

St. Cloud Area School District 742
World's Best Workforce Plan
2019-2020

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve learning and teaching 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 in pre-k through high school and is based upon the five following goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- 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.

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

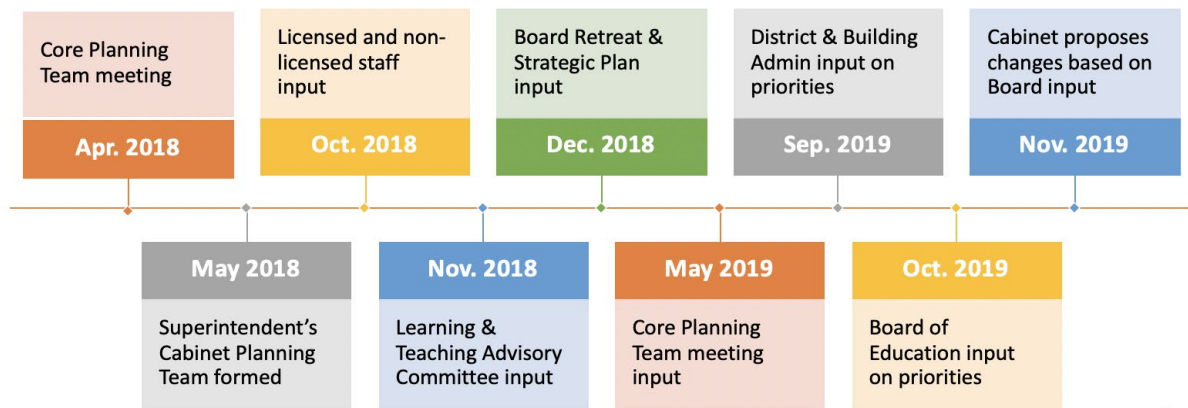
St. Cloud Area School District has aligned all district and site student achievement and professional development goals toward a District-wide vision. Each of the components of this structure is described briefly below. Documents, which provide a detailed and comprehensive description of each goal, are referenced.



1. Strategic Plan: [Link to Strategic Plan](#)

Development of the current District Strategic Plan began in the spring of 2019 with School Board adoption in November of 2019. The process used to gather input and build the plan is provided in the graphic below.

Timeline of Activities & Stakeholder Participation



The current Strategic Plan is a continuing 3-year plan that includes a mission statement, core values, focus areas, objectives, initiatives, and measurement outcomes that will guide all planning and decision-making as our district moves forward. This ongoing plan also informs our continuing work with World's Best Workforce.

2. Achievement and Integration/Equity Plan:

[Link to Achievement & Integration 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 all

students.

- Provide Bilingual Communication Support Specialists and Educational Equity Outreach Coordinators to 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 student and familial resources.
- Maintain the Parents in Action program that 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 Goal

ALL STUDENTS ARE READY FOR KINDERGARTEN

Early childhood screening is provided for all children commencing at age three. Early childhood screening provides a quick check of a child’s academic and social skills to ensure each child is developing at an age-appropriate rate. Children not developing at an age-appropriate rate will be provided with the opportunity to complete an additional evaluation to determine if they qualify for early childhood special education services.

St. Cloud Area School District 742 offers a variety of early childhood programs for children from birth to age five. The programming includes an early intervention home visiting program for children birth to age three, a variety of Early Childhood Family Education (ECFE) classes for children birth to age five, and preschool programs for three and four-year-olds. These programs provide children birth to age five with the social-emotional and academic skills they need to succeed as they enter kindergarten.

The social-emotional and academic achievement of the students in the three-year-old and four-year-old preschool programs is measured using the Teaching Strategies Gold Assessment tool. Outcome measurements for social-emotional and academic skills will meet kindergarten expectations for all preschool students in our district. At the completion of the 2019-2020 school year, a goal has been set to establish the number of preschool students meeting or exceeding the Widely-Held Expectations to increase from 85% to 87% as indicated in the TS Gold assessment domains of social-emotional, language, cognitive, literacy, mathematics, and

physical skills.

