

World's *Best* Workforce

2022-23

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

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MISSION & CORE VALUES

OUR MISSION

IS TO PROVIDE
a safe and caring climate and culture
IN WHICH WE

ENGAGE

INSPIRE

EDUCATE

PREPARE &

EMPOWER

ALL LEARNERS

in partnership with their surrounding community

TO BE SUCCESSFUL

in today's & tomorrow's society.

WE BELIEVE

EQUITABLE
ACCESS



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

MULTIPLE &
DIFFERING
PERSPECTIVES



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

COMMON
GOALS



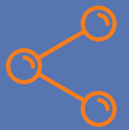
We all benefit when communities work together toward common goals.

LIFELONG
LEARNING



Lifelong learning is essential for individuals to shape and thrive in our global society.

SHARED
OWNERSHIP



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

INTRODUCTION

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve learning and teaching with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students in pre-k through high school and is based upon the five following goals:

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

The District 742 World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to engage, inspire, educate, prepare and empower all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

PERFORMANCE MEASURES

GOAL & BENCHMARKS FOR INSTRUCTION & STUDENT ACHIEVEMENT

District 742 has aligned all District and site student achievement and staff development goals toward the District's vision. Each of the components of this structure is described within this plan. Documents that provide a comprehensive, detailed description of each element are also referenced or linked.

STRATEGIC PLAN

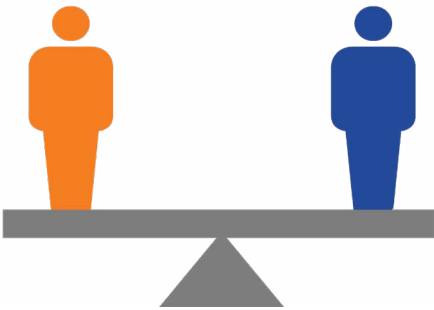
Development of the current [District Strategic Plan](#) began in the spring of 2019 with School Board adoption in November of 2019. Input and feedback was achieved through a collaborative process with the involvement of many stakeholders' voices. In addition, a program and initiative review was conducted in the spring of 2021 by District 742.

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

ACHIEVEMENT & INTEGRATION/EQUITY PLAN

EQUITY PLAN GOALS

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



EQUITY PLAN ACTIONS

- Offer a variety of enriching and culturally integrated learning opportunities for all students.
- Provide Bilingual Communication Support Specialists and Educational Equity Outreach Coordinators to support students directly in the classrooms and serve as a bridge between students and teachers, teachers and parents, and schools and homes.
- Continue to grow capacity around culturally and linguistically responsive instruction.
- Work with surrounding communities to support student and familial resources.
- Maintain actionable parent programs that enrich school-home communications.
- Implement programs that specifically support increasing achievement for all students, especially our “protected students”.
- Reduce the achievement gap.

TITLE PLAN

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

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

TITLE I: Academic Achievement Interventions

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

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

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

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

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

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

GOALS & BENCHMARKS FOR INSTRUCTION & STUDENT ACHIEVEMENT

1.

ALL CHILDREN ARE READY FOR SCHOOL

EARLY CHILDHOOD-TRANSITION TO KINDERGARTEN

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

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

2022-23 GOALS:

The social-emotional and academic achievement of the students in the three-year-old and four-year-old preschool programs are measured using the Teaching Strategies Gold Assessment tool. Outcome measurements for social-emotional and academic skills will meet kindergarten expectations for all preschool students in our district

GOAL 1: At the completion of the 2022-2023 school year, 89% of the students will meet or exceed the widely held expectation of regulating their own emotions and behaviors, as measured by the Teaching Strategies Gold assessment tool or by the early childhood parenting pre/post reflective tool.

GOAL 2: At the completion of the 2022-2023 school year, 87% of the students will meet or exceed the widely held expectations in early literacy letter identification and letter sounds expectations as measured by the Teaching Strategies Gold assessment tool.

GOAL 3: At the completion of the 2022-2023 school year, 87% of the students will meet or exceed the widely held expectations in early numeracy number identification, rote counting, and 1:1 counting as measured by the Teaching Strategies Gold assessment tool.

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

Following are the percentages of preschoolers meeting or exceeding the widely-held expectations from the 2022-23 school year in each of the developmental domain areas:

Preschool Age 3

- Social-Emotional - 89%
- Physical - 99%
- Language - 91%
- Cognitive - 93%
- Literacy - 79%
- Mathematics - 84%

Preschool Age 4

- Social-Emotional - 93%
- Physical - 97%
- Language - 92%
- Cognitive - 90%
- Literacy - 92%
- Mathematics - 93%

2.

ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

2022-23 GOAL:

By Winter of 2023, District 742 will increase the percentage of 3rd grade students scoring at or above benchmark on the STAR Reading assessment from 43.5% (Winter, 2020) to 50%.

Co-teaching in the area of literacy has been identified as a strategy that has proven to increase the literacy achievement of students in the district's Reimagine Schools. Co-teaching in the classroom, accompanied by job-embedded professional development, and collaboration time with the purpose of developing quality lesson plans are components that have been successful. The co-teaching model has been implemented in the district's elementary and middle schools, along with the related components, to accelerate student literacy growth. Academic leads provide support by monitoring grade level data and establishing common goals and formative assessments. Academic leads also support classroom teachers in co-planning, co-instructing, and co-assessing.

First Grade teachers in District 742 are trained in the delivery of Sonday E1, a systematic phonics instructional resource. Training was provided by our district dyslexia specialist who will also monitor implementation and provide feedback in expanding the use in other grade levels.

The ADSIS grant supports the allocation of teachers and resources to provide intervention for general education students in kindergarten through third grade who are at risk in the area of reading skills development. The program is designed to provide Tier III support for students through systematic literacy instruction and thereby reduce the number of referrals to special education. Parameters of the program include, but are not limited to: daily instruction with a small group (three students) for a minimum of 30 minutes, weekly progress monitoring, routinely completing running records, collaborating with classroom teachers to monitor student growth, and conferencing with parents in order to build a partnership between home and school.

3.

ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

2022-23 READING GOALS:

We will reduce the difference in performance on Reading MCA's for students eligible for free and reduced priced meals 25% by moving the proficiency rate in 2022 for students enrolled at least half the school year from 28.1% in 2022 to 42.3% in 2023 an increase of 14.2 points.

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



2022-23 MATH GOALS:

We will reduce the difference in performance on Math MCA's for students eligible for free and reduced priced meals 25% by moving the proficiency rate in 2022 for students enrolled at least half the school year from 42.7% in 2022 to 53.2% in 2023 an increase of 10.52 points.

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

4.

ALL STUDENTS ARE READY FOR CAREER & COLLEGE

CAREER & COLLEGE READINESS DATA

For purposes of statewide accountability (MN P-20 Partnership), "career and college ready" means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

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

- Employability
- Mindsets & Social Awareness
- Transitional Knowledge
- Career Development

District 742 has been awarded an Office of Higher Education Get Ready, Gear Up grant which began in the 2019-2020 school year for students in 6-8 grade. This initiative expanded into 9-12th grade for the 2022-2023 school year. All students in grades 6-12 will partake in the Gear Up Framework through their advisories in each of our secondary schools. Outcomes of the Gear Up initiative include the following: Student promotion in their own exploration of personal and social identity, individual skills and interests, learning techniques for academic success, the world of career choices, and options for extending the education process beyond high school.

2022-23 GOALS:

1. We aim to provide EPIC coursework for most 9th grade students. Our goal for the 2022-2023 school year is as follows: 70% of 9th grade students will be enrolled in at least one trimester EPIC course.
2. We aim to provide Get Ready, Gear Up Career and College Readiness modules for 6-8 grade students. Our goal for the 2022-2023 school year is as follows: 80% of 6-8 grade students will be participating in Gear Up curriculum.
3. 90% of students in grades 9, 10, 11, and 12 enrolled by Oct. 1, will participate in Career and College Readiness curriculum during the 2022-2023 school year.
4. 80% of students in grades 9, 10, 11, and 12 will have a Personal Learning Plan (PLP) in place through the creation of a personal website or IEP Transition Plan during the 2022-2023 school year. (MN Statute 120B.125)
5. 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 2022-23 school year. (MN Statute 120B.30 subd 1, paragraph (f))

- [Career Chart](#)

ADDITIONAL TRANSITIONAL SUPPORT FOR COLLEGE & CAREER READINESS

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

District 742 creates many opportunities for students to prepare for career and college readiness.

