



**LAKE SUPERIOR
SCHOOL DISTRICT**

**WORLD'S
BEST
WORKFORCE**

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TWO HARBORS MN 55616



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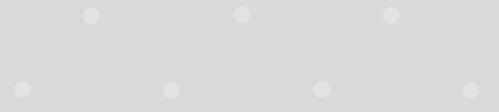
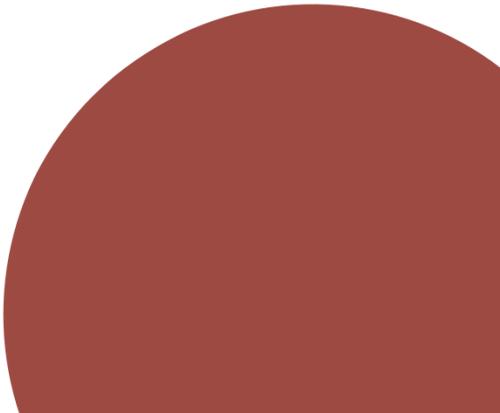
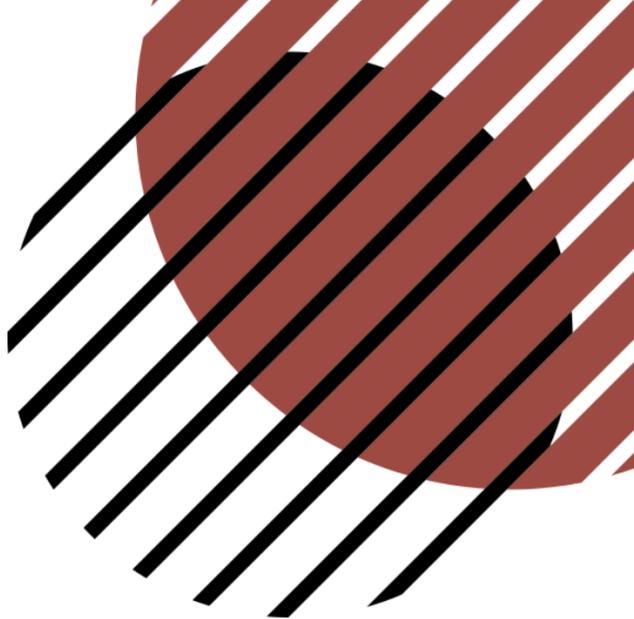




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Introduction

The path to graduation starts at birth and includes everyone.

It begins with early childhood education and support, ensuring that all children are ready for kindergarten, are reading at grade level by grade three, and overcome any challenges to reach graduation.

The steps to graduation include building strong, positive student relationships with the objective of having all children feel safe, welcome, and accepted at school. We are committed to providing an educational experience that is engaging, relevant, and inspiring.

The well-being and success of Lake Superior School District's children is realized through the collective contributions from families, the community, and our teachers and staff.

Thank you for believing in what we as a community can accomplish together.

Our Mission

Lake Superior School District will provide an educational environment encouraging lifelong learning, self-fulfillment, and responsible citizenship.

World's Best Workforce Legislation

The World's Best Workforce bill was passed in 2013 to ensure that every district in Minnesota is making strides in increase student performance. Each school must develop a plan that addresses the following 5 goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Lake Superior School District



School Continuous Improvement Process

Lake Superior School District is committed to the continuous improvement efforts on instruction and achievement for all students. The district continues to work on inspiring all students to reach their highest level of achievement by implementing evidence-based educational practices and working as partners with the community and our families. The following focus areas help guide us in achieving our mission:

- Improve learning for all students with additional focus on our free and reduced lunch population and special education
- Enhance communication and engagement with families and communities
- Increase support for the social and emotional development of students
- Ensure that all students are college and career ready
- Manage resources to provide a quality education and improve facilities
- Provide additional opportunities for STEAM programming (Science, Technology, Engineering, Arts, and Math)
- Build on our credit recovery programs to assist students in reaching graduation
- Continue to partner with our communities to increase work based learning opportunities
- Promote youth enrichment programming and activities through community education
- Ensure a safe and welcoming environment for all students





DISTRICT STRATEGIES

MTSS

MTSS is a multi-tiered system of support that works to ensure all students get the support they need to be successful. This support begins with effective core instruction with targeted interventions based on student need.

