

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0742-01 St. Cloud Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Tina Lahr

WBWF Contact Title

POSA-Designee

WBWF Contact Phone Number

320-370-8095

WBWF Contact Email

Tina.Lahr@isd742.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

Yes

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans SY 2018-20)

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

Yes

A&I Contact Name

Ellen Stewart

A&I Contact Title

Director of Equity Services

A&I Contact Phone Number

320-370-8105

A&I Contact Email

Ellen.Stewart@isd742.org

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<https://www.isd742.org/domain/558>

Provide the direct website link to the A&I materials.

<https://www.isd742.org/cms/lib/MN01909691/Centricity/Domain/61/Achievement%20and%20Integration%20Plan.pdf>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

TBD

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Shannon Haws

Role in District

Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Zach Dorholdt

Role in District

Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Dr. Marsha Baisch

Role in District

Assistant Superintendent-Elementary Teaching, Learning, and Development

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Dr. Laurie Putnam

Role in District

Assistant Superintendent-Secondary Teaching, Learning, and Development

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Lori Posch

Role in District

Executive Director of Learning and Teaching

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Dr. Sylvia Huff

Role in District

Executive Director of Research, Assessment, and Enrollment

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Ellen Stewart

Role in District

Director of Achievement, Integration, and Equity Services

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Tina Lahr

Role in District

POSA-WBWF, Titles I, II, and IV, Transitional Programming, ESSER, GEER, CRF, Non-Public Programming, Targeted Services, etc.

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Kelly Frankenfield

Role in District

Director of Multilingual Learning

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Julie Midas

Role in District

Director of Early Childhood

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Adam and Susan Proshek

Role in District

Parents

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Shannon Essler-Petty

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Abdirahman Hussein

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

David Fremo

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Connie Logeman

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ayan Omar

Role in District

Teacher, Parent, and Community Expert

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Naimo Abdullahi

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Zakariya Ibrahim

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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?

(200 word limit)

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 the 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. Data is also annually reported 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 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?

(200 word limit)

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 the 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 the 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.

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?

(200 word limit)

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 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?

(200 word limit)

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.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this 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.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse 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 2019-20 school year.

At the completion of the 2019-2020 school year, the number of preschool students meeting or exceeding the Widely Held Expectations will increase from 85% to 87% as indicated in the TS Gold assessment domains of social-emotional, language, cognitive, literacy, mathematics, and physical skills.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

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%

Goal Status

Check one of the following:

On Track (multi-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?

(Narrative is required. 200 word limit)

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 2019-20 school year.

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

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Student growth data is collected three times per year in fall, winter, and spring during a typical year through benchmarking assessments: STAR Early Literacy, STAR Literacy, GOMs and Running Records. The spring MCA is used to identify the percentage of students that independently transfer reading growth through demonstration of reading proficiency. Data is disaggregated by race, FRP, LEP, and Special Education among others. Co-teaching is implemented in the K-5 classrooms to increase instructional touch points with students. Implementation of co-teaching is supported by professional development, collaborative planning time and cognitive coaching. All students receive small group instruction in their classroom with their teacher or co-teacher. In addition, ADSIS teachers meet with identified students in grades K-3 and deliver systematic phonics instruction using an Orton-Gillingham instructional approach to reading. The piloting of the Souday Program was also initiated, offering structured, systematic, and multi-sensory reading intervention for readers at the beginning stages.

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 2019-20 school year.

The MCA Reading achievement gap between students who are English language learners and students who are not English language learners will decrease from 46.9% in the Spring of 2019 to 44.9% in the Spring of 2020. The MCA Reading achievement gap between students who qualify for special education services and students who do not qualify will decrease from 27.0% in the Spring of 2019 to 25.0% in the Spring of 2020. The MCA Reading achievement gap between students who qualify for free or reduced lunch status and students who do not qualify will decrease from 37.8% in the Spring of 2019 to 35.8% in the Spring of 2020. 2019-20 Math Goals: The MCA Math achievement gap between students who are English language learners and students who are not English language learners will decrease from 37.1% in the Spring of 2019 to 35.1% in the Spring of 2020. The MCA Math achievement gap between students who qualify for special education services and students who do not qualify will decrease from 20.8% in the Spring of 2019 to 18.8% in the Spring of 2020. The MCA Math achievement gap between students who qualify for free or reduced lunch status and students who do not qualify will decrease from 40.5% in the Spring of 2019 to 38.5% in the Spring of 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Achievement data is collected through MCA data and STAR assessment data. The District Executive Director of Research, Assessment, ensures data is disaggregated by student group to provide meaningful comparison data. Data is regularly reviewed by building and district leadership as well as building leadership teams.