This is to be accomplished through an increase in exposure to social-emotional concepts, books, letters, letter sounds, printed words, phonological awareness activities, numbers and mathematical concepts within the preschool environment. In addition, teachers are to provide instruction through a co-teaching model. Teachers are provided with common time to plan quality lessons, review data, and engage in professional development.

During the 2018-2019 school year, the percentage of preschool students meeting or exceeding age level expectations, Widely Held Expectations in the TS Gold developmental domains, were as follows:

Social-Emotional - 82%
Physical – 94%
Language – 82%
Cognitive – 86%
Literacy – 94%
Math – 87%

CLOSE THE ACHIEVEMENT GAP

2019-20 Reading Goals:

The MCA Reading achievement gap between students who are English language learners and students who are not English language learners will decrease from 46.9% in the Spring of 2019 to 44.9% in the Spring of 2020.

The MCA Reading achievement gap between students who qualify for special education services and students who do not qualify will decrease from 27.0% in the Spring of 2019 to 25.0% in the Spring of 2020.

The MCA Reading achievement gap between students who qualify for free or reduced lunch status and students who do not qualify will decrease from 37.8% in the Spring of 2019 to 35.8% in the Spring of 2020.

Goals for students of identified achievement gaps based upon race can be specifically viewed in the link provided within this document to the Achievement and Integration Report.

2019-20 Math Goals:

The MCA Math achievement gap between students who are English language learners and students who are not English language learners will decrease from 37.1% in the Spring of 2019 to 35.1% in the Spring of 2020.

The MCA Math achievement gap between students who qualify for special education services and students who do not qualify will decrease from 20.8% in the Spring of 2019 to 18.8% in the Spring of 2020.

The MCA Math achievement gap between students who qualify for free or reduced lunch status and students who do not qualify will decrease from 40.5% in the Spring of 2019 to 38.5% in the Spring of 2020.

Goals for students of identified achievement gaps based upon race can be specifically viewed in the link provided within this document to the Achievement and Integration Report.

ALL STUDENTS IN THIRD GRADE ACHIEVE GRADE LEVEL LITERACY

2019-20 Goal: By Spring 2020, the St. Cloud School District will increase the percentage of third grade students achieving grade level literacy from 38.7% to 40.2% as measured by the MCA-III (all accountability assessments).

Co-teaching in the area of literacy has been identified as a strategy that has proven to increase the literacy achievement of students in the district's focus and priority schools. Co-teaching in the classroom, accompanied by job-embedded professional development, and collaboration time with the purpose of developing quality lesson plans are components that have been successful. Academic lead teacher positions are in place, these are designed to provide scaffolded support for teacher development and increased student achievement. The Co-teaching model has been implemented in the district's elementary and middle schools, along with the related components, to accelerate student literacy growth. Additionally, St. Cloud Area School District 742 has allocated teachers and resources to provide intervention for general education students in kindergarten through third grade who are at risk in the area of reading skills development. This application is dually funded by ISD 742 and matching dollars from the State. The program is designed to provide Tier III instruction for K-3 students in general education who are in need of additional academic support in the area of reading (systematic literacy instruction), and thereby reduce the number of referrals to special education by providing academic support. Program implementation meets the following criteria: small group of three students, meeting daily for a minimum of 30 minutes, conducting weekly progress monitoring, routinely conducting running records, collaborating with

classroom teachers in monitoring student growth, and conferencing with parents to build a partnership between home and school.

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” is defined as a high school graduate having 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.

Originating from area industry feedback and employment data, District 742 has written and implemented a 9th grade Career Course (EPIC: Exploring Potential Interests and Careers), which exposes students to each career field of MDE’s Career Wheel. Students participate in hands-on projects along with modules prescribed to bolster employability skills which align with MDE’s College and Career Readiness Domains and Competencies of Employability, Mindsets and Social Awareness, Transitional Knowledge, and Career Development.

District 742 has been awarded an Office of Higher Education Gear Up, Get Ready grant, beginning in the 2019-2020 school year for students in 6th-8th grade. Students enrolled in this course promote their own exploration of personal and social identity, individual skills and interests, learning techniques for academic success, the world of career choices, and options for extending the education process beyond high school.

