

Lewiston-Altura Public Schools ISD 857

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Preparing our students to be productive members of their communities, our nation, and the world.

2013-2014 World's Best Workforce Annual Report

Introduction

The "Striving for the World's Best Workforce" bill was passed in 2013 (Minnesota Statutes 2013, section 120B.11) to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school

A school district's success in reaching the World's Best Workforce goals will be measured by student performance on the National Association of Education Progress (NAEP); the reduction of the academic achievement gaps by specific student subgroups; student performance on the Minnesota Comprehensive Assessments; high school graduation rates; and career and college readiness under Minnesota Statutes section 120B.30 subdivision 1.

The contents of this report provide a summary of the efforts our school district is making to prepare our students to be members of the World's Best Workforce. This report includes the following items:

- *Superintendent's Message*
- *Membership and Duties of the Curriculum Advisory Committee*
- *District Goals and Objectives*
- *District Staff Development Goals and Objectives*

- *Site Improvement Goals and Progress Reports*
- *District Testing and Evaluation Information*
- *Preview of our 2014-2015 World's Best Workforce initiatives*

Superintendent's Message

During the 2013 legislative session, new legislation was passed requiring every public school district in our state to develop and implement a plan to help every student prepare to become members of the World's Best Work Force. This legislation requires every school district to focus on achieving the following outcomes: 1) Prepare all students to be ready for school; 2) Help all students to achieve grade level literacy; 3) Close all achievement gaps; 4) Help all students attain college and career readiness; and 5) Prepare all students to graduate from high school.

These new requirements were passed on to school districts after the start of the 2013-2014 fiscal year. For our School District, this meant that we had a number of new requirements that we had to try to meet after we had already put in a lot of work reviewing data, identifying areas for improvement, and developing action plans to address those areas of improvement.

On a positive note, the World's Best Work Force legislation does not completely reinvent the wheel. It does however, require us to focus more specifically on certain areas. The legislation is an update of previous requirements that the state has had for school districts for a long time.

It emphasizes strategic planning, analyzing data, and creating and implementing action

plans to help our students achieve. This emphasis is nothing new for our school district.

We have had policies and systems in place for a number of years promoting strategic planning to help our students achieve at a high level. Our school board meets in a retreat setting in the middle of each year to review our district's mission, goals, and the site improvement plans that our staff have created each year to help our students achieve. This helps us identify priority areas and set the stage for improvement efforts we will be embracing for the following school year.

Prior to the legislative requirements for the World's Best Workforce being finalized Our school district had reviewed site and district data and mapped out district and site goals along with district and site improvement plans for the 2013-2014 school year. Our plans were set and we were already beginning to work on implementing them.

After the requirements for the World's Best Workforce were finalized by our legislature and guidelines were put forth by the Minnesota Department of Education, we realized that our existing plans for 2013-2014 may not fully meet the expectations laid out by our legislature and the Department of Education. We felt that it would be in the best interest of our students and our schools to proceed with the plans we had set versus stopping our progress, and creating new plans just to meet the requirements.

We realized that after the requirements were set and guidelines were put forth, that we had some work to do to help lay the foundation for our district's future World's

Best Workforce plans. We spent the 2013-2014 school year implementing the plans our staff had created while also reviewing our systems accountability policies to align the language of our policies with the World's Best Workforce requirements.

Our School Board also met during a special public meeting this past winter to review and revise our district mission statement, and our district goals, to help align our future efforts with the World's Best Workforce requirements and setting the stage for our efforts in 2014-2015.

We realize that the data illustrated and the progress summaries shared in this report may not fully illustrate the progress we made toward achieving the World's Best Workforce requirements that were defined at the close of the 2013 legislative session.

We do feel we made progress on our district and school wide improvement efforts in 2013-2014 and that we also took the necessary steps to align our systems with state requirements so we can continue **preparing our students to be productive members of their communities, our nation, and the world.**

Jeff Apse
Superintendent of Schools

District Curriculum Advisory Committee Membership and Duties

The Lewiston-Altura School Board established the System Accountability Committee (SAC) to be the District's instruction and curriculum advisory committee. The SAC Committee meets to discuss various issues that pertain to the School District's curriculum, State academic requirements, and the academic performance of the students. New members are welcome to serve on the committee. Interested persons may contact one of the building principals, the superintendent, or a SAC member. Committee membership selection is based on position, interest, and representative cross section of views.

