacy plan. In 2023, 40% of the 3rd grade students were identified at proficiency. The district will consider utilizing of the FASTbridge data as our maker rather than MCA data.

Strategies:

- Set yearly benchmark goals with student percentage increase in proficiency.
- Align curriculum standards.
- Effectively use data to improve instruction and student achievement results.
- Provide ongoing professional development on the science of reading and implementation of the district curriculum.
- Monitor fidelity of instructional practices that align with the science of reading.

3. The percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments in Math and Reading.

Strategies:

- Determine and implement staff training for best practice instruction focused on multi-lingual learners.
 - Increase student engagement with technology.
 - Ensure that high functioning PLCs are established.
 - Ensure that high expectations/rigor are set for all students in each class/course/grade level.
 - Ensure that curriculum is aligned to standards and a scope and sequence is determined/followed K-12 in each content area.
 - Develop processes/systems (linked teams) from class, grade/department leadership, district leadership, administration, and school board.
4. The percentage of students at Worthington High School and Alternative Learning Center who are college and career ready will increase from 75% to 85%, as measured by having career goals in a written format, completing a career assessment, having 90% or higher attendance rate, and meeting all graduation requirements. Are we using Xello to measure progress?

Strategies:

- Build capacity and understanding of college and career readiness among mainstream staff.
 - Provide ongoing professional development time for teachers to implement college and career readiness tools and resources with students.
 - Develop systematic logistical processes are developed for submitting/storing/retrieving personal learning plan information. Xello?
 - Determine baseline expectations for personal learning plan to be developed and reviewed by students. Xello?
5. The 2016-17 graduation rate for Worthington School District (High School and Alternative Learning Center) was 78.9%. The rate for all students will increase for the 2016-17 report to 85%, as measured by the Minnesota Department of Education report card. The 2022 graduation rate district wide was 65%- perhaps the goal could be to increase and maintain a graduation rate of 80%.

Strategies:

- Ensure that high functioning grade level teams are established.
 - Effectively use data to improve instruction and student achievement results to ensure students are on-track for graduation.
 - Review, monitor and develop processes to track and address attendance and truancy concerns.
6. By continuing, to expect a strong financial practice that supports educational programming, opportunities, and development of the entire system. The district will meet or exceed the minimum fund balance reserves of 15% (12 weeks) by June, 2018 and continue to meet or exceed an annual balanced budget by the end of each fiscal year.
 - Continue conservative practices as addressed in District policy, through fund balance and spending management.
 - Continue communication and transparency to increase community understanding and support.
 - Provide fiscal dollars to support the continued growth and development of current and future students.

IV. REVIEW

The school board will review the school district's mission every two years, especially when

members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

Cross References: None

First Reading: 3/15/05
Second Reading: 4/19/05
Adopted: 4/19/05