In addition to the aforementioned strategies under reading, strategies to support this goal have included providing aligned professional development to all elementary classrooms, special education and EL staff in best practices in early mathematics instruction, including the concrete, representational, and abstract progression. Academic lead positions were added to four elementary schools to provide co-teaching and co-planning support. Leads also received professional development in district global unit maps in elementary literacy. These maps provide structured support for teachers to ensure that classroom instruction is both rigorous and standards based. Co-teaching with EL and SPED staff was used in PK-12 classrooms to support all students in receiving scaffolded instruction at their grade level.

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 2019-20 school year.

1. We aim to provide EPIC coursework for most 9th grade students. Our goal for the 2019-2020 school year is 60% of 9th grade students will be enrolled in this new year-long course. 2. We aim to provide Gear Up, Get Ready coursework for 6-8 grade students. Our goal for the 2019-2020 school year is 60% of 6-8 grade students will be enrolled in this career rotation. 3. Consistent with the previous school year, 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) Portfolio during the 2019-20 school year. (MN Statute 120B.125) 4. Consistent with the previous school year, 100% of students graduating on or after 2019-20 will continue to have their progress towards Career and College Readiness recorded on their high school transcript during the 2019-20 school year. (MN Statute 120B.30 subd. 1, paragraph (f))

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

A total of 263 students out of 431 9th graders (61%) participated in EPIC coursework at Tech HS. A total of 199 students out of 371 9th graders (53%) participated in EPIC coursework at Apollo HS. A total of 249 students out of 361 8th graders (69%) participated in Gear Up coursework at South Jr. High. A total of 138 students out of 296 8th graders (47%) participated in Gear Up coursework at North Jr. High. 100% of transcripts created by District 742 provide a record of progress towards Career and College Readiness.

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?

(Narrative is required. 200 word limit)

Data that was used to identify needs includes student demographics of students who are enrolled in Gear Up and EPIC coursework. We know that many of our students have very full schedules due to music and language options. We also acknowledge that the students in music and language classes are typically our more affluent, white students. Those students do not have access to career and college readiness curriculum, but it is also seen as a priority for those students to develop their pathways into high school and make post secondary plans that are pertinent to their future.

Strategies are being developed to ensure access and equity for all students such as delivering career and college readiness curriculum in advisory, offering career coursework as options for all students instead of prescribing experiences, and creating a parent involvement team to ensure that students are surrounded by support inside and outside of school.

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 2019-20 school year.

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

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

The four-year graduation result of the 2018-19 school year was 69%.

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?

(Narrative is required. 200 word limit)

Strategies to support our graduation rate have included the following: 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, STAR progress monitoring for students, co-teaching pairs of English Language/General Education, Special Education/General Education, and Social Emotional Learning Education using the MindUp and Lighthouse curriculums. In addition, we have provided Night School and Summer School through our ALC programming. Technology or digital based learning and individualized learning have also been emphasized with our District's 1:1 initiative and use of a learning management system.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2018-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](#). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.

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 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

Copy the 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 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

Unable to report because the spring Star Assessments were not administered in 2020 due to COVID-19.

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Formative and summative data from multiple sources and universally administered STAR assessments are utilized to monitor progression. Data is disaggregated by race, FRP, LEP, and special education, among others. Some strategies include the Young Scholars Program which involves identification of students beginning in kindergarten and provides an opportunity to develop potential at an early age. Students engage in challenging subject matter and rigorous courses throughout their educational career. Professional development and support in Culturally and Linguistically Responsive Instruction is an emphasis of strategies that help teachers identify students' academic potential through a cultural lens. Adjoining districts participate in this training along with St. Cloud Area Schools. The continued implementation of AVID, Advancement Via Individual Determination, a college readiness system for elementary through higher education is designed to increase learning and performance. MDCC cross district teaching practices and walk throughs will involve observing and sharing of best practice teaching strategies that recognize underserved students. A cross district professional learning community will also be supported as will a Student Enrichment Collaborative whereupon the MDCC will work to establish opportunities for increased cultural fluency and competency through shared learning opportunities with students from various racial backgrounds.

