Minnesota Department of
Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name:
Grades Served:
Contact Person Name and Position:

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.

1. Stakeholder Engagement

1a. Annual Report
The Lewiston-Altura ISD 857 Annual Report can be downloaded at
http://www.lewalt.k12.mn.us/page/2669.

1b. Annual
The annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year was held on November 7, 2016.

1c. District Advisory Committee

The Lewiston-Altura District Advisory Committee for the 2015-2016 school year was made up of teachers, parents, support staff, students, School Board members, business representatives, higher education representatives and other community residents. The following list includes the names of our committee members and the role they played in our schools during the 2015-2016 school year:

- Lori Anderson, Guidance Counselor
- Jeff Apse, Superintendent
- Hunter Herber, Student
- Michele Herber, Parent
- Melissa Meisch, School Board/Parent
- Mariann Miller, Higher Education
- Janel Pecinovsky, School Board
- Gwen Peterson, Student
- Craig Porter, Business
- Bruce Ramsdell, Higher Education
- Dave Riebel, Elementary Principal
- Larry Rupprecht, Community Member
- Mitchel Schiltz, High School Principal
- Mari Jo Starks, Teacher/Parent
- Anne Sullivan, School Board
- Jim Ziegler, Higher Ed/Community

2. Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement for 85% of our Early Childhood students to meet Kindergarten readiness by the end of the 2015-16 school year.	Our preschool staff continued the work of preparing the students and assessing the readiness levels of our 4 and 5-year-old preschool students. The classes were assessed in the spring of the 15-16 school year. These results are analyzed by the preschool staff to assess the effectiveness of the class offerings and curriculum. The results are also utilized by the kindergarten staff as a formative assessment of the readiness levels of the incoming kindergarten students. Data Analysis: Students were assessed in the five readiness categories of Personal and Social Development, Language and Literacy, Mathematical Thinking, The Arts and Physical Development and Health. Within these categories were 35 developmental indicators requiring an individual assessment. Students were assessed on a 0-2 scale. 0=Not Yet, 1 = In Process, 2= Proficient. The tables below illustrate our results from 2015-2016:	Check one of the following: ☐Goal Met ☐Goal Not Met ☒Goal in Progress (only for multi-year goals) ☐ District/charter does not enroll students in Kindergarten

Developmental Areas	# of items	Average points per student range=0-2	Percentage of total points by category
Personal and Social Development	12 items	20.20	0.84
Language and Literacy	12 items	19.82	0.83
Mathematical Thinking	12 items	18.41	0.77
Science	12 items	18.64	0.78
Social Studies	9 items	13.48	0.75
TheArts	4 items	7.45	0.93
Physical Development and Health	7 items	13.32	0.82
Total points possible			136
High			127
Low			83
Average			11.30

	Proficiency Level	Points needed	% of students achieving this level
Proficiency	90%	122	24%
	80%	108	64%
	70%	95	91%
	60%	81	100%
	50%		

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement for all our third-grade students to achieve grade level literacy by the end of the 2015-16 school year.	Grade 3 Reading Proficiency for All Students improved to 68.18% in 2015-2016 compared to 64.91% in 2014-2015. Our students' performance in 2015-2016 exceeds our 2013 baseline proficiency of 52.31% for all third graders. Grade 3 Reading Proficiency for Free and Reduced Price Lunch students dropped to 59.09% in 2015-2016 compared to 2014-2015. Our students' performance in 2015-2016 exceeds our 2013 baseline proficiency of 45.45% for all Free and Reduced Price Lunch third graders.	Check one of the following: ☐Goal Met ☐Goal Not Met ☒Goal in Progress (only for multi-year goals) ☐District/charter does not enroll students in grade 3

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Certified staff members will pursue staff development to complete a backwards designed, curriculum mapping process utilizing the Standards Insights tool for the Reading/Language Arts and Mathematics grade level standards during the 2015-16 school year. This was an Elementary/Intermediate objective. Provide staff opportunities to meet in like groups ensuring meaningful and relevant scope, sequence and practice using data and student growth to measure effectiveness. This was a High School objective.	The table below illustrates our District's Proficiency Indexes and Targets; the difference between our indexes and targets; and the number of students needing to earn one full point and one half point to reach our targets in 2016:	Check one of the following: ☐Goal Met ☐Goal Not Met ☒Goal in Progress (only for multi-year goals)