PLCs

Professional Learning Communities (PLCs) are teams of teachers working collaboratively on increasing student achievement. They establish learning goals, prioritize learning outcomes, share effective instructional strategies, and research best practices.

Safe and Welcoming

An essential strategy for enhancing student achievement is to create and maintain an accepting, supportive school culture and climate for every student.

Partnerships

Strong school-community partnerships both strengthen and support current systems resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula.

North Star Accountability System



In August 2018, the Minnesota Department of Education announced the North Star Accountability System. North Star was created in response to federal legislation called the Every Student Succeeds Act. This act requires that all states create an accountability system.

The North Star Accountability System supports and adds to the World's Best Workforce

The broad idea of accountability includes three main areas:

- **Identifying schools for support**
- **Publicly reporting district and school data**
- **Recognizing schools for success**

Each of these areas provides valuable information to families, communities, and educators.

Goal Areas and Strategies

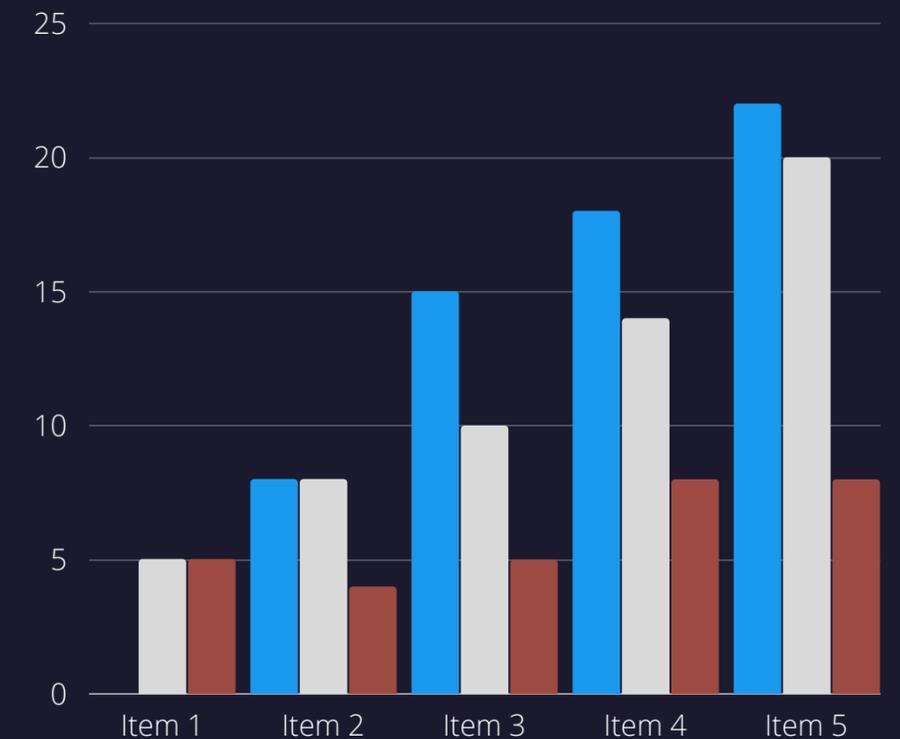


Understanding the Data

The data used in the goal and strategies areas are based on the local STAR Renaissance Assessments as well as the MCA and MTAS. There is no data available for the MCA and MTAS in 2019-2020 as those assessments were canceled.



Due to the challenges and factors related to the pandemic, the Minnesota Department of Education considers the 2020-2021 school year's assessment results as an outlier and encourages looking at the data with the appropriate context and consideration.