The 2013-2014 District Curriculum Advisory Committee Members

Karen Anderson	Teacher
Lori Anderson	Counselor
Jeff Apse	Superintendent
Connie Frank	Parent
Eli Hennessy	Student
Melissa Meisch	School Board/Parent
Janel Pecinovsky	School Board
Bruce Ramsdell	Higher Education
Dave Riebel	Principal/Parent
Mitch Schiltz	Principal
Mari Jo Starks	Teacher/Parent
Anne Sullivan	School Board
Jim Ziegler	Community Member

2013-2014 Lewiston-Altura District Goals and Objectives (Adopted by the School Board, 3/11/13)

Goal 1: The District will strive to provide the best possible educational programs.

- By the 2015-2016 School Year, all teachers will implement systems for monitoring individual student progress toward achieving the local, state, and national standards delivered through the curriculum they teach.
- Explore methods for creating more educational options for students during the school day at the high school level.
- Increase the number of advanced level course offerings for students.
- Pursue partnerships with post-secondary institutions to create educational opportunities for our students.
- Increase student participation in extracurricular activities.

Goal 2: The District will strive to maintain the best possible staff.

- By the 2013-2014 school year, Lewiston-Altura Public Schools will develop and implement a system for principal evaluations aligned with state requirements.
- By the 2014-2015 school year, Lewiston-Altura Public Schools will develop and implement a system for teacher evaluations aligned with state requirements.
- By the 2015-2016 school year, Lewiston-Altura Public Schools will develop and implement a system for support staff evaluations that align with clear expectations and current job descriptions.

- Recruit and retain quality staff members through fair and competitive compensation.
- Support and encourage results oriented staff development that promotes student achievement.

Goal 3: The District will improve tools for instruction.

- By the end of the 2013-2014 school year, Lewiston-Altura Public Schools will upgrade the district's telephone and voice mail systems to improve communication with all District stakeholders.
- Through the use of technology, the District will communicate with families and community members to increase parent and community engagement in the schools.
- The District will regularly update and maintain its technology program to promote student engagement through the regular use of 21st Century Tools and Resources in the classroom.

Goal 4: Maintain a positive emotional and safe climate for learners and staff.

- Continue to research and improve school district safety and security.
- Encourage positive digital citizenship among all students and staff by promoting safe and appropriate uses of technology.

Goal 5: Maintain and improve the district infrastructure.

- By the start of the 2013-2014 school year, Lewiston-Altura Public School will complete asbestos abatement and ADA improvements at the Intermediate school.
- By the start of the 2013-2014 school year, Lewiston-Altura Public Schools will make improvements to indoor and outdoor concessions areas to insure compliance with food and health regulations.
- By the end of the 2013-2014 school year, Lewiston-Altura Public Schools will establish a community task force to explore the future of the District's Outdoor athletic facilities.
- By the end of the 2013-2014 school year, Lewiston-Altura Public Schools will complete a study exploring options for addressing Indoor Air Quality at the Elementary and Intermediate Schools.

- By the end of the 2015-2016 School Year, the Lewiston-Altura Public Schools' Food Service Program will be financially stable and self-sustaining due to improved customer satisfaction and student and staff participation.
- By the end of FY 2016, Lewiston-Altura Public Schools will reduce the district's short term borrowing debt by 50%.
- By the end of FY 2016, Lewiston-Altura Public Schools will develop and implement a system to archive District records per the Minnesota Historical Society retention schedule.

2013-2014 District Staff Development Goals and Objectives

The District Staff Development Committee's mission is to support, encourage, and promote results oriented staff development through student achievement. The table below lists our District Staff Development Committee members for the 2013-2014 school year.

Jeff Apse	Superintendent
Barb Daley	Teacher/Parent
Emily Haag	Teacher/Chairperson
Kinsey Hornberg	Teacher
Roy Kryzer	Board Member
Amanda Nickelotti	Teacher
Dave Riebel	Principal/Parent
Mitch Schiltz	Principal
Ann Stokke	Teacher
Todd Stokke	Teacher
Anne Sullivan	Board Member

The following list of goals and objectives were established for the 2013-2014 school year.

