

WORLD'S *Best* WORKFORCE

2020-21

MN Statute 120B.11:
Striving for the World's Best Workforce

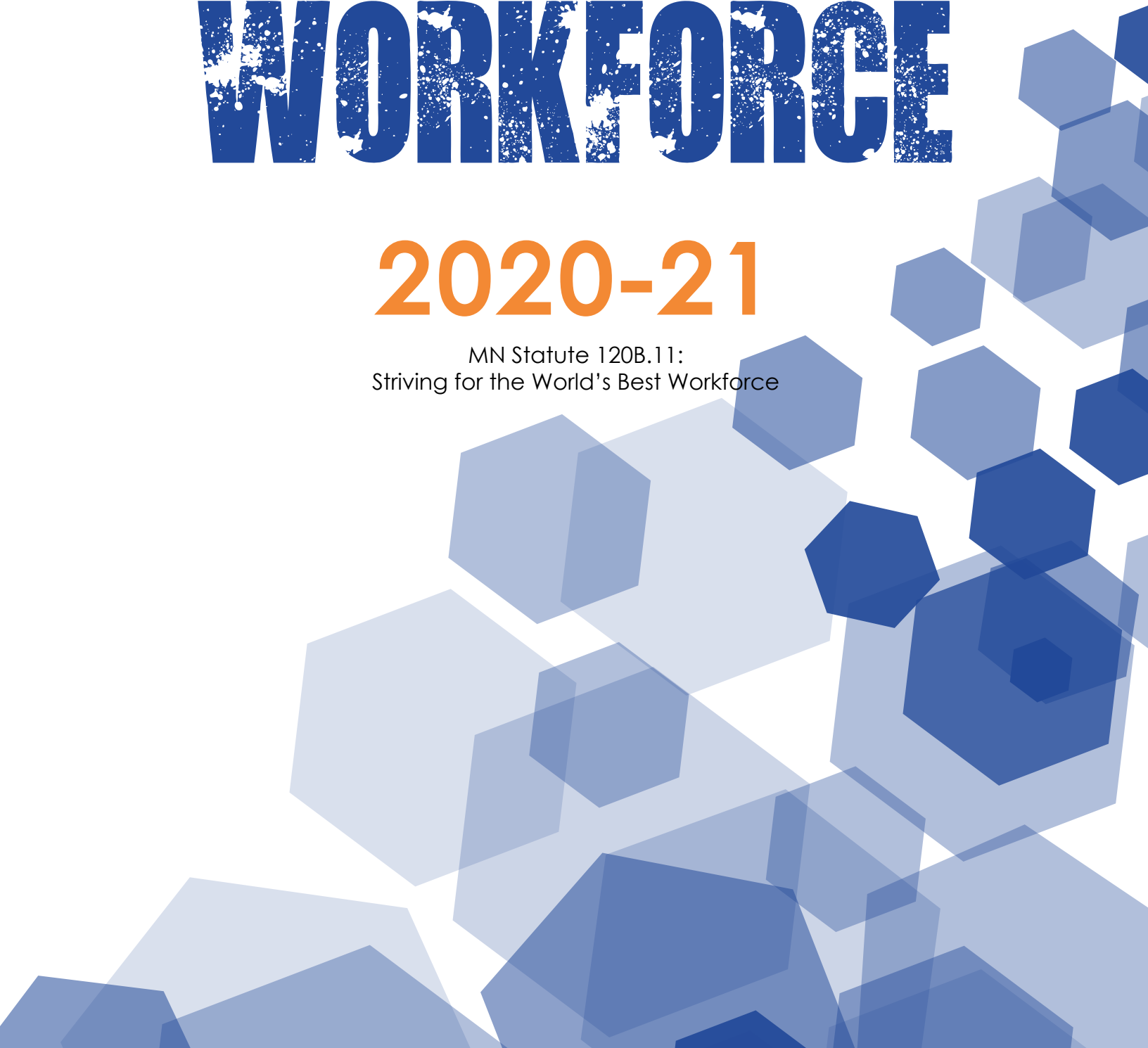


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MISSION & CORE VALUES

OUR MISSION

is to provide a safe and caring climate and culture in which we engage, inspire, educate, prepare and empower all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

CORE VALUES

We Believe:

The greatest level of individual success is achieved through shared ownership by the individual, families, schools and our communities.

Multiple and differing perspectives contribute to informed decision making and learning.