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

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

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



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

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

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

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

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

18-21 PROGRAMS

InStep is a transition program for students ages 18 – 21 with moderate to severe disabilities that continue to be eligible to demonstrate eligibility for special education services based upon the needs identified in their Individualized Education Program (IEP) plan. Students attending InStep are learning skills that allow them to access their greatest level of independence in the transition areas of independent living, employment, recreation/leisure, and post-secondary options. Students access job training and learning opportunities, both on-site and in the community. [View the brochure.](#)

Community Options 2 (CO2) is a transition program for students ages 18 – 21 with mild disabilities who continue to demonstrate eligibility for special education services based upon the needs identified in their Individualized Education Program (IEP) plan. CO2 is a partnership between District 742 and the College of Education at St. Cloud State University (SCSU). Students at CO2 participate in a half-day non-paid internship, as well as learning opportunities in the areas of post-secondary education and training, jobs and job training, independent living, and recreation/leisure. [View the brochure.](#)



5.

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

District 742 considers the selection of courses one of the most important steps in a student's planning process for graduation. To support this, a great deal of time and effort is given to support students with accurate information and guidance, allowing them to make educated decisions regarding their graduation from high school as well as post-secondary planning for college and career readiness. The inclusion of career and college academies for our incoming juniors allow students to focus even more.

[Course Catalog](#)

4-YEAR GRADUATION RATE GOAL:

The District 742 four-year graduation rate will increase from 69.0% (2019) to 75% by 2024 as measured by the four-year graduation rate provided by the state.

High schools have identified resources and strategies to follow up, track dropout status, and recruit those in need for educational services. Contact will be made to all students who drop out of school, offering support and information to encourage them to return to educational settings. The Dreamline Program provides additional support for students in their transition year (grades 6 and 9) in order to prevent students from failing or dropping out of school. The Sanneh Foundation, Dreamline sponsor, is designed to support community-based organizations and to assemble a supportive network within the community that provides proactive environments for students to become positive and productive adults. Every student not on track to graduate within four years is paired with a teacher with whom they have a connection as an additional support.

Both Apollo and Tech High Schools have 9th grade cohorts in BARR (Building Assets Reducing Risks). As noted on their website, barrcenter.org, "The BARR model uses eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social, and emotional outcomes for all students." Tech High School has received an NSI grant, growing BARR, that includes this year's 10th graders. Based on the implementation timeline of BARR, we chose to write a multi-year goal in order to allow time to assess the impact of this initiative.

7-YEAR GRADUATION RATE GOAL:

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

The District 742 seven-year graduation rate will increase from 84.0% (2019) to 88% by 2024 as measured by the seven-year graduation rate provided by the state. District 742 has programs and schools in place to support students who make that choice.



ASSESSING & EVALUATING STUDENT PROGRESS

WELCOME - GOAL SETTING CONFERENCES

All K-12 families are invited to participate in goal setting conferences with classroom teachers at the beginning of the school year. Teachers and parents/guardians are able to review the interests, strengths, and needs of students. Partnering together, they identify goals for the current school year. Both families and teachers have been surveyed and expressed a high level of satisfaction with this process in supporting their students. These conferences are opportunities for families to share and provide input on their child's education.

TALENT DEVELOPMENT PROGRAMS

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

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

PROGRAMS & IDENTIFICATION PROTOCOLS

Young Scholars Grades 1-5

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

Clustering Grades 2-5

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



High Achievement Pull Out Services - Math & Reading

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

Middle Level

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

GRADE LEVEL ACHIEVEMENT BENCHMARKS

District 742 understands the importance of assessment as a tool “for learning and growth” when assessments are used to guide teachers in curriculum planning to best meet the needs of all students. It was determined that this could be most effectively accomplished with the STAR and STAR Early Literacy assessment tools. Using the STAR tools, the assessment team has developed a comprehensive assessment system that includes benchmark assessment, progress-monitoring, alignment to state assessments, and college and career readiness.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The MTSS, Multi-Tiered System of Support, provides the framework for assessment planning and evaluating student progress district-wide. Students who perform below grade level on benchmark assessments are further screened to isolate specific skill deficits. Students who receive an intervention are progress monitored to ensure accelerated growth. If accelerated growth isn't achieved, intervention plans are modified. A District level MTSS Team oversees MTSS, and each school site also has its own MTSS Leadership Team.