Goal 1: By the end of the 2013-2014 school year, 100% of teachers will implement systems for monitoring individual student progress toward achieving the local, state, and national standards delivered through the curriculum they teach.

- Teachers will follow through with 5 steps of the curriculum review cycle. This means that even though a teacher may not be on Step 1 or Step 2, teachers will continue to monitor and adjust their curriculum and instruction in Steps 3-5.

Goal 2: By the end of the 2013-2014 school year, the teacher evaluation committee, along with the District Staff Development Team, will start implementing the teacher evaluation requirements with the first (1/3) group of teachers.

- Through Professional Learning Communities, teachers generate SMART goals to improve student learning and teacher instruction.

Goal 3: By the end of the 2013-2014 school year, the District Staff Development Team will help improve communication systems with all District stakeholders by training 100% of all staff on how to use the new communication systems.

- These communication systems include but are not limited to: phone system, email system, and mass communication opportunities.

Goal 4: By the end of the 2013-2014 school year, the District Staff Development Team will regularly update, train, and maintain its technology program to promote student engagement through regular use of 21st Century Tools and Resources in the classroom.

- District Staff Development will train staff on new ways to implement technology tools into their curriculum and instruction.
- Encourage positive, safe, and appropriate digital citizenship to all students and staff.
- District Staff Development Team will help in the creation, guidance, and development of the scope and sequence for K-12 Digital Literacy that will be implemented across content areas K-12.

2013-2014 District Staff Development Progress Report

During the 2013-2014 school year, the District Staff Development Committee continued monitoring, facilitating and evaluating the staff development efforts at each of the three sites. Each site was driven by results-based SMART (Specific, Measureable, Attainable, Relevant and Time-bound) goals.

Each site continued to implement Professional Learning communities with the direction to improve student

achievement. The teacher evaluation program was implemented with its first year group of teachers.

All staff members were trained in a new email and file sharing system by Microsoft called Office 365. We were supposed to develop a scope and sequence for digital literacy but it was pushed to the 2014-2015 school year because the business courses were up for curriculum review.

Lastly, we continued our growth as a staff to improve our instructional practices with technology in the classroom and 21st century learning.

2013-2014 Lewiston-Altura Elementary and Intermediate School Improvement Goals

The table below lists the 2013-2014 members of the Lewiston-Altura Elementary/Intermediate School Staff Development/Site Improvement committee.

Sarah Berndt	Teacher
Barb Daley	Teacher
Megan Kittleson	Teacher
Jenny Koverman	Teacher
Lori Ostrander	Teacher
Ann Stokke	Teacher
Todd Stokke	Teacher
Dave Riebel	Principal

2013-2014 Elementary/Intermediate Curricular Goals

Goal 1: As part of the district curriculum review process, staff will implement the 2011 Minnesota Department of Education Social Studies Standards and Benchmarks using our existing Houghton Mifflin and the 2013 Northern Lights curriculum. Grade levels 3-5 will need to find and implement supplemental curriculum during the year.

Goal 2: Staff members will pursue trainings and in-service to explore ways to integrate 21st Century technology skills into the elementary and intermediate curriculum throughout the 2013-14 school year.

Progress Report on 2013-2014 Elementary/Intermediate Curricular Goals

The social studies curriculum Standards and Benchmarks continue to be instructed and assessed within our K-6 classrooms.

The K-5 teachers utilize a blend of the Houghton Mifflin district curriculum with teacher created website and internet supplements. Over the summer, the 2013 Northern Lights curriculum, which focuses on Minnesota History, was purchased and is now being utilized during the 2014-15 school year.

The 21st Century Technologies that are a part of our world are utilized on a daily basis throughout our Elementary and Intermediate Schools. Smart boards, computer labs, portable laptops, iPads and personal devices are a part of instruction and assessment within the classrooms. Staff Professional Learning Community projects and staff collaboration continue to expand the learning and usage of our technologies.

