

2022-2023
World's Best Workforce Plan
Lewiston - Altura School District



*Lewiston - Altura Schools:
Building A Caring, Adaptable, **Respectful,**
Determined, Successful Community*

*Public Meeting &
Presentation to the School Board
November 14, 2022*

Superintendent Gwen Carman

Systems Accountability Committee

A cross section of administration, school board members, teachers and staff meet three times per year to discuss L-A curriculum and other areas of need to strengthen and expand academic programming for students.

Teachers

Matthew Wilmes
Lori Anderson
Sarah Berndt
Mari Jo Starks

Other School Staff

Jeff Oian - Tech

Administration

Gwen Carman, Superintendent
Dr. Cory Hanson, Gr. 7-12 Principal
Dave Riebel, Elementary Principal

School Board

Jenny Koverman

Community Members

Mariann Miller – Saint Mary’s University of Minnesota
Jim Ziegler – Minnesota State College Southeast
Michelle Herber – Parent
Stephanie Lang – Parent
Derek Lee – Parent
Kellie Eggert - Parent
Craig Porter – Business Owner
Joelle Hammand - Student

Public Meeting

Superintendent Gwen Carman presented in a public meeting format the district’s World’s Best Workforce Plan on Monday, November 14,2022 at 6:00pm as part of the Lewiston-Altura School Board meeting held in person and with a remote link for remote viewing.

Public Posting of the Plan

This plan is available for the community on the district’s webpage: www.lewalt.k12.mn.us

District Goals to Support Minnesota’s WBWF Target Areas

Target Area	2021-22 Goals	2022-23 Goals
<p>All children enter kindergarten ready to learn</p>	<p>The percent of L-A school readiness students who achieve 80% or higher proficiency level based on Work Sampling data in all developmental areas will increase from 69% in 2021 to 74% in 2022. (RESULTS: 72%)</p>	<p>The percent of L-A school readiness students who achieve 80% or higher proficiency level based on Work Sampling data in all developmental areas will increase from 72% in 2022 to 80% in Spring 2023.</p>
<p>All students read well be end of 3rd grade</p>	<p>Third grade students meeting or exceeding proficiency on the Reading MCAs will go from 65% in 2021 to at least 70% in 2022. (RESULT: 68.5%)</p>	<p>Third grade students meeting or exceeding proficiency on the Reading MCAs will go from 68.5% in 2022 to at least 73% in 2023.</p>
<p>Close the Achievement Gap</p>	<p>The districtwide reading achievement gap for white students (2021: 52.8% proficient) in comparison to Hispanic/Latino students (2021: 32.4% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 20.4% in 2021 to 17.0% in 2022. (RESULT: 7%)</p> <p>The districtwide mathematics achievement gap for white students (2021: 31.1% proficient) in comparison to Hispanic/Latino students (2021: 27.2% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 3.9% in 2021 to 2.0% in 2022. (RESULT: 21.7%)</p> <p>The district wide reading achievement gap for all students (2021: 50.9% proficient) in comparison to students eligible for free/reduced priced meals (2021: 39.6% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 11.3% in 2021 to 9.0% in 2022. (RESULT: 10.9%)</p> <p>The district wide mathematics achievement gap for all students (2021: 30.7% proficient) in comparison to students eligible for free/reduced priced meals (2021: 25.0% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 5.7% in 2021 to 4.0% in 2022. (RESULT: 12.6%)</p>	<p>The districtwide reading achievement gap for white students (2022: 54.1% proficient) in comparison to Hispanic/Latino students (2022: 47.1% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 7% in 2022 to 5.0% in 2023.</p> <p>The districtwide mathematics achievement gap for white students (2022: 48.1% proficient) in comparison to Hispanic/Latino students (2022: 26.4% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 21.7% in 2022 to 10.0% in 2023.</p> <p>The district wide reading achievement gap for all students (2022: 53.2% proficient) in comparison to students eligible for free/reduced priced meals (2022: 42.3% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 10.9% in 2022 to 9.0% in 2023.</p> <p>The district wide mathematics achievement gap for all students (2022: 45.4% proficient) in comparison to students eligible for free/reduced priced meals (2021: 32.8% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 12.6% in 2022 to 4.0% in 2023.</p>