Life-long learning is essential for individuals to shape and thrive in our global society.

Everyone deserves equitable access to the highest quality of learning to maximize individual potential.

We all benefit when communities work together toward common goals.

INTRODUCTION

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 engage, inspire, educate, prepare and empower all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

PERFORMANCE MEASURES

GOAL & BENCHMARKS FOR INSTRUCTION & STUDENT ACHIEVEMENT

St. Cloud Area School District has aligned all District and site student achievement and staff development goals toward the District's vision. Each of the components of this structure is described within this plan. Documents that provide a comprehensive, detailed description of each element are also referenced or linked.

STRATEGIC PLAN

Development of the current [District Strategic Plan](#) began in the spring of 2019 with School Board adoption in November of 2019. Input and feedback was achieved through a collaborative process with the involvement of many stakeholders' voices. The timeline and process used to gather this input and build the plan is provided in the graphic below.

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.

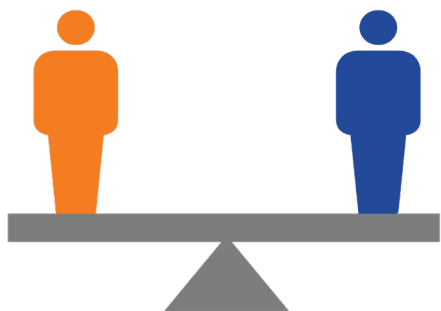
TIMELINE OF ACTIVITIES & STAKEHOLDER PARTICIPATION



ACHIEVEMENT & INTEGRATION/EQUITY PLAN

EQUITY PLAN GOALS

1. Reduce the disparities in academic achievement among all students and specific categories of students.
2. Reduce the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students.
3. Increase racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).



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 actionable parent programs that enrich school-home communications.
- Implement programs that specifically support increasing achievement for all students, especially our “protected students”.
- Reduce the achievement gap.

TITLE PLAN

The purpose of Title is to ensure that all children have an equitable opportunity to obtain a high-quality education and proficiency in challenging state academic achievement standards that support learning.

St. Cloud Area School District 742 supports, in part, its plans as developed with the use of Title funding for services, resources, and materials among others. Such federal funding is supportive of the following:

TITLE I: Academic Achievement Interventions

TITLE II: Professional Learning and Development designed to support and increase academic achievement

TITLE III: Support designed for English Language-Multilingual Learners in acquiring English language proficiency and in meeting standards

TITLE IV: Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology-Digital Literacy

The Title Department works collaboratively with many other District departments to support plans that foster student learning and achievement.

Title I “qualifying schools” within the District have Parent-Family Involvement Leaders at the sites that serve as liaisons and coordinate work with site administration to support the following:

- Communication between school and parents-families
- Professional development of teachers and staff in communicating and working effectively with “parents as partners”
- Help parents understand the educational system and school expectations so they can advocate for their children’s education
- Advise and educate parents on how to address topics that support education such as positive reinforcement of reading and math activities, study habits, homework completion and attendance.

GOALS & BENCHMARKS FOR INSTRUCTION & STUDENT ACHIEVEMENT

1.

ALL CHILDREN ARE READY FOR SCHOOL

EARLY CHILDHOOD-TRANSITION TO 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.

2020-21 GOAL:

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 2020-2021 school year, goals have 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 2019-2020 school year, the percentage of preschool students meeting or exceeding age level expectations, Widely Held Expectations in the TS Gold developmental domains, was lower than expected due to the COVID-19 Pandemic. Due to the COVID-19 Pandemic, we were not able to complete the final Spring, 2020, checkpoint. The data below is from the winter checkpoint in February, 2020.

Following are the percentage of three-year-old preschool children meeting or exceeding the widely-held expectations in each of the developmental domain areas:

- Social-Emotional - 81%
- Physical - 97%
- Language - 76%
- Cognitive - 79%
- Literacy - 73%
- Mathematics - 70%

Following are the percentage of four-year-old preschool children meeting or exceeding the widely-held expectations in each of the developmental domain areas:

- Social-Emotional - 72%
- Physical - 87%
- Language - 75%
- Cognitive - 78%
- Literacy - 84%
- Mathematics - 63%

2.

ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

2020-21 GOAL:

By Winter of 2023, the St. Cloud Area School District will increase the percentage of 3rd grade students scoring at or above benchmark on the STAR Reading assessment from 43.5% (Winter, 2020) to 50%.

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. 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.