2013-2014 Elementary/Intermediate Instructional Goals

Goal 1: Continue best practice instruction in reading, pursue staff development and monitor student achievement in order to achieve 72% of the 3rd – 6th graders meeting the standards on their 2014 MCA reading assessments.

Goal 2: Continue best practice instruction in math, pursue staff development and monitor student achievement in order to achieve 80% of the 3rd – 6th graders meeting the standards on their 2014 MCA math assessments.

Goal 3: Continue best practice instruction in science, pursue staff development and monitor student achievement in order to achieve 67 % of the 5th graders meeting the standards on their 2014 MCA science assessments.

Progress Report on 2013-2014 Elementary/Intermediate Instructional Goals

2013-2014 Reading Proficiency-MCA

Grade	2011	2012	2013	2014	State 2014
6th	85%	87%	80%	67%	60%
5th		90%	78%	80%	67%
4th			93%	53%	55%
3rd				80%	58%

2013-2014 Math Proficiency-MCA

Grade	2011	2012	2013	2014	State 2014
6th	80%	69%	57%	72%	56%
5th		80%	80%	75%	61%
4th			98%	76%	70%
3rd				86%	72%

80% of 5th graders met or exceeded standards on the 2014 MCA Science Assessments.

2013-2014 Elementary/Intermediate Structural Goals

Goal 1: Pursue staff development opportunities so that 33% of the certified instructional staff participate in the District Teacher Evaluation Cycle during the 2013-14 school year.

Goal 2: Pursue technology staff development so that 75% of the instructional and support staff of the K-6 staff access technology trainings throughout the 2013-14 school year.

Goal 3: Pursue staff development so that 75% of the instructional and support staff deepen their understanding of the Responsive Classroom theory and practices with trainings and discussions throughout the 2013-14 school year.

Progress Report on 2013-2014 Elementary/Intermediate Structural Goals

All certified Elementary and Intermediate School staff participated in a Professional Learning Community and action research project to improve student learning. One third of those staff members were a part of the District Teacher Evaluation cycle which included a Professional Growth Plan and formal observations within their teaching assignment.

Ninety five percent of our certified and support staff participated in staff trainings on the use of our Microsoft Office 365 communication systems. Students and staff have access to a web based email, file storage and file creation system that can be utilized for instruction, assessment, and homework completion.

Seventy seven percent of our classroom instructional staff have participated in one or more of the week long Responsive Classroom trainings. The Responsive Classroom approach to teaching emphasizes social and emotional aspects of the classroom. Responsive Classroom is the basis of our classroom management and is an evidence based program that has been shown to increase academic time on task and learning results.

2013-2014 Lewiston-Altura High School Improvement Goals

The table below lists the 2013-2014 members of the Lewiston-Altura High School School Staff Development/Site Improvement committee.

Emily Haag	Teacher
Kinsey Hornberg	Teacher
Andy Marsolek	Teacher
Kimberly Moe	Teacher
Amanda Nickelotti	Teacher
Mitch Schiltz	Principal
Ryan Steele	Teacher

2013-2014 High School Curricular Goals

Goal 1: Provide in-service time so that high school staff members can review the Minnesota Department of Education's recommended state standards for Fine Arts and Career Education to determine if our current curriculum meets the grade level benchmarks. If needed, examine curricular products in order to make a recommendation to the school board to purchase curriculum resources that will meet all of the state standards and benchmarks.

Goal 2: Continue to increase the number of college credits earned by students in high school

- Analyze courses for opportunities to align course content to the CLEP.
- Analyze courses for opportunities to align course content to AP.
- Analyze courses for opportunities to articulate with local tech schools.
- Investigate MnSCU Concurrent Enrollment Options through Southeast Tech and RCTC.
- Investigate MnSCU Online in the High Schools programs through Southeast Tech and RCTC.
- Revise Course Registration Guide to include new/enhanced college opportunities for students at LAHS.
- Promote to students and parents.

Goal 3: Continue work on electronic curriculum archive of high school curriculum consisting of Course Overviews, Unit Plans for each course unit illustrating course standards, course benchmarks, planned learning

activities and formative and summative assessments.

Goal 4: Staff will work to improve their individual curriculum design and implementation by using their PLC time to improve in the areas of standards-based assessments, technology in the classroom and incorporating literacy.