Subject	Student Group	Proficiency Index	Proficiency Index Target	Difference	Number of Students Earning One Full Point Needed to Reach Target in 2016	Number of Students Earning One-Half Point Needed to Reach Target in 2016
M	Hispanic	50.00	53.08	-3.08	1	2
M	White	73.30	81.20	-7.90	27	54
M	Special	49.12	55.69	-6.57	4	8
M	FRP	69.51	65.56	3.95	0	0
R	Hispanic	54.55	49.79	4.76	0	0
R	White	68.05	81.17	-13.12	45	89
R	Special	40.32	55.14	-14.82	10	19
R	FRP	66.95	62.93	4.02	0	0

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Initiate Ramp Up to Readiness to help students create plans and prepare for college and career readiness and take advantage of current programs and courses at LAHS that offer a chance at college credit and help prepare students for success.	MDE uses 8th grade math proficiency percentages to indicate students' Career and College Readiness. The table below illustrates our District's progress made in 2015-2016:	Check one of the following: ☐ Goal Met ☐ Goal Not Met ☒ Goal in Progress (only for multi-year goals)

Student Group	Grade 8 Math Proficiency 2011	Grade 8 Math Proficiency Goal for 2017	Grade 8 Math Proficiency 2015	Grade 8 Math Proficiency 2016
All	35.55	67.78	47.36	62.96
FRP	11.11	55.56	33.33	58.33
White	37.2	68.6	49.09	66.00

2e. All Students Graduate

Goal	Result	Goal Status
Provide staff opportunities to meet in like groups ensuring meaningful and relevant scope, sequence and practice using data and student growth to measure effectiveness	Over 90% of our students graduated in 2015-2016. Every group of students brings different challenges and opportunities so our goal is considered in progress. The table below illustrates our 2015-2016 results disaggregated by demographic sub group:	Check one of the following: ☐ Goal Met ☐ Goal Not Met ☒ Goal in Progress (only for multi-year goals) ☐ District/charter does not enroll students in grade 12

Demographic Description	2015 Four Year Number of Graduates	2015 Four Year Percent	Increase needed to reach 90% goal by 2020	2015 Five Year Number of Graduates	2015 Five Year Percent	2015 Six Year Number of Graduates	2015 Six Year Percent
All Students	43	97.73		64	92.75	55	88.71
White, not of Hispanic origin	41	97.62		62	92.54	54	91.53
Free/Reduced Priced Lunch	12	92.31		19	86.36	19	82.61
Male	19	95		32	94.12	32	94.12
Female	24	100		32	91.43	23	82.14

3. Identified Needs Based on Data

Prior to the start of each school year our District Staff Development Committee defines our District's priorities for the coming school year. These priorities influence the site plans developed at our Elementary/Intermediate and High Schools and ultimately the results that each of our sites achieve in helping prepare our students in becoming productive members of their communities, our nation and the world. Illustrated below are our District's Priorities for 2015-2016:

- The District will strive to provide the best possible educational programs.
  - All teachers will implement systems for monitoring individual student progress toward achieving the local, state, and national standards delivered through the curriculum they teach.
  - Using 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.
- The District will strive to hire, develop and maintain the best possible staff.
  - Lewiston-Altura Public Schools will maintain a system for teacher evaluations aligned with state requirements.
  - Lewiston-Altura Public Schools will implement a system for support staff evaluations that align with clear expectations and current job descriptions.
  - Support and encourage results oriented staff development that promotes student achievement.
- The District will strive to maintain a positive emotional and safe climate for learners and staff.
  - Support district staff in pursuing development opportunities such as Responsive Classroom, PBIS, Love and Logic, and Mental Health training to improve district and site climate.
- The District will strive to maintain and improve the district infrastructure.
  - Support the district technology committee to increase student access and staff in understanding and implementation through training and curriculum implementation.
  - Support staff in data analysis by providing access through JMC and TIES Data Warehouse to be used to formatively guide instruction and support teacher PLC's.

