

District 742
St. Cloud Area Schools
Local World's Best Workforce Plan
2015-16 Plan Update

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: <http://tinyurl.com/districtstrategicplan>

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://goo.gl/RwaAyw>

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 Bilingual Communication Support Specialist and Educational Equity Outreach Coordinators, 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 capacity around Culturally and Linguistically Responsive Instruction.
- Work with surrounding communities to support students and families resources.
- Maintain the Parents in Action program, which enriches school/home communications.
- Implement programs that specifically support increasing achievement for all students, especially our “protected students”.
- Reduce the achievement gap.

3. St. Cloud Area Schools World’s Best Workforce Goals by Element**ALL STUDENTS ARE READY FOR KINDERGARTEN****2015-16 goal: 100% of students will participate in the administration of the Teaching Strategies Gold.**

Every child entering kindergarten will meet the “widely held expectations” within the following six child development domains:

- 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

Teaching Strategies Gold was piloted in 2014-15 and is being fully implemented during the 2015-16 school year to provide a standard measure of school readiness. Benchmarks for expectations will be set during the 2015-16 school year, in conjunction with Partner for Student Success and neighboring districts.

CLOSE THE ACHIEVEMENT GAP

2015-16 goal: The 2016 projection listed in red is the goal for each student group for MCA-III/all accountability assessments in meeting achievement gap reduction requirements by 2017.

	2014 Reading	2015 Reading	2016 Projection	2017 Projection	Increase Per Year	2015 Target
White	60.2	62.2	70.70	79.2	8.50	66.53
American Indian	44.1	34.8	51.35	67.9	16.55	52.03
Asian	49.6	53.9	63.55	73.2	9.65	57.47
Hispanic	30.9	33.8	50.00	65.7	16.00	42.50
Black	18.7	19.8	39.80	59.1	20.00	32.17
Free/Reduced Lunch	31.4	32.4	49.00	65.6	16.60	42.80
EL	8.5	8.6	31.45	54.3	22.85	23.77
SPED	27.1	24.6	44.00	63.4	19.40	39.20
All Students	47.9	48.1	61.00	73.9	12.90	56.57
	2014 Math	2015 Math	2016 Projection	2017 Projection	Increase Per Year	2015 Target
White	63.7	62.7	71.35	80	8.65	68.93
American Indian	29.6	37.5	50.95	64.4	13.45	41.20
Asian	63.4	65.4	72.45	79.5	7.05	68.57
Hispanic	33.7	31.3	48.55	65.8	17.25	44.40
Black	19.8	18.2	38.80	59.4	20.60	32.93
Free/Reduced Lunch	33.5	30.6	49.00	67.4	18.40	44.60
EL	13.9	11.5	34.40	57.3	22.90	28.37
SPED	28.0	25.9	44.30	62.7	18.40	38.97
All Students	50.9	48.4	62.00	75.6	13.60	59.13

ALL STUDENTS IN THIRD GRADE ACHIEVE GRADE LEVEL LITERACY

2015-16 goal: 59% of third grade students will achieve grade level literacy as measured by the MCA-III (all accountability assessments).

	2014 Reading	2015 Reading	2016 Projection	2017 Projection	Increase Per Year	2015 Target
Percent Proficient						
Third Grade	42.8	47.6	59.46	71.35	11.88	52.32

ALL STUDENTS ATTAIN CAREER/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. District 742 has implemented the AVID college readiness framework to support students in selecting a career path. Research also indicates that AVID contributes to an increase in the number of students graduating and attending a post-secondary institution.

2015-16 goals:

1. 95% of students in Grades 8, 9, 10 and 11, enrolled by Oct. 1 will have a Personal Learning Plan (PLP) or IEP Transition Plan created in the Minnesota Career Information System (MCIS) Portfolio. (MN Statute 120B.125)

2. 100% of all students graduating on or after 2017 will have their progress towards Career and College Readiness recorded on their high school transcript. (MN Statute 120B.30 subd 1, paragraph (f))

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Graduation Rates: The following tables show four-year graduation rates, 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 2012-13	Four Year Percent 2012-13	Four Year Count 2013-14	Four Year Percent 2013-14
District	Graduate	549	70.38%	607	71.58%
	Dropout	53	6.79%	77	9.08%
	Continuing*	152	19.49%	134	15.8%
	Unknown	26	3.33%	30	3.54%
	TOTAL	780		848	

*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.