In addition, all First Grade teachers received Sunday E dual delivery instructional kits and training at the onset of the 2020-21 school year. Training was provided by our district dyslexia specialists who will also monitor implementation and facilitate ongoing training. The first grade teachers have access to virtual professional development webinars for one year.

The ADSIS grant supports the allocation of 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. 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.

3.

ALL RACIAL AND ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

2020-21 READING GOALS:

The reading achievement gap between students who are English language learners and students who are not English language learners will decrease from 20% in the Fall of 2020 to 18% in the Spring of 2021 as measured by the percentage of students scoring at or above benchmark on the STAR Reading Assessment. The reading achievement gap between students who qualify for free or reduced lunch status and students who do not qualify will decrease from 25.9% in the Fall of 2020 to 24.0% in the Spring of 2021 as measured by the percentage of students scoring at or above benchmark on the STAR Reading Assessment.

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



2020-21 MATH GOALS:

The math achievement gap between students who are English language learners and students who are not English language learners will decrease from 29.2% in the Fall of 2020 to 27.2% in the Spring of 2021 as measured by the percentage of students scoring at or above benchmark on the STAR Math Assessment. The math achievement gap between students who qualify for free or reduced lunch status and students who do not qualify will decrease from 27.0% in the Fall of 2020 to 25.0% in the Spring of 2021 as measured by the percentage of students scoring at or above benchmark on the STAR Math Assessment.

Goals for identified achievement gaps based upon race can be found in the "[Achievement and Integration Report](#)."

4.

ALL STUDENTS ARE READY FOR CAREER & COLLEGE

CAREER & 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.

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 which began in the 2019-2020 school year for students in 6-8 grade. This initiative is expanding into 9-10th grade for the 2020-2021 school year. Students will partake in the Gear Up Framework through courses in grades 6-8 and Advisories for grades 9-12. Outcomes of the Gear Up initiative include the following: Student promotion in 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.

ADDITIONAL TRANSITIONAL SUPPORT FOR COLLEGE READINESS

St. Cloud Area District 742 offers many transitional opportunities to its students. Upon entry to secondary settings, Student Ambassadors and Link Crews support transitions. Student leaders help new and transitioning students connect to their school settings with tours, active engagement strategies, and activities that are designed to add peer support and build confidence.

St. Cloud Area School District 742 creates many opportunities for students to prepare for career and college readiness.

District 742 has implemented the AVID (Advancement Via Individual Determination) College Readiness Framework to support students in selecting a career path as well. AVID classes are designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. WICOR (writing, inquiry, collaboration, organization, and reading) strategies are an emphasis. Research indicates that AVID contributes to an increase in the number of students graduating and attending a post-secondary institution. The AVID framework is in place school wide in grades 4-10, and school wide and as an AVID elective in grades 7-10. Over 217 teachers have been trained in the implementation of AVID strategies.

2020-21 GOALS:

1. We aim to provide EPIC coursework for most 9th grade students. Our goal for the 2020-2021 school year is as follows: 70% of 9th grade students will be enrolled in the EPIC course.
2. We aim to provide Gear Up, Get Ready coursework for 6-8 grade students. Our goal for the 2020-2021 school year is as follows: 70% of 6-8 grade students will be participating in Gear Up curriculum.
3. 90% of students in Grades 8, 9, 10 and 11, enrolled by Oct. 1, will continue to have a Personal Learning Plan (PLP) or IEP Transition Plan created in the Minnesota Career Information System (MCIS) or personal website during the 2020-21 school year. (MN Statute 120B.125)
4. 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 2020-21 school year. (MN Statute 120B.30 subd 1, paragraph (f))

Access and Opportunity Program (AOP) is a partnership between St. Cloud State University, St. Cloud Technical and Community College, and the district when available. The purpose of the program is to improve academic achievement and high school graduation rates, increase college preparatory course taking, and foster post-secondary participation among underrepresented students in grades 8-12.

Dreamline-Sanneh Foundation is an academic intervention program offered that serves underperforming students who may also experience socio-economic challenges. Dreamline “coaches” partner to provide services on-site to students identified as most in need of intervention, whose teachers, counselors or administrators have identified as needing additional academic support. Dreamline’s goal is to partner with these students to improve school connectedness, develop leadership confidence, and improve academic achievement.

