

2014-2015 World's Best Workforce Report Summary

District or Charter Name St. Cloud Area Schools District 742
Contact Person Name and Position Joni Olson, Executive Director of Student Achievement

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.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

The 2014-15 plan is accessible on the district web page <http://stcloud742.schoolwires.net/domain/558>

Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

August 12, 2015 board [meeting minutes](#) and [power point](#)

District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Describe the makeup and list the District Advisory Committee members for the 2014-2015 school year.

The District Advisory Committee is the Teaching and Learning Advisory Committee (TLAC), which is comprised of community members, parents, teachers, administrators and students. The primary purpose of the committee is to ensure active community participation in planning and improving the instruction and curriculum in St. Cloud Area Schools.

Teaching and Learning Advisory Committee members and role:

	BOARD OF EDUCATION	JERRY VON KORFF		ST CLOUD, MN 56301
	SUPERINTENDENT	WILLIE JETT	DAO	ST CLOUD, MN 56303
TLT TEAM	ASSISTANT SUPERINTENDENT	MARSHA BAISCH	DAO	
TLT TEAM		JONI OLSON		
TLT TEAM	TITLE DIRECTOR	PAT KING	DAO	
TLT TEAM	LITERACY DIRECTOR	LORI POSCH		
	COMMUNITY MEMBER	HASSAN ABDULLAHI YUSSUF		
APOLLO	ASSISTANT PRINCIPAL	BRIAN BALOUN		
KENNEDY	ELEM PRINC	JUDY NAGEL		
SOUTH	PRINCIPAL	JASON HARRIS	SOUTH	
CLEARVIEW	PARENT	TERESA BRUTGER	CLEARVIEW	
DISCOVERY	PARENT	MARIA GUADALUPE	DISCOVERY	
MADISON	PARENT	KATE GRAHAM	37 S COLLEGE AVE	ST JOSEPH, MN 56374
KENNEDY	PARENT	DEB GOLD		
LINCOLN, SOUTH, TECH	PARENT	MAIA SCHROEDER	804 17TH AVE S	ST CLOUD, MN 56301
LINCOLN	PARENT	TERRI RAMIREZ		
MADISON	PARENT	LINDA SNOWBERG	1112 22ND AVE N	ST CLOUD, MN 56303
NORTH	PARENT	CONNIE LOGEMAN		
NORTH	PARENT	TRACY BLOMMER		
OAK HILL	PARENT	TIM BAKER		
APOLLO	PARENT	DAVE SAUTNER	719 24TH AVE N	ST CLOUD, MN 56303
APOLLO	PARENT	MEG OEHRLEIN	1113 CHERRYWOOD CT	WAITE PARK, MN 56387
TECH	PARENT	JENNY HOLM		
SCSU	COMMUNITY EXPERT	BEVERLY KOCHMANN		
SCSU	COMMUNITY EXPERT	CHARLES HENTGES		
SCSU	COMMUNITY EXPERT	MELISSA HANZSEK-BRILL		
CURRICULUM TEAM		ANDREA PREPPERNAU		
CURRICULUM TEAM		STEPHANIE PETERSON		
CURRICULUM TEAM		KAREN BENGTON		
CURRICULUM TEAM		LAURA STEABNER		
CURRICULUM TEAM		NATALIE PRASCH		

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	Students entering Kindergarten will meet the widely held expectations of six developmental domains.	2014-15 served as an initial benchmark year for the Teaching Strategies Gold.
All Students in Third Grade Achieving Grade-Level Literacy	52.32% of third grade students will achieve grade level literacy as measured by proficiency on the MCA-III.	47.60% of third grade students achieved grade level literacy as measured by proficiency on the MCA-III.
Close the Achievement Gap(s) Among All Groups	See attached achievement reduction chart on p.4	See attached achievement gap reduction chart on p.4
All Students Career- and College-Ready by Graduation	100% of students in grade 8,9 and 10 will have Personalized Learning Plans (PLP) created in the Minnesota Career Information System (MCIS)	88% of 8th graders, 85% of 9th graders and 91% of 10th graders completed PLPs in the Minnesota Career Information System
All Students Graduate	The rate of students dropping out of school will be decreased in half by 2017.	The dropout rate increased from 6.79% in 2012-13 to 9.08% in the 2013-14 school year.

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Key needs identified for inclusion in the World's Best Workforce Plan at the beginning of the 2014-15 school year include data related to the district's achievement gap between white and other students groups. Areas of focus for our district include: data for Special Education, English Learners and students who receive Free/Reduced lunches. Focus has also been given to the district's graduation and dropout rates.