2019-2020 Goals:

1. Provide EPIC coursework for most 9th grade students. The goal for the 2019-2020 school year is that 60% of 9th grade students will be enrolled in this new year-long course.
2. Provide Gear Up, Get Ready coursework for 6th-8th grade students. The goal for the 2019-2020 school year is that 60% of 6th-8th grade students will be enrolled in this career rotation.
3. Consistent with the 2018-19 school year, 90% of students in Grades 8, 9, 10, and 11, enrolled by October 1, will continue to have a Personal Learning Plan (PLP) or IEP Transition Plan created in the Minnesota Career Information System (MCIS) Portfolio during the 2019-20 school year. (MN Statute 120B.125)
4. Consistent with the 2018-19 school year, 100% of students graduating on or after 2017 will continue to have their progress towards Career and College Readiness recorded on their

high school transcript during the 2019-20 school year. (MN Statute 120B.30 subd. 1, paragraph (f))

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

4-year Graduation Rate Goal:

St. Cloud School District's 2019 graduation rate will increase from 71.0% (2018) to 75% as measured by the four-year graduation rate.

High schools have identified resources and strategies to follow up, track dropout status, and recruit drop-outs for educational services. Contact will be made to all students who drop out of school, offering support and information to encourage them to return to educational settings. The Dreamline Program provides added support for students in their transition year (grades 6 and 9) in order to prevent students from failing or dropping out of school. The Sanneh Foundation, Dreamline sponsor, is designed to support community-based organizations and to assemble a supportive network within the community that provides positive environments for students to become positive and productive adults.

Both Apollo and Tech High Schools have 9th grade cohorts in BARR (Building Assets Reducing Risks). As noted on their website, barrcenter.org, "The BARR model uses eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for all students."

Grade Level 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 and STAR Early Literacy assessment tools. Using the STAR tools, the assessment team has developed a comprehensive assessment system that includes benchmark assessment, progress-monitoring, alignment to state assessments, and college and career readiness.

1. Assessment Overview: [Link to Overview](#)

[2019-20](#)

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 serves the following:

- 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 and Continuous Improvement efforts. 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.

Assessing and Evaluating Student Progress

1. Multi-Tiered Systems of Support (MTSS): MTSS provides the framework for assessment planning and evaluating student progress district-wide. Students who perform below grade level on benchmark assessments are further screened to isolate specific skill deficits. Students who receive an intervention are progress monitored to ensure accelerated growth. If accelerated growth isn't achieved, intervention plans are modified.

2. Elementary Goal Setting Conferences: All elementary families participate in goal setting conferences with classroom teachers prior to the school year. Teachers and parents/guardians are able to get to know the interests, strengths, and needs of students. They identify goals for the current school year. Families and teachers were surveyed and expressed a high level of satisfaction with this process.

3. Elementary Teacher Talks: Principals are currently engaged in professional development about Teacher Talks. Four elementary schools have implemented Teacher Talks, engaging in rich conversations with every classroom teacher and their co-teachers after each benchmarking period. The goal of Teacher Talks is to plan for meeting the instructional needs of each student. All principals will engage in Teacher Talks following the professional development.

4. Middle Level Family Listening Conferences: All middle school families are invited to participate in family listening conferences with classroom teachers prior to the school year. Teachers and parents/guardians are able to get to know the interests, strengths, and needs of students.

5. District Assessment Plan Details: [Link to Plan 2019-20](#)

6. 2019-20 Staff Development Calendar: [Link to Calendar](#)

In addition to the staff development days approved by the School Board and listed on the yearly calendar, time has been established within the teacher contract for site-embedded professional development twice a month. These sessions are planned by the building site leadership teams. The 2019-2020 calendar also includes five Early Release Days for licensed and non-licensed staff to participate in building professional development.