2012-13	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

2013-14	Ending Status	Four Year Count	Four Year Percent	Five Year Count	Five Year Percent	Six Year Count	Six Year Percent
All Students	Dropout	77	9.08	83	10.71	76	9.46
American Indian/ Alaskan Native*	Dropout						
Asian/Pacific Islander	Dropout	2	5.41	5	16.13	1	2.86
Hispanic	Dropout	4	10.53	9	31.03	3	14.29
Black, not of Hispanic origin	Dropout	22	11.22	21	15	18	14.4
White, not of Hispanic origin	Dropout	45	7.89	48	8.48	53	8.63
Limited English Proficient	Dropout	21	16.03	10	10.2	10	12.05
Special Education	Dropout	23	13.07	29	18.47	32	21.62
Free/Reduced Priced Lunch	Dropout	66	16.18	63	18.16	42	13.55

2015-16 goal: The World's Best Workforce team will research factors contributing to dropping out of District 742 schools. The team will identify resources and strategies to follow up, track drop-out status and recruit dropouts for educational services. Recommendations for 2016-17 programming will be made by July 30, 2016.

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/2015-16assessmentcalendar>

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 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 Systems of Support (MTSS)

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 receive 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/2015-16assessmentcalendar>

2015-16 Staff Development Calendar: <http://tinyurl.com/staffdevelopmentcalendar>

3. Career and College Readiness Plan

St. Cloud Areas Schools has created and is implementing a Career and College Readiness Plan. During 8th grade, every student will start a Personal Learning Plan (PLP) or IEP transition plan 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/lquhryo>

Career Chart: <http://tinyurl.com/kcghew3>

4. EL Written Plan of Service - <http://tinyurl.com/znjeexd>

St. Cloud Area Schools currently serves 1900+ 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 content areas 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

The Curriculum Development Policy guides the continuous review and improvement of the District's curriculum and programs. Curriculum Review Policy: <http://goo.gl/8YI7ZF>

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.

Based on needs determined in the curriculum review cycle, new curricular materials were adopted in literacy during the 2014-15 school year. During the 2015-16 school year, further staff development and planning will occur in the use of the materials toward meeting the common core standards. Elementary mathematics was in the curriculum review process in 2014-15, and new curricular resources were adopted in the 2015-16 school year. Secondary mathematics courses are currently in the pilot phase of the curriculum review process.

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 Teaching and Learning team carries out the district's goal for each student to have an appropriate, consistent, coordinated and rigorous educational program. The team includes staff from all curricular areas and specialized programs.

Organizational Chart: <http://tinyurl.com/ol8692y>

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 Systems 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 intended 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 2015-16 school year.

Based on needs identified for the 2015-16 year, a focus has been placed on professional development for staff around Culturally and Linguistically Responsive Classrooms. Due to the growing number of students with Social/Emotional needs, professional development in creating Trauma Sensitive Schools has been infused into professional development days, as well as through consultant school visits.

2014-17 Teaching & Learning Framework for Professional Development <http://tinyurl.com/gqqg2wf>

All administrators will participate in a cohort of professional development, A Better Way, during the 2015-16 school year. A Better Way provides learning around alternatives to suspension, restorative practices, and reducing disproportionality. A Better Way sessions are designed to give administrators research-based practices for implementation at the site level.

3. Teacher Evaluation

St. Cloud Area School District began utilizing a new teacher evaluation model in 2014-15. The model was created during the 2013-14 school year by a committee comprised of teachers, principals, and district level administrators. The model aligns with the state statute regarding teacher evaluation. The goal of teacher evaluation is to develop teachers by working toward clear expectations. Teachers set annual goals aligned to the school improvement plan. Probationary teachers are formally observed three times per year during their first three years. Tenured teachers are formally observed every three years.

A summative evaluation includes elements of the observations that document standards of effective practice. Evaluation includes longitudinal data on student engagement, and 35% of the evaluation is based on measures of student achievement.

During years in which a formal observation is not taking place, teachers participate in peer review. The Peer Review process is completed by trained Peer Collaborators in each school building. Peer Review focuses on teacher reflection and growth. An extensive New Teacher Academy and mentoring are provided for all new teachers who are new to the profession. All teachers will participate in Data Teams. A formal assistant plan is provided for teachers in need of improvement. 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. Annual goals are established in conjunction with the school improvement plan. Principals and the Assistant Superintendent check in regarding progress toward goals at least three times per year. Summative evaluation is based on progress toward goals. The rubrics for the summative evaluation are based on research, and an online system of record keeping and evidence collection is used. Survey data collected from staff and stakeholders is utilized as part of the reflective conference. Progress toward meeting school improvement plan goals are also considered in determining principal growth.

5. Literacy Plan: <http://goo.gl/cxC1Bh>

St. Cloud Area School District's Literacy Plan details the 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 literacy curriculum review process, new assessments, interventions, and curricular resources were implemented beginning in the 2014-2015 school year. The Literacy Plan was updated to reflect those changes.

F. Committees and Roles

1. District Advisory Committee:

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.

Members: <http://tinyurl.com/ha9uz5c>

2. Other Committees

Some previously described committees that support WBWF implementation are: MTSS Teams, Teaching and Learning Team, Vertical Teams, District Staff Development Team, Building Leadership Teams, and Equity 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 **December 1.***

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