The rest of this section illustrates the objectives identified at each of our sites and a summary of the results achieved.

Elementary/Intermediate 2015-2016 School Needs, Objectives and Results

Goal 1: The District will strive to provide the best possible educational programs.					
Objectives	Strategies	Data to Collect	Tools for Collecting	Persons Responsible	Timeline
As part of the curriculum review process, the school district language arts team will research curricular options in order to make an informed purchase for the kindergarten through sixth grade language arts curriculum by the end of the 15-16 school year.	Consult with K-12 language arts staff for vertical alignment. Analyze language arts curricular products from companies. Pilot products in classroom settings. Compare, contrast, analyze piloted products.	Rankings of the various curricular products. Feedback and assessment results from other districts.	District designed curricular evaluation tool.	Curriculum review team consisting of One member of each grade level, Sp.Ed. rep., ADSIS/Title rep., principal	Recommendation to be ready for the spring Systems Accountability meeting.

Our Language Arts curricular review team, consisting of one member from each grade level and special education, had a series of meetings throughout the school year. They first identified what we are looking for in a language arts curriculum and developed a template that will help analyze products. We then reviewed six products throughout the year to determine which product will work best for our district. The K-6 team determined that the Houghton Mifflin 2017 series will be the tool to use for our grade level based curriculum. We are also adopting the American Reading Company series to develop our students individual reading fluency and comprehension levels. The district ordered the curriculum and have both in our buildings to start the 2016-17 school year. Ongoing in-service will take place throughout the year.

Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement in order for 85% of our Early Childhood students to meet Kindergarten readiness by the end of the 2015-16 school year.	Best practice instruction , RtI supplemental instruction, progress monitoring.	Five Performance Indicators on the Work Sampling Checklist for each student.	The MN Work Sampling System Kindergarten Entry Developmental Checklist.	School readiness and Kindergarten staff.	2015-16 school year

Our preschool staff continued the work of preparing the students and assessing the readiness levels of our 4 and 5-year-old preschool students. The classes were assessed in the spring of the 15-16 school year. These results are analyzed by the preschool staff to assess the effectiveness of the class offerings and curriculum. The results are also utilized by the kindergarten staff as a formative assessment of the readiness levels of the incoming kindergarten students.

Data Analysis: Students were assessed in the five readiness categories of Personal and Social Development, Language and Literacy, Mathematical Thinking, The Arts and Physical Development and Health. Within these categories were 35 developmental indicators requiring an individual assessment. Students were assessed on a 0-2 scale. 0=Not Yet, 1 = In Process, 2= Proficient.

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	70%	95	91%
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	50%		

Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement in order for all of our third grade students to achieve grade level literacy by the end of the 2015-16 school year.	Best practice instruction , RtI supplemental instruction, progress monitoring.	AIMSweb, NWEA and MCA assessments, other progress monitoring assessment info.	AIMSweb, NWEA and MCA assessments, misc. leveled assessments	Third grade staff. RtI staff.	2015-16 school year

The results of the third-grade assessments are shown on the next page. During the 2015-16 school year, all students in grade K-6 were assessed in fall, winter and spring with the AIMS web reading and math fluency probes. Students in grade 2-6 were assessed in fall and spring utilizing the NWEA Measures of Academic Progress (MAP) assessments to assess comprehension and skill development. Students in our Response to Intervention program also take the Winter MAP assessment to monitor progress. Students in grades 3-6 take the Minnesota Comprehensive Assessment (MCA). Data analysis of these and other classroom assessments are utilized to monitor learning levels as students advance through the grades. These results can also be used to determine third grade reading levels.