Progress Report on 2013-2014 High School Curricular Goals

Curriculum review time was provided for the Fine Arts and Career Education curricular areas. The teachers worked to identify revisions to ensure that the curriculum we are delivering to students is aligned with state and national standards. Our curricular areas included 21st Century skills and tools in the updating of the curriculum to account for the increased access provided by our district.

A few years ago, our high school was awarded a Project Lead the Way implementation grant to help enhance and expand our technology education opportunities for students.

We implemented the Principles of Engineering and Design course in 2012-2013. We had solid student interest and success in that course leading to the introduction of the Computer Integrated Manufacturing course in the 2013-2014 school year. In an effort to build on our PLTW success, our Introduction to Engineering and Design class was also offered to freshman. Strong PLTW enrollment will continue into the 2014-2015 school year.

During the 2013-2014 school year we continued our partnerships with RCTC and Southeast Tech in an effort to offer concurrent enrollment options along with articulation agreements. We participated in the pathways to post secondary summit at RCTC and began talks with Winona State in an effort to explore opportunities to partner with them on college credit options for our enrolled students. Looking into the 2014-2015 school year we will be increasing our AP course options to include AP English, AP World History, and AP Calculus.

More progress was made on our electronic curriculum archive. Due to

updates on our school website and to our network, we started the process of shifting our curriculum to the rSchool website making it more easily accessible to staff, students, and the community. At this time updates are being uploaded for Career education, Art, and the Music department.

Along with our continued focus on technology and 21st century learners and standards based education, the high school made a major focus on literacy.

Led by our literacy team and our reading specialist, the staff broke down the literacy standards across the content areas. Along with breaking these down, the staff shared practical approaches to application. Staff put these applications into practice in their own classrooms and spent time reviewing their levels of success and understanding. We were able to have a 100% success rate for teachers properly implementing the Before-During-After strategy in at least one lesson, with 60% doing so on a regular basis.

2013-2014 High School Instructional Goals

Goal 1: All students in grades 7, 8, and 10 will meet or exceed standards in reading, mathematics, and science as measured by the 2014 MCA assessment scores.

Goal 2: All students in grades 7-12 will pass the classes they are enrolled in for the 2013-2014 school year.

Goal 3: All students in grades 9-12 will take an appropriate College and Career Readiness assessment.

- Adjust to new graduation assessment requirements per new legislation.
- Investigate ACT suite of assessments including WorkKeys, Explore, Plan, Aspirer, and the ACT test.
- Investigate using the Compass computer-adaptive college placement test.
- Investigate a nationally recognized armed services vocational aptitude test.
- Determine which assessment(s) will best serve the needs of our students.

Goal 4: Provide training for staff to increase the use of technology in the classroom.

- Google Opportunities
- Online Professional Development
- IPad/Apple Training
- Online Curriculum Training
- Office 365 Training

Progress Report on 2013-2014 High School Instructional Goals

2013-2014 Reading Proficiency-MCA

Grade	2010	2011	2012	2013	2014
7th	86%	87%	80%	64%	51%
8th	73%	72%	60%	40%	31%
10th	67%	46%	57%	NA*	56%

*Students were in 9th grade in 2012-2013. 9th graders do not take MCA Reading tests.

2013-2014 Math Proficiency-MCA

Grade	2010	2011	2012	2013	2014
7th	80%	69%	65%	64%	54%
8th	72%	38%	56%	46%	35%
11th	46%	32%	NA*	NA*	42%

*Students were in 9th grade in 2011-2012 and 10th grade in 2012-2013. 9th and 10th graders do not take MCA Math tests.

2013-2014 Science Proficiency-MCA**

Grade	2010	2011	2012	2013	2014
8th	31%	32%	33%	33%	29%
10th	47%	54%	41%	49%	49%

**This table illustrates 8th and 10th grade performance over time.

For the 2013-2014 school year 84.3% of students in grades 7 – 12 passed all of their classes. The senior class of 2014 had 95.8% of students pass all of their classes.

The 2013-2014 school year provided a lot of changes to the requirements of graduation and the assessments needed to graduate. Our district met and discussed a goal of being able to offer the appropriate assessment for the post-secondary plans of each student. In an effort to start offering the appropriate assessments our junior class took the ASVAB (armed services vocational aptitude battery) along with any senior who had not previously passed any form of the GRAD assessments.

