2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

World's Best Workforce

District or Charter Name: St. Cloud Area Schools District 742
Grades Served: Pre K-12
Contact Person(s) for 2018-2019 School Year:
Lori Posch, Executive Director of Learning and Teaching
Albert Johnson, Executive Director of Equity and Integration

District Advisory Committee

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

Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	A
District Advisory Committee Member	Shannon Haws	Board Member	
District Advisory Committee Member	Zach Dorholdt	Board Member	
District Advisory Committee Member	Dr. Marsha Baisch	Asst. Superintendent-Elementary	X
District Advisory Committee Member	Dr. Laurie Putnam	Asst. Superintendent-Secondary	X
District Advisory Committee Member	Lori Posch	Director of Learning and Teaching	X
District Advisory Committee Membe	Dr. Sylvia Huff	Director of Research, Assessment, and Enrollment	X
District Advisory Committee Member	Al Johnson	Director of Equity Services	X
District Advisory Committee Member	Kelly Frankenfield	Director of Multilingual Learning	X
District Advisory Committee Member	Julie Midas	Director of Early Childhood	X
District Advisory Committee Member	Abdirahman Hussein	Parent	

District Advisory Committee Member	Sue and Adam Proshek	Parents	
District Advisory Committee Member	Shannon Essler-Petty	Parent	
District Advisory Committee Member	David Fremo	Parent	
District Advisory Committee Member	Linda Snowberg	Parent	
District Advisory Committee Member	Connie Logeman	Parent	
District Advisory Committee Member	Charles Hentges	Community Expert	

Equitable Access to Effective and Diverse Teachers:

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of- field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems. An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom

level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data? Who was included in conversations to review equitable access data?

The Executive Director of Human Resources in collaboration with the Superintendent, Assistant Superintendents, Director of Research, Assessment, and Enrollment, Site Administration, and other stakeholders works to obtain, compile, and examine relative data periodically throughout the year. A Staff and Student Demographic Report is created by the Director of Human Resources to share with stakeholders, inclusive of school administration in the fall opening inservice and the School Board as well as general public via the School Board meeting. Data study includes the following: staffing demographics by employee type, number, gender, race, position (non-licensed, licensed teacher, and administration) and diversity percentage; student racial diversity; comparison of staffing demographics to census data of the U.S., Minnesota, and Stearns County; ten year trend data; five year hire and retention data; and, teachers of color in MN as per the MDE and the MN Professional Educator Licensing and Standards Board. These reports are generated annually and are used for the purposes of communicating, monitoring, and planning among others. We also review data annually regarding probationary and tenured teacher distribution in our schools and of teacher effectiveness as measured by our teacher evaluation system in preparation for staffing for the following year.

What equitable access gaps has the district found? What are the root causes contributing to your equitable access gaps?

The district has identified a gap in tenured teachers at our highest needs schools as well as needing to recruit further teachers of color.

The district began a program of teacher preparation and collaboration at our high needs schools five years ago targeted at increasing academic outcomes through co-teaching, collaborative planning, and targeted professional development through an extended teacher day at these sites. Based on our teacher contract, tenured staff could not be required to participate in the extended day program, and some chose to move to other buildings in the district with less low income students. This increased the number of new probationary teachers in the district. In addition, the stresses of working in high needs schools that include rates of high mobility, student trauma histories, and other serious impacts of poverty, increase our turnover at these sites.

St. Cloud also serves a large population of east African students, and availability of East African licensed teachers is limited at this point. We are working hard within the District to hire east African staff and foster their continued commitment to working within the District as well as to contemplate an interest in the teaching profession.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

The District supports co-teaching and collaborative planning through school practices, staffing plans, and teacher contracts as well as additional behavioral and SEL support to address the needs of students, allowing teachers to focus on academics. Master Teachers at every grade level with additional compensation encourage experienced teacher retention at these sites. The Master Teacher supports new teachers in lesson planning, classroom management, and engagement strategies. Smaller class sizes have been fostered as well. The Superintendent commissioned a task force to review staffing and support for these schools in 2019-2020 and forward.