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

Copy the 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 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

Unable to report because the spring Star Assessments were not administered in 2020 due to COVID-19.

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Formative and summative data from multiple sources and universally administered STAR assessments are utilized to monitor progression. Data is disaggregated by race, FRP, LEP, and special education, among others. Some strategies include the Young Scholars Program which involves identification of students beginning in kindergarten and provides an opportunity to develop potential at an early age. Students engage in challenging subject matter and rigorous courses throughout their educational career. Professional development and support in Culturally and Linguistically Responsive Instruction is an emphasis of strategies that help teachers identify students' academic potential through a cultural lens. Adjoining districts participate in this training along with St. Cloud Area Schools. The continued implementation of AVID, Advancement Via Individual Determination, a college readiness system for elementary through higher education is designed to increase learning and performance. MDCC cross district teaching practices and walk throughs will involve observing and sharing of best practice teaching strategies that recognize underserved students. A cross district professional learning community will also be supported as will a Student Enrichment Collaborative whereupon the MDCC will work to establish opportunities for increased cultural fluency and competency through shared learning opportunities with students from various racial backgrounds.

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.
- Asian students from 83.3% (2016) to 100.0% in 2020 as measured by the 4-year graduation rate.
- Hispanic students from 55.60% (2016) to 85.00% in 2020 as measured by the 4- year graduation rate.

- Black students from 69.30% (2016) to 99.0% in 2020 as measured by the 4-year graduation rate.

- 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

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

2016 graduation rates:

- American Indian: 20%
- Asian: 83%
- Hispanic: 56%
- Black: 69%
- FRL: 64%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

During the 2019-20 school year, the 4-year graduation rates were as follows: - American Indian: 57% - Asian: 81% - Hispanic: 50% -Black: 60% -FRL: 58%

On Track?

Check one of the following:

Goal Not Met

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?

(Narrative is required. 200 word limit.)

Student graduation data is maintained-studied by student groups. A Student Support Coordinator works with students, families, and staff to help bridge the gap between home-school, establishing programs to enhance social-emotional learning, achievement, and integration opportunities. The Educational Equity Outreach Coordinator serves as mentor, advocating for the achievement of protected students. Check and Connect is designed to reduce truancy, behavior referrals, and dropout. The Parent Institute for Quality in Action Program provides support to families at four different schools, fostering partnerships with schools to ensure children reach their full potential and building a college mindset. Access and Opportunity Program is a partnership between St. Cloud State University (SCSU), St. Cloud Technical College (SCTC), and the District aimed at improving achievement and high school graduation rates, increasing college preparatory course-taking, and increasing two-year and four-year college participation. Students needing support in testing, raising grades, or earning college credit while in high school were invited to join. Students receive help during regular school hours and after-school in taking college preparatory classes, earning college credit, academic advising, tutoring, mentoring, keeping students on track to graduate, attending test preparation programs, offering academic and cultural enrichment programs, and sharing information on college admissions and financial aid.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the 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

Copy the 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 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

During the 2019-20 school year, 69% of all major referrals were given to protected class students.

On Track?

Check one of the following:

Goal Not Met

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?

(Narrative is required. 200 word limit.)

Data includes attendance and discipline which is disaggregated in same fashion as the aforementioned. Strategies have included Culturally and Linguistically Responsive Instructional strategies that help teachers identify academic potential through a cultural lens. A Student Support Coordinator works with students, families, and staff throughout the district and in racially isolated schools, bridging the gap between home-school and establishing programs, enhancing social-emotional learning, achievement, and integration. An Educational Equity Outreach Coordinator serves as mentor, advocating for achievement and development of protected students and working with research-based Check and Connect designed to reduce truancy, behavior referrals, and dropout. The STAY KOOL in SCHOOL Program is for students ages 12-15, helping students appreciate their own cognitive processes and understand the cycle of anger and its destructive costs and short-term gains vs. the long-term consequences of negative anger outbursts. Students obtain tools to get needs met in proactive ways. The Institute for Courageous Leadership builds the cultural agility of principals in effectively leading increasingly diverse school communities. Bilingual Communication Support Specialists work with students, addressing concerns of cultural differences within the school community. They are strategically placed at schools to help protected students become better integrated socially, emotionally, and academically within the school environment.