LAHS staff met with representatives from Southeast Technical to work on plans to offer students the Accuplacer, and we will be working with MDE to potentially offer the ACT exam in the following year.

Several staff members from the high school participated in a technology

academy in Lake City with five other area schools. Topics of focus during this academy included Google Applications, iPads in the classroom, and Schoology.

During the school year our staff participated in a technology focused Edcamp. An Edcamp is a staff driven un-conference where all involved participate in the presentation, and topics come from the needs brought to the training of the staff attending.

During the 2013-2014 school year we had our first staff member successfully pilot a class that was fully run through Schoology and curriculum was delivered online using a laptop cart in the classroom.

2013-2014 High School Structural Goals

Goal 1: Improve student achievement by improving homeroom/advisory program to ensure that all advisors are working with students to set goals for the school year, to help students monitor goals, and to provide academic support of students.

- Goals and expectations for the use of homeroom time will be communicated to all staff at faculty meetings.

Goal 2: Decrease student disciplinary incidents by 10% in the 2013-2014 school year as compared to the 2012-2013 school year by implementing school-wide positive behavioral supports and other strategies. (PBIS)

- Staff Training on additional Positive Behavioral Support strategies at faculty meetings.
- All staff will develop classroom plans to manage student discipline and send to principal.
- All staff will work cooperatively with students and parents to resolve minor classroom issues before referring to the principal.
- Crisis Prevention & Intervention (CPI) training will be available for the CPI teams and any other staff interested.
- All staff will constantly model and implement the 3Rs: Be respectful, Be responsible, Be resourceful.

Goal 3: All staff will improve communication with colleagues, parents

and students as measured by the end of the year survey

- Communicating clear expectations for staff
- All staff will be visible in the hallways before school, during passing time, and after school.
- All staff will meet and greet students in a positive manner.
- All staff will strive to positively recognize a different student each day
- Students demonstrating positive Cardinal behavior will be publicly recognized
- All Staff will participate in Positive Behavior Intervention trainings, discussions, and activities during faculty meetings.
- All advisors will use homeroom time to meet with advisees and set goals
- All advisors will train students to use their student portal on JMC and Office 365
- All staff will be trained to use website/social networking to communicate with students and/or parents

Goal 4: Improve school building safety and security by controlling building access

- All staff will be trained how to use the new entry system
- All staff will communicate with students and community members the appropriate procedures for accessing the building

Progress Report on 2013-2014 High School Structural Goals

The table in the following column illustrates results from our annual homeroom survey. The survey asks students how they are using their homeroom time and also asks questions relating to the level and frequency of communications that students have with their advisors.

The fifth question asks about advisors meeting with students about grades. The data has been collected on those responding 1-3 times per month. The percentage for 1-3 times, 4-5 times, and more than 5 totals 76%.

Two main areas of focus in homeroom this year related to students meeting with teachers from classes they were struggling with, and logging into JMC to check grades regularly.

Question	2014	+/- to 2013
Do you use homeroom time to work on homework?	80.3%	+3.6%
Have you used homeroom time to meet with one or more classroom teachers for help on an assignment?	85.6%	+4.3%
Did you set an academic and/or personal goal in homeroom this year?	55.6%	-15.8%
My Advisor spoke with me about grades or other issues 1-3 times per month	34.3%	-20.1%
Have you found homeroom to be beneficial to your success in school?	83.7%	0%

During the 2013-2014 school year we continued to focus on decreasing disciplinary incidents by implementing Positive Behavioral Intervention strategies and creating lessons delivered during homeroom. During faculty meetings staff was able to discuss common expectations and appropriate disciplinary reactions as well as what topics should be included in PBIS lessons.

We saw a 19% decrease during the previous school year with similar efforts. Continuing our focus as a staff this year led to a slight reduction in referrals from teachers going from 72 in 2012-2013 to 71 in 2013-2014. Our total incidents rose from 200 to 209 with the largest category increase being unexcused absences where we went from 49 in 2012-2013 to 76 in 2013-2014.