The school district has worked the past ten years to increase our percentage of teachers of color, increasing teachers of color from 1.67% to 5% since 2009. Given the available pool of candidates estimated to be roughly 1%, we are pleased but not yet satisfied with our progress. We have set forth goals of working to create grow your own programs and are partnering with SCSU in a paraprofessional to teacher program in order to continue this progression. Another significant milestone for us is having increased our diversity among principals from 6% to 19%. We have also increased our non-licensed support staff of color from 4.6% to 16.6%.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

Based upon District data of all schools collectively, there are no racial and ethnic student groups present in ISD 742 that are completely unrepresented overall. .6% of students are American Indian whereas .3% of teachers are American Indian. As such, we would need to hire two more American Indian teachers to attain an equal percentage of .6%.

The District has rapidly grown to serving 54.71% students of color with a majority of that population being east African. While our teaching faculty's racial diversity is higher than it has ever been before and has increased by 3.3% since 2009, we recognize that acquiring 4.97% teachers of color is very insufficient to provide complete equitable access for our students. We need 450 more teachers of color to attain 54.71%, and the majority of those would need to be reflective of our east African population. The District fully recognizes this and is actively seeking to rectify this in as much as possible.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

Supply and demand in the workforce is a concern. Approximately 1.2% of the teachers available in the Central MN Region are teachers of color. According to a 2019 report, the Minnesota Professional Educator Licensing Standards Board and Wilder Research found only 4.3% of Minnesota teachers are people of color, while more than 33 percent of Minnesota students are people of color. This impacts St. Cloud as well as other cities with higher populations of diversity within their student populations.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

The District has a Paraprofessional-to-Teacher Residency Program focused on students of color, a "Future Teacher Academy" program as part of our Grow Your Own Pathway, and an administrative team comprised of 25% leaders of color, including a Supervisor of American Indian Programs, that support a pipeline of diverse teachers to choose our district. We offer a three year mentorship program for new teachers, robust professional development targeted to our students and staff, and a variety of teacher leader positions that provide a career pathway for teachers. We continue to work systematically and intentionally to examine our recruitment and retention strategies to attract and support teachers of color in our district.

We also communicate career choices, including teaching, to students in grades 9-12 through classes such as C-4 and work with local colleges and universities, such as CSB, SJU, and SCSU, to support teacher programs and student teaching. Prospects for job placement are shared. In working collaboratively with the SCEA, the District provides a mentoring program, data teams, and teacher PD all of which work to support culturally responsive environments. In addition, the District supports teacher leadership through a variety of means such as academic coaching, vertical teaming, and curriculum review.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low- income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School:

Does your district/charter enroll students in kindergarten?

Yes

Goal/Provide the established SMART goal for the 2018-19 school year.

At the completion of the 2018-2019 school year, 87% of the students will meet or exceed age level expectations as indicated in the TS Gold assessment domains of social-emotional, language, cognitive, literacy, mathematics and physical skills.

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-2019 school year, the percentage of 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%; and, Math - 87%

Goal Status/Check one of the following:

Met Some (multiple goals)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

The TS Gold data is utilized by our District. The District Executive Director of Research, Assessment, and Enrollment helps disaggregate data in a meaningful manner that allows for the study of data in a variety of ways. In addition, the District utilizes a Data Warehouse system that is accessible to stakeholders-leaders.

Co-teaching, purposeful professional development, planning time, collaboration and quality lesson planning are strategies in place which are used to support this goal area.

Our demographics continue to change dramatically, including students with limited formal education, trauma, and poverty. Although we have had PD in literacy, our teachers are in need of more intensive PD in these latter areas.

Our TS Gold data is indicating that children are making an adequate year of growth.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy:

Does your district/charter enroll students in grade 3?

Yes

Goal/Provide the established SMART goal for the 2018-19 school year.

By Spring 2019, the St. Cloud Area School District will increase the percentage of third grade students achieving grade level literacy from 40.00% to 45.00% as measured by the MCA-III (all accountability assessments).

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2019 MCA results indicate that 38% of 3rd grade students tested proficient in reading.

Goal Status/Check one of the following:

Goal Not Met (one year goal)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Literacy benchmark assessments are given in the fall, winter, and spring. Assessments include STAR, ORF, NWF, LSF, Running Records-Reading Inventory, and Spelling Inventory. STAR and MCA data is used to monitor growth in all student groups.