7. Career and College Readiness Plan: St. Cloud Area School District 742 has created and implemented a Career and College Readiness Plan. Beginning in 6th grade and continuing through 8th grade, students will participate in Gear Up, Get Ready lessons and activities, thus starting their Personal Learning Plan (PLP). As 9th graders, students participate in EPIC (Exploring Potential Interests and Careers) coursework, which aligns with MDE's Career Wheel in an effort to expose students to the vast careers necessary within our local workforce. All graduates will have a PLP or IEP transition plan created and documented, 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:

Career Chart:

<https://mn01909691.schoolwires.net/cms/lib010/MN01909691/Centricity/domain/4/news%20links/shared%20links/Minnesota%20Career%20Fields%20Clusters%20and%20Pathways.pdf>

MCIS Plan:

<https://docs.google.com/document/d/1RnEnbREQLtD2VTYXcWmy7HAV1QCb-FTL3GLw8ZWY3pg/edit?usp=sharing>

8. Multilingual Learning Written Plan of Service:

District 742 has the second largest EL program, percentage of population, in Minnesota. St. Cloud Area School District serves approximately 2,500 English Learners (ELs) as denoted by our October 1, 2019, enrollment data. Our EL students represent 32 different languages and originate from 53 birth countries. Eighty-two percent of this population identifies Somali as their first language. Spanish (9%) and Vietnamese (2%) are identified as first languages of our students as the next

two majority first languages spoken by ELs in District 742.

St. Cloud has experienced a rapid growth of English learners. Over a six-year period, beginning in 2009, our EL student group increased by approximately 250 students annually. District 742 was one of two districts in Minnesota to more than double its English learner student population, according to the *English Learners in Minnesota Report* (MN Department of Education, 2016) from 912 to 2,236 by the fall of 2016. When comparing the twenty largest school districts in Minnesota, St. Cloud Area Schools has the second highest percentage per student population of English learners at 25%.

Academic Achievement & Progress Towards ELP Index Proficiency Overall Summary:

MCA Mathematics for ELs District-Wide: District ELs decreased overall in math by 1.2% from 9.9% to 8.7% which represents a gap student academic needs by linking from MN State ELs of 9%. This represents a 9% achievement gap between local state EL and District 742 EL. The state decreased overall by 2% as well.

Mathematics MCA SMART GOAL: District ELs will increase by 9% or higher from 8.7% to 17.7% by 2020 in MCA Math Proficiency in order to align with state ELs in math proficiency at elementary, junior/middle, and senior highs combined proficiency levels as demonstrated on the 2020 MCA in Mathematics

MCA Reading for ELs District-Wide: District ELs decreased overall in reading by .6% from 8.8% to 8.2% which represents a gap from MN State ELs of 5.4%. The gap from the state EL average decreased by .1 as the state reading achievement for ELs decreased overall from 14.3% to 13.6%.

Reading MCA SMART GOAL: District ELs will increase by 5.4% or higher from 8.2% to 13.6% by 2020 in MCA Reading Proficiency in order to align with state ELs in reading proficiency at elementary, junior/middle, and senior highs data combined proficiency levels as demonstrated on the 2020 MCA in Reading.

Progress towards ELP Index Growth by District: The state EL ELP index for 2019 was 61.38% decreasing by 5.61% from 66.99% and the district ELP index was 56.63%, representing a decrease of 4.71% from of 61.34% in 2018. This represents a 4.75% gap from the state with a decrease between St. Cloud School District and the State by .9% gap from the state ELP index.

The percentage of English Learners who have attained English proficiency is 5.9%, a gap of .6 from 6.5% which represents 136 or 14% less ELs than 2018 of 150 ELs. 2,270 ELs were assessed.

This is a gap of 11.5 by 5.6% of ELs that achieved proficiency as measured by the ACCESS 2.0 for ELLs.

English Language Proficiency SMART GOAL: The percentage of English Learners who will attain English proficiency and percentage of ELs percentage of English Learners who have proficiency will increase by 5.6% from 5.9% proficient to 11.5% proficient as demonstrated on the Overall Composite Proficiency level of 4.5 on the ACCESS 2.0 for ELLs.

English Language Proficiency Index SMART GOAL: The District 742 ELP Index will increase by 4.75% from 56.63% to 61.38% or higher as demonstrated by the Overall Composite Proficiency Level Growth on the 2020 ACCESS 2.0 for ELLs. In 2019, the total number of ELs attaining proficiency was 5.9% of 2274 students that completed all four domains and had valid scores on the ACCESS 2.0.

Assessing and Evaluating Instruction and Curriculum

1. Curriculum & Instruction Review

The Curriculum Development Policy guides the continuous review and improvement of the District's curriculum and programs.