AIMSweb Reading Curriculum Based Measurement (R-CBM) – 3rd grade - WPM = words read correct per minute

AIMSweb Reading Fluency

		Students Above Benchmark	Students Below Benchmark	Between the 25th and 49th Percentile	Below the 25th Percentile
R-CBM	Goal 87				
Fall	WPM	48%	52%	25%	27%
Winter	111 WPM	54%	46%	30%	16%
Spring	127 WPM	66%	36%	25%	9%

NWEA - Reading		Students Above Benchmark	Students Below Benchamrk
Fall	181	84%	16%
Spring	192	87%	13%

Minnesota Comprehensive Assessments (MCAs)

3rd Grade Reading - Percent Proficient

2016 **LA**	2016 State
68%	57%

Goal #2 The District will strive to hire, develop, and maintain the best possible staff.					
Objectives	**Strategies**	**Data to Collect**	**Tools for Collecting**	**Persons Responsible**	**Timeline**
Utilize our Professional Learning Communities to implement an action research process based on a book study. Results shared in the spring of 2016.	Book Study discussion. PLC calendar. Action research process.	Student impact data determined by action research plans.	Data Collection tool(s) to be determined by staff as part of individual action research process.	Each certified staff member.	Action research plan to be implemented during the 2015-16 school year. Teacher learning and student impact results to be shared in May of 2016.

All certified staff began their yearly Action Research process with reading and discussing a book of their choice. Some were on a behavioral topic; some were about an instructional topic and others were about assessments. From these discussions came the remaining steps of action research including implementation of a plan, data collection and analysis of student impact, and a sharing of the results with other staff members during a sharing day in May.

Certified staff members will pursue staff development in order to complete a backwards designed, curriculum mapping process utilizing the Standards Insights tool for the Reading/Language Arts and Mathematics grade level standards during the 2015-16 school year.	Grade level planning meetings	Grade level Backwards designed standards list	Standards Insights Website	Grade level teachers	2015-16 school year

Certified staff members utilized a workshop day in-service time to continue their work on curriculum mapping, updating their grade level language arts and math curriculum maps. Updates include all online links, teacher created / found assessments and other resources that would not be available on their shelves of supplies.

Goal 3: The District will strive to maintain a positive emotional and safe climate for learners and staff.					
Objectives	Strategies	Data to Collect	Tools for Collecting	Persons Responsible	Timeline
Our schools will promote awareness of the K-6 antibullying instruction and practices at our schools throughout the 15-16 school year.	Website Posting of curriculum used for instuction. Newsletter updates. Staff meetings, Classroom communications.	Curriculum lists.	building discipline data from JMC	Guidance counselor, Principal, classroom teachers	Sharing in 1st quarter, data collection all year

Our schools continue to promote anti-bullying teachings and techniques throughout our homeroom and specialist classes. Homeroom teachers utilize their Morning Meeting times to promote and instruct positive behavior supports. Our Guidance curriculum provides specific instruction for all students and staff to use to avoid bully behaviors. Newsletter and classroom communications were used throughout the year. The building website page is yet to be published.

Review and optimize Responsive Classroom theories and practices via workshop day presentations during the 15-16 school year.	Workshop day inservice, staff meeting presentations	Building discipline referrals	JMC discipline reports	Certified staff, guidance counselor, principal	2015-16 school year

Staff members participated in a workshop day in-service discussing and preparing for classroom situations using the Responsive Classroom processes and practices. These were enhanced by more information about growth Mindset use within our daily language and classroom practices to foster positive self-thoughts and self-talk. A positive trait was emphasized on daily announcements throughout the year and discussed in Morning Meetings.

Goal 4: The District will strive to maintain and improve the district infrastructure.					
Objectives	Strategies	Data to Collect	Tools for Collecting	Persons Responsible	Timeline
Promote vertical alignment of instruction with facilitated grade level team meetings via workshop day discussions during the 15-16 school year.	Grade level team meetings with teams above and below	Grade level Backwards designed standards list	Standards Insights Website	Grade level teams	2015-16 school year

Staff workshop day discussions about grade level curriculum mapping and grade level language arts adoption needs were facilitated at workshop day activities and throughout the curriculum review process. The curriculum review process was a multi grade level decision.