Upward Bound is a program that fosters students’ post-secondary aspirations. During the school year, students may attend tutoring sessions and attend enrichment sessions at the College of St. Benedict and Saint John’s University. Mentoring and volunteer opportunities may be arranged for participants, so they develop stronger relationships with positive role models and gain experience in a professional setting.

ADDITIONAL TRANSITIONAL SUPPORT FOR CAREER READINESS

Articulated College Credit offers an opportunity for students to explore careers while obtaining college credit. Students can earn technical college credits in grades 10-12 while remaining in the high school setting. Students can select a specific technical or community college career program or a major that may also lead to transfer options to a university.

Discovery Academy also offers students the ability to explore careers while earning college credit. This is a concurrent enrollment partnership with St. Cloud Technical and Community College. Students learn about skills used in industry and career fields through tours, job shadowing, and internships (when available). Interesting hands-on courses not normally offered in the high school setting can whet students’ appetite for careers.

Senior to Sophomore Program offers eligible students an opportunity to begin earning college credits and fulfilling high school graduation requirements while remaining on campus. These courses offer students help in learning important “transition skills”. Students begin to learn college level skills in critical-thinking, writing, research, course management, etc. Such skills can help students make a successful transition to college.

Advanced Placement is an internationally recognized program that provides rigorous opportunities for students to experience college-level academics. Students are able to earn college credit for an Advanced Placement course if they pass the AP Exam given in the spring.

Post-Secondary Enrollment Options (PSEO) is a program that allows 10th, 11th, and 12th grade students the opportunity to earn college credit for courses completed while still in high school. Courses are generally offered on college campuses or online.



Work Based Learning programming offers students the ability to learn about the world of work within our community as well as to earn credit for their employment outside of school. Students learn work and life-related skills specific to employment and tips to remain gainfully employed such as applying and interviewing for a position, building a resume, balancing a checkbook, understanding employment records and obtaining insurance.

5.

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

St. Cloud Area School District 742 considers the selection of courses one of the most important steps in a student's planning process for graduation. To support this, a great deal of time and effort are given to support students with accurate information and guidance, so they may make educated decisions regarding their graduation from high school as well as post-secondary planning for college and career readiness.

[Course Catalog](#)

4-YEAR GRADUATION RATE GOAL:

St. Cloud Area School District's four-year graduation rate will increase from 69.0% (2019) to 75% by 2024 as measured by the four-year graduation rate provided by the state.

High schools have identified resources and strategies to follow up, track dropout status, and recruit those in need 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 proactive environments for students to become positive and productive adults. Every student not on track to graduate within four years is paired with a teacher with whom they have a connection as an additional support.

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." Tech High School has received an NSI grant, growing BARR, that includes this year's 10th graders. Based on the implementation timeline of BARR, we chose to write a multi-year goal in order to allow time to assess the impact of this initiative.

7-YEAR GRADUATION RATE GOAL:

Beyond our four-year graduation rate, there are students who continue their secondary education through age 21. Taking those students into account, creating a goal to increase the number of students who graduate after seven years seems prudent.

St. Cloud Area School District's seven-year graduation rate will increase from 84.0% (2019) to 88% by 2024 as measured by the seven-year graduation rate provided by the state. St. Cloud Area School District has programs and schools in place to support students who make that choice.



ASSESSING & EVALUATING STUDENT PROGRESS



ELEMENTARY GOAL SETTING CONFERENCES

All elementary families participate in goal setting conferences with classroom teachers at the beginning of the school year. Teachers and parents/guardians are able to get to know the interests, strengths, and needs of students. Partnering together, they identify goals for the current school year. Both families and teachers have been surveyed and expressed a high level of satisfaction with this process in supporting their students.

ELEMENTARY “TEACHER TALKS”

Principals are 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.

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. Caring connections and preparations for transitions to high school are emphasized.

TALENT DEVELOPMENT PROGRAMS

In ISD 742, students are identified for Talent Development programs. Each program has its own unique set of identification protocols.

The district identifies students for programming using data from a variety of assessments such as STAR, MCA, and COGAT. This information is useful in assisting to identify students for all of our programs, all data is reviewed as a piece of the puzzle to connect students to services that best meet their academic needs.

PROGRAMS & IDENTIFICATION PROTOCOLS

Young Scholars Grades 1-5

Young Scholars is offered at all elementary schools, but not always at all grade levels. Identification of students is through response to experience. Students participate in lessons that teach gifted and talented content and pedagogy. Teachers observe students for behaviors that align with giftedness. Students who demonstrate these behaviors with intensity and frequency are candidates for Young Scholars.