Co-teaching, implemented as an integrated service model, is supported by PD, planning, and collaboration.

Elementary buildings have identified and trained a minimum of one instructional staff member to screen students for characteristics of dyslexia. Select staff have received PRESS training (UMN) to use as classwide interventions, and students in K-3 may be identified to receive ADSIS Services using Sonday or LLI curriculum. Instructional coaches and ADSIS teachers meet monthly for professional development in order to build instructional capacity in each elementary building. The co-teaching, elementary EL, and/or Literacy Coordinators meet with co-teaching teams at a minimum of 1x/month to support planning and development of instructional strategies that focus on lesson planning that unpacks standards and provides language practice.

Analysis of MCA data shows that when compared to elementary students in MN, the percentage of students in ISD 742 improving proficiency levels is higher than the state average. In addition, the majority of students in ISD 742 are either maintaining or increasing their proficiency level.

Do you have another goal for All Students in Third Grade Achieving Grade- Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups:

Goal/Provide the established SMART goal for the 2018-19 school year.

By Spring 2019, the St. Cloud School District will make progress toward closing the achievement gap in reading between student groups by: increasing the proficiency rate of American Indian students from 22.2% (Spring 2018) to 35.0% in Spring 2019 as measured by the MCA & MTAS Reading assessments; increasing the proficiency rate of Asian students from 59.9% (Spring 2018) to 66.9% in Spring 2019 as measured by the MCA & MTAS Reading assessments; increasing the proficiency rate of Hispanic students from 37.9% (Spring 2018) to 40.0% in Spring 2019 as measured by the MCA & MTAS Reading assessments; increasing the proficiency rate of Black students from 20.4% (Spring 2018) to 25.0% in Spring 2019 as measured by the MCA & MTAS Reading assessments; increasing the proficiency rate of FRL students from 30.5% (Spring 2018) to 35.0% in Spring 2019 as measured by the MCA & MTAS Reading assessments; increasing the proficiency rate of EL students from 8.8% (Spring 2018) to 12.0% in Spring 2019 as measured by the MCA & MTAS Reading assessments; and, increasing the proficiency rate of SPED students from 23.7% (Spring 2018) to 28.0% in Spring 2019 as measured by the MCA & MTAS Reading assessments.

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2019 Reading MCA achievement results were as follows for District 742 student groups: American Indian: 39% proficient (goal met); Asian: 56% proficient (goal not met); Hispanic: 41% proficient (goal met); Black: 21% proficient (on track); Free/Reduced: 30% proficient (goal not met) ; English Learners: 8% (goal not met); Special Education: 23% (goal not met)

Goal Status/Check one of the following:

Met Some (multiple goals)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Formative assessments, MCA, District STAR, Discipline, Graduation Rate, Attendance, and Participation in Talent Development Programs data is used. It's disaggregated by race, demographics, building-district level, home language, poverty, SPED, and EL.

Numerous strategies are used inclusive of MTSS, Co-Teaching, PRESS, Data Teams, and Teacher Talks (Elementary level).

We have put consistent expectations in place and are monitoring and supporting the implementation of each of these strategies.

During the 2018-19 school year, we began a program review in order to evaluate the effectiveness of the various strategies and programs implemented within our district. As we move forward through this review process, we are assessing the fidelity of implementation and determining the impact of these strategies on our goals. MTSS Teams meet at each site routinely in order to monitor and support students. District level MTSS Teams exist at both the elementary and secondary levels and meet regularly. Co-teaching has been built into the master schedules of sites, and teachers receive support from their Academic Coaches on site as well as the Title III Director and the District Department of Learning and Teaching. Data Teams meet every Wednesday morning in the District as supported by Human Resources and monitored by site administration.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups:

Goal/Provide the established SMART goal for the 2018-19 school year.