High School 2015-2016 School Needs, Objectives and Results

Goal 1: The District will strive to provide the best possible educational programs					
Objectives	**Strategies**	**Data to Collect**	**Tools for Collecting Data**	**Persons Responsible**	**Timeline**
Initiate RampUp to Readiness to help students create plans and prepare for college and career readiness and take advantage of current programs and courses at LAHS that offer a chance at college credit and help prepare students for success.	RampUp Training, Homeroom Implementation	Total advanced level course offerings and student registrations	Course Registration Guide, Master Schedule, Articulation Agreements, Partnerships with Higher Ed, RampUp Data	All teachers, principal, guidance counselor	By the end of 2015-2016 School Year

Our venture to start Ramp Up began in the spring of 2015. A small team including the principal, counselor and our media specialist attended trainings to prepare for the implementation. We planned to have our media specialist manage the curriculum and materials preparation for all staff along with the support of a teacher's assistant. The curriculum and system for delivery was presented during workshops and faculty meetings throughout the school year. Each teacher received their curriculum materials the week before the instructional date of that lesson. This allowed time for review of the material prior to teaching the lesson.

All materials that students completed for record were collected by the media specialist to be kept during their time here at LAHS. We sent home overview information at the beginning of the year, and presented information at orientation night and on conference nights. Our media specialist sent home weekly emails to parents about the topic of that week's lesson to help create a dialogue for parents and students. There were several workshops throughout the year requiring alternative schedules and bringing in outside resources. Some of these were panels with groups of outside people coming in to speak with and answer questions for our students. This included a panel of current college students who spoke with our seniors about the transition from high school to post-secondary life. We also had a panel including a variety of current professionals who spoke with our 8th graders about the advantages of their different careers, and what they did to get themselves there.

At the end of the school year we used a workshop day to review and evaluate the curriculum we presented this year. We met in grade level groups and they made recommendations to each grade level curriculum. Some recommendations included moving a certain subject to a different time of year to help students. Some recommendations were to add or eliminate certain topics, and others were to adjust it to a different grade level. Based on the recommendations that staff made, our site staff development approved time for curriculum writing this summer to make those adjustments for the upcoming school year.

Our staff is looking forward to implementing the more personalized Ramp Up curriculum in the next school year since it will be more aligned with the specific needs of our students here in LAHS.

We had 8 advanced/AP level courses in 2015-2016, and currently have 9 on the schedule for the 2016-2017 school year. This includes a CIM class in Technology and Engineering addition as well as a new AP Statistics course that came from a strong student interest in pre-registration generated through conversations in both Ramp Up and from the Math department.

Along with the increase in advance/AP courses, we could help students identify the proper post-secondary assessment for them to take. This year we offered our juniors a choice of taking the ACT, Accuplacer, or ASVAB depending on their post-secondary plans. The work done during Ramp Up helped students identify the proper assessment for them to take as well as the best ways to prepare for that assessment and be successful.

Implement 21st Century learning skills and digital citizenship to ensure students are college and career ready	Staff Development and curriculum writing	Student Surveys, Curriculum Reviews	Student Registration, Surveys	All Teachers, Guidance Counselor, Principal	By the end of 2015-2016 School Year

The biggest step we have made in this area is the increased access. We now have more devices in our school than students, which allows our staff the ability to consistently plan lessons using technology. We have several teachers now using Schoology to deliver their curriculum, and we are shifting more of our curriculum investments to digital resources.

With this shift our students are consistently using their Office 365 accounts to communicate through email, submit their work, and store work in their Sky Drive. Teacher instruction on how to use these tools is being done in homeroom and the classroom. We have our schedule set to get every 7th grade student through Keyboarding. During this class, they learn not only how to use the computer itself, but also digital citizenship awareness, and data storage and privacy.

This past year the Health and Physical education department wrote curriculum. That included a focus on cyber bullying and digital citizenship. Business also wrote curriculum this past year, and made a variety of digital citizenship and 21st century skills a focus in several courses. During this school year English, Foreign Language, Agricultural Ed, and Technology and Engineering Education all reviewed curriculum, and will be writing this summer and fall. Part of that update will be technology related. English will be moving to an online tool called Study Sync to help support their curriculum. This tool will support much of the individualization done with the learning in English, and will work well with our RtI efforts.