Do you have another Integration goal?

No

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

CLR or cultural-linguistic responsiveness continues to help us build on the theory of Culturally Relevant Teaching and Culturally Responsive Pedagogy. The framework has provided vocabulary, questioning, and reading strategies as well as engagement strategies designed to meet the needs of all learners. Courageous Conversations continue to assist us in developing professional development that addresses the relationship between race and achievement as well as building awareness of statistical gaps in achievement between different racial groups, particularly for principals and other administration. It fosters critical thinking about disparity and how to challenge it with new thinking and a growth mindset for all students. The support of Bilingual Communication Support Specialists, liaisons, interpreters, and other positions referred to heretofore continue to help us navigate multilingual communications and learner support through both hybrid and distance learning models.

It became more challenging, however, to interact with other districts though based upon the circumstances and needs for social distancing.

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

(Narrative is required. 200-word limit.)

While strategies were implemented before distance learning, many were modified or not done with complete fidelity because of structural changes or needs to change in response to COVID-19 conditions. Some testing could not occur as planned, therefore all data that was to be utilized from spring MCA and STAR testing was not available. Baseline data needed to be modified as a result.

Differing strategies may have taken on more emphasis than had been originally planned. For example, technology integration allowed for the exploration of global learning and educational applications as well as using SAMR (Substitution, Augmentation, Modification, and Redefinition) strategies that are engaging for students. Trauma informed learning taught us more about the connection between attachment development and trauma. We understand challenges to thrive during severe trauma, and, as such, added support and empathic concern moved to the forefront with an increased emphasis on social-emotional learning and support, not only for students but for families. We understand the need to be culturally responsive, even under COVID circumstances. Increased use of Bi-lingual Communication Support Specialists, Transitional Liaisons, and Interpreters became quite evident in order to navigate communications with Somali and Spanish speaking families and those families who rely on oral communications.

Achievement & Integration - Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on [this list](#) with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

Name of Racially Identifiable School (RIS) 1

Talahi Community School

Racially Identifiable School (RIS) 1 Achievement Goal

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 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.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 26.10% of students at Talahi made accelerated growth in reading. During the 2018-19 school year, 38% of students at Talahi made accelerated growth in reading.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

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.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 27.78% of students at Talahi made accelerated growth in math. During the 2018-19 school year, 30% of students at Talahi made accelerated growth in math.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

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.

Baseline

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

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

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.

Baseline

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

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

Racially Identifiable School (RIS) 1 Integration Goal

Goal Statement

Copy the 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

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

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report with equity based upon several months with engagement in the distance learning model which would subsequently impact the data.

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

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.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

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 (RIS) 2

Discovery Community School

Racially Identifiable School (RIS) 2 Achievement Goal

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.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 32.24% of students at Discovery made accelerated growth in reading. During the 2018-19 school year, 33% of students at Discovery made accelerated growth in reading.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

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.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

During the 2016-17 school year, 35.86% of students at Discovery made accelerated growth in math. During the 2018-19 school year, 35% of students at Discovery made accelerated growth in math.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

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.

Baseline

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

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

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.

Baseline

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

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

Data is looked at by race/ethnicity, free/reduced lunch status, EL-LEP, and Special Education among others using the universally administered STAR and MCA.

Strategies have been inclusive of the following:

- Technology Integrationist
- Student Support Coordinator
- 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

Racially Identifiable School (RIS) 2 Integration Goal

Goal Statement

Copy the 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

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

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Unable to report with equity based upon several months with engagement in the distance learning model which would subsequently impact the data.

On Track?

Check one of the following:

Unable to Report

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?

(Narrative is required. 200 word limit.)

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.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

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!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607976076_5fd7c48c04d338.64099068&sg_navigate=start