DISTRICT ASSESSMENT PLAN DETAILS

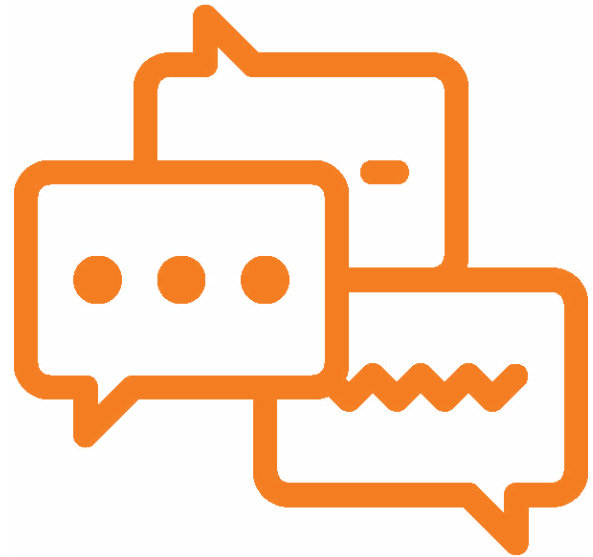
The District uses a variety of assessments for the purposes of gathering relevant data and information about student performance and progress. Information from assessments can also help to determine student interests and aid in making judgments about students' learning process. Below, you will find a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

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

MULTILINGUAL LEARNING WRITTEN PLAN OF SERVICE

The Multilingual Learner (ML) Program in District 742 supports students in Voluntary preschool through 12th grade in acquiring the English necessary to be academically and linguistically successful in our classrooms and in career and life goals. Our current population includes immigrant, refugee, migrant and native-born students who are learning English as an additional language and Students with Limited or Interrupted Formal Education (SLIFE). District 742 believes that knowing two or more languages is both valuable and achievable.

[Multilingual Language Instruction Educational Plan \(LIEP\)](#)



MULTILINGUAL LEARNING ACADEMIC ACHIEVEMENT & GRADUATION OVERALL SUMMARY

SMART Goal: The percentage of English Learners who will attain English proficiency will increase by 2.9% from 7.1% proficient to 10% proficient as demonstrated on the Overall Composite Proficiency level of 4.5 on the ACCESS 2.0 for ELLs.

Data Analysis: The percentage of English Learners who attained English proficiency increased from 5.26% to 7.1% from 2021 to 2022 while the state decreased from 12.1% in 2019 to 9.6% in 2022. This represents 110 of 1554 that were assessed in District 742 in 2022.

SMART GOAL: The percentage at the district level for Multilingual Learners' Progress Toward English Language Proficiency Index will increase by 4.23% from 54.39% to 58.62% as measured on the ACCESS 2.0 for ELLs, 2023. **SMART GOAL:** The percentage of English Learners who will attain proficiency in math will increase by 3.9% from 8.6% proficient to 12.5% proficient as demonstrated on the MCA Mathematics Assessment. The state MLs decreased by 5.3% from 2019 to 2022 while St. Cloud Area MLs decreased by just .5% from 2019 to 2022.

SMART GOAL: The percentage of English Learners who will attain proficiency in reading will increase by 3.4% from 8.4% proficient to 11.8% proficient as demonstrated on the MCA Reading Assessment. The state MLs decreased by 2.1% while St. Cloud Area MLs decreased by just .5% from 2019 to 2022.

Graduation Data

4-Year Graduation Rate 2020-21

- District: Increased 8.8% from 53.72% in 2020 to 62.6% in 2021
- Apollo: Increased 4.24% from 64.96% in 2020 to 69.2% in 2021
- Tech HS: Increased 12.7 from 56.3% in 2020 to 69% in 2021
- McKinley ALC: Increased 15.18% from 21.82% in 2020 to 37% in 2021

7-Year Graduation Rate 2020-21

- District: Decreased by 4.7% from 79.8% to 75.1%
- Apollo HS: Decreased by .89% from 79.09% to 78.2%
- Tech HS: Decreased by 10.15% from 86.15% to 76%
- McKinley ALC: Decreased by 6.33% from 71.43% to 65.1%

ASSESSING & EVALUATING INSTRUCTION AND CURRICULUM

CURRICULUM & INSTRUCTION REVIEW

The Curriculum Development Policy guides the continuous review and improvement of the District's curriculum and programs. District 742 employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of the District's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time.

[Curriculum Review Policy](#)

LEARNING & TEACHING TEAM LEADERSHIP

The Learning and Teaching Team provides leadership for increasing student achievement through effective teaching. The team works with administrators and teachers on professional development, graduation standards, coordinated curriculum, assessment, and effective teaching practices. The Learning and Teaching team carries out the district's goal for each student to have an appropriate, consistent, coordinated and rigorous educational program. The team includes staff from all curricular areas and specialized programs.