By Spring 2019, the St. Cloud School District will make progress toward closing the achievement gap in math between student groups by: increasing the proficiency rate of American Indian students from 37.5% (Spring 2018) to 40.0% in Spring 2019 as measured by the MCA & MTAS Math assessments; increasing the proficiency rate of Asian students from 65.9% (Spring 2018) to 70.0% in Spring 2019 as measured by the MCA & MTAS Math assessments; increasing the proficiency rate of Hispanic students from 29.7% (Spring 2018) to 35.0% in Spring 2019 as measured by the MCA & MTAS Math assessments; increasing the

proficiency rate of Black students from 14.9% (Spring 2018) to 18.0% in Spring 2019 as measured by the MCA & MTAS Math assessments; increasing the proficiency rate of FRL students from 24.1% (Spring 2018) to 28.0% in Spring 2019 as measured by the MCA & MTAS Math assessments; increasing the proficiency rate of EL students from 9.9% (Spring 2018) to 12.0% in Spring 2019 as measured by the MCA & MTAS Math assessments; increasing the proficiency rate of SPED students from 21.2% (Spring 2018) to 28.0% in Spring 2019 as measured by the MCA & MTAS Math assessments.

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2019 Math MCA achievement results were as follows for District 742 student groups: American Indian: 22% proficient (goal not met); Asian: 56% proficient (goal not met); Hispanic: 33% proficient (on track); Black: 14% proficient (goal not met); Free/Reduced: 21% proficient (goal not met); English Learners: 9% (goal not met); Special Education: 20% (goal not met)

Goal Status/Check one of the following:

Goal Not Met (one year goal)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Formative assessments, MCA, District STAR, Discipline, Graduation Rate, Attendance, and Participation in Talent Development Programs data is used. It's disaggregated by race, demographics, building-district level, home language, poverty, SPED, and EL.

Numerous strategies are used inclusive of MTSS, Co-Teaching, PRESS, Data Teams, and Teacher Talks (Elementary level).

We have put consistent expectations in place and are monitoring and supporting the implementation of each of these strategies.

During the 2018-19 school year, we began a program review in order to evaluate the effectiveness of the various strategies and programs implemented within our district. As we move forward through this review process, we are assessing the fidelity of implementation and determining the impact of these strategies on our goals. MTSS Teams meet at each site routinely in order to monitor and support students. District level MTSS Teams exist at both the elementary and secondary levels and meet regularly. Co-teaching has been built into the master schedules of sites, and teachers receive support from their Academic Coaches on site as well as the

Title III Director and the District Department of Learning and Teaching. Data Teams meet every Wednesday morning in the District as supported by Human Resources and monitored by site administration.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation:

Goal/Provide the established SMART goal for the 2018-19 school year.

1. Consistent with the 2017-18 school year, 90% of students in grades 8-11, enrolled by October 1st, will continue to have a Personal Learning Plan or IEP Transition Plan created in the Minnesota Career Information System (MCIS) Portfolio during the 2018-2019 school year. (MN Statute 120B.125)   2. Consistent with the 2017-18 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 2018-19 school year. (MN Statute 120B.30 subd 1, paragraph (f))

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

An average of 92% of our students have created and made progress on their PLP in MCIS.

Goal Status/Check one of the following:

Met Some (multiple goals)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We look at 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. 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. AVID walk throughs are completed to make sure programs are being used with validity.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate:

Does your district/charter enroll students in grade 12?

Yes

Goal/Provide the established SMART goal for the 2018-19 school year.

4-year Graduation Rate Goal: St. Cloud School District's 2018 graduation rate will increase from 73.0% (2015) to 78.0% (2018) as measured by the four-year graduation rate.

7-year Graduation Rate Goal: St. Cloud School District's 2019 graduation rate will increase from 81.1% (2015) to 83.0% (2018) as measured by the four-year graduation rate.

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

4-year Graduation Rate Results: The 2017-18 4-year graduation rate was 71%.

7-year Graduation Rate Goal: The 2017-18 7-year graduation rate was 84%.

Goal Status/Check one of the following:

Goal Not Met (one year goal)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Please see Achievement and Integration Goal 3 for disaggregated data.

Strategies used have included Advancement Via Individual Determination or AVID, Dreamline Tutoring (both during the school day and after the school day), Teacher Data Retreats, Teacher Data Teams, BARR (Building Assets and Reducing Risks) programming and cohorts, Co-teaching pairs of English Language/General Education and Special Education/General Education, and Social Emotional Learning Education using the MindUp curriculum. In addition, we have provided Night School and Summer School through our ALC programming. Technology based learning and individualized learning have also been emphasized with our District's 1:1 initiative and programs like Schoology.

