

**District 742
St. Cloud Area Schools
Local World's Best Workforce Plan
2014-15**

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five elements:

- *All students are ready for kindergarten
- *Close the achievement gap
- *All students in third grade achieve grade level literacy
- *All students attain career and college readiness before graduating from high school
- *All students graduate from high school

St. Cloud Area Schools World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to prepare, engage, educate, empower and inspire learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

**A. Performance Measures: Goals and Benchmarks for
Instruction and Student Achievement**

St. Cloud Area School District has aligned all district and building student achievement and staff development goals toward the district's vision. Each of the components of this structure is described briefly below. Documents, which provide a detailed and comprehensive description of each element, are referenced.

1. Strategic Plan 2014 – 2019: <http://tinyurl.com/lisu69so>

The Strategic Plan was developed during the 2013-2014 school year. Public input was sought through World Cafés where over 200 people participated in conversations about their hopes for the future of St. Cloud Area Schools. For those who were unable to attend a survey was available on the district website. After this data was compiled, a series of meetings and work sessions occurred throughout the school year. This included over 70 participants, which consisted of parents, community representatives, school board members, school staff, administration and students from all three high schools. This work resulted in the new strategic plan, which includes mission, core values, strategic objectives, strategies and end results that will guide all planning and decision-making as our district moves forward.

2. Integration/Equity Plan:

<http://tinyurl.com/Integration-Equity-Plan>

Equity Plan Goals:

- Provide academic excellence
- Create respectful and welcoming school environments
- Offer staff development to increase cultural awareness
- Assist staff in meeting the needs of all learners

Equity Plan Actions:

- Offer a variety of enriching and culturally integrated learning opportunities for protected students.
- Provide Cultural Navigators and Cultural Liaison, who support students directly in the classrooms and serve as a bridge between students and teachers, teachers and parents, and schools and home.
- Continue to grow Culturally and Linguistically Responsive Instruction.
- Work with surrounding communities to support students and families.
- Maintain the Parents in Action program, which enriches school/home communications.
- Implement programs that specifically support increasing achievement for all students, especially students who are considered at-risk.
- Reduce the achievement gap.

Family Involvement Survey:

A survey was administered in January 2014 to all families of students attending St. Cloud Area Schools. The purpose was to gauge the level of involvement and to gather information related to challenges that prevent families from participation. Results will be analyzed to determine next steps in alignment with strategies of the Strategic Plan.

3. St. Cloud Area Schools World's Best Workforce Goals by Element

❖ All students are ready for kindergarten

Every child entering Kindergarten will meet the “widely held expectations” within the following six child development domains as an initial benchmark:

- Language Development and Learning
- Cognitive Development and Learning
- Literacy Development and Learning
- Social Emotional Development and Learning
- Physical Development and Learning
- Mathematics Development and Learning

❖ **Close the achievement gap**

	2014 Reading	2017 Projection	Increase Per Year	2015 Target
White	60.2	79.2	6.33	66.53
American Indian	44.1	67.9	7.93	52.03
Asian	49.6	73.2	7.87	57.47
Hispanic	30.9	65.7	11.60	42.50
Black	18.7	59.1	13.47	32.17
Free/Reduced Lunch	31.4	65.6	11.40	42.80
EL	8.5	54.3	15.27	23.77
SPED	27.1	63.4	12.10	39.20
All Students	47.9	73.9	8.67	56.57
	2014 Math	2017 Projection	Increase Per Year	2015 Target
White	63.4	80	5.53	68.93
American Indian	29.6	64.4	11.60	41.20
Asian	63.1	79.5	5.47	68.57
Hispanic	33.7	65.8	10.70	44.40
Black	19.7	59.4	13.23	32.93
Free/Reduced Lunch	33.2	67.4	11.40	44.60
EL	13.9	57.3	14.47	28.37
SPED	27.1	62.7	11.87	38.97
All Students	50.9	75.6	8.23	59.13

(Based on MCA-III results for Math and Reading)

❖ **All students in third grade achieve grade level literacy**

Percent Proficient	2014 Reading	2017 Projection	Increase Per Year	2015 Target
Third Grade	42.8	71.35	9.52	52.32

(Based on MCA-III reading assessments)

❖ **All students attain career and college readiness before graduating from high school**

Career and College Readiness Data: For purposes of statewide accountability (MN P-20 Partnership), “career and college ready” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. (Assessed through the ACT's EPAS System)

2014-15 Goal Setting for Career and College Readiness:

1. 100 percent of students in Grades 8, 9, and 10 will have a Personal Learning Plan (PLP) created in the Minnesota Career Information System (MCIS) Portfolio. (MN Statute 120B.125)
2. 100 percent of required students will participate in ACT's Educational and Assessment System (EPAS) testing in Grades 8, 10, and 11. (Explore in Grade 8, Plan in Grade 10, ACT in Grade 11)
3. 100 percent of all students graduating on or after 2017 will have their progress towards Career and College Readiness recorded on their high school transcript. (MN 120B.30 subd 1, paragraph (f))

❖ **All students graduate from high school**

Graduation Rates: The following tables shows four-year graduation rate, which is an on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period.