Assessment Participation

STAR Reading, STAR Math, and STAR CBM are used throughout the district to provide the insights needed to guide student growth. These assessments are administered at various intervals throughout the school year and the data collected is used to inform instruction, determine additional supports, and provide enrichment opportunities. The MCA and/or MTAS assessments are given to students starting in 3rd grade and ending in 11th grade.

District MCA Participation

2023 Lake Superior School District MCA Participation Goal: **98% of students will participate in MCA testing.**

Year	% Tested Math	% Tested Reading
2018	98.0%	98.9%
2019	99.2%	99.7%
2021	79.1%	83.5%
2022	93.5%	94.7%

Kindergarten Readiness

Lake Superior School District's school readiness is a collaboration between Pre-School, ECFE, Kids & Co., and Little Mariners Childcare. These programs provide high quality early childhood experiences with licensed teachers, parent education, and activities that are aligned with the Federal Head Start Performance Standards and the Minnesota State Standards. Our classrooms provide inclusion opportunities for children with special needs and access to staff from Early Childhood Special Education.

The Minnesota Department of Education defines Kindergarten Readiness as: *A child is ready for kindergarten when he/she is at least 5 years old by Sept. 1 of the enrollment year; has received early childhood screening; and has received medically accepted immunizations.*

Systems, Strategies, and Supports:

- **Provide comprehensive services of early learning, health and safety, mental health, and healthy families**
- **Engage with community childcare/preschool centers with a focus on transition**
- **Collaborate with community partners to provide access for family supports and resources**
- **Use research based practices to support teachers and provide individualized professional development**
- **Utilize data meetings between pre-kindergarten and kindergarten teachers to improve transition**
- **Aim for continuous improvement in parent, family, and community engagement**
- **Partner with early childhood special education to provide high quality, trauma informed, fully inclusive classrooms**
- **Continue providing high quality ECFE parent education services**

Kindergarten Readiness Goals

To assist in determining Kindergarten Readiness, Lake Superior School District has decided to focus on four areas:

- Students will be able to correctly identify six shapes
- Students will display positive behaviors with peers
- Students will be able to legibly write their first name
- Students will be able to successfully count to 20

Lake Superior School District Kindergarten Readiness Goal: By 2025, 90% of students will be successful in the four focus areas.

Read Well By Grade Three

Our Mission is to ensure reading proficiency by the end of grade three.
To accomplish this, we focus on the following:

- Provide evidence based reading instruction consistent with state statutes
- Align curriculum with the Minnesota English Language Arts Standards
- Identify students prior to grade three who are at risk of not meeting grade level benchmarks
- Provide targeted tiered support for students not at grade level
- Use intentional assessment data to guide instruction and decision making
- Utilize job-embedded staff development that is in line with the goals of the district's literacy plan
- Frequent communication with parents and guardians about the literacy development of their children

Read Well By Grade Three

Systems, Strategies, and Supports

- Implementation of ELA curriculum that aligns with state standards
- Professional development for all elementary teachers on evidence based reading strategies and interventions
- Ongoing coaching and support on effective MTSS implementation
- Site level teams identify best instructional practices and develop practice profiles through our peer review platform
- All teachers receive training on using STAR Reading and STAR CBM
- Site level PLC teams discuss and share reading achievement data across grade levels
- Communication with families includes strategies and activities that help support literacy benchmarks
- District administrators provide the structure, framework, and supports for reading advancement
- Increase reading engagement by student voice and choice

Read Well By Grade Three Proficiency Results

Reading	2017-18	2018-19	2020-21	2021-22	2022-23 Goal
All Students	52.4%	63.5%	54.5%	43.8%	55.0%
Free /Reduced Lunch	40%	42.9%	N/A	26.9%	45.0%

Third Grade reading proficiency will be 90%, with no group below 85%, by 2025 as measured by the MCA III assessment.