We have established consistent expectations, aligned professional development, and are monitoring the implementation of each of these strategies through school and district administrative oversight.

We are completing a comprehensive program review to evaluate the effectiveness of these strategies and programs. We are assessing the fidelity of implementation and determining the impact of these strategies on our goals. Program evaluation is one of our strategic plan objectives.

Do you have another goal for All Students Graduate? Yes

All Students Graduate:

Goal Provide the established SMART goal for the 2018-19 school year.

7-year Graduation Rate Goal: St. Cloud School District's 2019 graduation rate will increase from 81.1% (2015) to 83.0% (2018) as measured by the four-year graduation rate.

Result:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

7-year Graduation Rate Goal: The 2017-18 7-year graduation rate was 84%.

Goal Status/Check one of the following:

Goal Met (one year goal)

Narrative:

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Please see Achievement and Integration Goal 3 for disaggregated data.

Strategies used have included Advancement Via Individual Determination or AVID, Dreamline Tutoring (both during the school day and after the school day), Teacher Data Retreats, Teacher Data Teams, BARR (Building Assets and Reducing Risks) programming and cohorts, Co-teaching pairs of English Language/General Education and Special Education/General Education, and Social Emotional Learning Education using the MindUp curriculum. In addition, we have provided Night School and Summer School through our ALC programming. Technology based learning and individualized learning have also been emphasized with our District's 1:1 initiative and programs like Schoology.

We have established consistent expectations, aligned professional development, and are monitoring the implementation of each of these strategies through school and district administrative oversight.

We are completing a comprehensive program review to evaluate the effectiveness of these strategies and programs. We are assessing the fidelity of implementation and determining the impact of these strategies on our goals. Program evaluation is one of our strategic plan objectives.

Do you have another goal for All Students Graduate? No

Achievement & Integration:

Achievement Goal:

Goal Statement-SMART goal statement from your 2017-20 plan.

By June 30, 2020, the St. Cloud School District will increase the percentage of protected class students achieving accelerated growth in reading from 29.56% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the STAR Reading Assessment.

Baseline: Baseline starting point from the Goal Statement of your 2017-20 plan.

29.56% of protected class students achieved accelerated growth in reading during the 2016-17 school year.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 34.00% of protected class students achieved accelerated growth in reading.

On Track? Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

STAR data has been utilized. Data is looked at by race/ethnicity, free/reduced lunch status, SPED., and EL.

Strategies used have included Young Scholars, Teacher professional development and support in Culturally and Linguistically Responsive Instruction (CLR), and Advancement Via Individual Determination (AVID).

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

These strategies are helping to increase growth in most students but not at the pace intended. Our response will be to accelerate the academic growth of all students to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

*Please also see Literacy goal in this report for further strategies and information. Thank you.

Do you have another Achievement goal?

Yes

Achievement Goal:

Goal Statement/Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, the St. Cloud School District will increase the percentage of protected class students achieving accelerated growth in math from 29.62% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the STAR Math Assessment.

Baseline：Baseline starting point from the Goal Statement of your 2017-20 plan.

29.62% of protected class students achieved accelerated growth in math during the 2016-17 school year.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 32% of protected class students achieved accelerated growth in reading.

On Track? Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

STAR data has been utilized. Data is looked at by race/ethnicity, free/reduced lunch status, SPED., and EL.

Strategies used have included Young Scholars, Teacher professional development and support in Culturally and Linguistically Responsive Instruction (CLR), and Advancement Via Individual Determination (AVID).

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

These strategies are helping to increase growth in most students but not at the pace intended. Our response will be to accelerate the academic growth of all students to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another Achievement goal?

Yes

Achievement Goal:

Goal Statement/Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, the St. Cloud School District will make progress toward closing the gap in graduation rates by: increasing the graduation rate of American Indian students from 20.0% (2016) to 50.0% in 2020 as measured by the 4-year graduation rate; increasing the graduation rate of Asian students from 83.3% (2016) to 100.0% in 2020 as measured by the 4-year graduation rate; increasing the graduation rate of Hispanic students from 55.60% (2016) to 85.00% in 2020 as measured by the 4- year graduation rate; increasing the graduation rate of Black students from 69.30% (2016) to 99.0% in 2020 as measured by the 4-year graduation rate; and, increasing the graduation rate of students eligible for free or reduced-priced lunch from 63.50% (2016) to 93.0% in 2020 as measured by the 4-year graduation rate.