The chart below depicts data that was utilized to develop the 2014-15 plan and accompanying goals which support increased student achievement, reduce dropout rate and increase student access to career and college planning. Achievement goals set for 2014-15 were targets determined in terms of the required achievement gap reduction by half by the year 2017.

Achievement Gap reduction chart

	2014 Reading	2015 Reading	2015 Target	Difference 2015 Actual/ Target	Increase Per Year	2017 Projection
White	60.2	62.2	66.53	-4.33	6.33	79.2
American Indian	44.1	34.8	52.03	-17.23	7.93	67.9
Asian	49.6	53.9	57.47	-3.57	7.87	73.2
Hispanic	30.9	33.8	42.50	-8.70	11.60	65.7
Black	18.7	19.8	32.17	-12.37	13.47	59.1
Free/Reduced Lunch	31.4	32.4	42.80	-10.40	11.40	65.6
EL	8.5	8.6	23.77	-15.17	15.27	54.3
SPED	27.1	24.6	39.20	-14.60	12.10	63.4
All Students	47.9	48.1	56.57	-8.47	8.67	73.9
	2014 Math	2015 Math	2015 Target	Difference 2015 Actual/ Target	Increase Per Year	2017 Projection
White	63.4	62.7	68.93	-6.23	5.53	80
American Indian	29.6	37.5	41.20	-3.70	11.60	64.4
Asian	63.1	65.4	68.57	-3.17	5.47	79.5
Hispanic	33.7	31.3	44.40	-13.10	10.70	65.8
Black	19.7	18.2	32.93	-14.73	13.23	59.4
Free/Reduced Lunch	33.2	30.6	44.60	-14.00	11.40	67.4
EL	13.9	11.5	28.37	-16.87	14.47	57.3
SPED	27.1	25.9	38.97	-13.07	11.87	62.7
All Students	50.9	48.4	59.13	-10.73	8.23	75.6

Systems, Strategies and Support Category

Students

Schools disaggregate data to determine student needs, set continuous improvement goals, and determine professional development needs. School Improvement Plans for 2014-15 were carefully reviewed at the district level to ensure that plans aligned with the district goals and Strategic Plan. Professional development in the area of Culturally and Linguistically Responsive Instruction was determined as key learning to support the increased student achievement of all student groups.

The Multi-tiered Systems of Support Team at each school has been responsible for assessing and evaluating individual student academic proficiency. Students who are below grade level proficiency (as measured by MCA-III and STAR benchmark assessments) are screened and provided with interventions designed to accelerate student growth. Students who receive interventions are progress-monitored regularly to determine the effectiveness of the identified intervention.

Student data is disaggregated at the district, school, grade and individual student level to determine patterns which contribute to strengths and concerns. Data teams regularly use student data to determine appropriate instructional strategies. Data teams were in their first year of implementation during the 2014-15 school year. Teams were successful in working through the data team cycle, planning common assessments, reviewing student work/data and selecting instructional strategies to support student needs.

Overall, students made progress in the area of literacy and declined slightly in the area of math. The adoption of new literacy resources provided strengthened core instruction, along with Tier II and Tier III support for students who do not meet grade level proficiency. New math resources will be adopted for the 2015-16 school year.

Teachers and Principals

The District's Curriculum Review policy and procedure, **Curriculum Development Policy** <http://tinyurl.com/742-Curriculum-Policy> gained final approval in the fall of 2014. This policy and procedure provide a framework for regular review of curriculum resources, alignment with state standards and student progress in content areas. Content area teams make recommendations to improve the curriculum for each area of review after careful study.

Teacher evaluation in District 742 occurs on a three year cycle for tenured teachers. The Thoughtful Classroom Teacher Effectiveness Framework is the system utilized to conduct goal setting, teacher observation, classroom walk through by administrators, and summative evaluation. Key indicators of progress include the implementation of the teacher evaluation model. Additional indicators include the

development and implementation of a New Teacher Academy as well as mentorship to support growth for new teachers.

Principals and assistant principals are evaluated each year. These administrators are involved in check-in visits to review key school data (including benchmark data, attendance, discipline/suspension data, survey data, etc) and discuss progress on school goals. Summative evaluation occurs in May/June. Summative evaluation results are used to inform goal setting for the following year.

District

A Teaching and Learning framework was developed during the 2014-15 school year to prioritize staff development for District 742. The framework includes areas which have been determined to meet the needs of students through Culturally Responsive Instruction, Data Teams to increase staff collaboration and common planning, and opportunities to build relationship with students and increase social/emotional learning.

Teaching and Learning Framework 2014-17 <http://stcloud742.schoolwires.net/domain/558>

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.