Provide all teachers with differentiation, literacy and intervention strategies through training aligned with RtI framework to reduce the ahcievement gap.	Staff Development and PLC's	Teacher PGPs, Staff Surveys, Teacher Evaluations, MMR Achievement Gap	Teacher Goals, Staff Surveys, Teacher Evaluation Results, MDE and MMR Data	All Teachers, Principal, SAT Team	By the end of 2015-2016 School Year

This was a PLC focus for our RtI/Child Study team. The RtI team worked throughout the year with staff on intervention strategies, and documentation of the success of those strategies. The team reviewed the necessary steps during workshop and faculty meeting times, as well as during PLC meeting times.

A key component to this goal was an online resource created for the staff, students and parents to refer to when a student is needing something beyond the basic instruction. The RtI team created a website at the following link: http://www.lewistonalturahs.new.rschooltoday.com/page/3218 . This website includes a guide for referring students who need extra help, resources for use in the classroom, and resources that can be used at home as well. Behavior, Literacy and Math were three key areas to start with, and we also included several general intervention sites. This will be a resource that can grow and be modified as the RtI team builds the system here over the upcoming years.

Based on staff feedback after presenting the website during our final PLC time, staff now has a much stronger understanding of how the RtI process works, and where to find quality resources. We were also able to identify how the work they did on identifying Essential Outcomes throughout the school year will now be key in the next steps of the RtI process and identifying the needs of individual learners so we can support their areas of need. This year's work should set staff up to more effectively provide interventions and differentiation as needed in each classroom.

Goal 2: The District will strive to hire, develop, and maintain the best possible staff					
Objectives	Strategies	Data to Collect	Tools for Collecting Data	Persons Responsible	Timeline
Provide staff opportunities to meet in like groups ensuring meaningful and relevant scope, sequence and practice using data and student growth to measure effectiveness	PLC's, Curriculum Review	Student Assessments, PLC Data, NWEA Scores, Curriculum Review	PLC results, NWEA's, Staff Surveys	Staff Development, Principal	By the end of 2015-2016 School Year

This was the focus of the staff PLC's this past school year. As an RtI team it was evident that the first step in building a quality RtI program was to strengthen core instruction and create consistency. This was done by grouping staff in their content areas to clear up their scope and sequence with narrowing their focus down to the key essential outcomes for each class. The next step was to identify the proper assessment used to show if students are indeed mastering those clearly identified and agreed upon essential outcomes.

Based on the presentations of their PLC work at the end of the year, staff did a great job of this. While in this process staff was also able to identify some changes, they could have made to help keep the focus on the key learning to help all students achieve. It was evident that several staff members made some significant changes in how they were not only assessing students, but how they were delivering their instruction.

The work that was done this year will lead nicely into the goals for next year. The PLC focus for next year will be to dig into those assessments of the essential outcomes. Identify the students who are struggling as well as those who are excelling, and then determine what the next steps are for each. How do we push the learning for those who are ready to move on further? How do we support those who have not achieved mastery through our current instructional practices? As we answer those questions, staff will be able to lean on the RtI team for support and guidance along with the school wide website resources that has been started.

Goal 3: The District will strive to maintain a positive emotional and safe climate for learners and staff.					
Objectives	Strategies	Data to Collect	Tools for Collecting Data	Persons Responsible	Timeline
LAHS teachers will utilize student surveys quarterly to get feedback from students to improve practice and environment.	PLC's, Shared Survey Tools, Quarterly Surveys	Survey results from Staff and Students	Survey Tools(rSchool, Survey Monkey, etc…)	All Staff	By the end of 2015-2016 School Year

Based on students' survey feedback from the previous school year, and in looking at some of our best practices, it was determined by our leadership advisory group that we needed more regular feedback from students, and an opportunity for them to voice their thoughts. To address this, we decided to require all staff to survey their students at the end of each quarter.