Clustering Grades 2-5

Clustering is in place at all schools within the district. Students are identified through STAR, COGAT, and MCA data. Teachers look holistically at their grade level and the local performance at that grade level to identify students who have needs that are significantly different academically from their peers. These students are clustered into a classroom with a trained teacher.

High Achievement Pull Out Services - Math and Reading

High Achievement Pull Out Services take place in Grades 3-5 and are in place at all elementary schools. Students are identified through either STAR test scores or pre-assessment of upcoming content.

Middle Level

- Math Acceleration - Students at the middle school level have the option to accelerate one or two years in math. Criteria for a one-year acceleration is based upon a combination of STAR and MCA scores. For a two-year acceleration, the STAR, MCA, Student Self-Assessment, and a content assessment are required.
- Advanced Language Arts – Students at the middle level may also accelerate in Language Arts. Similar to math, criteria used to determine need is based upon a combination of STAR, MCA, Teacher Rating Scale, Student Self-Assessment, and a Performance Task.

GRADE LEVEL ACHIEVEMENT BENCHMARKS

The St. Cloud Area School District understands the importance of assessment as a tool “for learning and growth” 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.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The MTSS, Multi-Tiered System of Support, 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. A District level MTSS Team oversees MTSS, and each school site also has its own MTSS Leadership Team.

DISTRICT ASSESSMENT PLAN DETAILS

The District uses a variety of assessments for the purposes of gathering relevant data and information about student performance and progress. Information from assessments can also help to determine student interests and aid in making judgments about students' learning process. Below, you will find a link to the District's Assessment Plan for further details.

- [District Assessment Plan](#)
- [STAR Assessments](#)
- [Local Literacy Plan \(Pages 10-12\)](#)
- [AP Exam Schedule](#)
- [ACCESS Test](#)

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 Personal Learning Plan will be reviewed annually and updated with new information, experiences, and coursework.

- [Career Chart](#)
- [MCIS Plan](#)

MULTILINGUAL LEARNING WRITTEN PLAN OF SERVICE

District 742's EL students represent 32 different languages and originate from 53 birth countries. There have been shifts in our majority languages over the past two years. Somali speakers represent 78% of our Multilingual Learner population, a decrease of 4%, while our Spanish speakers represent 11% of that total ML population, an increase of 4%. Anuak speakers represent 2%, and Vietnamese is spoken by 1% of our ML students.

ACADEMIC ACHIEVEMENT & PROGRESS TOWARDS ELP INDEX PROFICIENCY OVERALL SUMMARY:

SMART Goal: The percentage of English Learners who will attain English proficiency and percentage of ELs who have proficiency will increase by 4.08%, from 7.92% proficient to 12.0% proficiency as demonstrated on the Overall Composite Proficiency level of 4.5 on the ACCESS 2.0 for ELLs.

Each building site that serves English Learner students creates a SMART goal for both percentage of students meeting proficiency as well as meeting their target towards English Language Proficiency. Each goal is measured by the summative ACCESS for ELLs 2.0 annually.

Data Analysis: The percentage of English Learners who have attained English proficiency is 7.92%, or 183 of 2,117 that were assessed in District 742. This represents an increase of 2.02% from 5.9% of ELs that met proficiency in 2019. District-wide 10% of MLs met proficiency at 3rd grade level, approximately 31% at the 4th and 5th grade levels, and 8% at the 8th grade levels. This represents a range from 1% of 12th graders meeting proficiency to 31% at the 5th grade level. All other grade levels fall between 3 and 6%.

Graduation Rate: ISD 742 experienced an increase in the 7-year graduation rate significantly from 2018 by 7.34%, moving from 73.87% to 81.21%. Each secondary building also increased their 7-year graduation rate significantly. This is evidence that communication with families and support for SLIFE and refugee experienced students is increasing.

Graduation for our 7-year cohort is also increasing as communication is further developed district-wide, fostering a shift in school pedagogy for SLIFE students in our Alternative Pathways to Graduation. Our refugee and SLIFE students face many additional challenges in learning English. As such, orientation to the new culture, multiple structures and supports for interacting with people of different cultures and languages, intensive literacy and numeracy support, and connections to their home language and culture must be affirmed. We continue to seek co-teaching, scaffolding, out-of-school programs, summer programs, extended-day options, and policies that allow for more time in school to make the difference these students need.