Baseline: Baseline starting point from the Goal Statement of your 2017-20 plan.

American Indian: 40%   Asian: 91%   Hispanic: 57% Black: 70%   FRL: 68%

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

American Indian: 33%; Asian: 85%; Hispanic: 59%; Black: 64%; FRL: 62%

On Track?

Check one of the following:

Not on Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Many types of data are examined inclusive of the following: Star and MCA assessments, Skyward data-attendance, assignment completion, assessment completion, grade book, credit attainment, transcripts, and GPA among others. Data is looked at by race/ethnicity, free/reduced lunch status, SPED., and EL.

Strategies include the use of a Student Support Coordinator, Counselor interactions and monitoring, Teacher professional development and support in Culturally and Linguistically Responsive Instruction, Educational Equity Outreach Coordinator assistance, Cross-district professional learning network, Trauma informed student groups (Kool in School), gender supported groups, Dr. Omari Leadership, Courageous Conversations Institute, Mind Up, SEL, CRC, AVID, BARR, etc.

These strategies have been in place for three-five years. They are very well implemented and are consistently taking place throughout the district.

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using all of that data, we are able to monitor the growth of each student and estimate how the identified student groups will perform and achieve.

Do you have another Achievement goal?

No

Integration Goal Statement:

SMART goal statement from your 2017-20 plan:

By June 30, 2020, the percentage of major behavior referrals given to protected class students will decrease from 77.6% of all major referrals (during the 2018-19 school year) to 48% of all major referrals (during the 2019-2020 school year), as measured by district behavior data.

Baseline: Baseline starting point from the Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 77.6% of all major referrals in District 742 were given to protected class students.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 62% of all major referrals in District 742 were given to protected class students.

On Track? Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

Office disciplinary referral (ODR) data from our Skyward system and suspension rate data from both sites and the MDE DIRS has been utilized. Data is looked at by race/ethnicity, gender, time, day, location, FRL status, SPED. and EL.

Strategies used have included Young Scholars, Teacher professional development and support in Culturally and Linguistically Responsive Instruction (CLR), and Advancement Via Individual Determination (AVID) in order to foster student engagement. The Standards for Success Teacher Framework is comprised of ten dimensions that focus on teaching, the District has emphasized student engagement strategies within this framework as well whereupon both district and site administration complete observations and walk throughs to share. In addition, teachers and administration are growing in their use of restorative justice practices such mediation, circles, etc. The Conflict Resolution Center (CRC) at SCSU also works at the secondary level once a week to support referrals for student group conflict as well as individual coaching in how to better manage anger and address impulse control.

All of these strategies have been in place for at least three years. They are very well implemented and are consistently taking place throughout the district.

These strategies are helping to increase growth in most students.

Do you have another Integration goal?

No

Racially Identifiable Schools (RIS):

Name of Racially Identifiable School 1:

Talahi Community School

RIS Achievement and Integration Goal 1 Goal Statement:

SMART goal statement from the 2017-20 plan.

By June 30, 2020, Talahi Community School will increase the percentage of students achieving accelerated growth in reading from 26.10% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the STAR Reading Assessment.

Check one of the following:

Achievement Goal

Baseline：Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 26.10% of students at Talahi made accelerated growth in reading.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 38% of students at Talahi made accelerated growth in reading.

On Track? Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your

strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o Star
- o Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o Technology Integrationist
- o Student Support Coordinator
- o Teacher professional development and support in Culturally and Linguistically Responsive Instruction
- o Educational Equity Outreach Coordinator
- o Cross-district professional learning network
- o Trauma informed student groups (Kool in School)
- o Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

Yes

RIS Achievement and Integration Goal 2:

Goal Statement/Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Talahi Community School will increase the percentage of students achieving accelerated growth in math from 27.78% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the STAR Math Assessment.

Check one of the following:

Achievement Goal

Baseline: Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 27.78% of students at Talahi made accelerated growth in math.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 30% of students at Talahi made accelerated growth in math.