Curriculum Review Policy:

<https://mn01909691.schoolwires.net/cms/lib010/MN01909691/Centricity/domain/59/policies%20and%20procedures/bp603.pdf>

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.

2. Learning & Teaching Team

The Learning and Teaching Team provides leadership for increasing student achievement through effective teaching. The team works with administrators and teachers on professional development, graduation standards, coordinated curriculum, assessment, and effective

teaching practices. The Learning and Teaching 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:

<https://www.isd742.org/cms/lib/MN01909691/Centricity/domain/65/org%20charts/Teaching%20-%20Learning%20Org%20Chart.pdf>

Instructional Expectations Handbook:

An Instructional Expectations Handbook has been developed to share the vision for instruction across each curricular content area. The handbook details the instructional resources, expectations for classroom environment, teacher indicators, student indicators, and assessment for each content area. The handbook was created to serve as a resource for teachers and as a guide to best practices in instruction.

Link to Handbook:

<https://mn01909691.schoolwires.net/cms/lib010/MN01909691/Centricity/domain/2055/expectations%20handbook/Expectations%20Handbook.pdf>

Strategies for Improving Instruction and Curriculum & Student Achievement

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

- Multi-Tiered Systems of Support
- School Improvement Plans
- Curriculum Plan
- Strategic Plan
- Achievement and Integration Plan
- Career & College Readiness
- Read Well by Third Grade

2. District PD

The District Professional 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 Learning and Teaching Team and MTSS Facilitation Team, this committee prioritized the staff development priorities for the 2019-20 school year.

Based on needs identified for the 2019-20 year and the re-licensure requirements by the State, a focus has been placed on professional development for staff around social/emotional needs. A team will continue to meet to determine standards for Social Emotional Learning as well as to identify core materials and professional development needs for staff. Other focus areas include AVID (Advancement Via Individual Determination) and cultural competency.

3. SFS

Teacher Evaluation:

St. Cloud Area School District 742 uses the Standard for Success platform for professional growth. This includes the Thoughtful Classroom Teacher Effectiveness Framework which is a comprehensive system for observing, evaluating, and refining classroom practice. The framework synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction. It also includes rubrics for developing summative evaluations, along with a set of protocols to help school leaders provide meaningful feedback to teachers and conduct constructive pre- and post-observation conferences.

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. A summative evaluation includes components of the observations that document dimensions of effective practice. Evaluation includes longitudinal data on student engagement, and 35% of the evaluation is based on measures of student achievement. An extensive New Teacher Academy and mentoring are provided for all new teachers who are in

year 1 and year 2 of their profession. During years in which a formal observation is not taking place, tenured teachers may engage in peer review. Peer Review focuses on teacher reflection and growth.

Additional opportunities for continued growth also exist. All teachers participate in Data Teams two times per month. In addition, twice a month, all teachers are provided professional development as delivered at their building site. A formal assistance plan is provided for teachers in need of improvement. The total evaluation system is supported through ongoing professional development.

Thoughtful Classroom Teacher Effectiveness Framework

<https://www.isd742.org/cms/lib/MN01909691/Centricity/domain/1887/standard%20for%20success/Thoughtful%20Classroom%20Guide.pdf>

Principal Evaluation:

St. Cloud Area School District 742 utilizes a principal evaluation model that aligns with the MN state statute using the Standard for Success platform as well. Annual goals are established in conjunction with the school improvement plan. Principals and the Assistant Superintendents 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 upon 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.

4. Literacy Plan:

<https://www.isd742.org/domain/559>

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 continue to be monitored and implemented following a cycle. The Literacy Plan reflects this commitment to our learners.

Committees and Roles

1. District Advisory Committee:

The District Advisory Committee is the World's Best Workforce Advisory Council which is comprised of community members, parents, teachers, directors, administrators, and students as designed by the Director of Learning and Teaching. 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.

2. Other Committees

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

Additional Report Requirements: *To meet the report requirements 742's Learning and Teaching Department will complete the following:*

-Submit an electronic summary to the Commissioner of the Minnesota Department of Education by December 15.

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