



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Lake Superior School District

Grades Served: PreK - 12

WBWF Contact: Dr. W. Crandall

A and I Contact: Dr. W. Crandall

Title: Superintendent

Title: Superintendent

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes No

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. Lake Superior School District held an annual public meeting on Tuesday Oct. 8, 2019.

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. W. Crandall	Superintendent	
Joe Nicklay	Principal	X
Tom Burns	School Board	
Tami Duke	Counselor	x
Terry Blood	Title One Teacher	X
Patty Armstrong	Elementary Teacher	x
Lynn Nicklay	Special Education Teacher	X
Jay Belcastro	Principal	
Julie Benson	Principal	
Brett Archer	Principal	
Kim Lenski	Early Childhood educator	
Karen Vance	Special Ed teacher	
Chris BeLange	Teacher	
Holly Fearn	teacher	
Wendy Leblanc	Teacher	
Rachel Howard	Counselor	
Tricia Hurd	Teacher	

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: 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/charters 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 which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?
 - What equitable access gaps has the district found?
 - What are the root causes contributing to your equitable access gaps?
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

We have a data person specific for each building. They provide data for the PLCs as requested and for the grade level the PLC is focused. Through our PLC groups data is reviewed at least once per month. Individual student data is reviewed looking at MCA II, STAR, behavior, and formative assessment data. All teaching staff is part of the PLC process and review the data.

We do not have any ineffective teachers based on teacher evaluation in the district as this time. At this time no evidence of any equitable access gaps are present due to our effective teacher group.

Each school has academic goals for reading and math for all students to see growth. To meeting our goals, the district has in place programs to work with our students utilizing instructional strategies in our title one program in our elementary setting, along with ADSIS programming at the middle and secondary setting, which are taught by highly qualified effective staff. To address potential equitable access issues with lower performing teaching staff we have in place a teacher mentoring program for new or non-tenured staff. We provide staff development opportunities for all staff throughout the school year on best practices in both mental health and academic instructional strategies.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

The District currently goes back and forth being identified with over 10 American Indians in our student population and we do have one identified American Indian teacher representing this student population. At this time we would not require any more staff members to reflect the percentage of the American Indian student population.

When we have a teacher opening, we post our open positions on the St. Cloud Ed Post which goes out to all areas and populations for the state of Minnesota. The St. Cloud Ed Post is the job posting site for eth state of Minnesota for any individual looking for a teaching position. Regarding retention of staff we have a mentoring program for newly hired teaching staff along with staff development opportunities to provide growth opportunities. Our district also is a Q-comp district, so incentives pay for meeting goals during the school year. The district also has competitive benefits and wages for the region which assists in teacher retention.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. As part of this report.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers. As part of this report.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result					Goal Status
PreK 4 students will be observed and evaluated using the Creative Curriculum Gold Assessment. Data will be collected in 4 categories to demonstrate student growth. Students will display increased knowledge in the following categories by May 2019: 1. can identify 4 shapes 2. can write name 3. can interact with peers/makes friends 4. can count to 20	Can identify 4 shapes	Fall	No data	Spring	88.75%	X Goal Met (one-year goal)
	Can write first name	Fall	44.7% progressing	Spring	67.5% Proficient	
	Can interact with peers/makes friends	Fall	18.4% Proficient 39.5% progressing	Spring	55 % Prof. 42.5% prog.	
	Can count to 20	Fall	28.9%	Spring	92.5%	

Narrative is required; 200-word limit.

We use ECIPS, kindergarten expectations, early childhood screening tool data. We collect data for each section of preschool. We do a pre and post assessment measuring growth for the individual students and for the program. Data based on skills is important for kindergarten readiness and appropriate preschool experience include literacy, number, social and emotional skills.

- Data is disaggregated by section, school site, age group, special education students are included, but not ECSE.
- Strategies: Creative Curriculum & teacher developed curriculum is used with the activities planned to support children meeting goals
- Teacher developed activities/curriculum are very strongly geared toward children developing skills and are done with fidelity.
- Students are provided appropriate activities, introduction to a wide variety of concepts and skills