INSTRUCTIONAL EXPECTATIONS HANDBOOK

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

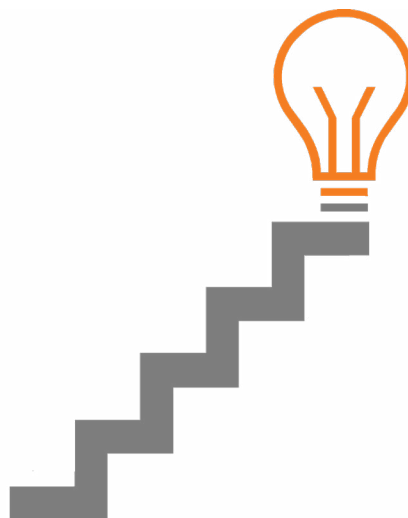


STRATEGIES FOR IMPROVING INSTRUCTION, CURRICULUM, & STUDENT ACHIEVEMENT

RELATED PLANS

The following plans have strategies for improving instruction, curriculum, and student achievement.

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



PROFESSIONAL DEVELOPMENT

The Learning and Teaching Team, in collaboration with several departments and sites, structures professional development that is intended to improve instruction and ultimately student achievement.

Based on needs identified and the re-licensure requirements by the State, a continued focus has been placed on professional development for staff around SEL, Social Emotional Learning, and mental health. A Student Services Team will continue to meet to determine standards for SEL as well as to identify core materials and professional development needs for staff. Other focus areas include the following: Kindergarten Play-Based Learning, Literacy, Math, Science, Co-Teaching, Cognitive Coaching, Career and College Pathways, BARR (Building Assets, Reducing Risks), MTSS (Multi-Tiered System of Supports), and Conscious Discipline. Support for equity is also embedded within the professional development.

District 742 professional development is created to meet the needs of new, veteran, and Tier I and II teachers. The PD planning is determined based upon district and site trends in student achievement and instructional practice, as indicated through assessment and other pertinent data, expressed needs of teaching staff, building leadership teams, administrative learning walks, and professional evaluation.

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

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

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

STANDARD FOR SUCCESS

Teacher Evaluation

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

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

The model aligns with the state statute regarding teacher evaluation. The goal of teacher evaluation is to develop teachers by working toward clear expectations. Teachers set annual goals aligned to the school improvement plan. A summative evaluation includes components of the observations that document dimensions of effective practice. Evaluation includes longitudinal data on student engagement, and 35% of the evaluation is based on measures of student achievement.

An extensive New Teacher Academy and a mentoring program are provided for all new teachers and service providers who are in years 1 -3 of their profession. During years in which a formal observation is not taking place, tenured teachers may engage in peer review. Peer Review focuses on teacher reflection and growth.

Additional opportunities for continued growth also exist. All teachers typically participate in PLTs. In addition, all teachers are provided professional development as delivered at their building site. The total system is supported through ongoing professional development.

- [Thoughtful Classroom Teacher Effectiveness Framework](#)

Principal Evaluation

District 742 utilizes a principal evaluation model that aligns with the MN State Statute using the Standard for Success platform as well. Annual goals are established in conjunction with the school improvement plan. Principals and the Assistant Superintendents check in regarding progress throughout the year. Summative evaluation is based upon progress made toward those goals. The rubrics for the summative evaluation are based upon research, and an online system of record keeping and evidence collection is used. Survey data collected from staff and stakeholders is utilized as part of the reflective conference. Progress toward meeting school improvement plan goals are also considered in determining principal growth. The District's Principal Evaluation is connected to the MN Model for Principal Evaluation.

- [MN Model for Principal Evaluation](#)

LITERACY PLAN

The District 742 Literacy Plan details the practices and strategies to ensure the success of all students in achieving reading proficiency by third grade. Although the required plan by the State is for K-3 literacy, a sustained effort to create quality literacy-rich environments in all schools and programs from birth through graduation exists. As part of the literacy curriculum review process, assessments, interventions, and curricular resources continue to be monitored and implemented following a cycle. The Literacy Plan reflects this commitment to our learners.

[Literacy Plan](#)

SITE IMPROVEMENT PLAN

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

COMMITTEES & ROLES

DISTRICT ADVISORY COMMITTEE

The Learning and Teaching World's Best Workforce Advisory Council is comprised of community members, parents, teachers, directors, administrators, and students. The primary purpose of the committee is to ensure active community participation in planning and improving the instruction and curriculum, as well as providing advice regarding World's Best Workforce and the Strategic Plan in District 742.

OTHER COMMITTEES

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