The surveys were not to be complex or long. We wanted the answers to a few simple questions. What do you like best about this class? What would you like to see done differently in this class? What are the instructor's strengths? What suggestions do you have to improve the instructor's teaching?

The results of these surveys are intended solely for the use by the classroom teachers. They are not meant to be used as an evaluation tool for administration. We wanted to keep a growth focus while providing more opportunity for the students to be heard and a part of what we are doing here in school.

After starting this out at the end of the first quarter staff expressed the value of the tool. Many shared simple things they picked up from the students whether it was making them aware of something going on in class they didn't know about, or a simple change they could make to meet student needs. Staff also shared that students expressed an appreciation for the surveys as an opportunity to provide their input.

These regular quarterly surveys are something leadership advisory along with the staff have discussed making a part of how we end every quarter each year. This will also provide an opportunity to build on this as things may change throughout the years.

Goal 4: The District will strive to maintain and improve the district infrastructure					
Objectives	**Strategies**	**Data to Collect**	**Tools for Collecting Data**	**Persons Responsible**	**Timeline**
Identify capital and facility needs	Document needs identified by staff and report	Capital and Facility needs and requests form Staff	Document requests in an Excel spreadsheet	Principal, Head of Buildings and Grounds, All Staff	Ongoing, update progress in January 2016

All high school budget deadlines were met.

4. Systems, Strategies and Support Category

4a. Students
The Goals and Reports and Identified Needs Based on Data sections of this report illustrate our site focus areas for 2015-2016, the strategies we used, and the results we achieved. Lewiston-Altura provides a variety of programs to support students of all abilities. Prior to the start of each school year, our Site Staff Development Committees use student achievement data to set our focus areas for each year. Even though we have a set of focus areas for each year, we have several programs that we have in place and that consistently produce positive results. Summaries of the student support programming that we have in place to improve student achievement can be found at: http://www.lewalt.k12.mn.us/page/2674.

4b. Teachers and Principals
Curriculum and Instruction Evaluation and Review
The table below illustrates the District's Curriculum Review Schedule. The schedule was created by referencing rules for state academic standards, national trends, and local expectations. During year one of the cycle, curriculum review teams made up of teachers from the specific curricular areas review state and national standards, curriculum materials, and curriculum delivery methods. The teams work to align our local curriculum with state and national updates while also working in local standards that our District has defined as important pieces of the curriculum necessary to help prepare our students to be productive members of their communities, our nation, and the world.

Teams present their recommended updates to the District Curriculum Advisory Committee who reviews the recommendations and brings them forward to the School Board for adoption. After the School Board adopts the recommendations, it is the responsibility of the curriculum review teams to implement, adjust, and monitor the curriculum preparing for the next time it is up for official review.

School Year	Year 1	Year 2	Year 3	Year 4	Year 5
2014-2015	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies	Language Arts	Science, Technology Education, Foreign Language, Ag. Ed
2015-2016	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies	Language Arts
2016-2017	Language Arts	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies
2017-2018	Social Studies, Mathematics	Language Arts	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics
2018-2019	Fine Arts, Career Education, Economics	Social Studies, Mathematics	Language Arts	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health
2019-2020	Science, Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies, Mathematics	Language Arts	Technology Education, Foreign Language, Ag. Ed

Teacher Evaluation
The Lewiston-Altura Teacher Evaluation System is a three-track system that allows our District to target the specific needs of our non-tenured teachers (Track I), our Tenured Teachers (Track II), and our Tenured Staff in Need of Improvement (Track III). The evaluation system provides all teachers with the opportunity to conduct a Self-Assessment, to gather data and information to provide them with an opportunity to set a professional growth goal for the year, to prepare a professional growth plan with a SMART Goal focused on improving student achievement, to be formally evaluated by their supervising administrator, and to collect input and feedback from their colleagues through professional learning communities.

All teachers are responsible for developing a professional growth plan focused on guiding their professional improvement so that they can help improve student achievement. All teachers are required to submit their plans at the start of the year, submit a progress report at mid-year, and to submit a final progress report to their supervising administrator at the end of the year.