- Staff are provided Professional development & staff meetings

We conduct fall and spring observations and data collection to show growth in the children in the program. We gather data through observing children's skills in structured and unstructured play to provide growth data. Then through staff knowledge & self-reflection in response to activities, child engagement and development we can report on student progress and status.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percentage of all children in grade 3 at the Minnehaha School enrolled by October 1 who are proficient on the reading MCA will increase from 51.4% proficient in 2018 to 55.5% proficient in 2019.</p>	<p>Result: 66.7% met or exceeded the standards in reading</p>	<p>X Goal Met (one-year goal)</p>
<p>The percentage of FRP students in grade 3 at the Minnehaha School enrolled by October 1 who are proficient on the Reading MCA will increase from 42.9% in 2018 to 46.9% in 2019.</p>	<p>Result: 50% met or exceeded the standards in reading</p>	<p>X Goal Met (one-year goal)</p>
<p>The percentage of students in grade 3 at William Kelley elementary school who were proficient on the MCA III Reading will increase from 50% proficient in 2018 to 54% proficient in 2019.</p>	<p>Result: 57.6% met or exceeded the standards in reading</p>	<p>X Goal Met (one-year goal)</p>
<p>The percent of FRP students enrolled in grade 3 at William Kelley Elementary school who are proficient on the MCA III reading will increase from 33.3% proficient in 2018 to 37.3% proficient in 2019.</p>	<p>Result: 25% met or exceeded the standards in reading</p>	<p>X Goal Not Met (one-year goal)</p>

Narrative is required; 200-word limit.

- We reviewed the MCA and STAR data collected during the school year to identify our goals. The groups our data is disaggregated based on subgroup populations for free/reduced price meal students and all students.

- What strategies are in place to support this goal area? Individual instruction, small group and computer skill building programs. We are implementing the strategies in each program with fidelity.

Math Strategies:

- pre-teaching
- skip counting
- counting-on strategy using the number line
- number decomposition
- "same difference" strategy for subtraction
- matched concrete, visual, and abstract representations
- estimation skills practice
- use of manipulatives
- powers of ten

Reading Strategies

- leveled reading
 - scripted reading--readers' theatre
 - close reading/annotations
 - poetry recitation
 - vocabulary practice and games
 - Minute timings for fluency
 - Florida Center for Reading Research activities
 - Orton Gillingham methods
 - IXL, Reading Plus, ALEKS, and Math Antics
 - Choral Reading, Re-reading, Paired Reading, Neurological Impress
- We assess the students individually seeing growth in the students' skills. Finding that some of the growth is still not enough to move them into the MCA proficient group.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The percentage of all students enrolled October 1 in grades 8 & 10 at William Kelley High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Science on all state accountability tests (MCA and MTAS) will increase from 48.4% in 2018 to 50.4% in 2019.</p>	<p>In Spring 2019 the WKS student achievement level of Meets the Standards or Exceeds the Standards in Science at WKS was 50.77%. 33 out of 65 on MCA and MTAS</p>	<p>X Goal Met (one-year goal)</p>
<p>70% of all students grades 1-6 at William Kelley School enrolled October 1st will meet or exceed the 35 Student Growth Percentile in their fall to spring growth on the STAR 360 Math Assessment.</p>	<p>74.39% met the goal</p>	<p>X Goal Met (one-year goal)</p>
<p>The Two Harbors High School will improve science instruction and learning so that the percent proficient for All Students in grades 8 and 10 on the science MCA III will increase from the current 55.9% to at least 58.9% proficient by spring 2019.</p>	<p>We scored a 54.6% meeting or exceeding standards in science which is above the state average of 50.4%.</p>	<p>X Goal Not Met (one-year goal)</p>
<p>Eighty percent of all students grades K-5 at Minnehaha Elementary School enrolled October 1st will meet or exceed their fall to spring 35 Student Growth Percentile on STAR Early Literacy or STAR Reading Assessment.</p>	<p>83% of the Minnehaha students met or exceeded 35% growth percentile on STAR Early Literacy or STAR Reading Assessment.</p>	<p>X Goal Met (one-year goal)</p>

Narrative is required; 200-word limit.

- We reviewed MCA and STAR data collected during the school year to identify our goals. The data is disaggregated based on subgroup populations for special education and free/reduced price meal students.

- In all schools we have ADSIS and special education programming. In the elementary we have Title one programming. The programs use strategies of individual instruction, small group and computer skill building programs. We are implementing the strategies in each program with fidelity.

