2023-2024
World's Best Workforce Plan
Lewiston - Altura School District

Lewiston - Altura Schools:
*Building A **C**aring**, A**daptable**, R**espectful**,*
***D**etermined**, S**uccessful **C**ommunity*

Public Meeting &
Presentation to the School Board
November 13, 2023

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
Brian Hamilton
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
??? Buege - Student

Public Meeting

Superintendent Gwen Carman presented in a public meeting format the district's World's Best Workforce Plan on Monday, November 13, 2023 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	2022-23 Goals	2023-2024
All children enter kindergarten ready to learn	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. RESULTS: 85%, Goal Met.	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 maintain or increase from 85% % in 2023 in Spring 2024.
Close the Achievement Gap	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. RESULTS: 2.9%, Goal Met 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. RESULTS: Hispanic/Latino subgroup outperformed white subgroup by 9.3%, Goal Met 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. RESULTS: 3.6%, Goal Met The district wide mathematics achievement gap for all students (2022: 45.4% proficient) in comparison to students eligible for free/reduced priced meals (2022: 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%	The districtwide reading achievement gap for white students (2023: 48.8% proficient) in comparison to Hispanic/Latino students (2023: 45.9% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 2.9% in 2023 to 2.5% in 2024. The districtwide mathematics achievement gap for white students (2023: 42.3% proficient) in comparison to Hispanic/Latino students (2023: 52.9% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from +9.3% in 2023 and maintain or increase in 2024. The district wide reading achievement gap for all students (2023: 49.2% proficient) in comparison to students eligible for free/reduced priced meals (2023: 45.6% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 3.6%% in 2023 to 2.5% in 2023. The district wide mathematics achievement gap for all students (2023: 43.6% proficient) in comparison to students eligible for free/reduced priced meals (2023: 34.5% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 9.1% in 2023 to 7.0% in 2024.

	in 2023. ==RESULTS: 9.1%, Goal Not Met.==	
All students graduate from high school	The 4 year graduation rate for L-A High School will be 95% or higher. ==RESULTS: 97.7% graduated or are continuing (Class of 2022), Goal met.==	The 4 year graduation or continuation rate for L-A High School will be 95% or higher.
All students attain college and career preparedness	2022-23 Measurable Goal based on ACT Scores: 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. ==RESULTS: 20.57 in 2023 Goal not met.==	

Student Achievement Goals Based on MCA Performance: <u>Districtwide</u>

L-A Schools will improve districtwide **Reading** proficiency on the 2024 MCAs will go from 49.2% students meeting or exceeding proficiency on the **MCA in Reading** in 2023 to at least 55%.

2023 Results: State: 50.5%   L-A. = 49.2%   Difference: -1.3%

2022 Results: State=51.0%   L-A=53.4%   Difference: +2.4%
2021 Results: State = N/A   L-A= 50.9%   Difference: -1.6%

2019 Results: State= 59.2%;   L-A = 62.7%   Difference: +3.5%
2018 Results: State = 59.9%;   L-A= 56.2%   Difference: -3.7%
2017 Results: State = 60.2%;   L-A= 56.9%   Difference: -3.3%

L-A Schools will improve districtwide **Mathematics** proficiency on the 2024 MCAs will go from 43.6% students meeting or exceeding proficiency on the **MCA in Mathematics** in 2023 to at least 48%.

2023 Results: State: 46.0 %   L-A= 43.6%   Difference: -2.4%
2022 Results: State=45.5%   L-A=45.4%   Difference: -0.1%
2021 Results: State= N/A   L-A= 30.8%   Difference: -13.4%

2019 Results: State= 55.0%;   L-A = 49.4%   Difference: -5.6%
2018 Results: State = 57.2%;   L-A = 47.2%   Difference: -10.0%
2017 Results: State = 58.7%;   L-A= 54.1%   Difference: -4.6%

L-A Schools will improve districtwide **Science** proficiency on the 2024 MCAs to be equal or above MN state averages.

2023 Results: State = 39.2%   L-A = 36.9%   Difference: -2.3%
2022 Results: State= 41.0%   L-A=39.9%   Difference: -1.1%
2021 Results: State= 43.1%   L-A = 38.6%   Difference: -4.5%

2019 Results: State= 50.7%;   L-A = 49.1%   Difference: -1.6%
2018 Results: State = 52.0%;   L-A = 34.8%   Difference: -17.2%
2017 Results: State = 54.2%;   L-A= 51.1%   Difference: -3.1%

Student Achievement <u>Reading</u> Goals Based on MCAs: Grade Spans

<u>2023-2024 Goal</u>: 3rd-5th grade students will go from 59.2% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2023 to at least 63.0% of the students meeting or exceeding proficiency in 2024.

L-A: 3-4	*State Average Grade 3*	*State Average Grade 4*
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%*
2023: 59.2%	*48.0%*	*48.9%*

<u>2023-24 Goal</u>: Secondary students (Grades 6, 7, 8, 10) will go from 40.5% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2023 to at least 50.0% of the students meeting or exceeding proficiency in 2024.

L-A: Gr7-8, 10	*State Avg Grade 7*	*State Avg Grade 8*	*State Avg Grade 10*
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%*
2023: 40.5%	*50.5%*	*45.3%*	*52.4%*

Student Achievement <u>Mathematics</u> Goals Based on MCAs: Grade Spans

2023-24 Goal: 3rd-5th grade students will go from 77.5% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2023 to at least 79.0% of the students meeting or exceeding proficiency in 2024.

L-A: 3-4	*State Average Grade 3*	*State Average Grade 4*
2017: 71.4%	*56.8%*	*57.0%*
2018: 73.1%	*55.9%*	*55.7%*
2019: 81.4%	*54.6%*	*63.9%*
2021: 67.5%	*57.1%*	*53.8%*
2022: 77.5%	*59.0%*	*56.4%*
2023: 77.5%	*59.7%*	*57.1%*

2023-2024 Goal: Secondary students (Grades 6, 7, 8. 11) will go from 33.1% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2023 to at least 45.0% of the students meeting or exceeding proficiency in 2023.

L-A: Secondary	*State Avg Secondary*
2019: 37.9%	*55.5%*
2021: 16.2%	*N/A*
2022: 32.3%	*45.5%*
2023:33.1%	*46.0%*

Student Achievement Goals Based on MCAs: Science

2023-2024 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.

L-A: Gr. 5, 8, 11	State Avg
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%
2023: 36.9%	39.2%

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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
2023	19.1	19.7	18.2	22.2	21.6	20.2	20.4/20.8

GOAL: To meet or exceed MN State Average ACT Composite Score.

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 2023-2024 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 includes 5 full 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 – 2nd year of implementation with alignment with MN Science Standards. New HS science curriculums in Year 1 on implementation.

4. Teachers encouraged to visit peer or neighboring district's classrooms for observation and reflection on other teachers' instruction and curriculum implementation strategies.

5. Expand advertising and recruitment efforts to attract racially diverse teacher and staff candidates.