

2014-2015 World's Best Workforce Report Summary

District Name Lake Superior School District # 381

Contact Person Name and Position: Dr. William Crandall, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

- Provide the website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

Annual Public Meeting

- The annual public meeting to review progress in the 2014-2015 school year was held October 14, 2015. The WBWF committee was present.

District Advisory Committee

- The district advisory committee is composed of community members, school administration, school board members, and teachers. The District Advisory Committee members for the 2014-2015 school year: Dr. William Crandall, superintendent; Jay Belcastro, Principal Two Harbors High School; Julie Benson, Asst. Principal Two Harbors High School; Brett Archer, Principal Minnehaha Elementary School; Pam Carlson, first grade teacher; Paul Borg, School Board member; Deb Alm, paraprofessional; Karen Tucker, community member; Dr. Tom Clifford; Chris Langenbrunner, Community Ed Director; Michelle Backes-Fogelberg; Deade Johnson; Jan Ringer; Greg Hanson; Maggie King; Shelby Wrege; Mary Aijala; Tom Burns, School Board Chair; Barbara Houle-Schwanke; Dick Sigel; Lynn Wistrom, teacher

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	The goal of School Readiness in the Lake Superior School District is to help preschoolers enter school with the skills and behaviors necessary to be successful in future learning based on measures of academic progress for kindergarten, kindergarteners will be at or above 76%.	The results for the 2014-2015 based on measures of academic progress for kindergarten, 57 of 90 or 63% are at or above grade level.
All Students in Third Grade Achieving Grade-Level Literacy	All students will read at grade level as measured by the NWEA MAP assessments each spring. Kindergarten students will be at or above the mean score of 157.7 in reading; First grade students will be at or above the mean score of 176.9 in reading; Second grade students will obtain a mean score of 189.6 in reading; Third grade students will obtain a mean score of at least 199.2 in reading as measured by the NWEA MAP assessment each spring, and at least 350 on the MCA Reading Scores each spring.	For Kindergarten; 63% are at or above grade level. Mean score for Kindergarten reading was 159.2. For First grade: 64% are at or above grade level. Mean score for first grade reading was 183.2. For second grade: 57% are at or above grade level. Mean score for Second grade reading was 194.5. For third grade: 63% are at or above grade level. Mean score for third grade reading was 202.1. 70.8% of third graders met or exceeded state standards in reading.
Close the Achievement Gap(s) Among All Groups	<p>Lake Superior School District #381 will improve reading instruction and learning so that the percent proficient for All Students in grades 3-8 and 10 on the Reading MCA III will increase from the current 60.1% to 65.1% proficient by spring 2015.</p> <p>Lake Superior School District #381 will improve reading instruction and learning so that the percent proficient for All Students in grades 3-8 and 10 on the Reading MCA III will increase from the current 51% to</p>	<p>The district Reading score on MCA III for 2014 was 60.1% and decreased by 2.3% to 57.8% in 2015. The district reading scores did not meet the goal level set by the district.</p> <p>The district Math score on MCA III for 2014 was 51% and increased 4.7% to 55.7% in 2015. The district overall increased math scores, but not to the goal level set by the district.</p>

	2014-2015 Goals	2014-2015 Goal Results
	60% proficient by spring 2015.	
All Students Career- and College-Ready by Graduation	All grade 11 students will participate in a career interest survey and college readiness assessment by the May 2015. The results will be shared with each student.	All 11 grade students took the ACT; grade 11 William Kelley High School students all took ASVAB; Career readiness classes were offered to grades 9, 10 & 11 taking the MCIS as part of the course. WKS and THHS grade 11 students all took the MCIS. Accuplacer assessment through MNSCU was taken by all students in college in the school courses. This assessment is a college readiness assessment of both math and reading skills. Results were shared and discussed in career readiness courses.
All Students Graduate	All seniors entering their senior year will graduate with their class.	Graduation rate in 2014 was 90.3% up from 2013 school year, 84.3%. Graduation rate information is the same data as used in the 2015 AYP report.

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *Reading improvement based on current MCA III trend data at all grade levels and subgroups. The data indicates the district is below the state average 59.5% proficient compared to the district average of 58.2% proficient. In addition, AYP data indicates that proficiency for the group white, safe harbor-2 and free/reduced priced lunch, below target.*
- *Math improvement based on current MCA III trend data at all grade levels and subgroups. The data indicates the district is below the state average 60.2% proficient compared to the district average of 55.9% proficient. In addition, AYP data indicates that proficiency for the group all students, safe harbor-2, white, safe harbor-1 and free/reduced priced lunch, safe harbor-2.*
- *Graduation rate improvement based on current graduation trend data. The data indicates the district was on a three year negative graduation rate trend based on 2013*

graduation rate of 84.4%, but is now trending upward with a significant rate increase in 2014 to 90.3%. The district's graduation rate continues to be above the state average.

- *Career and college readiness improvement based on current district data at all secondary grade levels. The district's percent enrolled in any Institute of Higher Education within 16 months is at 56% and the state is at 68%. The data indicates the district is in need of continuing career and college readiness assessments to meet the state requirements.*

The district used MCA III data, NWEA data, graduation rates, AYP results, career and college assessment data, and enrollment data for determining results for the established goals. The needs were then presented to the WBWF committee and goals were discussed. Coming from the WBWF committee goals in the academic areas of both math and reading were determined at all levels. Based on the WBWF focus areas goals were developed for each area. The district will continue to strive to meet the WBWF goal level attainment in all areas. More attention needs to be focused on what is being assessed and what is being done in the classroom to verify that our students are being fairly measured against the rest of the state. The areas of Math and Reading continue to be focus areas for all grade levels. Focus on the root cause of why students are not meeting the proficient level needs to be addressed next year. Current curriculum needs to contain the standards being assessed.