Communication with colleagues, parents and students has been a focus of improvement over the last few years. During the 2012-2013 school year the staff made strides in improving the relations directly with students and meeting with students individually.

During the 2013-2014 school year our staff made more of a focus on the communication to home with parents. Thanks to a large effort from our staff, all but a handful of parents were connected via email to grades,

attendance, and staff. We were able to send out all grade reports, newsletters, individual items, and announcements through JMC and the email functions. Parents were able to receive this information in a timelier manner, and we became much more efficient in the office.

The increases in school related violence and shootings has led to closer evaluations of school building security. One of the items identified in the reviews of our facilities detected a need to more closely monitor the traffic coming in and out of our schools during the school day.

District wide we implemented fob door systems with interactive cameras and door releases to closely monitor who is coming in and out during the school day. We changed our lunch time practices and put an end to open campus lunch for our 10th through 12th grade students. All staff were given a fob to gain entrance, and community members using the building during off hours were taught new ways to gain access and monitor building usage. These new controls have provided a better understanding and a more supervised use of our facilities.

District Testing and Evaluation Information

The purpose of testing is to obtain information regarding the academic performance of the School District's students. The tests provide comparisons of our students' progress with other students, statewide and nationally. Test results are also used for college placement, eligibility for college grants or scholarships, and identification for special programs such as the Title I, high potential programs and career exploration.

Because of rigorous program evaluation the school is able to assess student preparation for future learning and necessary life skills.

Based on the test results (such as the Minnesota Comprehensive Assessments), teacher recommendation and other criteria the strengths and weaknesses of various school programs are determined and improvement goals are set. Activities are established to accomplish the goals and

additional assessments are made to validate improvement.

2013-2014 District Testing Schedule

Test Administered	Grades
Reading Assessment	K
Reading Fluency and Comprehension	K-8
Measures of Academic Progress (NWEA)	2-8
MCA-Reading	3-8, 10
MCA-Math	3-8, 11
MCA-Science	5, 8, 10
Explore	8
Plan	10
PSAT	11, 12
Accuplacer	11, 12
ACT	11, 12
ASVAB	11, 12
SAT	11, 12

Preview of our 2014-2015 World's Best Workforce Initiatives

During the 2013-2014 school year, our school district spent time and energy aligning district systems accountability policies with the new World's Best Workforce requirements.

Our school board met in a public meeting on February 12, 2014 to review our mission statement, our district goals and priorities, and the World's Best Workforce Requirements.

On March 10, 2014, the school board officially adopted the following revised mission statement, district goals, priorities, and belief statement.

Mission: Preparing our students to be productive members of their communities, our nation, and the world.

Goals: The following goals guide our efforts toward achieving our mission:

Goal 1: The District will strive to provide the best possible educational programs.

Goal 2: The District will strive to hire, develop, and maintain the best possible staff.

Goal 3: The District will strive to maintain a positive emotional and safe climate for learners and staff.

Goal 4: The District will strive to maintain and improve the district infrastructure.

Results: Minnesota's World's Best Workforce legislation requires all schools to achieve the following results:

- All students will be ready for school;
- All students will achieve grade-level literacy;
- All achievement gaps will be closed;
- All students will attain career and college readiness;
- All students will graduate from high school.

We believe by empowering our staff to use data to develop plans promoting student achievement, the World's Best Workforce results will be achieved..

Our school board's efforts have helped set the stage for 2014-2015, and the efforts our school district will be making to ensure that our students are being prepared to be members of the World's Best Workforce.

Our district and our sites have reviewed our data, are aware of the World's Best Workforce requirements, and have worked to create goals and action plans to help us meet those requirements in 2014-2015. Our 2014-2015 World's Best Workforce plan is in development and can be found online at <http://www.lewalt.k12.mn.us/page/2669>.

Our plan includes a school district data dashboard that illustrates the progress we are making toward achieving the World's Best Workforce priorities.

Our plan also includes our district and site goals and improvement plans, a preview of our district's systems for student progress and growth monitoring; a preview of the student programming that we have in place to improve student achievement; a preview of the components we have in place to ensure systems accountability; a link to our school district budget; and an archive of our World's Best Workforce progress reports.