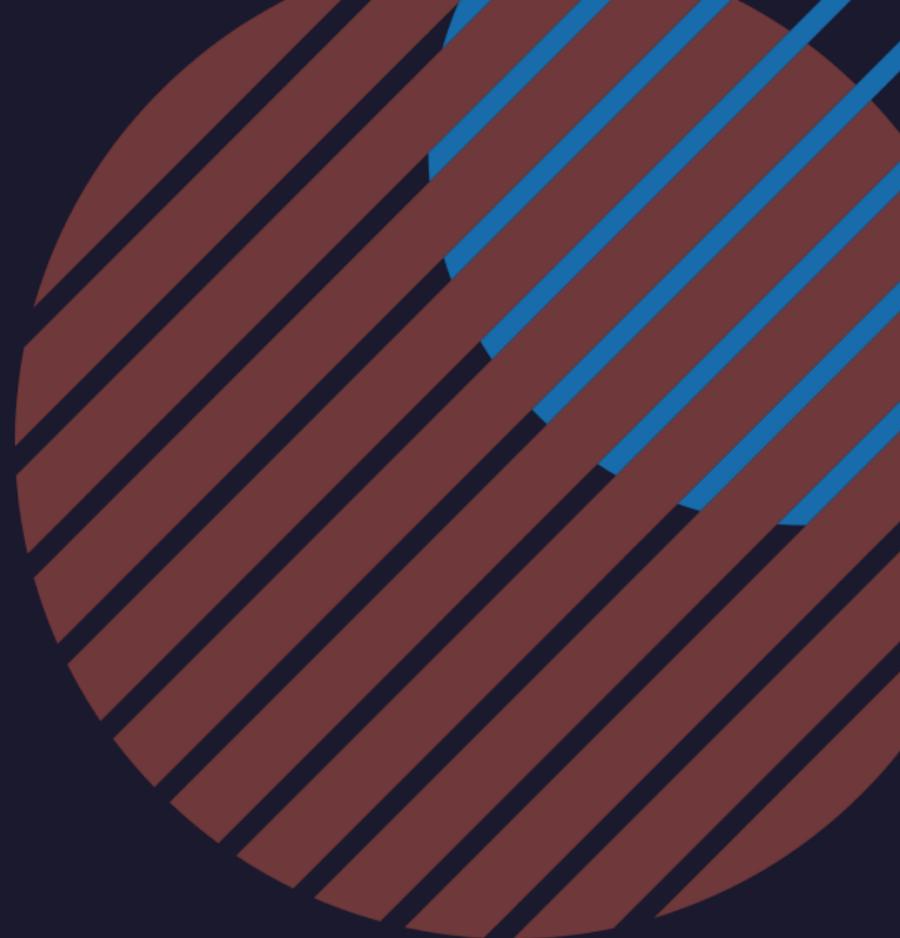


High Achievement for All Students

One of the biggest challenges facing Lake Superior School's, is ensuring high achievement for all students. Our district looks at various data metrics with the goal of increasing student performance. We have identified that students who receive free and reduced lunch are performing at a lower level than their peers who do not receive free or reduced lunch. Our goal is to continue to work as a team to implement evidence based practices to ensure high achievement for all students.