Math Strategies:

- pre-teaching
- skip counting
- counting-on strategy using the number line
- number decomposition
- "same difference" strategy for subtraction
- matched concrete, visual, and abstract representations
- estimation skills practice
- use of manipulatives
- powers of ten

Reading Strategies

- leveled reading
 - scripted reading--readers' theatre
 - close reading/annotations
 - poetry recitation
 - vocabulary practice and games
 - Minute timings for fluency
 - Florida Center for Reading Research activities
 - Orton Gillingham methods
 - IXL, Reading Plus, ALEKS, and Math Antics
 - Choral Reading, Re-reading, Paired Reading, Neurological Impress
- We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>All 11 grade students will take a career or college readiness examination (ACT, ASVAB, SAT, or Accuplacer) and take a course during their 11th grade school year.</p> <p>In the career readiness course all students will receive help to guide them towards future college or career options upon completion of their 11th grade year.</p>	<p>All 11th graders took the ASVAB or the ACT. In May, the students who took the ASVAB received their score reports and had them explained by an Army representative.</p>	<p>x Goal Met (one-year goal)</p>

Narrative is required; 200 word limit.

We use data from our enrollment, registration for ACT, SAT and Accuplacer, ASVAB, Career courses, PSEO, and college enrollment data. The data is for all students and can be broken down by the different sub groups identified by the district.

All our eleventh graders take the ASVAB. We utilize the MCIS program in our career course for all of our students.

We promote the taking of the ACT for students pursuing a four year college program. The Accuplacer is in place for the students taking college in the schools courses, thinking about PSEO, or articulated courses, along with students interested in attending community colleges. We are implementing these strategies with fidelity.

We connect with all of our students through our career course that provides them with career and interest data that is provided to the individual students and explained. In providing the ASVAB the data from the assessment gets interpreted for students to provide worthwhile information about future career and college options.

We know it is working by the data indicating a large percentage of our current and graduating students taking college in the school, PSEO and enrolling in postsecondary options from our schools.

All Students Graduate

Goal	Result	Goal Status
<p>Goal for 2018: All high school seniors of the class of 2018, starting the 2017-2018 school year, will graduate in the spring of 2018 meeting all graduation requirements of the Lake Superior School District at a graduation rate of 93.5% or higher.</p>	<p>The Lake Superior School District high school seniors, the class of 2018, starting the 2017-2018 school year, meeting all graduation requirements of the Lake Superior School District achieved a graduation rate of 94.4%. {101 graduates}</p>	<p>x Goal Met (one-year goal)</p>

Narrative is required; 200-word limit.

We look at our graduation rates from past years and current year. The data is broken down by graduated, dropped out and continuing from the MN report card data.

We can also disaggregate the data by sub group and our subgroups are free/reduced lunch meals, not eligible free/reduced lunch meals, white students, non-special education and special education students.

The strategies in place include our guidance counselors meet with every student individually to verify that students are on track for graduation. Special education programming case managers track students for being on track for graduation. We have an Area Learning Center in place for credit recovery. We have ADSIS for reading and math skill development. We are implementing the strategies in each program with fidelity.

We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group. We know strategies are working based on credit completion towards graduation and graduation of individual students.

Achievement and Integration

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
A goal of increasing the MCA III assessment scores by 10% of our elementary population of special education students for reading: from 8.3% 2019 to 18.3% 2020, math: from 28.6% 2019 to 38.6% 2020 and attendance in the elementary	x Achievement Goal	Copy the baseline starting point from your 2017-20 plan. WKES just adopted the Star 360 program, so we do not have trend data from that assessment.	*This will be the initial year for our plan to be implemented during the 2019-2020 school year.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <u>First Year</u>

Narrative is required; 200-word limit.

- We reviewed the MCA and STAR data collected during the school year to identify our goals. The groups our data is disaggregated based on subgroup populations for special education students and all students.
- Individual instruction, small group and computer skill building programs along with attendance monitoring including parental contact. We are implementing the strategies in each program with fidelity.

Math Strategies:

- pre-teaching
- skip counting
- counting-on strategy using the number line
- number decomposition
- "same difference" strategy for subtraction
- matched concrete, visual, and abstract representations
- estimation skills practice
- use of manipulatives
- powers of ten
- one to one instruction

Reading Strategies

- leveled reading
 - scripted reading--readers' theatre
 - close reading/annotations
 - poetry recitation
 - vocabulary practice and games
 - Minute timings for fluency
 - Florida Center for Reading Research activities
 - Orton Gillingham methods
 - IXL, Reading Plus, ALEKS, and Math Antics
 - Choral Reading, Re-reading, Paired Reading, Neurological Impress, one to one
- We assess the students individually seeing growth in the students' skills. Finding that some of the growth is still not enough to move them into the MCA proficient group.