All students graduate from high school	The 4 year graduation rate for L-A High School will be 95% or higher. (95.8% in 2019, 90.8% in 2020, 96.4% in 2021.)	The 4 year graduation rate for L-A High School will be 95% or higher.
All students attain college and career preparedness	<u>2021-22 Measurable Goal based on ACT Scores:</u> The Composite Score of L-A students who take the ACT will increase from 20.3 in 2021 to at least 21.3 in 2022 (RESULT: 20.4).	<u>2022-23 Measurable Goal based on ACT Scores:</u> The Composite Score of L-A students who take the ACT will increase from 20.4 in 2021 to at least 21.3 in 2023.
Consistent Attendance	Lewiston- Altura Schools 2022 attendance data will be at 91% or higher. (91.2 % in 2019). (MDE Definition: A student is considered consistently attending if they attend more than 90% of time the student is enrolled during the school year.)	MDE no longer reports this data.

Student Achievement Goals Based on MCA Performance: Districtwide

L-A Schools will improve districtwide **Reading** proficiency on the 2023 MCAs will go from 53.4% students meeting or exceeding proficiency on the **MCA in Reading** in 2022 to at least 56%.

2022 Results: State=51.0%	L-A=53.4%	Difference: +2.4%
<i>2021 Results: State = 52.5%</i>	<i>L-A= 50.9%</i>	<i>Difference: -1.6%</i>
<i>2019 Results: State= 59.2%;</i>	<i>L-A = 62.7%</i>	<i>Difference: +3.5%</i>
<i>2018 Results: State = 59.9%;</i>	<i>L-A= 56.2%</i>	<i>Difference: -3.7%</i>
<i>2017 Results: State = 60.2%;</i>	<i>L-A= 56.9%</i>	<i>Difference: -3.3%</i>

L-A Schools will improve districtwide **Mathematics** proficiency on the 2023 MCAs will go from 44.4% students meeting or exceeding proficiency on the **MCA in Reading** in 2022 to at least 48%.

2022 Results: State=44.6%	L-A=44.4%	Difference: -0.2%
<i>2021 Results: State= 44.2%</i>	<i>L-A= 30.8%</i>	<i>Difference: -13.4%</i>
<i>2019 Results: State= 55.0%;</i>	<i>L-A = 49.2%</i>	<i>Difference: -5.8%</i>
<i>2018 Results: State = 57.2%;</i>	<i>L-A = 47.2%</i>	<i>Difference: -10.0%</i>
<i>2017 Results: State = 58.7%;</i>	<i>L-A= 54.1%</i>	<i>Difference: -4.6%</i>

L-A Schools will improve districtwide **Science** proficiency on the 2023 MCAs to be equal or above MN state averages.

2022 Results: State=41.0%	L-A=39.9%	Difference: -1.1%
<i>2021 Results: State= 43.1%</i>	<i>L-A = 38.6%</i>	<i>Difference: -4.5%</i>
<i>2019 Results: State= 50.7%;</i>	<i>L-A = 49.1%</i>	<i>Difference: -1.6%</i>
<i>2018 Results: State = 52.0%;</i>	<i>L-A = 34.8%</i>	<i>Difference: -17.2%</i>
<i>2017 Results: State = 54.2%;</i>	<i>L-A= 51.1%</i>	<i>Difference: -3.1%</i>

Student Achievement Reading Goals Based on MCAs: Grade Spans

2022-23 Goal: 3rd-4th grade students will go from 66.2% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2022 to at least 69.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: 3-4</u>	<u>State Average Grade 3</u>	<u>State Average Grade 4</u>
2017: 59.0%	56.8%	57.0%
2018: 56.5%	55.9%	55.7%
2019: 62.9%	54.6%	55.4%
2021: 48.1%	48.5%	49.3%
2022: 66.2%	47.8%	49.5%

2022-23 Goal: 5th-6th grade students will go from 72.6% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2022 to at least 75.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: 5-6</u>	<u>State Average Grade 5</u>	<u>State Average Grade 6</u>
2017: 69.2%	67.5%	63.4%
2018: 70.1%	67.0%	64.4%
2019: 67.0%	65.8%	62.8%
2021: 66.7%	59.4%	55.0%
2022: 72.6%	59.3%	54.4%

2022-23 Goal: Secondary students (Grades 7, 8, 10) will go from 39% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2022 to at least 60.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: Gr7-8, 10</u>	<u>State Avg Grade 7</u>	<u>State Avg Grade 8</u>	<u>State Avg Grade 10</u>
2017: 48.9%	57.5%	58.9%	60.5%
2018: 47.8%	58.1%	58.5%	59.2%
2019: 59.9%	57.5%	57.7%	60.4%
2021: 43.5%	48.3%	49.7%	58.3%
2022: 39%	45.3%	46.1%	54.9%