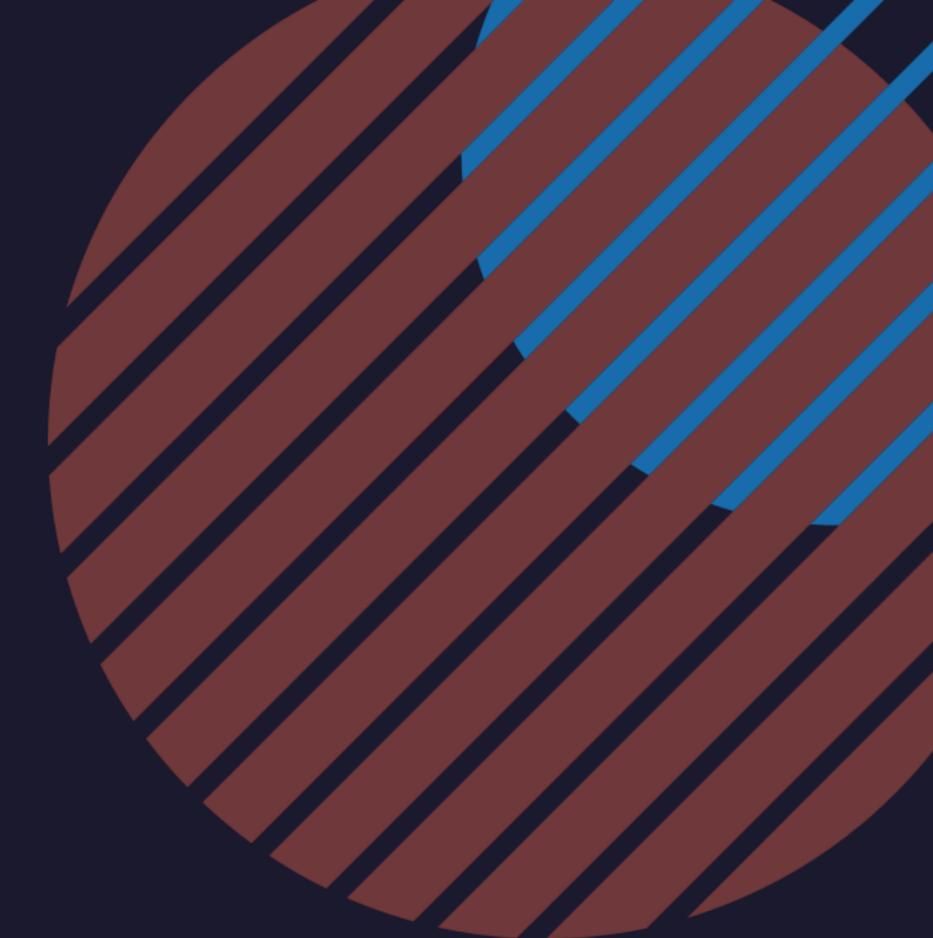


Systems, Strategies and Supports:

- PLC teams receive professional development on effective practice for analyzing all types of student data
 - Implement family engagement initiatives to give parents access to district resources and increase communication
 - Provide training and supports to implement Tier 1 interventions in the classroom
 - Teacher created learning environments that foster classroom cultures where students encourage each other's efforts in meaningful collaboration
 - Lesson design based on student voice and choice
 - Relevance of content topic is enhanced by using connections beyond the classroom
 - Classroom cultures of high expectations where all students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, and emotional skills
- 

Achievement Goals- Reading

Free/Reduced Lunch- 2022 MCA Results



Grade Level	% Proficient	2022-2023 Goal
4th	28.0%	45%
5th	52.6%	55%
6th	33.3%	43%
7th	27.3%	52%
8th	34.6%	47%
10th	37.5%	46%

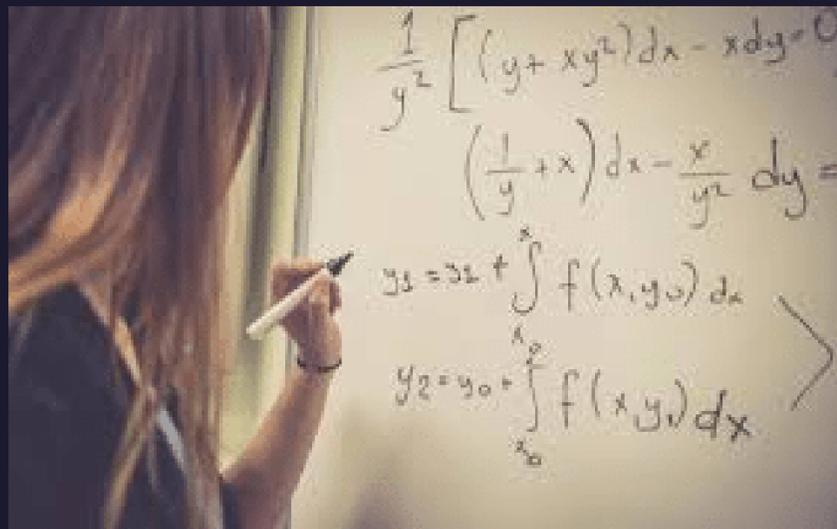
Reading proficiency will be 90%, with no student group below 85% by 2025.