	Ending Status	Four Year Count 2011-12	Four Year Percent 2011-12	Four Year Count 2012-13	Four Year Percent 2012-13
District	Graduate	575	70.81%	549	70.38%
	Dropout	56	6.9%	53	6.79%
	Continuing*	143	17.61%	152	19.49%
	Unknown	38	4.68%	26	3.33%
	TOTAL	812		780	

*English Learner students and students receiving Special Education Services often are continuing in their education due to several factors. A large number of our English Learner students will graduate after the 5th or 6th year--a common time frame for acquiring another language as evidenced by research on language acquisition.

District 742 Goal setting: The World's Best Workforce Team determined that a focus on decreasing the dropout rate would be critical to impacting graduation rates. The team determined the goal to be a **decreasing the dropout rate by half for all student groups every year starting in 2014-15.**

Demographic Description	Ending Status	Four Year Count	Four Year Percent	Five Year Count	Five Year Percent	Six Year Count	Six Year Percent
All Students	Dropout	53	6.79	72	8.93	57	6.75
American Indian/Alaskan Native*	Dropout						
Asian/Pacific Islander	Dropout	3	9.68	1	2.78	0	0
Hispanic	Dropout	5	15.63	2	9.52	3	13.64
Black, not of Hispanic origin	Dropout	14	9.59	19	14.73	12	8.89
White, not of Hispanic origin	Dropout	31	5.51	49	8.01	40	6.2
Limited English Proficient	Dropout	6	5.83	9	10.84	3	3.41
Special Education	Dropout	21	13.46	31	21.68	23	14.94
Free/Reduced Priced Lunch	Dropout	42	11.97	42	13.42	37	11.08

Grade Level Student Achievement Benchmarks:

The St. Cloud Area School District understands the importance of assessment as a tool ‘for learning,’ when assessments are used to guide teachers in curriculum planning to best meet the needs of all students. It was determined that this could be most effectively accomplished with the STAR assessment tool, which replaces NWEA and reduces the overall testing time significantly. Due to the new assessment system, the assessment team will spend 2014-15 creating a comprehensive assessment system that will include benchmarking, progress-monitoring, alignment to state assessments and college and career readiness.

1. Assessment Overview

<http://tinyurl.com/742-Assessment-Overview>

B. District Plan Components and Activities

St. Cloud Area School District holds itself accountable for continuous improvement to close the achievement gap while raising achievement for all students. St. Cloud Area School District is committed to using data to inform and focus improvement efforts. The achievement gap reduction goals above (section A3) are examples of these rigorous goals.

The School Improvement Plan (SIP) serves two purposes:

- It is a tool that is used to assist school staff in their continuous school improvement efforts.
- It fulfills district, state and federal requirements, including requirements for Schoolwide Title I, Focus, and Priority Plans.

The District Annual Report is a district-wide, comprehensive report on curriculum, instruction and student achievement. The World's Best Workforce Plan is replacing the Annual Report.

C. Assessing and Evaluating Student Progress

1. Multi-Tiered System of Support (MTSS)

<http://tinyurl.com/742-Multi-Tier-System>

MTSS has provided the framework for assessment planning and evaluating student progress district-wide. Students who perform below grade level on benchmark assessments will be further screened to isolate specific skill deficits. Students who are placed in an intervention will be progress monitored to ensure accelerated growth. If accelerated growth isn't achieved, intervention plans will be modified.

2. District Assessment Plan Details:

<http://tinyurl.com/742-Assessment-Plan>

2014-15 Staff Development Calendar:

<http://tinyurl.com/742-Staff-PD>

3. Career and College Readiness Plan

St. Cloud Areas Schools are in the process of creating and implementing a Career and College Readiness Plan. During 8th grade, every student will start a Personal Learning Plan (PLP) which includes the following: guidance on rigorous academic scheduling, career pathways, 21st Century Skills, community partnership opportunities, and college and career experiential learning opportunities. This PLP will be reviewed annually and updated with new information, experiences, and coursework.

Career/College Plan:

C3 Benchmarks: <http://tinyurl.com/lquhry0>

Career Chart: <http://tinyurl.com/kcgheW3>

4. EL Written Plan of Service -

<http://tinyurl.com/742-EL-Plan>

St. Cloud Area Schools currently serves 1700+ students in its English Learner Program. Programming includes the English Academy for new-to-country and new-to-English students as well as programming for students requiring less intensive English

instruction. Students are instructed in a variety of models including classroom support, sheltered instruction, co-taught courses in the content area and specific English instruction. The goal of our program is to give students the tools they need to be successful in accessing grade-level curriculum. English Learners build academic vocabulary in order to ensure success in all areas of academic and community life.