On Track?

Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o Star
- o Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o Technology Integrationist
- o Student Support Coordinator
- o Teacher professional development and support in Culturally and Linguistically Responsive Instruction
- o Educational Equity Outreach Coordinator
- o Cross-district professional learning network
- o Trauma informed student groups (Kool in School)
- o Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

Yes

RIS Achievement and Integration Goal 3 Goal Statement:

Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Talahi Community School will increase the MCA Reading proficiency rate of students from 26.80% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the MCA Reading Assessment.

Check one of the following:

Achievement Goal

Baseline：   Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 26.80% of students at Talahi were proficient on the Reading MCA.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 25.60% of students at Talahi were proficient on the Reading MCA.

On Track? Check one of the following:

Not on Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student

groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

   o   MCA
   o   Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

   o   Technology Integrationist
   o   Student Support Coordinator
   o   Teacher professional development and support in Culturally and Linguistically Responsive Instruction
   o   Educational Equity Outreach Coordinator
   o   Cross-district professional learning network
   o   Trauma informed student groups (Kool in School)
   o   Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

Yes

RIS Achievement and Integration Goal 4 Goal Statement:

Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Talahi Community School will increase the MCA Math proficiency rate of students from 21.40% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the MCA Math Assessment.

Check one of the following:

Achievement Goal

Baseline: Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 21.40% of students at Talahi were proficient on the Math MCA.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 24.8% of students at Talahi were proficient on the Math MCA.

On Track? Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o   MCA
- o   Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o   Technology Integrationist
- o   Student Support Coordinator
- o   Teacher professional development and support in Culturally and Linguistically Responsive Instruction
- o   Educational Equity Outreach Coordinator
- o   Cross-district professional learning network
- o   Trauma informed student groups (Kool in School)
- o   Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

No

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Star testing helps the school to monitor the students' progression in a standardized format and allows for Teacher Data Teams to study achievement and make educational decisions to plan accordingly for instruction. Data Teams meet regularly and allow for teachers to collaborate and network.

Technology integration allows teachers and students alike to explore global learning and educational applications as well as using SAMR (Substitution, Augmentation, Modification, and Redefinition) strategies that are to be more engaging for students. CLR or cultural and linguistic responsiveness (Hollie, 2017) builds on the theory of Culturally Relevant Teaching and Culturally Responsive Pedagogy put forth by Ladson-Billings (1994) and Gay (2000). The framework provides vocabulary, questioning, and reading strategies as well as engagement strategies among others. It is designed to meet the needs of all learners. Courageous Conversations assist us in developing staff professional development that attempts to address the relationship between race and achievement as well as to build awareness of the statistical gaps in achievement between different racial groups. It is designed to foster critical thinking about the disparity and how to challenge it with new thinking and a growth mindset for all students. Trauma informed learning teaches us more about the connection between attachment development and trauma. We understand few thrive after severe trauma, abuse, and/or neglect and, as such, require added support and empathic concern. These do not have to be obstacles to achieving educational potential.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School 2:

Discovery Community School

RIS Achievement and Integration Goal 1 Goal Statement:

Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Discovery Community School will increase the percentage of students achieving accelerated growth in reading from 32.24% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the STAR Reading Assessment.

Check one of the following:

Achievement Goal

Baseline: Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 32.24% of students at Discovery made accelerated growth in reading.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 33% of students at Discovery made accelerated growth in reading.

On Track? Check one of the following:

On Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o   Star
- o   Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o   Technology Integrationist
- o   Student Support Coordinator
- o   Teacher professional development and support in Culturally and Linguistically Responsive Instruction

- Educational Equity Outreach Coordinator
- Cross-district professional learning network
- Trauma informed student groups (Kool in School)
- Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments

Do you have another RIS goal for this school?

Yes

RIS Achievement and Integration Goal 2 Goal Statement:

Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Discovery Community School will increase the percentage of students achieving accelerated growth in math from 35.86% during the 2016-17 school year to 40.00% during the 2019-2020 school year, as measured by the STAR Math Assessment.

Check one of the following:

Achievement Goal

Baseline: Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 35.86% of students at Discovery made accelerated growth in math.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 35% of students at Discovery made accelerated growth in math.