Student Achievement Mathematics Goals Based on MCAs: Grade Spans

2022-23 Goal: 3rd-4th grade students will go from 77.4% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2022 to at least 79.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: 3-4</u>	<u>State Average Grade 3</u>	<u>State Average Grade 4</u>
2017: 71.4%	56.8%	57.0%
2018: 73.1%	55.9%	55.7%
2019: 81.4%	54.6%	55.4%
2021: 67.5%	57.0%	53.6%
2022: 77.4%	58.8%	56.2%

2022-23 Goal: 5th-6th grade students will go from 44.0% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2022 to at least 50.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: 5-6</u>	<u>State Average Grade 5</u>	<u>State Average Grade 6</u>
2017: 52.9%	57.1%	55.5%
2018: 44.9%	54.7%	53.8%
2019: 38.7%	52.0%	50.5%
2021: 31.2%	41.1%	37.2%
2022: 44.0%	42.9%	39.0%

2022-23 Goal: Secondary students (Grades 7, 8, 11) will go from 32.3% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2022 to at least 45.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: Grades 7-8, 11</u>	<u>State Avg Grade 7</u>	<u>State Avg Grade 8</u>	<u>State Avg Grade 11</u>
2017: 44.2%	54.9%	58.2%	48.4%
2018: 33.3%	54.4%	57.2%	47.3%
2019: 37.9%	52.1%	55.2%	45.0%
2021: 16.2%	37.4%	39.8%	41.4%
2022: 32.3%	38.1%	40.7%	37.0%

Student Achievement Goals Based on MCAs: Science

2022-23 Goal: L-A students will go from 39.9% of the students meeting or exceeding proficiency on the MCA in Science in 2022 to at least 51.0% of the students meeting or exceeding proficiency in 2023.

<u>L-A: Gr. 5, 8, 11</u>	<u>State Avg</u>
2017: 51.1%	54.2%
2018: 34.8%	52.0%
2019: 49.1%	50.7%
2021: 38.6%	43.1%
2022: 39.9%	41.0%

ACT College Readiness Results (Mean Score)

Grad Year	English	ELA	Mathematics	Reading	Science	STEM	Composite Avg. (District/State)
2018	18.6	18.0	21.1	20.4	21.5	21.6	20.5/21.3
2019	17.9	18.4	20.1	20.3	20.6	20.6	19.9/21.4
2020	19.9	19.3	22.7	21.9	22.5	22.8	21.8/21.3
2021	18.5	19.1	18.9	21.7	21.9	20.5	20.3/21.4
2022	21.0	20.0	23.0	23.0	22.0	23.0	20.4/21.0

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- English Composition: 18 on ACT English Test
- College Algebra: 22 on ACT Mathematics Test
- Social Science: 22 on ACT Reading Test
- Biology: 23 on ACT Science Test

NOTE: Not all students who take the ACT enroll in college.

Continuous Growth and Improvement: Specific 2022-23 Action Steps

1. Standards Based Learning/Curriculum Review process (all grade levels, all curricular areas) – working towards consistent alignment with MN Standards for assessments/grading, curriculum and instruction. This is being facilitated by administration and a part-time Curriculum Coordinator as focus of PLCs and Staff Development. The school calendar was modified for this year to eliminate the late starts and instead have 5 full additional days for teachers and administration to focus on this work. Teachers are also offered the option of working on this for pay over the summer.
2. Continue options for credit recovery for high school students to recover credits during the summer and after school.
3. New science curriculum for grades K-6, purchased – 1st year of implementation with alignment with MN Science Standards.
4. Alternative data is being identified and gathered through a “Redefining Ready” project with area school districts. Data points of specific activities and experiences have been identified as research supported to correlate to success in a career and/or college after high school graduation. These data points include attendance, extra/co-curricular participation, GPA, enrollment in career training classes, Algebra II grade and more. Our plan is to begin sharing this data for individual students as well as potentially looking at our districtwide scores for monitoring our programming and to help inform planning decisions.
5. Teachers encouraged to visit peer or neighboring district’s classrooms for observation and reflection on other teachers’ instruction and curriculum implementation strategies.
6. Expand advertising and recruitment efforts to attract racially diverse teacher and staff candidates.
7. Expansion of Spanish interpretation and support for English Learning students and parents.