D. Assessing and Evaluating Instruction and Curriculum

1. Curriculum & Instruction Review Process

St. Cloud Area School District employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of the District's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time. St. Cloud Area School District recognizes that a guaranteed and viable curriculum has a strong correlation to student achievement (Marzano, 2003).

The Curriculum Development Policy guides the continuous review and improvement of the District's curriculum and programs in order to provide a guaranteed and viable curriculum. This policy was approved by the School Board.

Curriculum Policy

<http://tinyurl.com/742-Curriculum-Policy>

2. Teaching and Learning Team

The Teaching and Learning Team provides leadership for increasing student achievement through effective teaching. The team works with administrators and teachers on staff development, graduation standards, coordinated curriculum, assessment and effective teaching practices. The goal is for each student to have an appropriate, consistent, coordinated and challenging educational program. The team includes staff representatives from the Special Education and English Learners departments.

Team Directory:

<http://tinyurl.com/742-Team-Directory>

Organizational Chart:

<http://tinyurl.com/T-L-Organizational-Chart>

E. Strategies for Improving Instruction and Curriculum & Student Achievement

1. Related Plans -The following list of previously noted plans have strategies for improving instruction, curriculum, and student achievement.

- Multi-Tiered System of Support
- School Improvement Plans
- Curriculum Plan
- Strategic Plan
- Equity Plan
- Career & College Readiness Plan

2. District Staff Development

The District Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee is comprised of teachers from all schools and various grade/subject areas throughout the district. In collaboration with the Teaching and Learning Team and MTSS Facilitation team, this committee prioritized the staff development priorities for the 2014-15 school year.

Professional development activities are also embedded in the 2013/2014 - 2014/2015 Curriculum Overview

<http://tinyurl.com/CurriculumInstructionPlan>

2014-15 Staff Development Calendar:

<http://tinyurl.com/742-Staff-PD>

3. Teacher Evaluation

St. Cloud Area School District will be utilizing a new teacher evaluation model starting in 2014-15. The new model was created during the 2013-14 school year by a committee comprised of teachers, principals, and district level administrators. The new model, called The Thoughtful Classroom, aligns with the new state statute regarding teacher evaluation. The goal of the teacher evaluation model is to develop teachers by working toward clear expectations. Teachers will set annual goals. Probationary teachers are formally observed three times per year during their first three years. Tenured teachers will be formally observed every three years. A summative evaluation will include elements of the observations that document standards of effective practice. It will also include longitudinal data on student engagement, and 35% will be based on student achievement. During years in which a formal observation is not taking place, teachers will participate in peer review. All teachers will participate in Data Teams, and mentoring will be available for all new teachers. A system for improvement and discipline is in place to help teachers not meeting standards. The total evaluation system is supported through ongoing professional development.

4. Principal Evaluation

St. Cloud Area School District utilizes a principal evaluation model that aligns with the MN state statute. Goals are established in conjunction with a plan, principals check in

regarding progress toward goals at least three times per year, and a summative conference and forms are completed. The rubrics for the evaluation are based on research, and an online system of record keeping and evidence collection is used. Principals are evaluated by the Superintendent/Assistant Superintendent on an annual basis. Survey data collected from staff and stakeholders is utilized as part of the reflective conference. School improvement plans are also considered in determining principal growth.

5. Literacy Plan: <http://tinyurl.com/ISD-Literacy-Plan>

St. Cloud Area School District's Literacy Plan details the focus on practices and strategies to ensure the success of all students in achieving reading proficiency by third grade. Although the required plan by the state is for K-3 literacy, a sustained effort to create quality literacy rich environments in all schools and programs from birth through graduation exists. As part of the curriculum review process, new assessments, interventions, and curricular resources will be implemented beginning in the 2014-2015 school year. The Literacy Plan will be updated to reflect those changes.

F. Committees and Roles

1. District Advisory Committee: <http://tinyurl.com/mfk9z5p>

The District Advisory Committee is called the Core Planning Team (CPT) from the Strategic Planning Process. CPT is composed of community members, parents, teachers, administrators and students. The primary purpose of the committee is to ensure active community participation in all phases of planning and improving the instruction and curriculum in St. Cloud Area Schools.

Members:

2. The Teaching and Learning Advisory Committee (TLAC)

TLAC is a community-based committee that provides input and feedback to the school district regarding the effectiveness of its educational programs as well as reviewing curriculum on a monthly basis. The membership includes Teaching and Learning team members, administrators, a board member and parents from every school in our district.

3. Other Committees

Some previously described committees are MTSS Steering and Facilitation, Teaching and Learning Team, Vertical Teams, District Staff Development Team, and Building Instructional Leadership Teams.

Additional Report Requirements:

To meet the report requirements 742's Teaching and Learning Department will:

-Submit an electronic summary to the Commissioner of the Minnesota Department of Education by October 1 of each year.

-Place the report on the district's web page.

-Approved on November 20, 2014