ASSESSING & EVALUATING INSTRUCTION AND CURRICULUM

CURRICULUM AND INSTRUCTION REVIEW

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

- [Curriculum Review Policy](#)

LEARNING AND TEACHING TEAM LEADERSHIP

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.

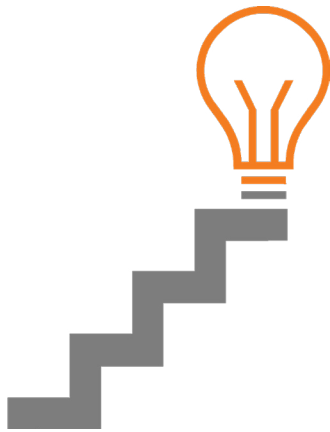
- [Learning & Teaching Organizational Chart](#)

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.

- [Instructional Expectations Handbook](#)

STRATEGIES FOR IMPROVING INSTRUCTION, CURRICULUM, AND STUDENT ACHIEVEMENT



RELATED PLANS

The following plans have 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

PROFESSIONAL DEVELOPMENT

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 level/subject areas throughout the district. In collaboration with the Learning and Teaching Team, MTSS Facilitation Team, and Title II, this committee prioritizes the staff professional development priorities for the coming school year.

Based on needs identified and the re-licensure requirements by the State, a continued focus has been placed on professional development for staff around SEL, Social Emotional Learning. A team will continue to meet to determine standards for SEL as well as to identify core materials and professional development needs for staff. Other focus areas include Distance Learning, Kindergarten Play-Based Learning, Curriculum Writing to Strengthen and Support the Core, Wonders Curriculum Review, Soudy Phonics Interventions, PRESS (Path to Reading Excellence in School Sites) K-5 Student Interventions, Cognitive Coaching, Responsive Classroom, Co-teaching, Digital Literacy, and Coordinator support of core content areas.

St. Cloud Area District professional development is created to meet the needs of new, veteran, and Tier I and II teachers. The PD plan is determined based upon district and site trends in student achievement and instructional practice, as indicated through assessment and other pertinent data, expressed

needs of teaching staff, building leadership teams, administrative learning walks, and professional evaluation.

Job embedded professional development occurs within data teams, district and site staff development days, multilingual learning teams, and district-wide grade level and vertical team meetings to learn and further strengthen current knowledge of best practices in instruction. The District has also endeavored to create "Choice Days" as well whereupon multi-leveled PD is provided on a variety of purposeful topics to engage adult learners in various areas of interest and needed development.

Academic Coaches and Academic Lead Teachers provide support within the instructional setting to assure the consistency and depth in the delivery of scientifically based learning strategies. Additional multi-choice opportunities for professional growth and development are also offered through My Learning Plan, a platform for targeting online learning that is readily accessible.

District and site administration receive PD as well in order to support teaching at the sites. Such PD includes Standard for Success, a platform fostering a common effective classroom framework of best teaching practices based upon empirical research. This helps correlate scripting and evidence to a rubric for meaningful and actionable feedback while ideally promoting collaborative communication. In addition, PD with a focus on cultural and linguistic studies has been implemented.

STANDARD FOR SUCCESS

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 formative and 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 a mentoring program are provided for all new teachers and service providers who are in years 1 -3 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 typically participate in Data Teams. In addition, all teachers are provided professional development as delivered at their building site. The total system is supported through ongoing professional development.

- [Thoughtful Classroom Teacher Effectiveness Framework](#)

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 throughout the year. Summative evaluation is based upon progress made toward those 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. The District's Principal Evaluation is connected to the MN Model for Principal Evaluation.

- [MN Model for Principal Evaluation](#)



LITERACY PLAN

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.

[Literacy Plan](#)

SITE IMPROVEMENT PLAN

Schools and education of students are constantly evolving. Knowing this is the case, each school in the District creates a SIP, Site Improvement Plan, to provide focus, guidance, and connection using key components of continuous improvement. These plans are designed to foster continued reflection on our current work with a growth mindset, focused on "how" we implement change to improve learning for ALL students.

COMMITTEES & ROLES

DISTRICT ADVISORY COMMITTEE

The Learning and Teaching World's Best Workforce Advisory Council is comprised of community members, parents, teachers, directors, administrators, and students. The primary purpose of the committee is to ensure active community participation in planning and improving the instruction and curriculum, as well as providing advice regarding World's Best Workforce and the Strategic Plan in St. Cloud Area Schools.

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.