On Track? Check one of the following:

Not on Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o   Star
- o   Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o   Technology Integrationist
- o   Student Support Coordinator
- o   Teacher professional development and support in Culturally and Linguistically Responsive Instruction
- o   Educational Equity Outreach Coordinator
- o   Cross-district professional learning network
- o   Trauma informed student groups (Kool in School)
- o   Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

Yes

RIS Achievement and Integration Goal 3 Goal Statement:

Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Discovery Community School will increase the MCA Reading proficiency rate of students from 33.00% during the 2018-19 school year to 40.00% during the 2019-2020 school year, as measured by the MCA Reading Assessment.

Check one of the following:

Achievement Goal

Baseline꞉ **Baseline starting point from the RIS Goal Statement of your 2017-20 plan.**

During the 2016-17 school year, 33.00% of students at Discovery were proficient on the Reading MCA.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 25.7% of students at Discovery were proficient on the Reading MCA.

On Track? Check one of the following:

Not on Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o   MCA
- o   Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o   Technology Integrationist
- o   Student Support Coordinator
- o   Teacher professional development and support in Culturally and Linguistically Responsive Instruction

- o   Educational Equity Outreach Coordinator
- o   Cross-district professional learning network
- o   Trauma informed student groups (Kool in School)
- o   Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five years. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

Yes

RIS Achievement and Integration Goal 4:

Goal Statement/Copy the SMART goal statement from your 2017-20 plan.

By June 30, 2020, Discovery Community School will increase the MCA Math proficiency rate of students from 29.40% during the 2018-19 school year to 40.00% during the 2019-2020 school year, as measured by the MCA Math Assessment.

Check one of the following:

Achievement Goal

Baseline： Baseline starting point from the RIS Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 29.40% of students at Discovery were proficient on the Math MCA.

Year 2 (2018-19) Actual:

Provide the result for the 2018-19 school year that directly ties back to the established goal.

During the 2018-19 school year, 22.1% of students at Discovery were proficient on the Math MCA.

On Track?

Check one of the following:

Not on Track

Narrative:

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- o MCA
- o Data is looked at by race/ethnicity, free/reduced lunch status, and EL

● What strategies are in place to support this goal area?

- o Technology Integrationist
- o Student Support Coordinator
- o Teacher professional development and support in Culturally and Linguistically Responsive Instruction
- o Educational Equity Outreach Coordinator
- o Cross-district professional learning network
- o Trauma informed student groups (Kool in School)
- o Courageous Institute

● How well are you implementing your strategies?

All of these strategies have been in place for at least five year. They are very well implemented and are consistently taking place throughout the district.

● How do you know whether it is or is not helping you make progress toward your goal?

Each strategy has been helping to increase growth in most students. We are needing to accelerate the growth to make up ground within the gaps that exist between student groups. Using STAR, we are able to monitor the growth of each student and this data as an estimate of how the identified student groups will perform for our state assessments.

Do you have another RIS goal for this school?

No

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Star testing helps the school to monitor the students' progression in a standardized format and allows for Teacher Data Teams to study achievement and make educational decisions to plan accordingly for instruction. Data Teams meet regularly and allow for teachers to collaborate and network.

Technology integration allows teachers and students alike to explore global learning and educational applications as well as using SAMR (Substitution, Augmentation, Modification, and Redefinition) strategies that are to be more engaging for students. CLR or cultural and linguistic responsiveness (Hollie, 2017) builds on the theory of Culturally Relevant Teaching and Culturally Responsive Pedagogy put forth by Ladson-Billings (1994) and Gay (2000). The framework provides vocabulary, questioning, and reading strategies as well as engagement strategies among others. It is designed to meet the needs of all learners. Courageous Conversations assist us in developing staff professional development that attempts to address the relationship between race and achievement as well as to build awareness of the statistical gaps in achievement between different racial groups. It is designed to foster critical thinking about the disparity and how to challenge it with new thinking and a growth mindset for all students. Trauma informed learning teaches us more about the connection between attachment development and trauma. We understand few thrive after severe trauma, abuse, and/or neglect and, as such, require added support and empathic concern. These do not have to be obstacles to achieving educational potential.

Do you have another Racially Identifiable School?

No

Thank You.