Along with their professional growth plans Track I teachers will be formally evaluated by their supervising administrators three times during each school year using Danielson's four domains as a framework to guide supervisors' observations and evaluations. Track II teachers will be formally evaluated by their supervising administrators a minimum of one time per every three years, and Track III teachers will be evaluated as necessary per their individual improvement plan.

Principal Evaluation
The Lewiston-Altura Principal Evaluation System provides our principals with the opportunity to develop an annual professional growth plan and to be formally observed and evaluated by the Superintendent of Schools. The principals conduct a self-assessment and they also collect feedback from the staff they supervise regarding their performance during the school year. Our evaluation tools are adapted from the North Dakota Lead Center's 21st Century School Administrator Skills Assessment. Using this information along with data summarizing the progress made to achieve site improvement goals, the principals develop their professional growth plans. They work with the Superintendent to schedule a formal observation within a setting that relates to the goals they have established for themselves. The principals report on their individual progress along with the progress their sites are making toward achieving their site improvement goals at mid-year and at the end of each school year.

4c. District
District Support for Achieving District Goals
District and Site Needs, Goals, Strategies to Achieve the goals, and the results we achieved during the 2015-2016 school year are illustrated throughout each of the sections of this report. Our District has a long history of using professional learning communities to foster a collegial environment for improving student achievement, and our District has made the commitment to allocate the resources necessary for our staff to work toward achieving our goals.

5. **Equitable Access to Excellent Teachers**

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

A summary of our District's process for examining the equitable distribution of teachers and strategies to insure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers and along with a description of challenges our District faces each year when recruiting for teacher openings are articulated on the next two pages.

We are an equal opportunity employer. Any teacher who has the credentials we are looking for to fill a teaching vacancy can apply for a position.

We do not discriminate against any potential teacher nor do we engage in any form of profiling to determine who it is that will be called in for an interview. We use hiring committees made up of administrators, support staff, other teachers, and sometimes students and parents to review application materials. Hiring committee input is considered when selecting potential candidates for interviews. We also conduct reference and background checks on each candidate.

Our decision to offer a position to a candidate is made after screening application materials, conducting interviews, and conducting background checks. If we feel after our process is complete that we have a candidate that demonstrated the level of potential we are looking for in terms of their potential to make a positive difference with our students, we'll offer them the position. If we don't have a candidate that we feel would be a good fit for our school district, we will start the process over.

After a teacher is hired, we will assign them based on where the vacancy is, and based on the group or groups of students we feel they will be best suited to serve. Years of experience of our new teachers varies and we have hired some with a lot of experience with a proven track of success in terms of reaching students in other school districts and we have hired some with very little experience in the classroom. We have found that years of experience do not necessarily make for great teachers. We have confidence in our teacher mentoring program, our professional development process and our in-house process for evaluating our teaching staff. Teachers that make progress and demonstrate that they can positively impact our students are recommended for continuing contracts, teachers that are not making progress and are not positively impacting our students are not offered continuing contracts. Veteran teachers who perform below expectations are provided with opportunities to improve their practice, veteran teachers who are not willing to improve their practice and who are no longer impacting students in a positive way are let go.

Our District has run into difficulties filling positions the last few years and we have seen a significant drop in the number of qualified teachers applying for positions. It used to be common for our District to have more than 100 qualified and licensed elementary teachers apply for elementary openings, and it was also common for us to have 30-50 people apply for high school positions. We have been lucky to get more than 20 people to apply for elementary openings the last couple of years and more than 10 for a high school position.

Hiring challenges have resulted in some of the candidates we hire pursuing limited licenses or our District having to pursue variances for them so they can have more time to go back to school and earn an additional license. Our most difficult positons that we have tried to hire for the past couple of years include Special Education, Performing Arts, and Foreign Language.

In 2015-2016 we had 6 of the 60 teachers in our District working off a variance.

The table pasted below illustrates our District's teacher data for 2015-2016:

Inexperienced Teachers	Classes Unqualified	Classes out of Field	Poverty Quartile	Minority Quartile
13.79%	2.82%	7.91%	Lowest	