Systems, Strategies and Support Category

Students

- *The support offered to students during the 2014-2015 school year to meet the goals.*
- *K-8 NWEA Individual Learning Goal Plan utilized each fall*
- *Advanced Course Offerings*
- *Alternative Learning Center program plan is in place.*
- *Targeted Services Plan is in place.*
- *Title One program*
- *9-12 use an Individualized Learning Plan which utilizes MNCIS online site.*
- *Special education program*
- *NWEA assessment in fall*
- *Preschool and school age care programs are Four Star Parent Aware Rated*
 - *The process for assessing and evaluating student progress toward meeting state and local academic standards.*
- *District made kindergarten assessment*
- *Informal reading passages at grade level*
- *MCA III*

- *ASVAB: Career and interest inventory secondary level*
- *Accuplacer: Reading and Math assessment secondary level*
- *Measures of academic progress for primary grades*
- *Measures of academic progress for grades 2-6*
 - *Data is shared at grade level meetings; building staff meetings; individual staff and administrative meetings.*
 - *Progress indicators are data showing growth on NWEA; meeting or exceeding on MCAIII assessments; number of students taking the assessments and reviewed results; assessment results at K and reading at grade level*

The district focus areas for the 2014-2015 school year were in reading and math. We sent the secondary math staff to data sessions during the year to better understand the areas of need for our students. There was a team for pre-K to grade 3 for literacy attending trainings during the school year. It was the first year for targeted service last year. The program involved both elementary and middle level groups. They focused on developing math or reading skills.

Teachers and Principals

- *The support offered to teachers and principals during the 2014-2015 school year to meet the goals:*
- *PLCs met regularly in all buildings*
- *Staff Development Plan based on needs of district and buildings*
- *Teacher and Principal evaluation program fully operating*
 - All teachers and principals have professional growth plans
 - All non-tenured staff evaluated three times per year
 - Tenured staff are working on their professional growth goals every year
 - All principals evaluated each year
 - All principals have goals they work on yearly
 - Completed teacher and principal evaluations are placed in teacher and principal personnel files
 - Data to support growth goals are documented in personnel files
 - Curriculum and Instruction:
 - All areas of the curriculum were reviewed at the department or grade level.
 - The reading curriculum was the focus and the curriculum committee made recommendations for a new reading curriculum for the 2015-2016 school year for adoption and implementation for K-6.
 - Curriculums at the secondary level was reviewed and proposals for summer curriculum work were proposed
 - Formative assessment was a focus at staff meetings; information as to implementation of formative assessment was shared throughout the school year on formative assessment strategies

- *The district focus areas for the 2014-2015 school year were to implement the teacher evaluation process designed the prior school year and support the district goals. A team of teachers and administrators met throughout the school year providing guidance for staff in working through the process and procedures established the prior school year during the teacher evaluation implementation process. Principals participated in an evaluation skill training course to provide for consistency in the evaluation process. In addition, we sent the secondary math staff to data sessions during the year to better understand the areas of need for our students.*

District

- *Support offered at the district level during the 2014-2015 school year to meet the goals.*
 - *Google training*
 - *Reading strategies training*
 - *Project based learning training*
 - *Technology in the classroom*
 - *Formative assessment*
 - *Orton Gillingham training*
 - *Common core mapping*
 - *Language Arts curriculum mapping*
 - *Scope and sequence mapping*
 - *Course mapping completed by all areas*
 - *PLCs*
 - *Odysseyware program training*
 - *Accelerated Reader 360 trainings*
 - *Teachscape training*
- *Participation in the PreK-3 Grade Leadership Institute*
- *District Strategic Plan with Goals and Benchmarks is in place*
 - *The district's strategic plan encompasses safety and climate, individual success plans (for students), effective allocation of resources, effective communication, and staff training.*
 - *The district provided many opportunities for staff training throughout the school year as indicated in the report.*
 - *Allocations of resources for sending staff to trainings or for professional development were provided.*
 - *Resources to provide the infrastructure to support technology in the classroom were provided.*
 - *The district funds provided programs supporting the curriculum such as Accelerated Reader, Odyssey Ware, Lexia, and Compass Odyssey usage.*
 - *Time was provided to complete curriculum maps and learn Google*

The district focus areas for the 2014-2015 school year were to implement the teacher evaluation process and support the district goals. The district along with the teachers established a labor management committee that dealt with issues relating to the implementation of the teacher evaluation process and procedures. The district had a crisis team committee that met throughout the school year focusing on school security establishing protocols for all buildings to keep our students and staff safe. The district set a budget to

provide for a new K-6 reading curriculum and other curriculum updates. There was focus on developing the technology in the classroom district wide establishing wireless capabilities in all schools. The set budget included resources to accomplish wireless capabilities in all schools and provided for increased numbers of devices for all schools. The William Kelley Elementary School was identified based on MMR results as a Celebration eligible school. This status includes data on proficiency, growth, achievement gap reduction, and graduation rates. The William Kelley Elementary School is improving student proficiency and closing their achievement gap.