Achievement Goals- Math

Free/Reduced Lunch- 2022 MCA Results

Grade Level	% Proficient	2022-2023 Goal
3rd	34.6%	45%
4th	22.2%	45%
5th	31.6%	45%
6th	20.8%	65%
7th	18.2%	55%
8th	16.0%	50%
11th	0.0%	48%



Math proficiency will be 90%, with no student group below 85%, by 2025.



COLLEGE AND CAREER READINESS

Lake Superior School District



Lake Superior School District defines career and college readiness as high school graduates having the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

Systems, Strategies and Supports

- **Partnership with community industries to provide work-based learning experiences**
- **Continue to host college and military recruiters, career talks, local connections to employment, and scholarship support**
- **Expand opportunities for students to earn college credit while in high school**
- **Provide targeted student support to improve academic proficiency, increase graduation rates, and improve college and career readiness**



College and Career Readiness Goals

- **100% of all students will take either the ACT, ASVAB, or the Accuplacer by 2025**
- **Work-Based Learning student participation will increase by 30% by 2025**
- **Increase opportunities to embed college and career goals into content areas**

GRADUATION

2018	94.4%
2019	87.6%
2020	93.7%
2021	94.2%

District Graduation Rates

By 2025, the on-time graduation rate will be 100% with no group lower than 95%

District Graduation Goal

**Credit Recovery Programs
Peer-Tutoring
Structured Academic Support
Summer Learning Opportunities
Check and Connect**

Supports



World's Best Workforce Advisory Committee

Jay Belcastro

Julie Benson

Brett Archer

Joe Nicklay

Gina Kleive

Bruce Remme

Dan Johnson

Tanner Spawn

Kim Lenski

Mark Gordon

Leah Bott

Superintendent

Two Harbors High School Principal

Minnehaha Principal

William Kelley Schools Principal

Two Harbors High School Assistant Principal

Community Education Director

Curriculum Director

Business Manager

ECFE Coordinator

Parent

Teacher

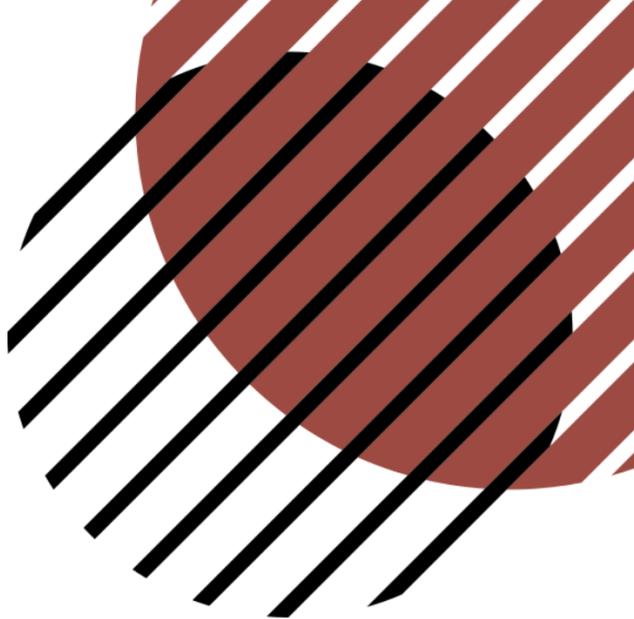




APPENDIX

Reading and Math MCA III Proficiency Scores for all Students in Lake Superior School District

Reading is grades 3 - 8th and 10th
Math is grades 3 - 8th and 11th



	2018	2019	2021	2022
Reading	60.2%	61.1%	43.8%	53.3%
Math	55.6%	57.6%	34.1%	35.3%